FACTORS AFFECTING THE GIRL-YOUTH IN EDUCATIONAL ADVANCEMENT. A STUDY DONE IN CENTRAL DIVISION OF KITUI DISTRICT, KENYA.

BY

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A RESEARCH PROJECT PRESENTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING, KAMPALA INTERNATIONAL UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE BACHELOR OF EDUCATION DEGREE-SCIENCE.

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DECLARATION

I Njeruh Jeremiah hereby declare that the work presented in this research project is my work and has never been submitted for a degree or any academic award in any university or any institution of learning.

Sign ....

NJERUH DAVID JEREMIAH

Date ..25/08/08............................

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APPROVAL

This paper is to be submitted to the Institute of distance and open learning for the fulfillment of the degree of bachelor of education, science of the Kampala International University and was supervised and approved by:

Sign ....

Date 25/05/08

MR.KAMYA EDWARD

(SUPERVISOR)

DEDICATION

This project is dedicated to my mum, Oliver marigu, my dad Jeremiah nyagah and my late grand mother, Elizabeth Njura Kirugura for their great support to my education.

ACKNOWLEDGEMENT

DEFINITION OF TERMS

Girl-youth:

The researcher defines the girl-youth as a female who is aged between eighteen and thirty five years. This is the period of transition from the adolescent stage to adulthood. At this stage, most the girls are leaving secondary school, joining tertiary and university institutions. Many are able to make their personal socio-economic decisions without interruptions from the community and where it is; it's minimal. The girl youth according to the researcher has aright to take part in issues that affect them and is able to exploit their potential especially in educational advancement.

Advancement

The upward mobility in learning and achievement of all that is related to education. In this case a girl-youth is able to achieve her goals exploiting her potentials to satisfaction. This helps to attain Maslow's hierarchy in life.

Education

This is the process of teaching, training and learning especially in school and colleges, to improve knowledge and develop skills to live as a useful and acceptable member of the community. It is involved in the socialization of people to function in their society. School refers to pre-primary, primary and secondary. Colleges include tertially, polytechnics and universities.

EDUCATIONAL ADVANCEMENT

Education starts when one is born. The child learns from the family members who also play a role in socialization of the child. As the child grows it enters the formal education at the kindergartens or baby class. Then to nursery school, to primary. At primary eight, those who do not afford fees or do not perform well move to the youth polytechnics for craft and artisan courses where they can advance further to certificate and diploma levels. Those who get to secondary four can move on to do degree course or certificate or even diploma. This educational advancement is presented on the flow chart below.

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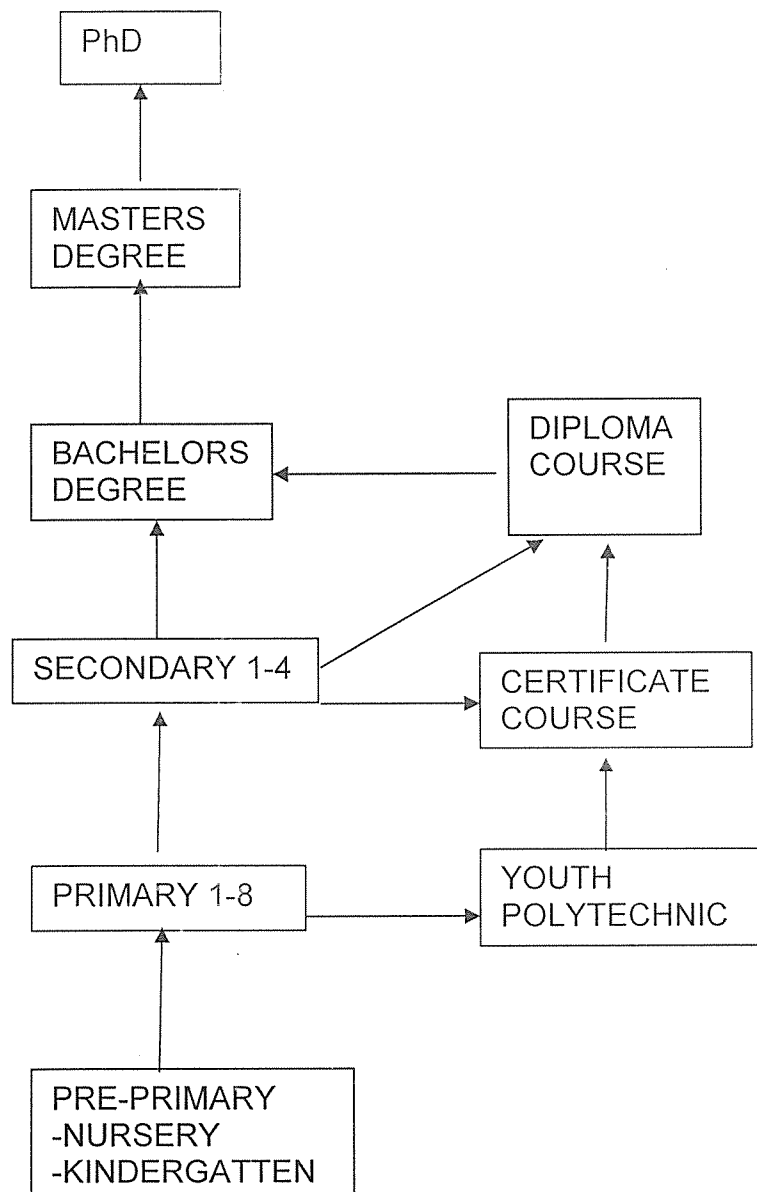
Baraza ; Open air meeting meant to provide information and solve problems of a group

Child labour: The use of children to do work not meant for their age.

Education: What one attains after going through an education system.

Gender: Set of characteristics and behavior that are prescribed for a particular sex by the society.

Gender roles; Tasks and activities that a culture assigns to each sex

Culture: Customary behavior and believes that are passed on through enculturation.

