

**THE EFFECT OF FREE PRIMARY EDUCATION ON GIRLS ENROLLMENT
AND PARTICIPATION IN PRIMARY SCHOOLS OF BALAMBALA DIVISION
GARISSA COUNTY**

BY

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REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN
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DECLARATION

This project is my original work and has never been presented for a degree award in this or any other University.

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DEDICATION

This research is dedicated to all the girls in the Arid and Semi Arid areas of Kenya who try to keep up their ambitions to participate in schools under very difficult circumstances and to all parents for their efforts and sacrifices to educate their children especially girls.

ACKNOWLEDGEMENTS

I would like to express my heartfelt appreciation first of all, to my project supervisor Prof. Preston Chitere, for his dedicated attention, encouragement and support during all stages of the project. Secondly, I would like to thank the County of Garissa education officers for their enthusiasm and considerable efforts they made during data collection. Thirdly, I would like to express sincere gratitude to parents, community and religious leaders and teachers from Balambala Division in Garissa County for their immense help and contribution, without which this study would not have been possible. Lastly, I would like to acknowledge all those who facilitated my research by volunteering their time to engage in discussions, share personal experiences and provide access to documentary materials

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Thank you

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LIST OF ACRONYMS

UNCRC	United Nations Convention on the Rights of the
Child	
EFA	Education For All
ASAL	Arid and Semi Arid Lands
FGM	Female Genital Mutilation
FPE	Free Primary Education
NEP	North Eastern Province
UPE	Universal Primary Education
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
FAWE	Forum for African Women Educationalists
OVC	Orphans and Vulnerable Children
GER	Gross Enrollment Rate
ALRMP	Arid Lands Resource Management Programme
NGO	Non-Governmental Organization
UNICEF	United Nations Children Fund
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
NER	Net Enrollment Rate
AAI-K	Action Aid International Kenya
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
HIV	Human Immunodeficiency Virus
KCSE	Kenya Certificate of Secondary Education
SCF	Save the Children Fund

ABSTRACT

In spite of a national aim to achieve Education for All, basic education remains an elusive dream for many Kenyans, particularly girls in arid and semi-arid lands (ASAL). This study explored the effect of Free Primary Education on girls participation and enrollments in primary schools of Balambala Division of Garissa County. The study examined the access trends of girls in primary education, retention, completion and dropout rates, performance in national examinations perceptions of community and opinion leaders, teachers, and learners about girls' education and the policies that have been put in place to address girl child education among the marginalized pastoral communities in Kenya.

The study investigated how the community of Balambala theorizes gender differences in education, their perceptions of the value of educating girls, the factors they think are influencing the poor performance and enrolments of girls, and their suggestions for solutions.

At least 100 household heads were interviewed and 20 key informants to give their views on girls participation in primary schools in the area before and after the introduction of free primary education. The data was then analysed for each group according to the objectives in the research questions and instruments. The findings show that at a theoretical level the two groups interviewed had positive perceptions of girls' education. However, they perceived the important factors hindering girls' education as outside themselves; among these factors are the negative attitudes of the girls' parents and communities, parameters related to patriarchy such as boy-child preference, female genital cutting (FGC), early marriage, and excessive girl-child labour.

The main recommendations were community sensitization and mobilization, girls' own actions to pressure their parents to take them to school, provision of all-girls' schools staffed by female teachers, and grants and bursaries for poor bright girls. The government was seen to have an important role to play by enacting policies committing parents to educate all their children and making schools more girl-friendly. The study contributes to

understanding the issues involved in girls' education in Balambala division and has documented suggestions for the communities' priority areas that are worthy of consideration and implementation.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education is a fundamental right of every person, a key to other human rights; the heart of all developments; the prerequisite for equity, diversity and lasting peace. (World Education Forum Education for all: All for Education, A Framework for Action, Dakar, April 2000). Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights and for development. Article 26 of the United Nation's 1984 Universal Declaration on Human Rights, states that "everyone has the right to education." Article 28 of the United Nations Convention on the Rights of the Child, (UNCRC), 1989 sets out the right to education to which every child is entitled. Article 29 of the Convention also attaches importance to the process by which the right to education is to be promoted (United Nations Convention on the Rights of the Child, 1989).

According Wolfenson (World Bank, 2003), education is the seed and flower of development. For people, it opens up a world of opportunities, reduces the burden of diseases, poverty and gives greater voice in society. For nations, it opens doors to economic and social prosperity, dynamic workforce, well informed citizens who are able to compete and cooperate in the global arena. Since education is a powerful lever for poverty reduction and economic growth, it empowers people to take charge of their lives and make informed choices which bring forth quality of life. Education gives voice to the disadvantaged and is fundamental to constructing society (World Bank, 2003).

Education has been, since independence in 1963, recognized as an important sector in Kenya's socio-economic and cultural development. The provision of quality education and training at all levels was a priority during independence as is evidenced by one of the first policy documents, the Sessional Paper no. 10 of 1965 in which the Kenya Government committed itself to eradicating ignorance, poverty and disease. On attainment of political independence in 1963, the Government of Kenya (RoK), households and the private sector collectively endeavoured to enhance the development of education in the country (RoK, 1965).

In Kenya, as in much of Africa, primary-education provision and participation expanded dramatically during the 1960s and 1970s. The number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; enrolment increased even more dramatically, from just over one million pupils in 1965 to nearly four million in 1980 (Eshiwani 1993). This expansion reflected policy changes which collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of educational policy goals (Abagi and Olweya 1999; Makau 1995). But the growth in provision and participation increasingly left behind the pastoral countys of Northern and Eastern Kenya (Nkinyangi 1982; Narman 1990). The consequences are chronically low levels of educational participation among pastoralist communities, and marked disparities in provision and participation between pastoralist and other communities in Kenya.

One of the EFA goals is ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality. Although Kenya's education policy does not discriminate against girls and women, their participation is characterised by manifest disparities. There has been low participation and high drop out of girls in the Arid and Semi-Arid Lands in Kenya, where in the last ten years completion rates have never exceeded 50 per cent (Karani, 2002).

Low completion rates for girls, mean that few pupils who do succeed in completing their schooling manage to penetrate the labour market. The challenges that confront girls' education in Kenya include both in-school and out-of-school factors; they span the economic, cultural, social, regional, and policy realms. Since 2000, government and non-government agencies have tried to address these challenges, which are expressed in the interlinked problems of unequal access, poor rates of retention, and poor quality of education for girls. Their concerted efforts have in fact reduced the differential in girls' and boys' participation in basic education Hussein, 1999).

There are various factors that are attributed to low participation of nomadic pastoralist's girls in education. Such factors include firstly, cultural attitudes where traditional preference for sons diminishes the value of girls' education. Early marriage and

pregnancy from as early as age 10 prevent girls from enrolling in or completing basic education. Nomadic/pastoralist parents fear children will gain different values in school. Sexual violence, in which girls are kept out of school for initiation rites and female genital mutilation (FGM) which is practiced in most areas. Secondly, sexual harassment both in and out of school is widespread and also leads to non-attendance and dropout. Poverty drives young girls into prostitution, which pre-disposes them to the risks of HIV/AIDS (Karani, 2002). Thirdly, according to Hussein, (1999), insecurity for girls in which due to insecurity concerns coupled with the migratory lifestyle of pastoralists, parents prefer leaving boys behind to attend school and to take girls out of school to accompany them. Fourthly, quality issues where old-fashioned teaching methodologies, inadequate teaching-learning materials, a lack of teacher support systems, gender insensitive classroom dynamics and gender stereotyping in textbooks and supplementary materials work against girls. Fifthly, school facilities are inadequate, even more so with increased enrolment and lastly Poverty and drought where parents struggle to support their children due to household poverty as a result of repeated drought. Finally, children are sometimes denied access to education in order to provide household labour or paid labour. Girls are more affected than boys

In spite of a national aim to achieve Education for All, basic education remains an elusive dream for many Kenyans, particularly girls in arid and semi-arid lands (ASAL).

1.2 Statement of the Problem

Despite the global affirmation and the commitments made by Governments under international instruments for providing education for all, at least 60 million girls, have no access to primary schooling. More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills (UNESCO, on the occasion of Human Rights Day 10 December, 2003).

The above phenomenon is very clear among the marginalized communities such as the nomadic pastoralists where access to education especially primary education has been extremely difficult. A survey on Formal and Non-Formal Education in ASAL countys of

Garissa, Wajir and Mandera Counties in Kenya, arid and semi arid areas, ASAL, (2000) found out that in those areas less than 40% of eligible school-age children are in primary schools and more than 60% drop out before acquiring basic education. Of those who remain, less than 35% complete primary education. Gender disparities are most prevalent in these counties. There is an acute under-participation of girls with primary enrolment rates between 29% and 40 % and completion rates between 12% and 35%. (MOEST, 2000).

In January 2003, the Government of Kenya announced the introduction of free primary education (FPE). As a result, primary school enrolment increased to around 70%. However, wide gender disparities exist in certain regions: for example, in North Eastern province NER has remained unacceptably low, at 13.4% (16.5% for boys and only 9.8% for girls). Education is necessary for economic development. Educated people are able to take care of their lives more than uneducated ones. It is believed that education is the only tool that can make the nomadic pastoralists change and embrace new methods of animal herding among other aspects of development and educating a woman is educating the entire society. This study therefore aimed at establishing the challenges faced by girls among nomadic pastoralists communities in Balambala division Garissa county in participating in primary education even after the introduction of free primary education in 2003. The study also explored the status of education in the North Eastern Province county of Garissa, and examined the enrollment rates, drop out/retention rate, completion rate, performance rate and the perceptions of community and opinion leaders, teachers, and learners about girls' education.

1.3 Research Questions

1. What is the access trend of girls in primary schools in Balambala Division, Garissa county after the introduction of Free Primary Education?
2. To what extent has Free Primary Education enhanced girl Childs primary school retention/completion rates and reduced dropout rates in Balambala Division, Garissa county?
3. What is the effect of Free Primary Education on girl child performance in primary school education in Balambala Division, Garissa county?

4. What are the perceptions of communities, teachers and learners in educating girls after the introduction of FPE? And what are their suggestions for addressing the problem?
5. What policies have been put in place to address girl child education among marginalized pastoralists communities in Kenya?

1.4 Main Objective

The main objective of this study was to establish the effect of FPE on girl child participation and enrollment in primary schools in Balambala Division of Garissa County of Kenya. It also aimed to gain an in-depth understanding of the factors that influence girls' educational access, retention and performance in the two countys. The study investigated the issue from the perspectives of the local community, county education officers, groups of teachers and head teachers in public primary schools, who also made suggestions on how the education of girls could be improved in Balambala Division of Garissa County.

1.5 Specific objectives of the study

The study was guided by the following objectives:

1. To find out whether the access of girls in primary schools in Balambala Division, Garissa county has increased after the introduction of FPE
2. To establish the extent to which FPE has enhanced girl child primary school retention and reduced drop out rates in the county
3. To establish the perception of communities and nomadic families in the Balambala division towards girls education after the introduction of FPE
4. To find out the performance of girls after the introduction of FPE
5. To establish how the policies on girl child education has enhanced participation of girls in public primary schools

1.6 Significance of the Study

The findings of this study would be significant in a number of ways. Firstly, the outcome of this study would enable the policymakers to modify or stand by the policy of

expanding educational facilities to keep pace with the increasing enrolment rates of the girl child in various primary schools in the marginalized arid and semi arid areas of Kenya particularly during this time of free primary education. By investigating the effect of FPE on the attendance of girls education in Garissa County, government could get first hand information on the effect of the FPE and hence find ways of improving it. The study may act as a basis for further research in various dimensions of girls' education. The study will also serve to create awareness of the plight of the nomadic pastoralists girl child in the county and inform policy makers on developing policies which facilitates increased girls participation in primary education. By providing gender equitable education, the state would be fulfilling its obligation to provide education for girls as an entitlement and at the same time empower them to contribute to social and economic development of the region, promote the goal of Universal Primary Education (UPE) and poverty reduction

1.7 Scope and limitation of the Study

The study investigated the trend of enrollment and participation of girls in the primary schools in Balambala division of Garissa county since the introduction of FPE. The study also looked at the factors that have enhanced retention and reduced drop out in the county; it also investigated the performance of girls after the introduction of FPE as well as attitudes of the nomadic pastoral families towards the education of girls after the introduction of FPE. Lastly the study investigated the factors that have enhanced completion and performance of girls in the county. The study used both primary and secondary data in drawing conclusions and recommendations. Bias from individual researchers cannot be ruled out as different research findings have been used. However to overcome this, multiple sources have been used to enable triangulation of the information

1.8 Definition of key terms and concepts

The key terms and concepts in this study are defined below

Access: Availability of opportunities at primary level for all those who are eligible

Direct costs: Refers to what the parents are expected to spend directly on educating girls.

Gender parity: refers to the differences or statistics of indicator that exists solely on the basis of gender. Mostly common used gender gap indicators are enrolment rates, parents and provision of primary education in Kenya.

School factors: Refers to identifiable school-based conditions that affect the gender participation in primary education.

Primary school: Refers to the government owned institutions that offer primary education and where students receiving regular instructions for 8 years from standard one to eight.

Socio-economic factors: Refers to a combination of economic and social factors more specifically to income and social position.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section covers the literature on education and gender relating to the study. The debate on gender and education that affect girl's participation in primary education will be presented to help analyze the multiple factors that explain low participation of girls education. In the study participation will be used to mean access to schooling where access includes retention (capacity to retain access), performance and achievement, that's capacity to gain knowledge from schooling. The issues discussed here are important in determining who goes and remains in school in the county. The debate bring out pertinent issues which revolve around the family, school community and the labor market as institutions that play central role in shaping school entry and accomplishment of the girls

2.2 Policies

The MDG number two is set to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. MDG number three sets to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. Ensuring that all children enjoy a full cycle of primary education is the ultimate goal, whether expressed in human rights or development language (World Declaration on Education for All Dakar, Senegal, 2000).

Since basic education is an important institution in any country, it is necessary that its acquisition is assured. Right from independence in 1963, Kenya in particular has been on the move trying to ensure that education is provided to all the citizens. For example, in the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, *What a KANU Government Offers You* which committed the party to offering a minimum of seven years of free primary education (Sifuna 1990). In the 1969 KANU election manifesto, the party again re-echoed its commitment to providing seven years of free primary education. A second presidential decree on 12 December 1973 during the celebration of the *Ten Great Years of Independence* claimed to have brought the country close to achieving 'universal free primary education.' The directive provided free education for children in standards I-IV

in all counties of the country. In 1971, a presidential decree abolished tuition fees for the counties with unfavourable geographical conditions since these were said to make the populations in these areas poor (Sifuna, 1990).

The government has produced various policy guidelines addressing gender differences in enrolments and achievement in the seventh and eighth development plans. The seventh development plan (1994-1996) is the most detailed government statement addressing gender in education concerns. The plan recorded the guideline on readmission of adolescent mothers back to school. It also gave guidelines for removal of stereotyping in all educational materials and the provision of appropriate role models. These should be coupled with community mobilization and sensitization for girl-child education to address social-cultural factors and household dynamics and the creation of a database on the education of disadvantaged girls such as rural/urban poor and the nomadic girl (Abdi, 2002).