Enculturation: The social process by which culture is learned and transmitted across the generations.

Gender stereotypes: Over simplified but strongly held ideas about the characteristics of males and females

Gender stratification: Unequal distribution of rewards between men and women reflecting their different positions in asocial hierarchy

Girl-Child: A female human being aged between five and seventeen years.

Youth: A person aged between 15 and 30 years. This is also according to the Kenya National Youth Policy document 2007..

House –help: Girls who assist in domestic work in the house for a pay.

Young woman: A female who can take care of her self and make personal decisions aged between 18 and 35 years. With a National identification card.

Holistic: Taking into account of all aspects of a situation or person.

Sexual harassment; This refers to comments, gestures, or physical contacts of a sexual nature that are deliberate, repeated and unwelcome.

ABBREVIATIONS

E.F.A.: Education For All

F.A.W.E.: Forum for African Women Educationists

F.E.M.S.A.: Female Education in Science and Mathematics Association

F.G.M.: Female Genital Mutilation

F.P.E.:- Free primary education

G.E.M.: Girl Education Movement

K.A.A.C.R.: Kenya Alliance for Advancement of Children.

K.C.S.E.: Kenya Certificate of Secondary Education

P.T.A.; Parents, Teachers Association

P.h.D; Doctor of Philosophy

U.N.: United Nations

U.N.I.C.E.F.: United Nations Children's Education Fund

S.T.D.'s -: Sexually transmitted diseases

S.T.I.'s-: Sexually transmitted infections

H.I.V.-: Human immune virus

A.I.D.S.-: Acquired immune deficiency syndrome

E.LG.D.A.M:-National committee on harmful traditional practices in Ethiopia.

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ABSTRACT

This study examined the extent to which factors that include cultural practices, gender and age and the girl status in the society affect the girl youth in educational advancement. One thousand and eight hundred young women, eight hundred house helps, fifteen hundred parents and guardians, and ten secondary school head teachers in central division of Kitui district participated in the study. The findings indicated that the factors such as parental negligence, early pregnancy and marriage, domestic responsibilities, sexual harassment by peers and teachers,unconducive learning and teaching materials, family conflicts ,discrimination and HIV and AIDS affects educational advancement of the girl youth.

Recommendations are awareness to the community is necessary so that all members are informed of the se factors. Bursaries need to be provided to the girls who come from poor families. The government need to formulate policy on the girl youth education. Guidance and counseling to the girl youth need to be emphasized to help them set goals in life. More boarding schools for girls are necessary to retain them in school.

In conclusion, the researcher showed that there is a significant relationship between cultural practices, gender and age and girl status in educational advancement.

1.0 Introduction

This chapter involves the back ground of the problem, statement of the problem, purpose, objectives, hypotheses, scope and the significance of the study

1.1 Back ground to the study

The research problem on factors affecting the girl-youth in educational advancement was aimed at investigating the problems which hinder them from continuing with their education, forcing them terminate schooling at an earlier age in life or if lucky to go further they were unable to achieve their life goals due to the interfering factors. This left the boys to advance and overrule them hence dominating the social, political and economic institutions and sectors in Kenya. Practically, there should be a kind of equity on the sharing of the available resources especially in education. Due to lack of this equity in education, it left the nation oscillating. If this situation was reversed through educating the girl-youth and assisting them achieve their goals and dreams, the nation would find a transformation as the women as a gender were the backbone of the national development. Educated women were less likely to be oppressed or exploited; were more likely to participate in the political process; had smaller families; had healthier, better-educated children; were less likely to die from AIDS. This chapter includes a brief statement of the problem, purpose of the study, objectives, the scope, significance and the null hypothesis

The Forum for African Women Educationalists (FAWE), the concern of gender disparity in the participation in education was paramount. Many more girls than boys were left out in the education system or were getting much poorer education compared to that of the boys. EFA goals would therefore not be attained if the trend was left to

continue. Countries in the Region needed to identify effective strategic interventions that would enhance the improvement of girls' participation in education hence their educational advancement.

Up until the late 1980s, the world population had fallen into an education trench whereby over 100 million children, most of them girls, had no access to primary education. Primary Education completion was very low and so was the attainment level. Also over 880 million adults, most of whom were women, were illiterate (UNESCO1990). This appalling situation brought together ministers of education and stake holders from 155 countries at Jomtien Thailand in 1990 to deliberate on how to improve the situation. The meeting set a vision of attaining Education for All (EFA) within the decade that followed- targeting year 2000. (UNESCO 2001). The analysis of the current situation in relation to gender equity in education has revealed a significant existence of gender disparity in access, retention, attainment, performance and achievement in the provision of education. This problem calls for a serious and immediate action in order to improve education in the African sub-Saharan community and thereby attain the EFA goals in accordance with the Dakar Framework of Action. In order to address the gaps effectively it is logical to look into the root causes for the situation and eventually, propose viable strategies that different countries can adopt in order to alleviate the situation. This will stem from studies and experiences already practiced on the ground.

As it is in the other parts of the world, the same effect is experienced in Kitui district.

It has been established that the gender gaps exist in favor of boys in education advancement in the district as the stake holders in education and the policy makers as well pose such questions like – "Why did girls in the district have less access to schooling than boys? Why was their performance so poor? Why did fewer girls than

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boys complete education cycle? Why did girls achieve so poorly? Why the transition rate was for girls from one educational level to another so low compared to that of boys? Why was women participation in the decision making in the society so low? These among other questions made it necessary for the researcher to find out those factors which hinder the girl's advancement in education.

Some interventions had been introduced in some countries as possible strategies. Some had worked effectively, but others had not worked well, however, there were lessons that were worth learning from them. This research therefore tried to:

i)   Give the current status of girl-youth performance in educational achievement.

ii) Point out possible causes of the girl-youth poor participation in the educational achievement.

iii) Propose possible strategies for improving girls' access, retention and attainment in education.

The information given in this study was collected through reviewing different literature and through some field visits. Among factors that were identified for causing the low girl-youth advancement are: those related to socio economic status which accounts for inability to afford fees and other school requirements; Long walking distances due to an availability of schools or school space close to their homes ;Poor policies that were not gender specific; Socio-cultural attitudes and practices and school related factors which included unconducive learning environment and materials, unfriendly approaches in teaching and lack of role models. Also low parental education and support. These were among many other factors, had been obstacles and contribute to the low achievement of girls in education in the district.

1.2 Statement of the problem

There has been an outcry and concern over the poor enrolment of the girls in secondary schools and higher institutions of learning. Those who were lucky to go further were unable to achieve their life long goals. This left the boys to advance and over rule them hence dominating the social, political and economic institutions. This had been occurring whenever there was a meeting of education stakeholders like the PTA meetings, public 'barazas' and the media. The concerns of these stake holders were the problem of this research. For instance "Daily Nation', Thursday, February 27, 2003, the Minister of Education noted that there were 92,192 girls and 106, 164 boys who sat for the KCSE in the year 2002. These remarks showed the nature of the problem at the examinations level. Though population analysts show the girls to be more than boys in the country it seemed to be different in education, enrolment. It seemed that there were some indicators of the self-low-esteem that had made them over look their potential to excel academically leaving the boy-youth to feel that they were "achievers" who could reach on the top of any ladder they chose to climb. It should be notable that the development of the nation is sustained by educating the "women". This outcry had necessitated the researcher to find out those factors brought up debate on Girl-youth.

1.3   Purpose of the Study

The purpose of this study is to establish the relationship between girl youth and academic performance. In implementing of education programs, it's hard to divorce education from the holistic issues of development. Education as a developmental factor affects all the gender sections without bias. Therefore, when education policies are implemented, it is done in the social - economic and cultural context. This context affects largely the girl-youth. Practically, there should be a kind of equity on the sharing

of the available resources starting with education. Due to lack of this equity, it left the nation oscillating. If this situation was reversed by educating the girls, the nation would find a transformation as the "women" as a gender were the backbone of the national development. In this view then it was important that the society understood the outcome of these factors which affected the girl in struggle for education. When these factors are addressed, the girls would stand a better chance to compete with their counterpart youth-the boys. It's expected that the enrolment of the girls in the schools would go high. There would be a common understanding in the society on the necessity of educating the girl-youth and giving them equal chances for the development of the nation.

1.4 Objectives

General Objective

To establish the factors affecting the girl-youth in their educational advancements, in the central division of Kitui district, Kenya.

Specific Objectives

1. To investigate the effect of cultural practices on the advancement of the girl-youth in education

2. To establish the effect of gender and age on the advancement of the girl-youth in education

3. To find out how the girl-status in the society affect its advancement in education

1.5 The Scope

This study covered the area of central division of kitui district. The area is approximately 400 square kilometers. The respondents seen were sampled from the town area within the estates, central business area, and the town peripherals and outside

the town in the villages. This included 2000 young women, 10 head teachers, 800 house helps and 1800 parents on gender proportionate of 900 males and females respectively. The researcher estimated to collect the data during the day as this was when respondents were available. Data collection and analyses was done in four months.

1.6 The Significance

This study is beneficial to;

Girl-Youth

By getting the awareness of the factors which affect their advancement, they would be in a position to get focused in achieving their intended goals. Multiply the girls at school and watch the improvement in women's and children's health as well as people dying of preventable diseases. Watch population growth slow and the better management of national resources. Girls' education creates a pool of skilful competent workers which increases productivity and the standard of living of the entire nation. Education brings increased opportunities for improving earnings (children who have not gone to school cost more to their parents than they gain compared to those who have been to school), using preservative resources and increasing the capacity to tackle challenges posed by poverty and a variety of environmental risks. Education produces the business people, scientists' civil servants, politician, mothers, fathers and caretakers of the future. Women with education marry later and are more likely to use a contraceptive method successfully with the results that they have the number of children they want, when they want them.

Parents

They would understand where they fail to assist their daughters in educational advancement. They would gain knowledge on the girl status in the modern world and therefore support them to be achievers at the family and national level. In terms of

decision-making, an educated woman is able to make more informed decisions regarding her own health, and that of her children. Women are a pivotal factor in raising standards of family health, particularly child and maternal health through increased standards of nutrition, child care and sanitation. Each additional year of schooling for women was associated with a decline in infant mortality of between 5 and 10 per cent. There was a higher rate of child survival.

Educators

These include government officials and the ministry of education who lay down educational policies. They will be able to look at these factors and consider how to overcome them as they make policies. Teachers will be in a position to guide and counsel the girl-youth within the educational institutions. They will also be able to assist the parents on equal opportunities for boys and girls in education.

Society

The society at large will know the importance of educating the girl- youth and giving them equal chances in all sectors of national development. In terms of policy-making women are under-represented in general and therefore are under-utilized. Increasing the number of women will enable policy makers to bring new perspectives, which had hither to been neglected. Women's advancement leads to increased status of nations and supporting women's advancement and girls' education fulfils international agreements and conventions, specifically:

• The human Rights Convention:

• The Children's Rights Charter (CRC);

• The Convention for Elimination of Discrimination against Women

(CEDAW);

• The Beijing Platform for Action.

1.7 Hypothesis

There is no significant relationship between cultural practices and the advancement of the girl-youth in education

There is no significant relationship between gender-age and the education advancement of the girl-youth

There is no significant relationship between girl-status and education advancement

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviewed the related literature by different authors on the study, looked at the perspectives on the gender development theories, such as gender schema theory by S.Bern et.el and social cognitive theory and specifically social learning theory by A. Bandura. In the efforts to gather information, the researcher used the media, newspapers, magazines and journals. They provided a rich literature on the factors affecting the girl youth around the country, the world and Africa. Some of the factors cited here are; poverty, FGM, girl-status in the society and gender issues.