This development plan also sought to address teachers' expectations and attitudes towards boys and girls, based on the premise that teachers' expectations and negative comments tend to inhibit girls' learning and success in the education system. The eighth development plan (1997-2001) sought to eliminate gender imbalances at all levels of education, particularly the low enrolments in ASAL regions, through explicit government programmes. However, these guidelines fall short as policy, since financial allocations to achieve the targets are missing (Abdi, 2002).

An examination of educational policy focussing on primary-education provision and participation in Wajir County, North Eastern Province showed that the county was among those with the lowest primary-school participation rates in Kenya. If education policy is to be an effective instrument of change, it will be in North Eastern Kenya that it is likely to be most rigorously tested (Republic of Kenya/UNICEF 1999).

2.3 Gender disparity in Education

Even with demonstrated importance of education for both sexes, women are nevertheless under-represented in all levels of education. A lot of studies have shown that women have lagged behind men in educational access especially in Africa. A report during the

world's conference on education in Paris 1998, cited that unequal education opportunities within countries are based on sex, regional socio economic factors and sometimes ethnic backgrounds (UNESCO, 1998). Differences based on sex were seen as one of the greatest obstacles to development compared to other disparities. According to the association of African Universities (2001), gender differences are the most common form of inequality in Africa.

According to the International Study of Evaluation of Educational Achievement (IEA) (Comber and Keeves, 1973; Keeves and Kotte, 1996) shows a gender gap in favour of boys in many countries of Western and Eastern Europe, Asia, and North America. Such large-scale surveys have not been conducted in African countries. Eshiwani, (1984); Kinyanjui, (1987) in Kenya, (Jegade et al., 1996) in Nigeria, (Truscot, 1994) in South Africa, (Mbilinyi et al., 1985) in Uganda and Tanzania show that girls' under-achievement exists in many African countries. Mfou et al. (1997) carried out cross-country comparisons of entries for Ghana, Tanzania, Cameroon and Uganda. The patterns of gender differences showed more boys than girls in school, and boys achieving at higher levels compared with girls.

Gender disparity is suspected to be worst in NEP, considering the NEP county's rating in the national league tables. Various factors have been mentioned in the research literature as important in the economic influences on gender differences. In the case of sub-Saharan Africa, Hyde (1989) has suggested that poverty arising from marginalization of these countries in the global economy, as well as the countries' low levels of economic development, may be important factors in how much stakeholders can avail for the purposes of education. In arid and semi-arid areas such as NEP, the level of poverty and economic under-development may be higher than in other parts of the country with kinder weather patterns. This is because the mainstay of the country is agriculture and therefore weather patterns play an important role in the economy.

2.4 Socio-economic factors influencing girls education

Among the pastoralists, lack of basic education contributes to the ongoing conditions of impoverishment, social marginalization and discrimination and leads to serious risk to

national integration. Various studies on nomadic education show that although nomadic herders number several tens of millions of people, mainly in Africa, the Middle East, South-West and central Asia they include some of the poorest and most vulnerable people in those areas (Kratli, 2004).

The issue of education among the nomadic communities has a long history in Africa and Kenya in particular. Following the Addis Ababa Conference of African States on the Development of Education in Africa in 1961, a new policy focus was on the expansion of the education system. The geographical disparity in education provision between pastoral countys and the rest of the country, previously ignored, became a key issue during the propaganda of the 1969 elections (Sifuna, 1987). This was closely related to the attention given to pastoral countys by development policy makers in the late 1960s: 'pastoral regions, previously viewed as little more than an economic liability, began to be considered in terms of the positive contribution they could make to bolstering the young nation's economy' (Evangelou, 1984).

It has been argued that nomadic pastoralists should receive formal education because, within their respective countries, they control important "national" resources (land and livestock), the productivity of which should be improved to match national requirements. Formal education is supposed to equip nomads against impoverishment and, ultimately, eradicate poverty by opening access to alternative livelihood options. Education is thus seen as an instrument to change nomads' attitudes and beliefs, as well as to introduce "modern" knowledge and "better" methods and practices to transform them into modern livestock producers (Baxter, 1985; Hogg, 1988). Hence, formal education should seek to empower nomads to cope successfully and interact with the new challenges raised by globalisation, as well as enable them gain political representation, (Baxter & Hogg, 1990; Anderson & Broch-Due, 1999).

Nomadic areas have been known to have the lowest literacy rates. Enrolment of nomadic children to school is still low while there are many school going children in those areas. Significantly, studies also conclude that millions of the nomadic pastoralist's children have been denied access to primary education. It has been noticed that the nomadic

pastoralists have not fully accepted formal education. Not even the affirmative actions such as provision of free education, provision of boarding facilities, equipping schools, providing meals to involve nomads in education seem to make them interested in sending their children for education (Kratli, 2004).

A study by Save the Children Fund (SCF) (2000), and Ministry of Education Science and Technology (MOEST, 1999) on *Education Among the Nomads*, found out that even after being provided with boarding schools, neither nomadic parents nor children liked being separated for long periods. According to Kenrick (1998), nomadic parents don't like the idea of giving custody of their sons and daughters to people they don't know, to whom they are not related and whose moral integrity they often doubt. Very similar concerns were shown by a study by Krätli, (2000) where nomads were worried that their children, once separated from their parents would learn how to take drugs, swear and hear about sex from other young people (Kratli, 2000).

Explanations for the failure of education provision in pastoral areas, particularly low school enrolment and high drop out rates has usually been blamed on the recipients' way of life. The nomadic life-style, in particular the high degree of mobility and the scattered, low density distribution of pastoral populations makes education provision more expensive, difficult to organise and manage (Dall, 1993). Nomadic seasonal migration ultimately disrupts the learning of children. For example, in Oloyiankalani, Kajiado County, school children were forced to drop out of school when their families moved with their animals in search of greener pastures. The absence of pupils who migrate with their families leads to low numbers of pupils reporting to school (Daily Nation, 19th October, 2003).

According to Owiny (1999), 'modern education' has been perceived by the nomadic pastoralists as usually promoting the values and practices of dominant cultures rather than prioritising their needs. Modern education has been perceived as a process of cultural alienation. This cultural alienation may also be perceived as a more serious problem where females are concerned. For example, the Karamojong of Uganda perceive school as a situation in which girls are *dis-educated* (Owiny 1999). A study by Dyer and Choksi,

(1997) amongst the Rabaris of Kutch, India, noted that success at school entails adaptation to culture of the school which does not reflect those at home. These tensions find their strongest expressions in reservations over the schooling of girls, since the Rabaris see women as the carriers of their culture.

In Kenya, as in much of Africa, primary-education provision and participation expanded dramatically during the 1960s and 1970s. The number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; enrolment increased even more dramatically, from just over one million pupils in 1965 to nearly four million in 1980 (Eshiwani 1993). This expansion reflected policy changes which collectively represented major advances in Kenya's educational development and the strategic use of public expenditure in support of educational policy goals (Abagi and Olweya 1999; Makau 1995). The growth in provision and participation increasingly left behind the pastoral countys of Northern and Eastern Kenya (Nkinyangi 1982; Narman 1990). For although the policies that underpinned primary education expansion were responsive to the needs and interests of the majority, they proved to be inappropriate to the circumstances in Kenya's pastoral countys, and neglectful of the rights of children, especially girls, who lived there. The consequences are chronically low levels of educational participation among pastoralist communities, and marked disparities in provision and participation between pastoralist and other communities in Kenya.

Nomads in Africa constitute about 6 per cent of the total population and are to be found in at least 20 African countries. In many of these countries, statistics indicate that education provision has failed to reach nomadic communities. Despite high investment levels and rapidly rising national enrolment ratios, nomads are still underserved and disparities within countries are apparent (Broch-Due, 1999). In Kenya, for example, the MOE reports that while the national gross enrolment ratio (GER) rose to 104.8 per cent (108 per cent boys and 101.6 per cent girls) in 2004, in the North Eastern Province (essentially nomadic country) it was 26 per cent (33.5 per cent boys and 18.5 per cent girls). Providing education to nomadic communities has been one of the most challenging and urgent issues currently facing education policy makers, practitioners and other actors within the field (Makau, with Kariuki, Obondoh, and Syong'oh, 2000).

If Education for All (EFA) and the Millennium Development Goals (MDGs) are to be achieved, more interventions need to be designed to increase educational opportunities for nomadic communities. Attaining the two education MDGs – universal primary education (UPE) and eliminating gender disparities in primary and secondary schools, preferably by 2005 and at all levels by 2015 – are dependent not just on mass enrolment drives, but also on targeting and reaching those smaller percentages of marginalized groups who are currently unable to access the system.

Studies by Kratli (2004), Kiungu (2000), Sifuna (1990), Nkinyangi (1981) indicate that reaching the nomads with formal education has been a major challenge. Attempts to hook them into school with interventions such as free education, school feeding programmes, introduction of boarding schools, provision of uniforms, equipping and provision of books and stationery to pupils, to encourage them into formal schooling has proved difficult. Retaining them in schools is problematic and dropping out appears to be the norm. Those who did not drop out were pushed out by early marriages and migration among other factors (Action Aid, Kenya, 1998). Muhammed (2002) and Kratli (2004) indicate that enrolment of pastoralists' children in schools has been low in comparison to the number of school going children in these areas; hence there has been growing numbers of nomadic pastoralists' children who are out of school.

2.5 Education in Garissa County

According to Abdistar (1996) communities of NEP are predominantly Islamic and pastoral. It is their view that the communities' perceptions of formal schooling are problematic, a majority supporting cultural practices such as FGM and early marriages, which have disappeared in most parts of the country. At the same time, strongly patriarchal traditional power and labour patterns continue to restrict women's and girls' access to resources and decision making roles. Poverty and high levels of illiteracy underlie the poor nutritional status and high mortality rates found in the community. Other factors affecting girls' education include very poor physical infrastructure coupled with a harsh environment, inadequate physical facilities such as schools, equipment and supplies. nomadism in search for water during dry spells, limited community participation low levels of gender awareness/parents' negative attitudes that once girls are

educated, they cannot make good wives or secure husbands. Therefore they prefer girls to learn only basic reading and writing and early marriages to older wealthy men who include chiefs and sheikhs (O'Leary, and Wakesa, 2000).

The factors influencing provision and participation in Garissa are sometimes rooted directly in government policy and practice. Cost-sharing, for example, was the policy that underpinned the financing of primary education for the entire period of the first decade of Education For All. Although the effects of cost-sharing were profoundly negative and inequitable (Makau, 2000), that policy may yet prove to have been a relatively transient problem, one that could be directly overcome by the implementation of a new financing policy. A decisive step in this direction was taken in January 2003, when the government of Kenya implemented its pledge to provide free primary education. Other factors, however, are more durable and complex, because they are rooted in cultural values, social norms, and economic systems. Unequal gender relations reflected in the marked differences in access between girls and boys – illustrate the power and resilience of obstacles to increasing access to education that are rooted in beliefs and practice. For a place like Garissa, there is only a limited acceptance of the notion that girls have an equal right to education, and this attitude leads to a persistent and widespread reluctance to send girls to school (Makau, 2000).

2.6 Pastoralism and economic development

Pastoralism has long been the dominant feature of the regional economy, and it will remain so for the foreseeable future. The relationship between pastoralism and education is widely acknowledged to be problematic (Tahir 1991; Kratli 2000), leading some commentators (Alkali 1991) to assume that the continued pursuit of pastoralism is inconsistent with the provision of education. This way of thinking continues to exert a profound influence on governments and development agencies; its implication is that the attainment of education for all and gender equity in education provision is not possible among pastoralist communities. This line of argument underpins a policy approach which starts from the premise that pastoralists must settle down and stop being pastoralists. But it is a model that is fundamentally at odds with the demographic reality of Garissa and the

other counties of NEP, where more than 70 per cent of the population continues to live on, and move across, the rangelands (Alkali, 1991).

2.7 Factors contributing to low participation of girls in education

Several studies have tried to unravel factors influencing the gender gap in education in Kenya, including Obura (1991), FAWE/MOE/MTTAT (1995), and Kakonge, (2000). Obura's (1991) study examining textbooks used in Kenyan primary schools shows that books continue to portray stereotyped images of men and women.

2.7.1 Economic factors

Poverty

There is high incidence of poverty in North Eastern Province which inhibits participation of girls by depleting households ability to meet schooling costs both direct and indirect. The National Poverty Eradication Plan ranks the 3 counties as some of the poorest in Kenya with 64% of the population below the poverty line (MOEST, 2006). It is worth noting that construction of primary schools in the country has been the collective responsibility of the community through harambee initiatives where the local people voluntarily contribute according to their will and ability. Consequently, due to poverty in NEP, communities there lack resources to build schools unlike those in high potential areas. This is exacerbated by multiple problems which include policy failure seen in decreased presence of government, rampant insecurity and poor policing of the region. This means fewer primary schools, and in turn only a small number of girls are able to attend schools (FAWE, 2001)

Studies have also shown that good economic conditions where countries invest in infrastructure such as water supply and electricity, positively influence the education of women since getting water and wood fuel for the households in rural areas is mostly done by girls. If countries then invest in the supply of these items, the rate of girls attending school will swell.

Poverty plays a leading role in education deprivation. Poverty means parents cannot afford the cost of sending their children to school or are unable to dispense with the

labour provided by the children within the households. However, poverty has a more negative impact on girls education than the boys because of the widely practiced culture of boy preference (UNICEF 1990)

Gender Discrimination in the Labour Market and Child Labour

For many household in NEP, the main value for education is first and foremost its perceived economic benefits and households will choose to educate their children or not basing on the prospects schooling has on ensuring employment (Oxfam, 2005). Just like other developing countries, the economy is unable to generate enough jobs for even university graduates; thus there is a threat to devalue education in the eyes of the public parents sees less need to educate their children

Similarly, in the mainly rural ASAL areas, job opportunities for school leavers are fewer compared to high potential areas and urban centre. A study by Oxfam (2004) shows that high level of unemployment has become a hindrance to primary enrollment in NEP as parents get increasingly disappointed after investing in their childrens education. Gender inequality in the region make enrollment of girls more disadvantaged as their chances of getting employment are much lower.

Additionally, there is adherence of norms and values among Somali living in the area that clearly demarcates roles of men and women and a strong gendered division of labour that is behind preference of boys over girls in education (Oxfam 2005, FAWE, 2001). This disadvantaged position combines with discrimination in the labour market to make their chances to access education minimal

In pastoralists societies of NEP, like in most other Kenyan communities the most burdensome day to day work cascades on women. Among the Somali, it is difficult for girls to keep up with school work and at the same time complete work at home. At home, the girls cook, fetch water, collect firewood, wash cloths and take care of the young ones. The girls have more work to do while the boys have time to play and to do school work while the girls suffer from fatigue and low concentration.

Consequently, child labour, both as a cultural practice and as an economic necessity has big sway in squat levels of girls participation in the area.

2.7.2 Cultural factors

The practice of early marriage was found to be most pronounced in Garissa county, where girls are married at a young age (under 15 years) and often to older, wealthy men in order to fetch a good dowry, which in this region takes the form of cattle. Female genital mutilation (FGM) is another factor behind girls' premature withdrawal from school. FGM is widely practised among the Somali communities (and others in Kenya). Once a girl has undergone it, she is considered an adult woman and ready for marriage. The age at which girls are circumcised results to subsequent 'adult behaviour' which includes sexual activity and a lack of interest in schooling. Medical complications resulting from FGM and pregnancy contribute to drop-out rates in some communities Republic of Kenya/ FAWE, 2000).

2.7.3 Low values attributed to girls and their education is another factor

In communities where 'traditional' practices such as FGM are widespread, girls' education was not valued as highly as boys' education. Girls are often kept at home, but parents insisted that they valued education for their sons and daughters equally. In the informal urban settlements, the belief that educating a girl simply enriches her husband's family, while educating a boy is seen as enriching his own family is a common thinking. It is also believed that too much education may prevent a girl from getting a suitable husband, and that educated girls may cause difficulties in marriage, which could lead to divorce (Republic of Kenya/ FAWE, 2000).

If there is a baby to be taken care of, it will be the girl to do so – at the expense of her education.' Also, parents keep children – most often girls - at home on market days. Many girls are expected to take their younger siblings with them to school – a practice which many teachers do not encourage. 'But teachers also realise that forbidding girls to bring siblings increased the girls' dropout rates, so they allowed them' (interviewee, Aga Khan Foundation Nairobi). In informal settlements in Nairobi, girls are overburdened with housework, which included cooking, cleaning, washing, and taking care of the

young ones. Girls appear to be their mother's assistants taking the baby to hospital, looking for water, where she might have to queue the whole day (Hyde,1989). '

2.7.4 Family related factors

At the family level, all the respondents concurred that parents have negative attitudes towards girls' education and that girls suffer from domestic work overload, a situation that reduces their interest in pursuing education. Girls are generally regarded as inferior to the boys. It is a common expectation that girls should be married off as early as 12-13 years of age. The parents therefore do not put a lot of emphasis on their education and consider it "a waste of time" and money. The girls know it, too, and are aware of their parents' perceptions regarding their education. They do not therefore find it necessary to work hard since they know that they will drop out of school early anyway. Poverty and destitution were also identified as critical factors affecting girls' education in Wajir and Garissa (Osman, 1989).

Osman, (1989) further says that where families do not have adequate financial resources to educate both boys and girls, parents preferred to educate the boys, thus discriminating against the girls. Certain traditional barriers also hinder girls' education. These include taboos that forbid girls to participate in secular education due to the belief that "girls will become prostitutes if taken to school". Girls are also not allowed to express themselves freely as boys are, and they are under strict supervision while at home. The respondents further observed that there has been an increase in family disintegration through either separation or divorce and that this in particular affects the girls, whose fate in most cases is early marriage. Religious and cultural beliefs contribute to girls not going to school or in having low aspirations leading to early marriages. There is a general cultural orientation that girls should be instructed at home through Dugsi and be prepared to "please" their husbands and family members. Some parents offered their girl-children to rich/wealthy men at early ages, especially because of poverty or the fear that if the girls "grow too old", they may not get husbands. Parents' illiteracy has also contributed negatively towards girls' education; discussants suggested that illiterate parents place no value on girls' education.

2.7.5 Community related factors

At community level, lack of positive role models, negative attitudes by the community towards girls' education, poverty and persistent droughts during which animals die, leaving parents unable to afford fees, which in some cases affects even boys. Negative peer group influences are some of the major factors affecting girls' education. As girls reach standard four, or between 12 and 14 years of age, they are withdrawn from school to be married off to wealthy old men in the community. Those who remain in school are under constant pressure from their peers and from some community members including their own parents, to drop out of school. The communities also have a higher preference for boys' education, which is perceived to be more prestigious. All the respondents unanimously accepted this view. Girls are also regarded as having less ability compared with boys, "hence no need to waste money/materials on them". As one of the respondents put it, "it is bad manners to educate girls when boys are there" (FAWE/MOE/MTATT. 1995).

2.7.6 School Related factors

These factors comprised of schools as having inadequate facilities for girls, for example there are fewer toilets for girls and few desks in the classrooms, which were used by the boys. The respondents reported that a girl cannot (or should not) sit at a desk while a boy is standing. Such a school environment would not be conducive to the girl-child, who also suffers discrimination at the family and community level. There are fewer girls' schools for example in Wajir and Garissa countys compared with the boys' schools, hence providing for only very few girls to go to school. In addition, the learning resource materials were inadequate for the girls. For example, teachers give priority to the boys when allocating textbooks to the students. Girls also suffer abusive language from some of the male teachers who give them little or no attention in class. They lack guidance and counseling that would interest them in education. Child marriages and female genital mutilation (FGM) are also identified as the critical factors negatively affecting girl child education. The Somali culture subjects girls to FGM at a very early age, between 8 and 10 years. This is meant to kill any sexual urge by the girls and to bar them from engaging

in sexual intercourse before marriage. They are, subsequently, married off at a very early age (Abdi, 2001).

Research has also established that girls experience a more hostile environment in the classroom than boys (Abdi, (2001), Action Aid Kenya (2003), Obura, (2002). Due to their socialization, girls tend to be shy and do not readily participate in class activities. Some male teachers tend to bully them when they do not answer questions easily or participate in class activities, a situation that discourages them and in some cases leads to their dropping out of school. Older girls also receive bullying and insults from the male pupils who suggest to them that they should not be in school. In addition, the respondents observed that some teachers favour the boys and pay more attention to them than to the girls. Student leadership roles are mostly assigned to the boys. This gives the girl-children negative attitudes towards education, leading to poor performance. Learning facilities in most of the classrooms are not girl-friendly; for example, where desks are available for the girls, they are too high for the girls to use them comfortably. The teacher respondents contended that girls feel and act inferior to the boys and tend to believe that boys are better in schoolwork. Other factors mentioned were an unfriendly curriculum and lack of positive female role models as most teachers are men. The teachers stated that some teachers use gender insensitive language and examples when teaching, and that some of the examples used in the textbooks were not gender responsive.

Distance to school

Distance to school is a hindrance to school enrollment to both children and parents. Distance to school brings about two concerns in Garissa county and generally the North Eastern Province. On one hand there is insecurity of girls seen in the exposure to attacks and thus parents concerns of sexual safety of their daughters, abduction and attacks by bandits in remote areas of the county. On the other hand trekking long distances exhausts the children and a lot of time is wasted on travelling usually without food.

The type of institutions girls have access to also has relationship with their educational achievement. Girls in single sex schools perform better sometimes than boys even in science and mathematics (FAWE, 2001). Unfortunately, girls primary schools in Garissa

county are fewer and far apart and those available lacks facilities such as girls toilets, desks and inadequate water supply. Distance to school is a serious inhibiting factor and some pupils have to trek as long as 10-16km which lead to drop out or lack of motivation to enroll. (Oxfam 2005, FAWE, 2001)

2.8 Introduction of Free Primary Education

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Abagi, 1999)

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education." The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted, "that to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices (World Declaration on Education for All 1990)"

In 2003, the newly-elected government of Mwai Kibaki enacted a dramatic policy that enabled millions of children to attend school: it abolished school fees. The implementation of FPE which had been a central campaign promise of the incoming administration - was heralded by poor Kenyan parents and international development

policy makers alike. The abolition of school fees constitutes a significant step toward achieving Universal Primary Education, which is both a human right and a millennium development goal. UPE is the proposition that every Kenyan child can have full access to education, and the institution of FPE removed one large barrier to UPE. However, FPE has also placed a significant strain on the country's education system. Responding to the myriad of challenges that have arisen – including the inadequacy of financial resources, severely overcrowded classrooms and confusion as to the ongoing role of parents in ensuring their children's education – has shaped and will continue to shape Kenyan education policy in the coming years (Sifuna, 2003).

The FPE initiative consisted of a government commitment to abolish tuition fees for primary school and to meet the costs of teaching and learning materials, wages for teachers and key non-teaching staff, and co-curricular activities. The response to the announcement of the policy was overwhelming: the number of students in primary school increased from 5.9 million in December 2002 to 6.9 million in 2003 and to 7.2 million in December 2004, an increase of over 20% in less than two years. The gross enrollment ratio increased from 92% in 2000 to 104% in 2003-04. As enrollment rates soared, classroom size increased significantly. The teacher-pupil ratio worsened from a national average of 1:34 in 2002 to 1:40 in 2003. It is also important to note that the average ratio masks the asymmetry in teacher distribution across grade level and school: in many schools, the teacher-pupil ratio exceeds 1:100 in the lower levels. Construction of additional schools and classrooms was not part of the FPE initiative, and enrollment surges placed a similar strain on the physical infrastructure of schools. In some schools, multi-shift or multi-grade classrooms were instituted to help address the shortage of teachers and classrooms (Sifuna, 2003).

The policy documents of MoE recognize that, even after FPE, access barriers to education continue and places priority on continuing to expand access. The Sessional Paper includes as one of its goals: "To ensure that all children, including girls, children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete free and compulsory primary education by 2010." Issues in Focus Although Kenya has made significant progress in addressing access barriers to education, an

estimated 22% of Kenyan children have not yet been enrolled in school. According to KESSP, an estimated 1.7 million children and youth were not able to access formal school in 2004. These groups are disproportionately children from nomadic communities, girls, orphans and other vulnerable children (OVCs), children from informal settlements and other children of poor parents. Addressing the access barriers that these groups face likely requires focusing policy and funding priorities on their specific needs Sifuna, (2003).

2.9 FPE and the Nomadic Pastoralists education

Kenya's educational history shows that the abolition of fees has an immediate and positive impact on participation. Analysing enrolment data for the 1970s, when fees were formally abolished for a short while, Sibabi-Nyukuri (1989) demonstrates that increases in enrolment may be temporary, especially if fees are, in effect, re-introduced under another name. Preliminary research on the impact of FPE (Sifuna 2003:7) concludes that in pastoralist counties throughout the country 'the free primary education programme seems to have (led to) a remarkable increase on overall enrolments'. There are, however, significant variations between counties, and in Garissa the increase was much lower than in all other sampled counties. What is even more striking is the differential impact on the basis of gender. The enrolment of boys has increased far more dramatically than that of girls. In every county, without exception, the increase in enrolment of girls is lower than that of boys; and in Garissa a 19 per cent increase in boys' enrolment in 2003 should be compared with a 6 per cent increase for girls.

The aim of the FPE programme was to provide more school opportunities, especially for the poor communities notably communities in the ASAL regions. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The government also pledged to continue its programme of building primary and secondary schools so that every child in those areas, which had a below average enrolment, could get an opportunity to attend school. These included areas such as parts of North-Eastern Province, the county of Marsabit, Isiolo, Samburu, Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley Province,

as well as Tana River and Lamu in Coast Province. After this directive, enrolments almost doubled in most countys except those in the ASAL (Sifuna, 1990).

2.10 Challenges of FPE on Education of Nomads

Addressing the educational needs of students in the NEP is particularly challenging. Even after the introduction of FPE, the county with the highest enrollment rates in the province, Mandera county, has only achieved a 29% enrollment rate of school-age children. The overall gross enrollment rate in the province was 24%, with 30% of boys and 17.5% of girls in the region enrolled in school. Completion rates are also very low: 24% of children in Garissa drop out between class 1 and class 3. Ensuring that all children in this province are able to access education is likely to represent one of the greatest challenges to achieving universal primary education in Kenya (Sifuna, 2003).

The combination of the poverty, low population density and the high levels of mobility of the communities mean that traditional educational models have limited usefulness in reaching many of the children from this region. Family economies also depend on the labor of children, particularly herding animals and household chores, meaning that there are significant opportunity costs to sending children to school. Families may also be reluctant to send their children, particularly girls, to formal school and may opt for religious education instead. Schools are also frequently not physically accessible to students in this region: schools are 20-45 kilometers apart. Development and expansion of alternative forms of education is critical to further increase school enrollments. As a means to address access barriers related to population mobility, the government operates low cost boarding schools throughout the NEP and other ASAL countys. Formally attractive educational options for pastoral children in the 1980s, boarding schools became less popular with the introduction of cost sharing policies. After the government stopped providing grants to the schools, the facilities deteriorated in quality.

With the introduction of FPE, the boarding facilities again are subsidized by the government, receiving 2000 Ksh. per year per student. Furthermore, the facilities are being renovated and equipped and food is now being provided at the schools. While becoming more popular, boarding facilities throughout the county continue to operate

below capacity. Part of the explanation may be the additional boarding fees that parents are required to pay to supplement the government subsidy. For example, parents must contribute 500 Ksh. per term towards the boarding facilities at one primary school visited and 1000 Ksh. per term for the facilities at another (Ministry of Education Science and Technology, 2003).

Other parents may be concerned about the safety of their children, particularly girls and younger children. Furthermore, there are significant opportunity costs for parents sending their children to boarding when they may rely on the children's labor in the household or for herding animals. On the other hand, due to increasing recognition of the importance of girls' education, some parents are sending their daughters to boarding precisely because it allows them to study without being encumbered by domestic tasks. Convincing others of the value of this decision will require continued advocacy (Sifuna, 2003).

2.11 Theoretical Framework

The study adapts the **empowerment theory** as presented by Paulo Freire. Freirean philosophy and the **Universalism Vs Cultural Relativism theory**. Empowerment has been defined as a " process by which individuals and groups gain power, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations and goals" (Robbins, Chatterjee, & Canda, 1998, p.91). It is based on the works of Solomon and Freire grew out of Social Reform movements, i.e. Settlement Movement and Jane Addams Social reformers emphasized on value of clients and client self-determination Left- Jane Addams.

In Freire's view of education, learning is to take control and achieving power are not individual objectives, as in a "boot strap" theory of empowerment. For poor and dispossessed people, strength is in numbers and social change is accomplished in unity. Power is shared, not the power of a few who improve themselves at the expense of others, but the power of the many who find strength and purpose in a common vision. Liberation achieved by individuals at the expense of others is an act of oppression. Personal freedom and the development of individuals can only occur in mutuality with others. In the experience of women's groups, civil rights workers, and many others

committed to liberatory action, collective power and collegiality protect the individual far more than authoritarian and hierarchial modes of organization.

Shared power in learning is exercised in control over the curriculum, its contents and methods, and over the coordination of all learning activities. Education for liberation provides a forum open to the imaginings and free exercise of control by learners, teachers, and the community, while also providing for the development of those skills and competencies without which the exercise of power would be impossible. Empowerment is both the means and the outcome of this pedagogy which some have come to call "liberatory education."

While Freire's theoretical framework gave many community-based educators grounds for hope, it was his pedagogy--the practical, how-to-do-it methods--which gave them sought-after tools for the reconstruction of urban adult education. Freire advocated dialogue and critical thought as a substitute for "banking" education in which the riches of knowledge were deposited in the empty vault of a learner's mind. He suggested several pedagogical techniques based on the mass literacy campaigns he organized in Brazil and Chile--campaigns integral to broadly defined programs of revolution and social change. It was these techniques which many literacy and basic education programs immediately incorporated into their practice: reflection on the political content of learner's day-to-day experience, the organization of "culture circles" which promote dialogue and peer interaction, and the use of "people's knowledge" as the basis for curriculum.