2.1 Theory

The social learning theory suggests that the child develops both gender identity and gender role through a learning process that involves modeling, imitation and reinforcement. The theory rests on the assumption that boys learn to be masculine and girls to be feminine because gender-role-appropriate behaviour is rewarded and gender-role-inappropriate behaviour is punished or ignored. Children learn which behaviours are gender-role appropriate by observing and imitating adult and peer models as well as through trial and error in their own behaviour child is most likely to imitate a model who is readily available and perceived as powerful nurturant and similar to self. According to this view point, parental modelism, particularly the same-sex parent, are the most effective in influencing the child's behaviour.Parents and other socializing agents map out gender roles for the child, and then the child is differentially reinforced for following the appropriate one. Children begin to be aware of the two gender roles as early as the first year of life, and as early as age three, the children imitate same-sex

models more than other sex models. As the child is repeatedly reminded that he is a boy or she is a girl and differentially reinforced for doing boy things or girl things, it gradually becomes rewarding for him to think of himself or herself a boy or girl respectively. Thus through observation, imitation, and reinforcement, the formation of an appropriate gender role precedes and lays ground work for establishing gender identity. (Bandura.A.1977)

2.2 Conceptual Framework
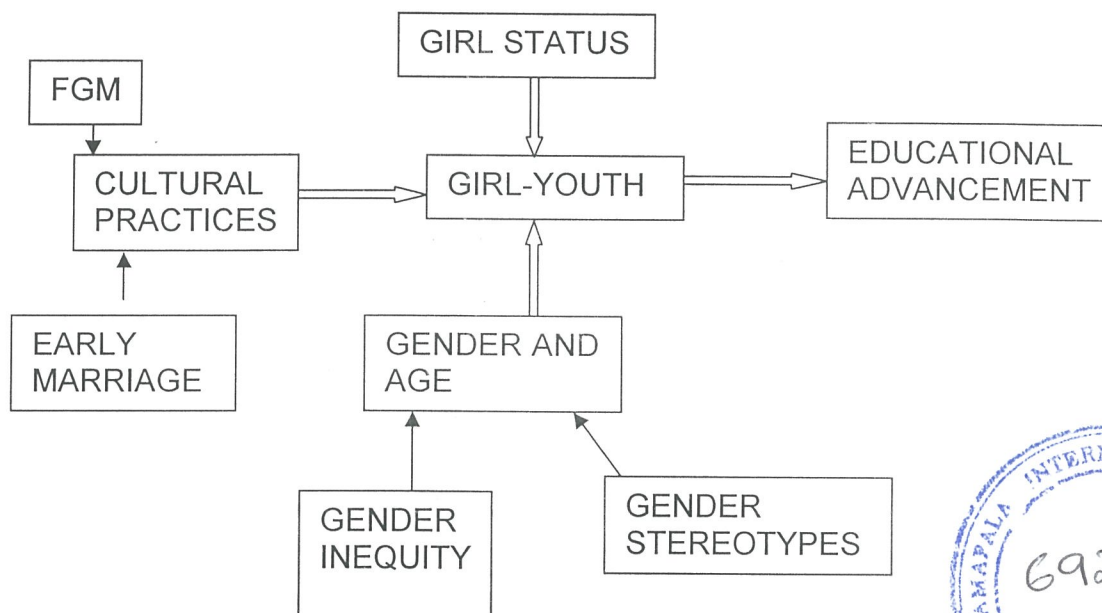
2.3 related literature

2.3.1. Cultural practices

Socio-cultural factors: Socio-cultural attitudes and practices have a big influence on education, especially for girls. It was the culture and attitudes that molded the society. It is the culture that determines the way of life. However, some cultural beliefs and way, of life were so much out-dated in many sub-sahara Africa that they called for drastic change. The only agent for that change was education for all boys and girls alike.

African communities largely have a male-preference attitude. Males were expected to be able to do wonders in the world of knowledge and technology while a woman's place was at home, keeping up with the livelihood of the family (Mushi 2002, World Bank 2002b).

All family development efforts, including schooling were invested on the boys because they were the makers of clans while the girls were expected to be married off to husbands who would speak for them. As a result few efforts and resources would spend on girls' development in general. This attitude was held by both men and women in communities and highly contributes to the low enrolment, low participation and performance of girls in schools. Drop outs due to early marriage and teenage pregnancies were a common feature. Over and above the opportunity cost already discussed, lack of vision and prospects for future life reduced girls' interest to participate, perform and achieve in education. Special efforts, therefore, needed to be employed to cultivate girls' interest to education and provide an environment that would ensure their full participation and achievement in education. (Avotri et.el....1999).

A workshop in Addis Ababa, organized by the inter-African committee on harmful traditional practices affecting the health of girls and women as a whole, noted that female circumcision was a major set back to development. The executive director of Egldam, Mr Adebe Kabede said that Cameroon was the only country in Africa that had virtually wiped out the tradition. Therefore though girls, labors directly assisted the family economy, it was not recognized as being as beneficial as boys, since it did not directly earn cash. (Daily Nation, Thursday, November, 22, 2007)

Public declaration helps people change in social convention like FGM. They used songs and dance already familiar to villagers and used them to teach about FGM. Already 298

villages had declared war on FGM [The Daily Nation, Tuesday, September, 18, 2007, M.Melching]

Kisima Girl's high school from Leroki division, Kisima location, Samburu District of Kenya which was started when CCF-K affiliated project in Northern Kenya collaborated with the European Union and built the school in 1989 and also to provide post primary education opportunity to Samburu girls. Before this initiative over 80% of girls did not have access to secondary education. Most of them fell out of school after primary level and got married. The school now had an enrollment of 147 student and 6 teachers.[Child link, Quarterly, News letter of Christian Children Fund, Kenya, Volume 6, issue 5, October - December 2001].