Empowerment strategies are varied and refer to those strategies which enable women to realize their full potentials. They consist of greater access to knowledge and resources, greater autonomy in decision making, greater ability to plan their lives, greater control over the circumstances that influence their lives and finally factors which would free them from the shackles of custom beliefs and practices. Unless they themselves become conscious of the oppression meted out to them and show initiative to push forward it would not be possible to change their status much Education is an essential element of the empowerment of girls and women. A good quality education, designed on the basis of women and girls' immediate and strategic needs , builds women's capacities and prepares

them to seize opportunities in the public and private domains. This theory fits best for this study since the empowerment of women through education is crucial to change some of the societal attitudes and behaviours that discriminate against girls and women. The empowerment of women through education is therefore linked to the empowerment of girls and to the full enjoyment of their rights.

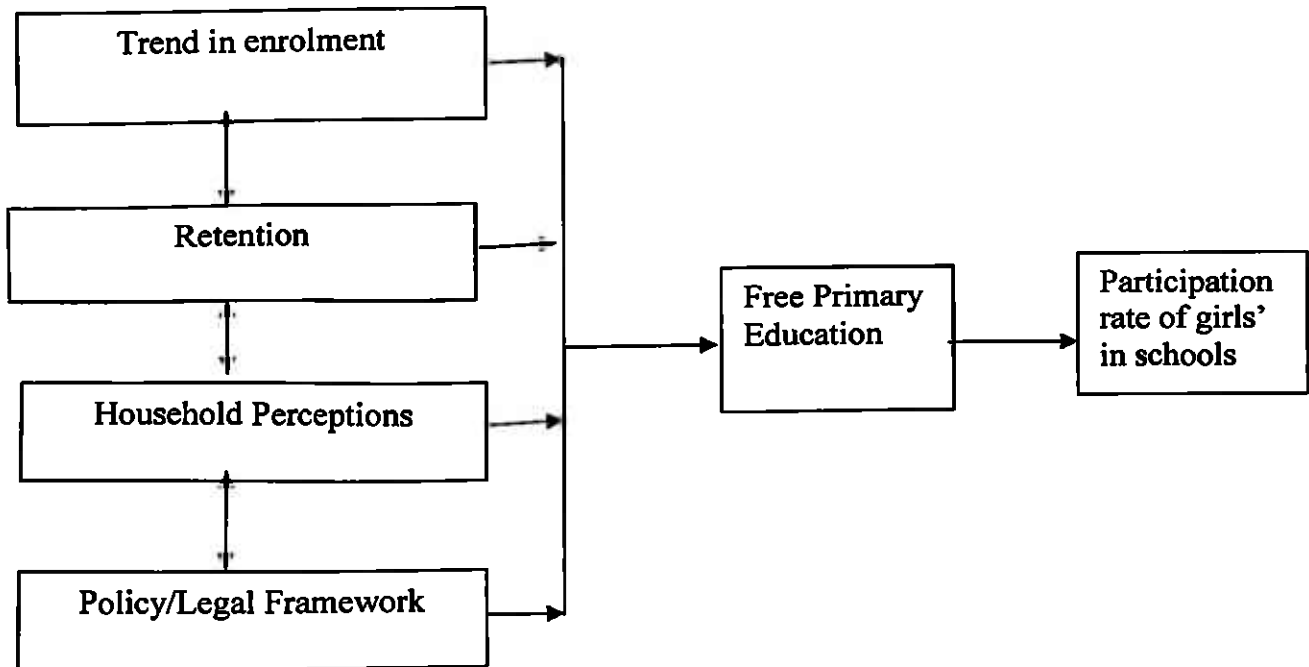
Universalism vs. Cultural Relativism: The Phenomenon of cultural relativism is an argument about the extent to which ostensibly universal standards of rights observance should be tempered and conditioned by the local culture in ways that prevail in distinct regions of the world. On one end of the universalist/culturalist debate, the universalists assert that the corpus of norms that have evolved about human rights constitute a truly universal ethos over which there can be no debate. Relativists on the other end are of the view that there can be no universalism, all human rights must be subjected to the local conditions specific to the country, the culture or the religion in question. Oloka-Onyango (2000:50) suggests that the universalist approach is insensitive to the reality of genuine cultural nuances that exist on the ground. This argument holds true in deprivation of girls education, which is nothing more than the delegitimation of values, notions and philosophies about societies and girls.

The universalisation of education has opened up Kenya to international scrutiny in regard to society's views to education , with the result that traditional cultural socialisation practices like female circumcision, poverty and early marriage have now been labelled forms of illiteracy levels. To the communities that strongly believe in upholding these cultural practices, the questioning of these practices has been met with resistance.

What may appear as mutilation in western eyes is to some simply the cost of tribal and family belonging for women and girls, and failure to submit may mean losing their place in that community. According to Donnely (1989:119), "where there is a thriving indigenous cultural tradition and community, arguments of cultural relativism offer a strong defence against outside interference, including disruptions that might be caused by 'universal human rights' claims.

2.12 Conceptual Framework

Figure 1: Conceptual Framework showing link between variables of the study



Source: Adopted from Ngau (1991)

2.13 Operational Definitions

The main indicators used to measure gender inequality in education in Balambala division are access, retention and achievement. Access is measured through Gross Enrollment Rate (GER) and retention is measured by drop out, repetition and completion rates while achievement is measured by performance in the national examinations

Access: Availability of opportunities at secondary level for all those all who are eligible

Enrolment rates: Refers to the population of the school age going population actually enrolled in school.

Gross enrolment rate: The total enrolment in a specific level of education, regardless of age, as a percentage of eligible official school age population to the same level of education in a given school year

Net enrolment rate: The enrolment of the official age group for a given level of education expressed as a percentage of corresponding population

Dropout rates: The rate of students withdrawing from primary school education level before sitting for nationals examinations

Completion rate: Is the ratio of the total number of students successfully completing or graduating from the year of a cycle in a given year to the total number of children of official graduation age in the population

Pupil Completion rate: This is the total number of pupils graduating at any level of education expressed as a proportion of the total population of those who enrolled in that level of education

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1 Introduction

This section discusses the methodology that was used in the study under the following sub-headings; The research design, Target population, Sampling and sampling techniques, Research investments, Validity of the instruments, Reliability of the instruments, Data collection procedures and Data analysis procedures.

3.2 Research Design

The nature of the study problem made the research exploratory, analytical and descriptive. The survey is conducted to collect detailed description of existing phenomena with the views of employing data to justify current conditions and practices or to make more intelligent plans for improving them (Koul 1984). A descriptive survey does not require variables under the study to be manipulated. The overall design of the study involves collection of qualitative data from household heads using structured household questionnaire, head teachers using structured questionnaire and local stakeholders using key informant interviews. The key informants would include head teachers, educational personnel, women groups and community and opinion leaders from Balambala Division, Garissa county. At least 100 household heads would be interviewed, to obtain a representative spectrum of views. Data would also be obtained from secondary sources particularly from the MOEST, Arid Lands Resources Management Programme (ALRMP), research documents by Forum for African Women Educationalists (FAWE), reports done by Non-Governmental organizations (NGO) operating in the area, published books and journals from the University of Nairobi library and other online data

Data to be collected would be guided by the research questions and explored areas such as the trend of enrollment for girls in primary schools after the introduction of free primary education, the retention/completion rates, performance rate, parents' and communities' attitudes towards educating girls, factors influencing the education of girls, and suggestions for addressing the problem .

Below are the research tools to be used for collecting qualitative data from headteachers and stakeholders. Data to be collected would be guided by the research questions

3.3 Study Site

The study was done in Balambala Division of Garissa County. The study site was selected because it is an area where girls face major socio-economical and cultural challenges in accessing basic primary education. Balambala division is located in an area of approximately 1,867 km squared and is about 125 km from the vast Garissa Township. There are 4 locations in Balambala Division namely, Kasha, Jarajira, Ashadin and Dujis with approximately 25,000 (1999 Census). There are 14 public primary schools with about 3963 pupils of which 2667 are boys and 1296 are girls. There are 66 male teachers and only 17 female teachers

3.4 Target Population

The target population of this study was the head teachers, of Balambala division Garissa county, households heads and key informants that included teachers, village elders, religious groups and women groups. This is because head teachers are best placed to know the effect of FPE on the participation of girls in their schools. There are 14 public primary schools in Balambala division with about 3963 pupils of which 2667 are boys and 1296 are girls.

3.5 Sample and Sampling Procedure

The entire population of Balambala division in Garissa County will be too large a scope to study. It is necessary to select representative sample of schools and households of manageable size which will then be used to draw conclusion about the population (Webster 1982). The study used the 14 public primary schools in the division.

a) Household

A total of 100 household heads were sampled in the study. The household heads were interviewed to provide detailed analysis of the household members. A simple household

survey questionnaire was used to interview the households. The sample size was derived using below formula:

$$n = z^2 * p * q / d^2$$

where n = sample size

z = confidence level of 1.96

p = proportion of variable of interest in the population

q = 1 - p

d = precision (0.08 per cent)

$$n = 1.96^2 \times 0.206 \times 0.794 / 0.08^2 = 99$$

n = Sample size if the pop was 10,000 or more

b) Key Informants

Key informants were sampled in the study to give a detailed analysis of the enrollment, retention and performance levels of the pupils in their respective areas. The researcher used the key informants interview to collect data. About 20 key informants were sampled and interviewed in the study. The key informants included the head teachers, area chief, area religious leaders, teachers, women group representatives, youth representatives and representatives of the parents teachers association (PTA)

According to Mugenda and Mugenda (1999) a stratified random sampling is used to achieve desired representatives from various sub-groups in the population.

3.6 Data Collection and Analysis

a) Primary Data

The study involved collection of qualitative data from local stakeholders using a structured household questionnaire for household heads and head teachers and interview guide for the key informants. At least 100 households, 14 head teachers and 20 key informants were interviewed. The questionnaires had sections focusing on the demographic information, trend of enrolment, how FPE had enhanced girls retention in schools, perception of nomadic families towards girls education and performance of girls after the introduction of FPE.

b) Secondary Data

The study also used secondary data that included publications and reports done by various actors and policy makers on education, reports from the ministry of education and county education office, county development plans and school reports such as enrollment and completion registers.

The analysis of data will involve both quantitative and qualitative techniques. Simple descriptive statistics such as frequency mean and percentages were used. The quantitative data analysis namely be descriptive in nature. Data was computed using statistical package for social sciences (SPSS).

3.7 Limitations of the Study

To achieve the objectives of the research, the study has used existing reports and research documents on education in Garissa county of Kenya to analyse barriers on girls education. Bias from individual researchers cannot be ruled out as different research findings have been used. However to overcome this, multiple sources have been used to enable triangulation of information. The factors the study sought to investigate would be nation wide but due to several factors, the research was not conducted countrywide because the expenses would be enormous. The study was unable to examine all the primary schools, teachers and pupil in every school in the county.

It was not possible to control the attitudes of the respondents which may affect the validity of their responses. This is because the respondents might at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990). The researcher was unable to control certain variables because their manifestation might have already occurred or because they are inherently not manipulable (Kerlinger, 1973).

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

In this chapter we will present the analysis of the effect of Free Primary Education on the enrollment and participation of Girls from Balambala division of Garissa county. We will look at the available statistical data from reports and publications obtained from the Ministry of Education in order to examine the extent of the gender gap in education and how the introduction of free primary education has enhanced the enrollment of girls. We will also present the findings from interviews and discussions with community. They represented a broad section of the community that includes the following: Household heads/members, opinion/religious leaders, women leaders, chiefs, business community, parents, teachers, head teachers and county education officers.

. The analysis has been done by comparing the enrollment rate before and after the introduction of free primary education in Balambala division of Garissa county. The study will also look at the policies put in place by government in addressing gender disparities in education in Garissa county. The presentations were done based on the research questions and objectives as follows

4.2 Access

The first objective of this study was to find out whether the access of girls in primary schools in Balambala Division, Garissa county has increased after the introduction of free primary education. The indicators used to measure access were the enrolment rates of schools both the Gross and Net Enrolment rates (GER) were used

Primary school enrollment in Garissa County has been low for both boys and girls with average GER for boys being and girls. Participation, retention and completion in the county are far below the GER (FAWE, 2001). Data available show a ratio two boys for every one girl in primary education.

4.2.1 Enrollment in Primary School

Enrollments in primary school in Garissa county is presented in Table 1.

Table 1 below shows that before the introduction of FPE, the enrollment of girls had been lower than that of boys.

Table 1 Enrolment in primary schools in Garissa County (1996-1999)

Year	Garissa County	
	Girls	Boys
1996	2,679	5,754
1997	4,698	8,597
1998	5,216	8,969
1999	5,325	12,860

Source: MOE statistics, Planning Department (2001).

Table 2 below shows the enrollment of girls after the introduction of FPE.

Table 2 Enrollment of boys and girls in primary schools in Garissa County 2002 - 2009

Year	Boys		Girls		Total
	No	%	No	%	
2002	8625	67.4	4155	32.6	12,780
2003	11397	67.3	5539	32.7	16,936
2004	12063	66.0	6174	34.0	18,237
2005	12631	65.6	6620	34.4	19,251
2006	13214	65.0	7120	35.0	20,334
2007	14867	64.8	8071	35.2	22,938
2008	13330	62.2	8109	37.8	21,439
2009	10999	63.2	6391	36.8	17,390

Source: County Education Office, Garissa County (2009)

The table shows that enrollment of girls has been low compared to that of boys even after the introduction of FPE.

According to the Garissa County Education Office data on enrollment in primary education, there were 4,155 girls and 8,625 boys in Garissa county in 2002. By 2008, the enrolments had roughly doubled to 8,109 girls and 13,330 boys in the county. These data

show worsening of the situation of girls in that there were approximately one girl for every two boys (or a 1:2 ratio of girls to boys) at primary level compared with a ratio of 2:3 at early childhood level.

Table 3 Enrollment of boys and girls in primary schools in Balambala Division 2009

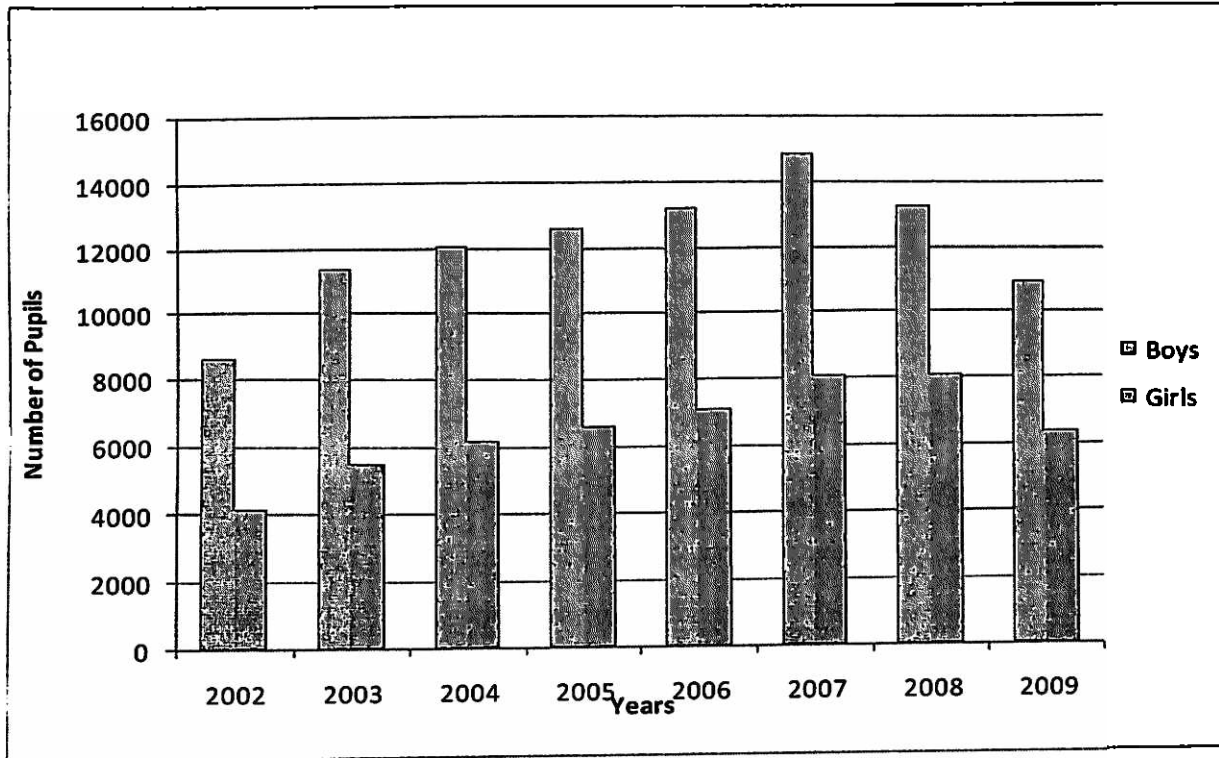
S/NO	SCHOOL	BOYS	GIRLS	TOTAL
1.	Balambala	502	274	776
2.	Kasha	93	37	130
3.	Danyere	307	92	399
4.	Daley	181	80	265
5.	Shimbir	152	98	250
6.	Jarajara	214	118	332
7.	Dujis	270	103	385
8.	Saka	403	247	650
9.	Libahlow	78	52	130
10.	Ohio	90	27	117
11.	Kuno	88	39	127
12.	Dadley	105	47	152
13.	Dolomidi	72	40	112
14.	Balich	112	42	154
	TOTAL	2667	1296	3963

Source: County Education Office, Garissa County (2009)

Disparities in access and participation persist, with pastoralist children being more disadvantaged. In NEP, the GER in 2003 was 20%, compared with 61% in Nairobi and 65% in Coast Province. Girls' enrolment was as low as 13% in NEP compared with 90% in Central and Western provinces. In 1997/98, the national GER in primary education was 79.2% (girls 78.9%; boys 79.6%), but only 19.7% (girls 12.7%; and boys 25%) in NEP as compared with 90.5% (girls 91.9%; boys 89.1%) in Central Province. In Nairobi,

the primary school GER was 61.4% (girls 58.3%; boys 64.7%) (Abagi and Olweya, 1999).

Figure 2: Primary School Enrolment Trend by Gender in Garissa County 2002-2009



Source: County Education Office, Garissa County (2009)

The graph shows an optimistic impact on boys enrollment over the years as a consequence of FPE but very diminutive impact on girls enrollment. The data from the County Education Office indicates that even with FPE girls education remained far that below of boys although there's an increase of enrollment over the years. The poor enrollment rates of girls is mainly attributed to cultural issues, ignorance and lack of parental support, nomadic pastoralism, child labour, distance from schools to homes and inability to pay school levies due to poverty and frequent famines (DEO, 2009)

4.2.2 Primary Gross and Net Enrolment Rate

In table 4 below, the gross enrollment rate for girls decreased over the years (2003-2007) while that of boys increased. In 2003, the total enrollment in a specific level of education, regardless of age for girls was 31.2% while that of boys was 49.6%. In 2007, the Gross

enrollment rate for boys decreased to 32.3% while that of girls decreased even further to 21.2%.

Table 4: Primary Gross and Net Enrollment Rate by Gender, Garissa County 2003-2007

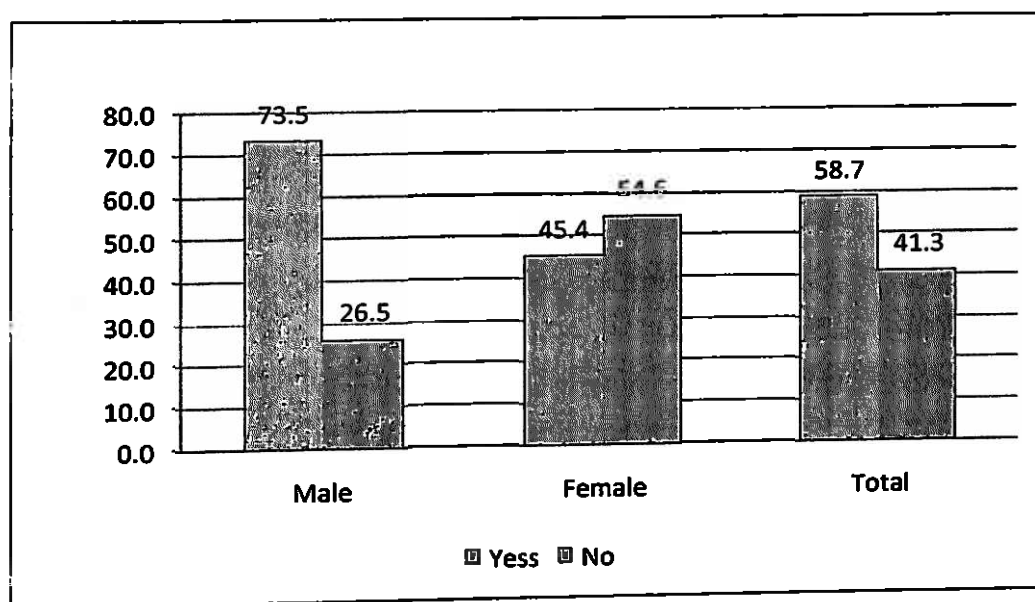
	2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Gross Enrollment Rate	49.6	31.2	49.9	29.2	28.0	18.0	30.5	22.2	32.3	21.2
Net Enrollment Rate	23.6	14.3	22.3	16.2	23.0	16.7	22.1	18.5	27.4	18.6

Source: Ministry of Education: Education Statistical Booklet (2003-2007)

The NER for girls increased over the years (2003-2007) compared to that of boys which was increasing. In 2003, the net enrollment rate for girls was 14.3% while that of boys was 23.6%. in 2007, the net enrollment rate for girls was 18.6% while that of boys increased significantly to 27.4%. Statistically this means that in 2003, there were 85.7% of official primary school age going children who are not enrolled in schools compared to that of boys which was at 76% while in 2007, there were about 80% for girls and 72% for boys. This trend indicates that even with the FPE, the GER for girls continue to decrease while the NER continues to increase.

Household data collected in Balambala indicates that there are more school age going boys currently enrolled in schools compared to that of girls as shown in table 5 below

Figure 3 Child Primary School going age currently in school



The analysis above indicates that 73.5% of primary school going age children currently enrolled in schools were male as compared to 26.5% of primary school going age children who were not enrolled. For the females, only 45.4% of primary school going age girls were enrolled in schools compared to 54.6% who were not enrolled. This shows that majority of primary school going age girls were not enrolled in schools and only a small percentage are enrolled compared to the boys who are significantly enrolled.

The table below shows the Gross and Net Enrollment rates for the sampled schools in Balambala division of Garissa county.

Gross and Net Enrollment Rates (%)

	Gender		
	1 Male	2 Female	Total
Gross enrolment rate	117.3	62.0	88.3
Net enrolment rate	72.4	44.4	57.8

The table above illustrates the gross and net enrollment rates for the sampled schools in Balambala Division of Garissa County. The GER for male was 117.3% while that of female was 62.0%. This indicated that there were only 62.0% of girls enrolled in a

specific level of education, regardless of age compared to that of boys which was a staggering 117.3%. This means regardless of age the enrollment for girls in primary school in Balambala was still very low compared to that of boys

The NER for girls on the other hand was 44.4% compared to that of boys which was at 72.4%. This means that there was 44.4% of official primary school age going children who were enrolled and the remaining 55.6% of official primary school age going girls were not enrolled in schools. This compares to that of boys which were 72.4% of official primary school age going boys were enrolled and only the remaining 27.6% were not enrolled.

This trend indicates that even with the introduction of free primary education, the gross and enrollment rates for girls continues to decline comparing to that of boys which was increasing. This analysis is very close from the GER and NER figures indicated in the reports by the Ministry of Education

The table below indicates the response from parents and household heads of Balambala when asked to compare the enrollment rate before and after free primary education

	Frequency	Percent
Same	15	21.1
High	43	60.6
Low	13	18.3
Total	71	100

About 60.6% of the household heads thought that enrollment rate for girls increased significantly since the introduction of free primary education. About 21.1% thought it has remained the same while 18.3% thought it decreased.

To establish the trend of enrolment of girls in primary schools, the head teachers from Balambala Division were asked to indicate how many pupils they had in their schools. Findings showed that some schools had very few pupils ranging from 50 pupils to 195 pupils in the whole school. This was attributed to the nature of the area where there are small pockets of people hence few pupils in the schools. The head teachers further agreed that the introduction of Free Primary education has greatly increased enrollments in their

schools. This is evident by the large pupils turnout especially girls whose enrollments has always been very poor

The head teachers were also asked to indicate the number of pupils who were able to complete schools after the eight years. Data revealed that out of the pupils enrolled very few girls were able to complete class eight. They further added that most of the students who dropped out were the girls. The findings concurred with the key informants who reported that few girls than boys enrolled in school in the area.

All the head teachers agreed that there were cases of drop out in their schools. They further reported that the most affected gender was the female gender as was indicated by 80% of the head teachers interviewed. The head teachers reported the major causes of drop out as a combination of factors that cut across social cultural, socio-economic, parental and family related factors. These factors included issues such as social cultural rites, early pregnancy, early marriages, ignorance, negative attitude of girls towards education, child labour, negligence by parents, circumcision, peer pressure, lack of gender models at home and at school, poverty and truancy.

4.2.3 Reasons for girls poor enrolment in schools in the community of Balambala

The table below illustrates the main reasons why some girls do not attend schools in the community of Balambala

	Frequency	Percent
Poverty	70	95.9
Early marriage	57	78.1
Insecurity	36	49.3
Education of girls is not much valued	33	45.2
Ignorance of parents	32	43.8
Lack of parental support	18	24.7
Nomadic lifestyle	17	23.3
Education is generally not valued	9	12.3
FGM	8	11.0

Teenage pregnancy	6	8.2
Inaccessibility of schools	2	2.7

Majority of household heads and parents in the community indicated that the main reasons why some girls do not attend schools was due to poverty. 78.1% indicated early marriage as the reason while 49.3% indicated insecurity as the reason. 45.2% indicated that education of girls is not so much valued in the community while 43.8% blamed it on ignorance of the parents. 24.7% pointed out that the girls lacked parental support, 23.3% gave nomadic lifestyle of parents as the reason, 11.0% pointed finger at cultural practices such as FGM while 8.2% blamed teenage pregnancy as the reason and lastly 2.7% indicated the inaccessibility of schools as the reason for girls not going to schools.

Most of the households in the community illustrated the lack of resources to educate their girls and inability to meet schooling costs both directly and indirectly. Due to extreme poverty in the community, parents are unable to dispense with the labour provided by their girls within the households

4.3 Retention of girls in schools

The second objective of this study was to establish the extent to which FPE has enhanced girl child primary school retention and reduced dropout rates in the county. The indicators for retention were dropout, repetition and completion rates of girls in the county.

Primary education in Garissa county is inhibited by high wastage brought about by repetition and dropout rates (FAWE, 2001). The existing high repetition and dropout rates show that education in the region is riddled with internal efficiency. Wastage affects both boys and girls, but promotion and completion of girls is much lower as shown in the below figure

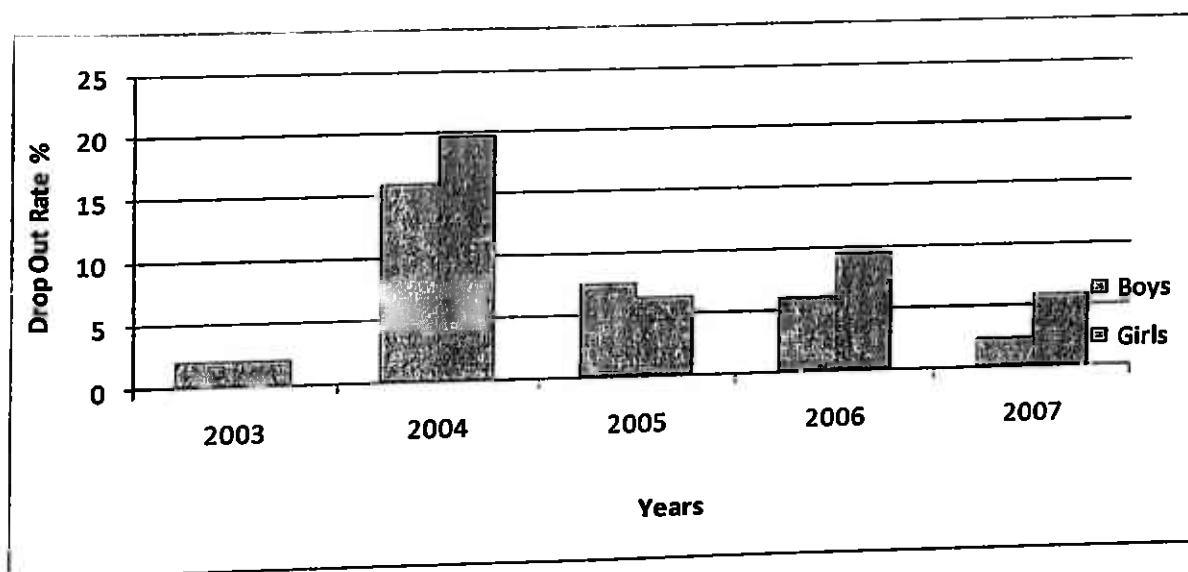
4.3.1 Dropout Rate

A survey done by Arid Lands Resource Management Programme (ALRMP) and Action Aid International Kenya (AAI-K), single out early marriages and traditional practices as the leading factors that contribute to the drop out of girls in Garissa County and the larger

NEP. About 73% of head teachers and 76.4% of teachers interviewed in the study held the view that these factors contributed most in girls dropout rate. The same group rated paucity in second place with 61.2% of head teachers and 66.9% of the teachers while parental ignorance was placed third by 53.2% of the head teachers and 59.6% of the teachers. Other factors identified were child labour, poverty, pastoralism and negative attitudes towards girls (ALRMP, 2004, Action Aid, 2004:26)

Data in figure 2 below shows that in 2003, 2.2% of girls dropped out compared to that of boys which was about 2.1%. In 2004, a significant number of girls dropped out with about 19.9% compared to that of boys of 16.0%. In 2005, girls dropout rate reduced with only 6.5% dropping out as compared to boys which was 7.6%. In 2006 and 2007, there was again an increased of girls dropout rate with about 9.6% in 2007 and 6.0% in 2008 compared to that of boys which was low at only 6.1% in 2007 and 2.5% in 2008. This trend is very worrying given the countys low enrollment of the girl child.