Maasai girls boarding primary school opened in Mosiro location, Ngong division, Kajiado district. The school was started to boost quality education and girls' enrolment in school. Other reasons were to prevent early marriages, child labor and cultural discrimination against girls. A base line survey carried out in the area showed that only 14 girls were in school out of a population of 4,008 girls aged 0 - 14 years. .[Child link, Quarterly, News letter of Christian Children Fund, Kenya, Volume 6, issue 1,june-september 200]

Mrs. Priscilla Nangurai, a headmistress in Kajiado has to retain girls in school because if she did not they would be married off by their parents. Her school did not close as the student had to be there even during the holiday. [The Education and Training, June - July 1998, No 19, Kenya Literature Bureau]

In kuria district learners are struggling to break away from cultural stereotypes. After schools reopened for the third term, girls had dropped out of primary and secondary schools and had been employed as bar maids and house helps in Isebania, Migori And Kisii towns. Education of girls had been under threat from out dated cultural

stereotypes. As such there was high rate of illiteracy among girls. For girls education was secondary to marriage and circumcision. Few girls who enroll for free primary education were married off after circumcision. Education authorities said that female circumcision gave the girl a false feeling for womanhood and opened doors to marriage. About 62% of the girls who enrolled in primary school did not make it to secondary schools. KURIA is among the poorest districts in the country. Parents opted to educate their sons and not daughters. They believed they were just a source of wealth in form of dowry; noted Mr. Lucas chacha action aid coordinator. There was also lack of women role Models whom the girls can envy to study harder. [The DN, Thursday, September, 27, 2007]

Muslim men withheld the chance of education from woman in fear of loosing their rule, which they had over women because it was known that education was foundation enabling a person to understand their right and to end their own oppression. [BERC, 1st February 1990, Basic Education and women Bulletin.]

The Maasai have a much closed culture with very strict and clearly defined gender roles. For example, whereas men were responsible for care and protection of the livestock, women and children (as one group) are responsible for the family welfare, including housing and feeding. Traditionally the Maasai community does not give much importance to girls' education. The Maasai hold the attitude that girls could be married off anytime. Arrangements for marriage could start as early as pregnancy time. Parents counted on girls for the number of cow heads they would fetch from marrying them off more than the educational benefits from schooling. It is after several government campaigns on education for all children, and especially for girls in 1980s and 1990s that enrolment and especially of girls increased (Wamihu and Umbima 1994).

Despite the progress recorded on the enrolment of girls, attainment and

Performance rate, especially those in the Maasai land, continued to become a problem. Drop outs of girls from primary schools persisted due to the cultural practices whereby parents would arrange and marry off their girls who were still in schools. AIC girls' primary school in kajiando is one of the primary boarding and day school with a total number of 558 students. The school had established a home for the girls rescued from forced early marriages. The home received girls from the school and from neighboring schools. The cases ranged from girls who ran away from their homes after hearing plans for their arranged marriages to those who had already been given off to husbands at a very tender age as low as 9 years The pioneer of the "home" was a girl (now at university) who in 1997, as a former student of that school, had passed to go to a secondary school. As arrangements were being made for her marriage, the girl ran away back to the headmistress of her former AIC Girls School. The headmistress kept her and facilitated her entry to secondary school. Later, other girls who experienced the same problem in other primary schools came for rescue into this home and they were accepted. Currently the population in the home is 86 girls; 55 girls attending primary schools, 27 girls attending secondary schools, 2 girls at the university, and 2 girls attending a vocational training institution As the number of girls seeking for refuge in the school increased in 1999, FAWE regional office was consulted for advice and technical assistance. FAWE, through the national chapter, studied the case to identify interventions within its mission and goal of increasing access, retention and improving quality of education for all girls. FAWE facilitated the creation of a conducive environment for girls' participation in education. In so doing, several interventions that characterize a centre of excellence had been carried out in the school in a holistic integrated manner. These interventions included; provision of a boarding facility for a temporary "home" for rescued girls, empowerment activities for both school and local

community, and capacity building activities for teachers and community leaders. (Jedida, 2003).

Boarding facility enhances girls' participation in education by providing more time and environment for studying (Hyde 1985, Kasonde – Ng'andu 1999).

For Kajiado girls, it was even more, since it provided for a temporary "home". The hostel also included other educational facilities such as the library, which girls could use for private study, and a hall that could be used for theatrical performances and other recreation activities. This gave them an opportunity for full concentration on studies and other school activities.

Participatory approach through theatre for development was used to run a series of empowerment workshops for different stakeholders on gender responsiveness. These included pupils, teachers, non-teaching staff, parents, school committee members, traditional chiefs, local govt. leaders, lobby women group and religious leaders. During the vision workshop in year 2000, the whole community in their different groups participated in identifying the underlying problems, their causes, possible solutions, strategies to implement the solutions that would be responsible, when it could be implemented and assessment mechanism. Finally, an action plan was drawn, whereby all actors made their commitment to its implementation. Several activities have been carried out between 2000 and 2003 using this approach. Other specific group sensitization workshops followed like the chiefs 'management workshop (July 2001), the planning workshop and the school management workshop (June 2001) and follow up chiefs' management workshop (May 2002). In all these workshops, the issues of outdated cultural practices of early marriages and pregnancies which hinder girls' education were voiced. Other problems identified were lack of community awareness on the importance of education specifically, that of girls, and lack of community

mobilization and participation in the process of educational planning, and implementation within their localities.

Among the resolutions and recommendations put forward and adopted by the whole community were:

1 A full involvement of chiefs in the reconciliation of rescued girls with their parents.

2 The community development plan included community sensitization on the importance of education for girls.

3 Chiefs, local leaders and lobby women groups to work together in educating parents on the importance of girls' education.