Figure 4: Primary School Dropout Rate in Garissa County (2003-2007)



Source: Ministry of Education: Education Statistical Booklet (2003-2007)

Table 4 below highlights the factors contributing to girls drop out from the survey done by Arid Lands Resource Management Programme (ALRMP) and Action Aid International Kenya

Table 5 Factors contributing to dropout rates in NEP

Factors	No. Heads	Percentage	No. Teachers	Percentage
Early marriages/Traditional Practices	45	72.5	136	76.4
Poverty/Inabilities to pay levies	39	61.2	119	66.9
Parental ignorance/Lack of interest	33	53.2	106	59.6
Child Labour in exchange of money	21	33.8	68	48.3
Nomadic/Pastoralism/Domestic Chores	19	30.6	48	27.0
Negative attitudes towards girls education	19	30.6	43	24.2

Source: Adapted from ALRMP/Action Aid International Kenya, 2004

Table 5 above indicates that 72.5% of the heads interviewed mentioned early marriage and traditional practices as the major cause of school drop outs for girls, followed by 61.2% who mentioned poverty and inability to pay levies as the cause while 53.2% mentioned parental ignorance and lack of interest as the reason. About 34% blamed child labour as the factors contributing to drop out while 30.6% mentioned nomadic, pastoralism, domestic chores and negative attitudes towards girls education.

Of the teachers interviewed, 76.4% indicated early marriage and traditional practices as the main factors contributing to high dropout rates for girls followed by poverty at 66.95. About 60% pointed out parental ignorance as the factor while 48.3% mentioned child labour as the factor. About 27% of the teachers indicated that nomadic, domestic chores and negative attitudes towards girls education as the factors contributing to high dropout rates of girls in the county.

4.3.2 Completion Rate

Primary schools completion rates in Garissa county remained steady and low through the 1990s, however, the MOEST data indicates that completion rates shot up from 41% in 2003 to 62.7% in 2007. However, the girls completion rate remains very low with 25.9% in 2003 and 36.6% in 2007 compared to that of boys which was at 56.6% in 2003 and 86.4% in 2007 as shown in table 6 below

Table 6 Primary School Completion Rate in Garissa County 2003-2007

	2003	2004	2005	2006	2007
Boys	56.6	72.0	71.3	72.4	86.4
Girls	25.9	28.7	29.1	26.2	36.6
Total	41.0	51.4	51.2	50.4	62.7

Source: Ministry of Education: Education Statistical Booklet (2003-2007)

In Garissa County, head teachers as well as teachers estimate that between 50 to 60 percent of children who enroll in standard 1 in any given year, actually complete their primary education in standard 8. The head teachers and teachers, however, also estimate that for girls the completion rates is far much lower than 50 percent

The table below indicates the reasons given by household heads as to why some girls do not complete school in the communities of Balambala division

	Frequency	Percent
Early marriage	61	83.6
Lack of parental support	34	46.6
Poverty	32	43.8
Education of girls is not much valued	25	34.2
Lack of scholastic materials	25	34.2
Ignorance of parents	21	28.8
Ignorance of parents	20	27.4
Insecurity	16	21.9
Nomadic lifestyle	9	12.3
Teenage pregnancy	7	9.6
FGM	5	6.8
Harassment by teachers and boys	4	5.5
Education is generally not valued	3	4.1
Gender biases in classroom practice	3	4.1

About 84% of household heads gave early marriage as the main reasons for their girls not completing schools while 46.6% indicated lack of parental support and 43.8% pointed out on extreme poverty within the community. About 34% of the respondents gave lack of value for education of girls and lack of scholastic materials as the reasons. The remaining respondents gave ignorance of parents, insecurity, nomadic lifestyle, teenage pregnancy,

FGM, harassment by teachers and boys and gender biases in classroom practice as some of the reasons for their girls not complete primary education

The head teachers were asked to indicate whether FPE had enhanced girls participation and reduced drop out in schools. While 60% said it had, 40% said it had not. They also added that there were girls who had dropped out of school even after the introduction of FPE. The head teachers also reported that there were girls in their schools who had dropped out as was indicated by 10 teachers (71.4%) against 4 (29%) who said there were not. The head teachers also gave reason for drop out as incompleteness of schools in Balambala division. Out of the 14 schools in Balambala Division, its only 8 that has classes until standard eight, the rest of the schools have classes until standard four and five. It was further revealed that there were girls who were still out of school even after the introduction of FPE. They presented reasons as parents not fully understanding FPE, parents not understanding why they should send girls to school whereas they are supposed to be married off at an early age. The respondents rated the FPE as important in increasing access to girls education and said it was very vital as parents are poor hence revealed the burden of paying school fees. They also said that parents had been convinced that education was free.

Asked to comment on the retention of girls in school after the introduction of FPE, the head teachers reported that it had gradually improved since parents had realized the importance of education. They also reported that the retention had improved since the burden of paying school fees had been reduced while another head teacher said that there was still a lot to be done to enhance retention of girls in schools. The main challenge outlined by head teachers is to convince parents on the importance of educating their girls and that the education is free for all

4.4 Perception of nomadic families towards girl child education

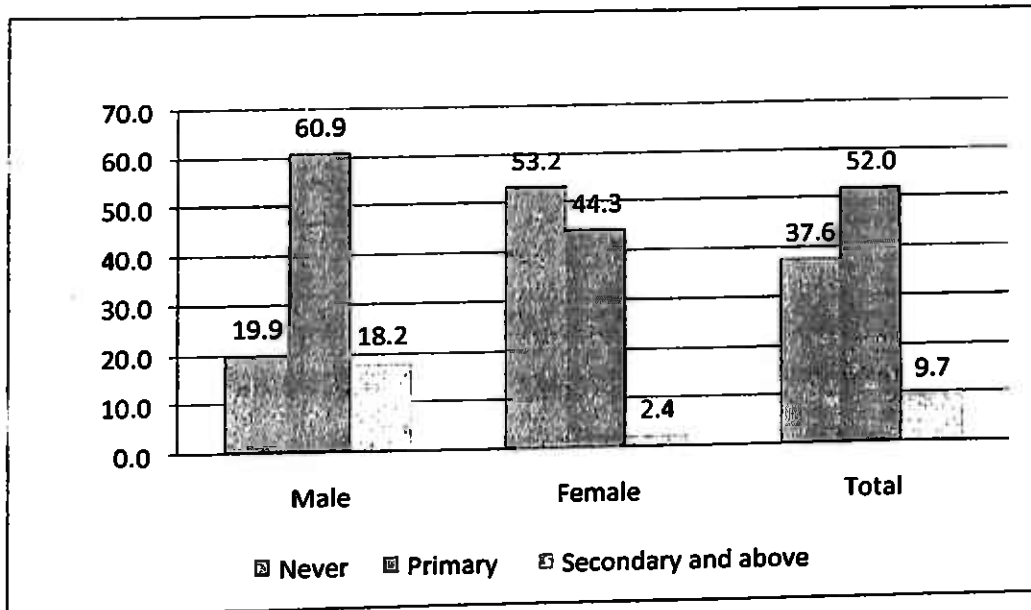
The third objective of this study was to establish the perception of communities and nomadic families in Balambala division towards girls education after the introduction of FPE. The indicators used to measure perception of household and families were the

number of girls in the household attending schools and preference of the gender that household heads prefer to educate.

4.4.1 Education level for household members interviewed aged 6 years and above
 Figure 4 below indicates the education level for household members interviewed by

gender

Figure 5: Education level



Of the 100 households interviewed, only 44.3% of female had reached primary school level and 53.2% have never attended school in their lives and only 2.4% had enrolled for secondary school education. The education level for male indicates that 60.9% had reached or enrolled in primary education with only 19.9% who have never attended school and 18.2% had enrolled in secondary school education. The analysis indicates that the majority of household members who had highest primary and secondary education level are male as compared to female.

4.4.2 Thinks taking children to school is important

The table below illustrates the number of parents and household heads who thought taking their children to school was important

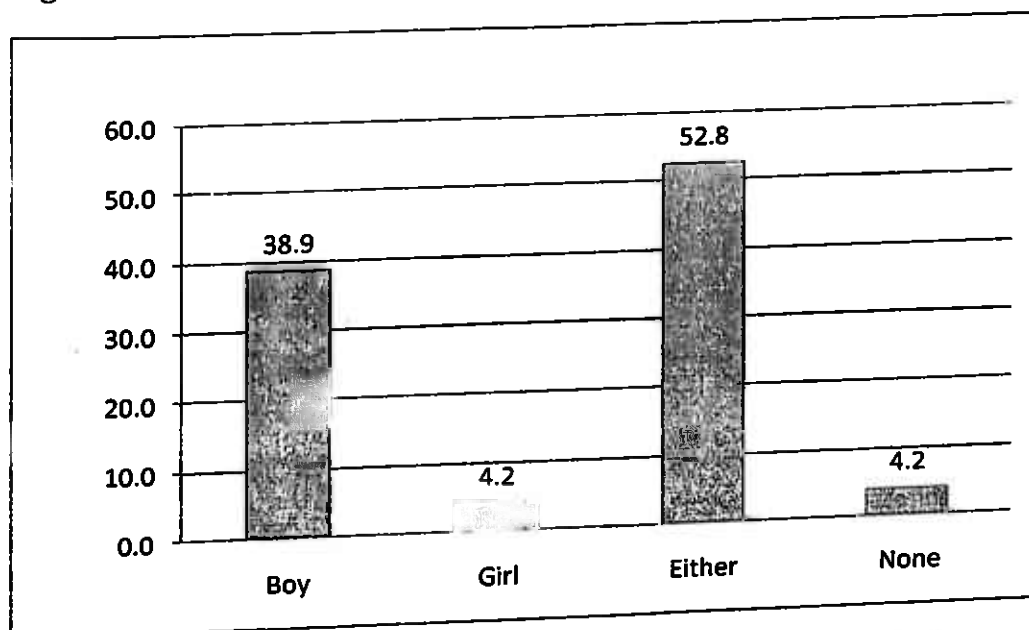
	Frequency	Percent
Yes	71	98.6
No	1	1.4
Total	72	100

Majority of parents and household heads in Balambala showed willingness to take their children to school and thought taking their children to school was important. 98.6% of household heads thought that taking their children to school was important compared to only 1.4% who though taking their children to school had no significant value.

4.4.3 Who would household head prefer to take to school with limited resources

Figure 6 below indicates the response from household heads interviewed on whom they would prefer to educate with limited resources.

Figure 6: Preferred child to educate with limited resources



About 53% of the parents and household heads in Balambala division responded that they would educate both boys and girls given the limited resources. About 40% responded that with limited resources they would rather educate the boys while 4.2 indicate that they would educate girls and remaining 4.2% responded that they would not educate any given the limited resources.

The analysis above shows the willingness of parents to take both boys and girls to school even with limited resources. Some prefer to take boys instead of girls due to other concerns for their girls such as long distance to schools, insecurity and poverty.

4.4.4 Changes in perception of nomadic families towards girl education

Head teachers also reported that some parents were not willing to send girls to school even with the introduction of free primary education. This was indicated by 13 out of the 14 head teachers (93%) who said that parents were not willing. Majority of the head teachers admitted that parents still preferred educating boys to girls.

The parents as reported were still influenced by the culture. Findings revealed that most girls that after undergoing FGM, girls got married and leave school. The head teachers said that after undergoing FGM, girls felt mature and did not want to mix with other children in school. This gave them high chances of dropping out so as not to mix with children in schools. The head teachers also reported that after undergoing FGM, girls were involved in sexual activity leading them to pregnancies and ultimately dropping out of school. Asked to indicate the effect of traditional practices in drop out of girls, 13 head teachers, an equivalent of 93% of said that it caused the girls to leave school, the same number of head teachers reported that traditional practices caused pupils miss out school to attend such practices and as such made girls disoriented and confused which led them to drop out of school. Findings on the cultural factors as contributors of drop out among girls have established that cultural factors such as FGM, early pregnancies, early marriages, gender stereotypes, community perception on girls education, parental preference for education of boys, helping at home were some of the major cultural factors contributing to drop out among girls.

When the head teachers were asked to indicate whether the people had changed their perception towards education after the introduction of FPE, 12 head teachers (85.7%) said they had while 2 (14.2%) said they had not. They further added that though they had changed their attitude culture was still very strong which still made them not take girls to school. The head teachers were also asked to indicate whether the families around the school preferred educating boys or girls. Their responses are presented in table

Table 7 Family preference

Preference	Frequency	Percent	Valid Percent	Cumulative Percent
They prefer boys	65	86.7	86.7	86.7
They prefer girls	10	13.3	13.3	100.0
Total	75	100.0	100.0	

As presented in table 9 above a majority of the head teachers responded that parents preferred to educate boys while very few preferred educating girls. This shows that the community attitude had not changed even after the introduction of FPE. Asked on the attitude of the community towards education of girls, the head teachers responded as presented in table 10

Table 8 Community attitude towards education of girls

Perception	F	%	Valid %	Cumulative %
Girls don't need school	30	40.0	40.0	40.0
The community encourages girls education	16	21.3	21.3	61.3
The community is not concerned of girls education	29	38.7	38.7	100.0
Total	75	100.0	100.0	

Their responses revealed that the community felt that girls did not require education, that the community encouraged the education of girls as revealed by 16%, the community was not concerned with education of girls as revealed by 29 (38.7%). A majority of 57 (76%) said that boys were give preference to attend school than girls while 18 (24%) said girls were given preference. Asked whether parents valued the education of boys same as the of girls, 76% said parent valued the education of boys while 24% said they valued the education of boys. The findings therefore showed that majority of the pupils felt that the community did had a negative attitude towards education of girls.

4.4.5 Reasons for child not being in school

The table below indicates the reasons given by household heads for not taking their children to school

	Frequency	Percent
Looking after children/animals	46	63.0
Poverty	15	20.5
Ignorance	13	17.8
Is disabled	4	5.5
Nomadic lifestyle	4	5.5
Cultural beliefs	1	1.4
Total	73	100.0

The household heads were asked the reasons for their school age going children not being in schools majority of whom were girls. 63% of household heads or parents responded that the girls were looking after their younger siblings followed by 20.5% who responded that it was due to poverty and 17.8% gave ignorance as the reason for not taking their girls to school. The remaining gave disability, nomadic lifestyles and cultural beliefs as their main reasons.