Empowerment of girls:-

After the vision and the follow up planning workshops, girls in the centre had started "Girls Speak Out" clubs where they gave varied theatrical performances airing their problems in education aspirations and life in general. During such performances some of the things the girls themselves prefer to talk about are such as:

- Girls being accumulated as wives for productive and reproductive purposes;

- Parents accumulating wealth by marrying off girls;

- Girl-students being regarded as misfits or outcasts

- The school making a difference in the education of girls: aiming at high Performance.

- Formulation of policies in the local government level to support equal gender participation in education.

The performances attracted audiences within and outside the school community. Such performances had even been staged at national and international events related to girls' education. (FAWE Annual Report 2002).

Constitution should protect girl-child on issues like FGM which could be made illegal

and a chance to education as they could do well just as boys. Constitution should curb discrimination against girl-child. The children should have equal rights and a Ministry of Youth should be established. [Children's voices in the Kenya Constitution Review process by KAACR].

About 93% of women in north eastern province had no education at all, while in central; province its 3%.According the report, Gender development index (GDI) is low showing that its 0.626%in central and 0.574% in Nairobi. [The DN, Wednesday, February, 28, 2007 UNDPreport]

A form two student escaped a forced marriage to a 21 year old man in kilgoris, transmara district. The girl 15 was allegedly abducted and forced unto marriage by the man. She was on a way back from tethering their donkey when seven men seized and buddle her into a vehicle. Her mother raised the alarm after the commotion that ensued, attracting attention off her fellow villagers who ignored her calls for help since that was normal practice among the Maa community.[The standard, Thursday, January 24,2008]
Factors like poverty and lack of money to sustain the payment of school levies, early marriages of the girls could be linked directly to FGM practices which the Saboat Community took as a transition point from girlhood to womanhood. In promotion of the education of the girl-child it considered that keeping the girl child in school most of the time as one of the ways of ensuring that they were kept off the influence of archive cultural interferences. This was done through improvement of existing facilities as well as construction of new boarding facilities. It also noted that there was need of the community to make this cultural practice safer and more responsive to the current needs of the society which demand for equal opportunities for both the boys and girls in order for them to compete favorably for the existing opportunities. [The Kenya Times, Monday, November 11, 2002]

The high rate of poverty and cultural practices like marrying off young girls to acquire wealth to educate boys in Nyanza Province was common. It also sited child labour as a contributing factor to the girl-child drop out from school.[Kenya Times, Monday, January 13, 2003]

2.3.2. Gender and age

According to gender schema theory, child organizes information about what was considered appropriate for a boy or a girl on the basis of what a particular culture dictates and behaves accordingly. (S.Bern et.el. 1985)

Child sorts by gender because the culture dictates that gender is an important schema. Social cognitive theory notes that gender typing was as a result of interpretation evaluation and internalization of socially transmitted standards. (A, Bandura, 1977)

Gender stereotypes and age notes that stereotypes of feminist and masculinity seemed to apply most strongly to the young. In one study in which respondents were asked to list the traits of 35 year old and 65 year old i.e. a youth and old persons men and women, age stereotypes were evident than gender stereotypes. Respondents described 65 year old women and men similarly as lonely, hard of hearing, rigid experienced and interesting (kite, deaux, and miele, 1991). The aging woman would find that, alone with her "feminist", she was losing her value as a person. The changes in physical appearance that accompany aging, which were often considered acceptable or even "distinguished" move women farther and farther away from current definitions of female betty, One study found that ratings of individuals attractiveness decreased with age when the individual was a woman.(mathes, brenman,hangen,and rice, 1985) For women, who often had few other sources of power and prestige's other than their attractiveness especially the youth, those changes can signify a slide into decreasing social worth. This tells us why age affects the girl you so much as they grow hence their

education is affected too. (M.L. Hilary, 2001, sex and gender, an introduction)

Out of 130 million children in developing countries not attending school, about 60% are girls. Of the developing world's roughly 855 million illiterate adult nearly two thirds were women. In developing countries 59% of girls and 48% of boys were not enrolled in secondary school progress. In 1995, 80% of primary school age children in developing countries were enrolled in school up from 48% in 1960. The girls' education initiative underway in over 20 African countries was part of UNICEF's global, girls' education program which operates in over 50 countries and is helping to boost girls' enrolment in all regions of the world. [Facts and Figures, 1998, UNICEF]

Among 115.4 million school aged were not in school, and out of them 56% were girls. 94% of those children came from the developing world, while one third of them were in the sub-Saharan African. [UNESCO 2002, 1999 data]

According to 1998 data, half of the sub-Saharan Africa countries had a Net Enrolment Rate (NER) of less than 50%. Of these countries, some went as low as 30% (Niger, Burkina Faso). This means that more than 50% of the school age do not participate in education. (UNESCO 2001 b, 1998 data)

Parental perceptions in Ethiopia showed that Boys sell fuel wood, plant trees, keep chickens and were involved in other trading activities. Thus they bought their own exercise books and pens to assist in sharing the cost of their education. Girls were involved in household chores and some farm activities, so they did not help much in sharing the cost of their education. [FAWE News, October - December 1998]

Low enrolment rates and big gender gaps experienced in the Sub-Sahara Africa had a bearing on the performance and therefore achievement in education. The gender gap in access was also reflected in the overall participation and performance of girls in education. The issue of participation was directly related to performance and hence

achievement. The above discussion revealed that 46% of girls compared to 43% of boys of school age in sub-Saharan Africa did not attend school. (Mingat A 2003).