This analysis indicates that most girls were not taken to school so that they would take care of their younger siblings. This is so especially when the family is large and the parents could not afford to employ domestic workers. Poverty also contributed immensely in most households and parents indicated that they could simply not afford to take their girls to schools

4.4.6 Community Perception

This section presents findings from key informants from the community of Balambala division. The findings are presented as below

The key informants also reported that there were low enrolments of pupils especially girls in the area. They reported that girls dropped out more than boys. Reasons for drop out as

given by key informants included pregnancies, early marriages, negligence of parents, lack of motivation, poverty, over age, child labour, chores, distance from school, FGM, poor academic performance. The teachers also reported that they had more boys than girls in their classes. The reasons given by the pupils for drop out included parental factors such as parents forcing girls to stay at home, cultural factors such as circumcision and early marriages, economic factors such as poverty at home poor performance and also student related factors.

The respondents further reported that the rate of enrollment of girls in the schools after the introduction of FPE was poor as reported by 3 (60%) of the respondents while 2 (40%) reported it was very poor.

The key informants were of the opinion that FPE had not assisted in the retention of girls in schools. This was because even before the introduction of FPE, some parents who were able to send their children to school did not send them hence the issue was not money but the attitude of the community towards girls education. The suggested that there should be another approach of making the community send their children to school especially girls since the problem was not economic but attitudinal.

Findings on the cultural factors as contributors of drop out among girls have established that cultural factors such as FGM, early pregnancies, early marriages, gender stereotypes, community perception on girls education, parental preference for education of boys, helping at home were some of the major cultural factors contributing to drop out among girls.

The reasons given by those who reported that the community was not interested were that the community members believed that girls should be married off since they had no returns to the family once married off. Majority of the pupils 45 (60%) said that there were girls who had dropped out of school because of FGM.

Responses of the key informants suggested that there was need for guidance and counseling in schools to assist girls. There was need to provide role models for girls, they also suggested the need to sensitize the community on the importance of education of

girls. Parents should be encouraged to send their girls to school, there was need to prevent FGM and early marriages of girls and issue penalty to parents who married off their daughters at an early age. The respondents also said that parents should send their daughters to school at an early age. It was also suggested that girls should be provided with the basic needs and needs that barred them from attending or dropping out of schools. There was also a suggestion to start affordable boarding schools for girls.

4.4.7 Suggestions for improving girls participation of girls in schools

The head teachers were asked to give suggestions for improving girls participation in schools. They responded that there was need to education the whole community on the importance of education of girls, there was also need to create awareness on importance to girls education among the girls themselves. This they said could be done by presenting role models in schools, having more female teachers and having seminars and workshops on sensitization of the importance of girls' education. These findings are presented in table 4.6.

Table 9 Suggestions for improving girls participation in schools

Suggestions	f	Percent	Valid %	Cumulative %
Educate the community	33	44.0	44.0	44.0
The parents have to be empowered	10	13.3	13.3	57.3
The local community should enforce girls education	10	13.3	13.3	70.7
There should be seminars for girls	11	14.7	14.7	85.3
The girls should be give role models	11	14.7	14.7	100.0
Total	75	100.0	100.0	

4.5 Achievement

The fourth objective was to find out the performance of girls after the introduction of FPE. The indicator used to measure achievement is the performance of girls in national examinations. The Kenya Certificate of Secondary Education (KCPE) performance in the three countys of NEP is far much below the national average. In national ranking, Wajir

county was position 55 out of 68 in the national county order of merit, Mandera was position 68 out of 68 and Garissa 67 out of 68. Poor examinations curtails the pupils chances of getting places in national schools where the provinces representation is less than 1% (FAWE, 2001)

Trend analysis of examinations results in Garissa county indicates significant gender variations and gaps between boys and girls in both KCPE and KCSE. For the last ten years girls performance in all subjects has remained poor compared to the boys. Boys have out performed girls in mathematics, science and GHC. The analysis also indicates that even though girls registered for KCPE was high, their performance was comparatively dismal.

Garissa county was among the counties that performed the poorest nationwide in the KCPE mean score from 2003 to 2007 as shown in table 7 below

Table 10 KCPE Mean Score by Gender Balambala Division, 2003-2007

	2003	2004	2005	2006	2007
Boys	205.3	218.9	228.8	234.7	231.2
Girls	180.5	194.3	181.2	212.4	210.7

Source: Ministry of Education: Education Statistical Booklet (2003-2007)

4.5.1 Performance of girls after introduction of FPE 51

The study also sought to establish how FPE had affected the performance of girls in examinations. Findings from the head teachers of the 14 primary schools in Balambala showed that girls performed poorly in all subjects where boys performed better than girls. The head teachers were also asked to rate the performance of girls compared to that of boys. Asked whether FPE had enhanced performance of girls 90% of head teachers graded girls as average as compared to boys. Asked to explain, the head teachers said that girls had begun to show some interest in education and are now trying to compete with boys. Asked why the girl were not performing better, they responded as presented in table 11 below

Table 11 Reasons for poor performance of girls

Reasons	f	%	Valid %	Cumulative %
Girls perform so much house chores not study time	20	26.7	26.7	26.7
Boys have more time to study because of less house chores	39	52.0	52.0	78.7
Girls are not encouraged to study as boys are	16	21.3	21.3	100.0
Total	75	100.0	100.0	

Findings revealed that girls performed most of the house chores hence did not have time to study at home while boys had enough time to study. They also said that girls were not encouraged to study as boys were.

4.6 Policy on Girl Child Education

The fifth and final objective was to establish how the policy on girl child education has enhanced participation of girls in public primary schools.

4.6.1 Policy documents supporting girl child education

The government has produced various policy guidelines addressing gender differences in enrolments and achievement in the seventh and eighth development plans. The seventh development plan (1994-1996) is the most detailed government statement addressing gender in education concerns. The plan records the guideline on readmission of adolescent mothers back to school. It also gives guidelines for removal of stereotyping in all educational materials and the provision of appropriate role models. These should be coupled with community mobilization and sensitization for girl-child education to address social-cultural factors and household dynamics and the creation of a database on the education of disadvantaged girls such as rural/urban poor and the nomadic girl. This development plan also seeks to address teachers' expectations and attitudes towards boys and girls, based on the premise that teachers' expectations and negative comments tend to inhibit girls' learning and success in the education system. The eighth development plan

(1997-2001) seeks to eliminate gender imbalances at all levels of education, particularly the low enrolments in ASAL regions, through explicit government programmes. However, these guidelines fall short as policy, since financial allocations to achieve the targets are missing. Non-government organization policies differ to some extent from the government guidelines. UNICEF has a policy addressing health, nutrition and education (UNICEF, 1999-2003) and targets children aged 0–18 years. Another policy on basic education, child protection and development targets children and women (UNICEF, 1997). Action Aid has a policy focusing on the poor and most vulnerable groups, who include girls, women and the disabled child. World Food Programme promotes universal education of the socially and economically disadvantaged in ASALs, which include Garissa, Wajir and Mandera, through advocacy, provision of food and basic education.

4.6.2 Interventions by governments and NGO

Among the most important interventions by government are grants in aid to secondary schools in ASALs. Others include the girl-child projects and boarding and mobile schools for nomadic girls. Interventions by NGOs include material support for construction of classrooms, bursaries, food, clothing, health care for the very poor, provision of learning resources, and human resource development through training seminars and workshops. In spite of all the interventions, the examination data given earlier show that performance and participation have remained low for both boys and girls; the situation of girls is considerably worse, with large and increasing gender gaps in enrolments. Girls' achievement decreases with increasing educational level. It would therefore be useful to specifically address the issue of girls' participation and achievement, first to arrest the social and educational inequality observed, and second to improve the overall educational performance in the county, by targeting the worst performing group. This study drew on the issues raised above in guiding the group discussions in order to enable the participants to think through solutions within their ability to implement, so as to raise educational standards in the counties.

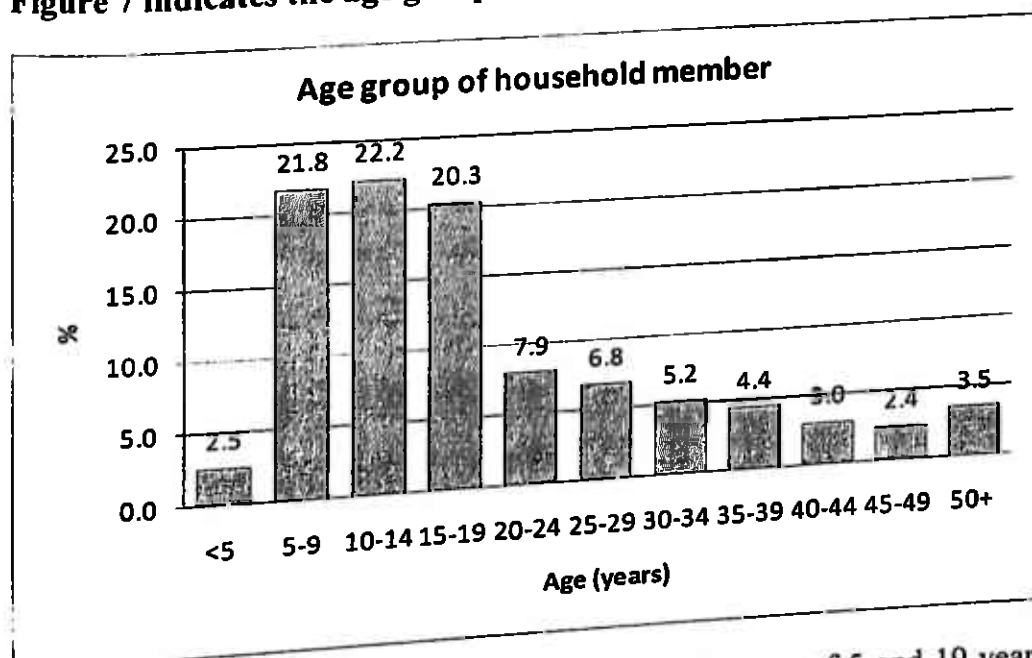
4.7 Discussions on the Research Findings

This section presents findings from interviews conducted with household heads, head teachers of 14 primary schools in Balambala Division and key informants that included religious leaders, women groups, business community, area chiefs, parents and education officers. A total of 100 household were interviewed but only 75 responded; 14 head teachers of primary schools in Balambala were sampled, all of them, 100% returned the questionnaires and all responded very well. Of the 20 key informants interviewed, all of them responded successfully.

4.7.1 Demographic Characteristics of Households Interviewed

4.7.2 Age group of household member

Figure 7 indicates the age group of the respondents within household



Most of the household members were between the ages of 5 and 19 years with the least members being between the ages of 45 to 50 years. The analysis indicates that the majority of household members were of school going age children.

4.7.3 Relationship to household head

Table below indicates the percentage of the relationship of each member to the household head

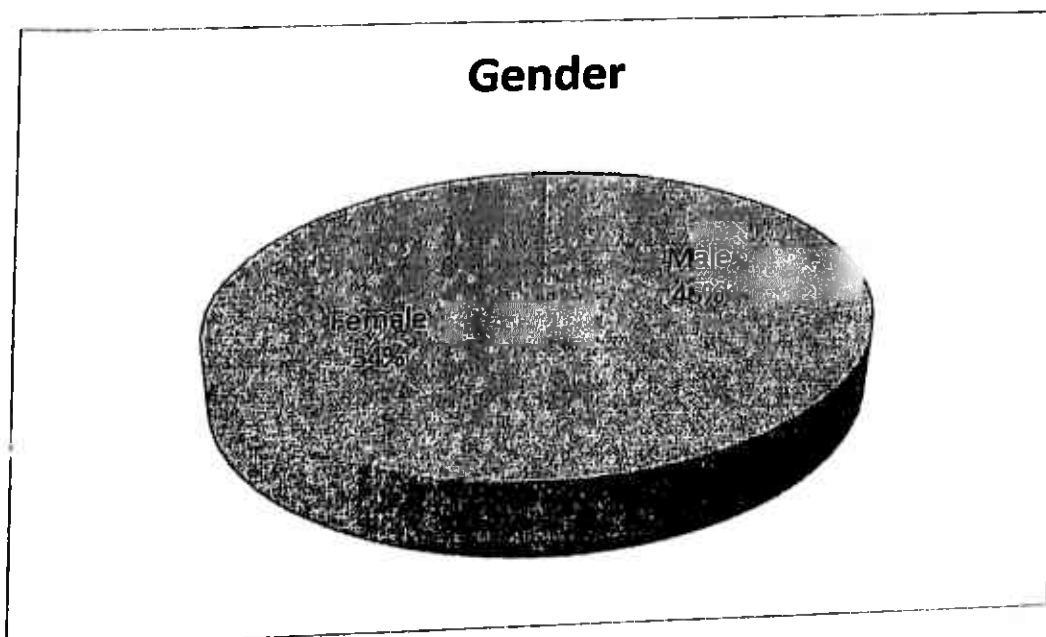
	Frequency	Percent
Head	66	10.4
Spouse	58	9.1
Child	420	65.9
Other	93	14.6
Total	637	100

65.9% of the household members were children of household heads at a frequency of 420 followed by others who were relatives and extended families of the household head at 14.6%.

4.7.4 Gender

The figure below indicates the gender of the household members

Figure 8: Gender



As shown above, the study established that most of the household members were female at 54% while male were 46%. This indicates that in most household visited, the majority of the members were female.

4.7.5 Time taken to walk to school (minutes)

The table below indicates the time in minutes taken to walk to school for children already enrolled in schools

	Frequency	Percent
<30	37	44
30-60	42	50
>60	5	6
Total	84	100

When asked the time taken for the children to walk from home to school, 50% responded that their children walk between half an hour to one hour to school while 44% responded that their children walk for less than 30 minutes, the remaining 6% responded that their children walk from home to school for more than an hour.

This explains the long distance taken by children to walk to school. Most schools in the area are sparsely distributed which contributes to low enrollment and attendance of girls. Majority of parents fear for the security of their girls and were reluctant to take them to school.

4.7.6 Measures to improve girls education in the community

Parents from the community of Balambala division were asked to provide their opinion on what they thought should be done by both the government and NGOs to improve girls education. They gave the following reasons which were very impressive

- Awareness creation on importance of girls education
- Bring more female teachers to act as role models
- Build more schools near villages
- Deploy more teachers in the area
- Give bursaries to girls
- Government to provide free but compulsory education
- Parent should support their girls to go to school

- Parents should be encourage to take their children to school
- Provide meals in schools
- Providing sanitary towels
- Putting in place strict government policy in FPE implementation
- Setting up of free girl child school
- Stop early marriage
- Build girls boarding schools due to distance to school
- Build more girls primary schools
- Educate parents on gender equality
- Government should come up with mobile schools for nomadic people
- Government support girls from poor families
- Government to ensure security is good in the area and provide security
- Provide transport for children due to long distance
- The girls should be informed the danger of teenage pregnancy

4.8 Conclusion

In conclusion, the findings of this research show that Balambala division in Garissa County communities continue to be quite patriarchal and that macho characteristics of aggression are evident general insecurity in the area. These problems of the community, which are compounded by a harsh environment and resultant high levels of poverty and illiteracy, mean low priority is given to the education of girls, despite the importance of girls' education to the social and economic development of the region. The findings show that there are still very low enrollments rates for girls as well as completion and performance rates in Balambala. The two clusters of respondents perceived education to be useful mainly for economic self-reliance, for literacy, role modelling and effective community participation. The community leaders then went on to identify the main factors involved to be religious, cultural and traditional and hence suggested awareness raising activities as the important ways of addressing gender inequality. On the other hand, girls and boys thought internalization of negative community values by girls was the main hindrance, and they therefore suggested that girls had a key role to play in pressuring their parents to take them to school. The teachers saw the main impediments

to be child labour and negative community attitudes, but gave girls the responsibility of persuading their parents to take them to school.