The gender disparity still showed that more girls had been denied their rightful opportunity to participate in education. They were those who spearheaded the transit to over 900 million illiterate adults whereby two thirds were women. (USAID, 2003, UNESCO 2002b)

FAWE is optimistic about the promotion of girls' participation in education with the objective of attaining gender equity in quality learning. It requires strong institutional linkages and firm commitments of all players from the grassroots, national level and international level to bring back the girls to a true complementary equal partnership with the boys in participation and achievements in education. Following are some of those factors that have been thought to contribute to the existing gender disparities in education. Social-economic factors: Poverty keeps many children from gaining access to education, while, at the same time, education was the cornerstone for overcoming poverty and inequity. The above statement was supported by the MINEDAF background paper which poses, that "poverty cannot be overcome without specific, immediate and sustained attention to girls' education" (UNESCO 2002 C).

The richest (20%) households, 76% of their children attended school compared to 40% of the poorest (20%) households. This meant that children from poor households had much lower attendance than those from richer households. It was in those poor families that girls had a higher risk of not attending school. Mingat argued further that countries with low attendance rate overall tended to have high gender, regional and wealth disparities. (Mingat, adapted from Huebler and Loaiza 2003)

The other domestic obligations that cost the girls' time is: caring for their siblings while parents go out to work for the family income, taking care of the sick and attending to

traditional rituals and funerals and other celebrations. The high demand of girls at home contributed to their low enrolment, poor participation, and performance and, in many cases, dropout before completion. (World bank 2002 b).

Teaching/learning material: In most cases books, charts, maps and other teaching/learning materials were not adequate. In some areas they were not available at all. The issue of adequacy of materials was a serious one especially in countries where allocation of financial resources for education was very low. Such a situation usually co-existed with other related problems i.e. inadequacy of furniture, classrooms and other practical and visual equipment. Where such shortfalls prevailed, learners had to stretch themselves to have access to a class reader shared by five learners. Also in a situation where apparatus were inadequate thus demanding learners to struggle, girls would hesitate in fear of being harassed by their male counterparts. This situation paved way for girls' low participation and hence performance, particularly in Mathematics and Sciences. The quality of learning materials was also an issue. In many cases materials were not attractive and learner friendly. They were full of stereo-typing and male gender biased a fact that discourages girls from effective learning (Mbilinyi and Omari 1998).

Regional setting: The gender inequity in learning could be viewed with a different mirror taking into account the regional differences. The rural/ urban setting had an influence on the participation of boys and girls in schooling. Of the urban children, 72% attend school compared to 51% of the rural children. Mingat (2003)

This was because urban areas had a more favorable schooling environment than the rural areas. Distant schools were a common characteristic in rural areas. Long walking distance, especially in early years of schooling, discouraged the young children, especially girls. Fatigue caused absenteeism and eventually dropout, as had been

reported from Tanzania, Guinea and, Zambia (Lockeed and Vespoor 1990. Kasonde-Ng'andu et. el.1999).

Other unfavorable conditions dominating in rural areas which caused poor participation were: poor economic status, high opportunity cost, poor schools, poor quality education, high rate of illiteracy and poor parental support. This situation had a bigger effect on girls' participation and performance in school since more girls than boys, live in the rural areas. (Daily nation, Thursday, November, 22, 2007)

Gender and development (GAD) tools helped to analyze gender relations in development work. Tool No.2 deals with the access to and control over resources and benefit which included basic needs, income, assertion of ownership, education and training, status and opportunities to pursue new interest. Policy makers and programme officers did not consider gender when planning, formulating policy, monitoring, implementing, evaluating and projects. This was because policy makers and programme officers were of women's needs. [Module 5, gender and development, common wealth secretariat]

Sending a girl child to school in the family where there were boys was often an after-thought that largely depended on the availability of surplus funds and after other "urgent' needs would have been met. It quoted a U.N. top official saying, "Girls education emerged as the single best investment that any society could make: Educated girls became educated women, who participate in the social, economic and political life of their nation", she observed that they were more likely to be healthy to have smaller families and hence healthy and educated children.[Kenya Times, Monday, October 15, 2001]

Gender inequity was partly responsible for girls suffering the brunt of challenges of growing up. The net effect was that thousands of girls were prevented from ever

realizing their goals and dreams in life. Poverty was an outcome offender's discrimination. There was no fair and just distribution of economic resources among young boys and girls. The girls were disadvantaged and tended to be subordinate to boys because of culture. Statistics indicate that 4% of girls were married at the age of 15. At 18 years 25% of girls were already married with 3% getting married at the age of 20 to 24. At 20,45% of girls were already married compared to 6% of the boys. He notes that leaders could be strong advocate of the girl in helping communities to shun the practice of early and forced marriage. They could also lobby for integration of reproductive health issues into the education sector. Most young people were found in schools could be counseled about growing up, how to resist peer pressure and on issues of teenage pregnancy, HIV, STI's and drug abuse and many others affecting them. Establishing youth friendly centers in schools would be useful in this sense. Support of community based programmes for the adolescent and young people in especially difficult circumstances can't make a big difference in the lives of many. [The Daily Nation, Thursday, December, 21, 2006]

The main environmental causes of poor performance were parent, teachers and the community members who interacted with the child. The community accepted the girls' failure as an inevitable short coming of being female. The community caused the boys to strive to achieve. Most girls responded by internalizing these negative expectations and eventually adopted negative attitudes. Apart from this, there were biological; and psychological factors that interfered with girls' performance. As their bodies changed in the process of maturation. They become preoccupied with themselves and any interest in intellectual pursuit is transferred. As a result they performed poorly which affected their self esteem and lead them regarding high performers as naturally endowed with extra capabilities. [The Daily Nation, Wednesday, june, 6, 2007]

Gender inequality plays a part in the quality of education. In USA, he two sexes had followed different programmes of study. Schools had long steered girls into courses such as home economics and key boarding skills that prepared them to be home makers or to perform clerical work in offices. Texts present women working in the home while men doing jobs in the paid work force. Organization of the school itself followed strict gender lines with most teachers in the lower grades were women, while school principles were men. Typically, teachers called on male students more often than females. They asked males more challenging questions and offer them more encouragement. Faced with this bias the educational and career aspirations of girls often declined over time, which was reflected in the fact that men still dominated almost all high prestige areas of graduate study, including law and medicine. [John J.Macionis 2002, social problems]