In conclusion even with the introduction of free primary education, girls enrolment rates are much lower compared to boys and this has lead to poor performance in the national examinations

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations.

5.2 Summary

The purpose of this study was to establish the effect of FPE on girl child participation in school in Balambala Division of Garissa County of Kenya. It also aimed to investigate the causes of low access, retention and achievement/performance of girls in primary schools in Wajir County where access to primary education has lagged behind other regions of the country. Five specific objectives were formulated to guide the study. Research objective one sought to determine the trend of enrolment of girls in schools in Garissa County after the introduction of FPE; research objective two aimed at establishing the extent to which FPE has enhanced girl child's retention/drop out in the county; research objective three aimed at establishing changes in perception of the nomadic families in the county towards girls education after the introduction of FPE while research five sought to find out the performance of girls after the introduction of FPE. The study aimed at establishing how the policy on girl child education has enhanced participation of girls in schools.

The study employed descriptive survey. Data was collected from 100 households and about 20 key informants namely the head teachers, area chief, local pastor and the representative of the parents teachers association (PTA). Finding revealed that

- There was low enrolment of girls in schools despite the introduction of FPE. It was also revealed that pupils who enrolled in class one were not able to complete standard 8. Girls were the most affected in dropout. The trend of enrolment was affected factors which included such as social cultural rites, early pregnancy, early marriages, ignorance, negative attitude of girls towards education, child labour, negligence by parents, circumcision, peer pressure, lack of gender models at home and at school, poverty and truancy.

- It was also found out that the rate of enrollment of girls in the schools after the introduction of FPE was poor as reported by 3 (60%) of the respondents while 2 (40%) reported it was very poor.
- The pupil respondents said that there were more boys than girls in their classes. Majority of the pupil respondents 44 (58.7%) said that FPE had facilitated enrollment of girls in schools while 31 (41.3%) said it had not.
- Half the number of pupils felt that it had not enhanced the retention of girls in schools. The reasons given were that girls had been retained in school since parents didn't worry about school fees any more.
- The findings revealed that FPE had not enhanced retention of girls in schools. Girls still dropped out of school even after the introduction of FPE. Reasons for the drop out were that parents were not able to understand fully what FPE entailed. Parents did not understand why they should send girls to school whereas they are supposed to be married off at an early age..
- The suggested that there should be another approach of making the community send their children to school especially girls since the problem was not economic but attitudinal.
- Pupils also reported that some parents were not willing to send girls to school as reported by 48 (64%) pupils. Majority of the pupils 72 (96%) said that parents preferred educating boys to girls. The parents as reported were still influenced by the culture such as FGM, gave girls high chances of dropping out and getting married.
- It was revealed that FPE had not changed the communities attitude towards education of girls. This was because culture was still very strong which still made them not take girls to school.

- Majority of the pupils 65 or 86.7% responded that parents preferred to educate boys while 10 (13.3%) preferred educating girls. Which meant that the community attitude had not changed even after the introduction of FPE.
- The head teachers responded that girls performed poorly where boys performed better than girls. The pupils were also asked to rate the performance of girls compared to that of boys. It was also revealed that FPE had not enhanced performance of girls as revealed by 4 (80%) of the head teachers.
- Reasons for poor performance among girls was given as girls performing most of the house chores hence had no time to study at home while boys had enough time to study. Boys were also encouraged to study while girls were not.

5.3 Conclusions

Based on the finding it was concluded that there was still low enrolment of girls in the location despite of the introduction of FPE. There was low enrolment of girls in schools despite the introduction of FPE. Pupils enrolled were not able to complete. Enrolment of girls was still hampered by factors such as social cultural rites, early pregnancy, early marriages, ignorance, negative attitude of girls towards education, child labour, negligence by parents, circumcision, peer pressure, lack of gender models at home and at school, poverty and truancy.

It was also concluded that found out that the rate of enrollment of girls in the schools after the introduction of FPE was poor as reported by 3 (60%) of the respondents while 2 (40%) reported it was very poor.

It was also concluded that FPE had not enhanced retention of girls in schools. Girls still dropped out of school even after the introduction of FPE. Parents did not understanding why they should send girls to school whereas they are supposed to be married off at an early age. Pupils also reported that some parents were not willing to send girls to school as reported by 48 (64%) pupils. Majority of the pupils 72 (96%) said that parents preferred educating boys to girls. The parents as reported were still influenced by the culture such as FGM, gave girls high chances of dropping out and getting married.

It was also concluded that FPE had not changed the communities attitude towards education of girls. This was because culture was still very strong which still made them not take girls tot school. Most of the parents in the area preferred educating boys to girls.

It was also concluded that girls performed poorly where boys performed better than girls. The pupils were also asked to rate the performance of girls compared to that of boys. Since girls performed most of the house chores, they had no time to study at home while boys had enough time to study. Parents also encouraged boys to study and not girls.

5.4 Recommendations

5.4.1 Policy Recommendations

There are several recommendations that can be made from this study. Some of these are for action by the communities themselves, others by government, and others by interested NGOs or development partners. Across the board, participants said that awareness raising activities need to continue, particularly targeting religious leaders; such activities could be facilitated by government and NGOs. The government has an important role to play in enacting policies committing parents to educate all their children. As a first practical step, government posting of local or non-local female teachers to staff the many under-utilized boarding schools backed with security arrangements would go a long way toward improving the access and quality of girls' education in the region. The primary recommendations may be summarized as:

- Enhancing community mobilization and advocacy for girls' education
- Posting more female teachers to the counties
- Building boarding schools for girls
- Enacting a law—affirmative action for bringing more girls to school
- Initiating an awards or prizes scheme
- Increasing the availability of textbooks
- Creating a radio programme in local languages
- Increasing security for girls

The key informants suggested that there was need for guidance and counseling in schools to assist girls. There was need to provide role models for girls such as having more

female teachers. Parents should be encouraged to send their girls to school and that the local authority should put up measures to enforce the policy of free and compulsory education. The respondents also said that parents should send their daughters to school at an early age. It was also suggested that girls should be provided with the basic needs and needs that barred them from attending or dropping out of schools.

5.4.2 Recommendation for further research

The researcher makes the following suggestions for further research:

1. To investigate the effect of Government policy on implementation of FPE particularly for girls from the nomadic pastoralists communities
2. The role of parents in effective implementation of FPE
3. There is need to conduct a similar study in all the divisions in the larger NEP to establish the state of affairs in the implementation of free education.
4. To investigate the challenges faced by girls from nomadic pastoralist communities in accessing basic primary education

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HOUSEHOLD QUESTIONNAIRE'

Informed consent

Hello. My name is _____. I am a student at the University of Nairobi. I am conducting a survey of households in the area as part of my course requirements. Your household has been selected by chance from all households in the area. I would like to ask you some questions related to girl child education in this area.

Participation in the survey is voluntary, and you can choose not to take part.

All the information you give will be confidential. The information will be used solely for academic purposes. You are therefore asked to respond to all items in the questionnaire as truthful as possible.

If you have any questions about the survey, you can ask, otherwise may I continue with your permission.

1. YES

Respondent agreed to be interviewed

2. NO

1. Sub-location name

2. Village name.

3. Household number.

4. Interviewer number.

5. Date of interview.

6. Time interview commenced.

7. Time interview ended.

Day:	Month:	Year:
------	--------	-------

Section 1: Demographic information (In this section you are required to fill information regarding household members aged 6 years or over for each household visited) (Use the codes given below questions)

8a.	8b.	8c.	8d.	8e.	8f.	8g.	8h.
Tell me the first name of all the members of your household aged over 5 years	What relationship is (name) to the head of household?	What is (name's) gender?	What age is (name)?	What is the highest level of school (name) has completed?	Is (name) currently enrolled in school?	If no, Why	How long does (name) take to walk to school?
	1.Head 2.Spouse 3.Child 5.Relative 6.Other	1.Male 2.Female	Write the number of completed years.	0 = never Std 1,2,3,4,5,6,7, 8 Form 1,2,3,4 Form 5/6 College University	1.Yes 2.No	1. Cultural beliefs 2. Poverty 3. Is disabled 4. Ignorance 5. Nomadic lifestyle 6. Other(specify) _____	Write time in minutes 1. <30 2. 30-60 3. >60
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Section 2: Perception of the nomadic families towards girls' education (Tick in a box where appropriate)

9. Do you think taking children to school is important?

<input type="checkbox"/>	1. YES
<input type="checkbox"/>	2. NO

10. Between boys and girls, which children would you prefer to take to school with limited resources?

<input type="checkbox"/>	1. Boys
<input type="checkbox"/>	2. Girls
<input type="checkbox"/>	3. Both
<input type="checkbox"/>	4. None

11. What are the main reasons why some girls do not go to school in this community?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Poverty |
| <input type="checkbox"/> | 2. Teenage pregnancy |
| <input type="checkbox"/> | 3. Education of girls is not so much valued |
| <input type="checkbox"/> | 4. Education is generally not valued |
| <input type="checkbox"/> | 5. Female Genital Mutilation (FGM) |
| <input type="checkbox"/> | 6. Early Marriage |
| <input type="checkbox"/> | 7. Nomadic lifestyle |
| <input type="checkbox"/> | 8. Insecurity |
| <input type="checkbox"/> | 9. Inaccessibility of schools |
| <input type="checkbox"/> | 10. Lack of parental support |
| <input type="checkbox"/> | 11. Ignorance of parents |
| <input type="checkbox"/> | 11. Other (specify) _____ |

12. What are the main reasons why some girls do not complete primary school in this community?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Poverty |
| <input type="checkbox"/> | 2. Teenage pregnancy |
| <input type="checkbox"/> | 3. Education of girls is not so much valued |
| <input type="checkbox"/> | 4. Education is generally not valued |
| <input type="checkbox"/> | 5. Female Genital Mutilation (FGM) |
| <input type="checkbox"/> | 6. Early Marriage |
| <input type="checkbox"/> | 7. Nomadic lifestyle |
| <input type="checkbox"/> | 8. Insecurity |
| <input type="checkbox"/> | 9. Lack of parental support |
| <input type="checkbox"/> | 10. Harassment (by teachers, boys) |
| <input type="checkbox"/> | 11. Puberty challenges (e.g. menstruation) |
| <input type="checkbox"/> | 12. Gender biases in classroom practice |
| <input type="checkbox"/> | 13. Lack of scholastic materials (uniform, books etc) |
| <input type="checkbox"/> | 14. Ignorance of parents |
| <input type="checkbox"/> | 14. Other (specify) _____ |

13. What's the status of primary school girl child enrolment in the area compared to before free primary education was introduced?

- | | |
|--------------------------|---------|
| <input type="checkbox"/> | 1. Same |
| <input type="checkbox"/> | 2. High |
| <input type="checkbox"/> | 3. Low |

9. What should be done to improve girl child education in the community?

- | | |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |

Thank you for your cooperation

APPENDICES
QUESTIONNAIRE FOR HEADTEACHERS'

Dear respondent

This questionnaire is aimed at gathering information on impact of Free Primary Education (FPE) on girls participation in education in Garissa County: a case study of Jogbaro Location. You are asked to participate in the study by filling in this questionnaire. All information you provide will be used for the purpose of this study. You are therefore asked to respond to all items in the questionnaire as truthful as possible.

Demographic information of pupils

1. What is your age bracket?

Below 20 years ()

21 – 25 years ()

26 – 30 years ()

31 – 35 years ()

36 years and above ()

2. For how long have you been a head teacher?

Less than one year ()

1 – 5 years ()

6- 10 years ()

11 – 15 years ()

16 years and above ()

3. Please indicate for how long you have been a head teacher in this school

Less than 1 year ()

1-4 years ()

5-8 years ()

Section A: Trend of enrolment of girls

1. How many pupils do you have in your school?

Number of boys _____

Number of girls _____

2. Of the girls who enroll in standard one, approximately how many completed standard 8?

Number on girls enrolled in std 1 _____

Number of girls completing std 8 _____

If few complete std 8 explain why

3. How do you rate the enrollment of girls in your school

Very good ()

Good ()

Poor ()

Very Poor ()

4. What would you comment on the retention of girls in schools after introduction of FPE?

5. What factors hinder completion of girls education in your school?

Section B How FPE has enhanced girl child's retention/drop out

1. Do you think FPE has enhanced the participation of girls in your school?

Yes ()

No ()

If no, why

2. Do you have girls who drop out of school even after the introduction of FPE?

Yes ()

No ()

If yes what do you think are the reasons for their drop out?

3. Are there girls who are still out of school even after the introduction of FPE?

Yes ()

No ()

3b. If yes what are the reasons

4. What would you comment about the retention of girls in school after the introduction of FPE?

5. How would you rate the importance of FPE in increasing access to girls' education?

6. How would you rate the importance of FPE in increasing access to girls' education?

Section C Perception of the nomadic families towards girls' education

1. Are families willing to take their children especially girls to school?

Yes

()

No

()

2. Do you think parents value the education of girls as compared to boys?

Yes

()

No

()

3. Has the perception towards girls education changed over time?

Yes

()

No

()

4. Are there parents who still do not want to send their children especially girls to school?

Yes

()

No

()

If yes what are the reasons?

5. What is the perception of the parents towards the education of girls?

Section D: Performance of girls after the introduction of FPE.

1. How do you rate the performance of girls in your school?

Very good ()

Good ()

Average ()

Poor ()

2. How would you rate the performance of girls compared to that of boys?

3. Has the introduction of FPE enhanced performance of girls?

Yes ()

No ()

3b. Please explain your answer?

4. What suggestions could you give to enhance participation of girls in schools in this area?

Thank you for your cooperation

INTERVIEW GUIDE FOR THE KEY INFORMANTS

1. Do more girls or boys enroll in school in this area?

1. Are many or less girls enrolled in schools in this area?

3. Has FPE increased the enrollment of girls in this area? If yes, how?

4. Are there cases of drop out of school in your area? _____

5. Has FPE minimized drop out and enhanced retention?

6. What is the perception of the nomadic families towards education of girls

7. Has the introduction of FPE helped the people around change their attitude towards girls education? How?

8. Has FPE enhance the performance of girls in schools?

9. Can you comment on the transition of girls to secondary schools in your area?