Stereotypes of feminity and masculinity seemed to apply most strongly to the young; both men and women describe themselves in less stereotypic terms as they age. [Hilary M.Lips, 2001, Sex and Gender, an Introduction 4th edition]

Stereotypes of men and women could be further reinforced by the media through comics' books television and various types of advertising. One possible consequence of early gender stereotyping is that girls could attach less value to education than boys. Girls had set priorities which were unlikely to encourage attaching great importance to education. Their concerns were mainly love, marriage, husbands, children, jobs and careers, more or less in that order, though in recent 1990 years the priorities had changed from those of 1970sGirls constantly underestimate their ability, fail to attach significance to their successes whilst losing confidence when they fail. They blamed failure on their own intellectual inadequacies while explaining success in terms of luck; hence they avoided challenging new situations in which they feared they would fail.

Mixed sex education is preparation for real life fore in real life it was men who dominate and control.[Haralambos etel.1995,Sociology,Themes and perspectives 4th edition]

In cultures where traditional gender roles remain as social norms, women's education suffered appreciably. For example, in rural china, a school with several hundred students often had only a handful of girls. [Richard T.Schaefer, 2001, Sociology 7th edition]

Bursary schemes for girls are gender focused, independent and possible to implement at local community level with involvement of communities, partners and local stakeholders. From the lessons learned, care should be taken in managing the intervention so that more resources benefit the girls and much less is left for administrative purpose.

NGOs and other pressure groups like FAWE in different countries had played a big role advocating for gender mainstreaming in policy and review of other policy documents for gender responsiveness. This involved working with policy makers to analyze policy documents and genderize them. A considerably amount of work policy advocacy has been done in Guinea, Kenya, Malawi, Mali and others. (FAWE country profiles 2003).

2.3.3 Girl status

Studies had shown that 45% of children in Africa do not attend school, and on average, 57% of the boys compared to 54% of the girls attended school in the sub-Saharan Africa. (UNICEF 2003 adopted from Huebler & Loaiza 2003 Mingat, 2003).

For those enrolled, the trend has been that the participation and performance of girls lags behind that of boys in sub-Saharan Africa. The trend could be verified by the repetition rate of girls as compared to that of boys and also, the transition rate to secondary school gender wise. . More countries had a bigger number of girls repeating

than boys which indicates a low performance rate on the side of girls. Repetition, more often, leads to dropping out, therefore even the retention rate is much lower for girls than it is for boys. (UNESCO 2002 c)

Poverty is thus addressed in two avenues. The first one is inability to meet direct costs for schooling. Such costs are: school fees and materials, uniforms, transport to and from school and food. Several studies done in Malawi, Ghana, Zambia, Ethiopia, and Tanzania have shown that in many African countries, children, and in most cases, girls were hindered from effective participation in schooling due to inability to afford such costs. Inability to afford the direct costs had a heavy bearing on girls' education as it barred them from enrolling in school. Additionally, it contributed to high drop outs, child labor and low performance due to irregular attendance. (Kasonde – Ng'andu 1999, et el....)

The other side of poverty is the opportunity cost especially for girls. The need for girls at home more than sending them to school has been discussed in many studies, including the SRP studies carried out in several African countries. Due to a high demand for the girls' service at home, parents become reluctant to send them to school, or just to give them enough time for school activities. A study done confirmed that "Girls in Africa, and in fact, almost in every region, work (at home) more than boys, regardless of whether they are school going..." (World bank 2002 b)

It was reported that in Zambia "girls spent four times more time than boys on direct productive work" What was more striking was that the outcome of the "productive work" was not spent on the girls' development. (Blackden & Bhanu, in World bank 2002b).

Community support: Parents and other community members should give full support to their children's education. That requires a high level of awareness. However, parents in

most cases lacked such awareness as a result of not being exposed to education. Most mothers, who usually communicate closely with their daughters, were illiterate. Their support to their children's education, especially daughters, was minimal. Mingat (2003) argued that children of mothers with formal education had an attendance rate of 71% compared to 47% for children whose mothers did not attend primary school. Parental education and support had a very positive influence on their children's participation in education. The community as a whole had the responsibility of giving support to school programs, including the provision of adequate space, time and opportunities for learning. In places where involvement in education affairs had gained roots, then results were quite encouraging for both boys and girls. . (Avotri et al (1999) and Kasonde-Ng'andu (1999).

School-related factors: Issues considered under the school portfolio were such as school curriculum, physical environmental factors, teachers and teaching/learning materials. Irrelevant, complex, rigid and congested curriculum normally put learners off. The situation is even more serious for girls whose minds are already preoccupied by gender roles. If what was offered did not relate nor apply to normal life more girls were likely to perform poorly and/or drop out of school. The school environment is another factor that caused gender inequity in learning. Poor environmental factors affected all learners. However, girls have special needs, especially during puberty period, which if not provided for, the girls' attendance would be poor. Such facilities are like toilets/latrines with enough privacy. Also water and proper desks/benches were essential for girls' comfortable stay in school and for learning. Grounds for school sports and games are another facility of attraction to girls who have hardly any other opportunity for recreation. Such facilities would increase their participation in school and therefore they would perform better. Teachers: have a very big role to play in the teaching/learning

process. They are the chief facilitators for learning to take place. Two main factors about the teacher whose bearing seriously affects the performance of the girls are adequacy and quality. Inadequacy of teachers in a school causes idleness, boredom to the learners and wastage of time. Overload for the few teachers results into a low delivery rate. In countries like Kenya and Tanzania, an uneven distribution of teachers was a factor which caused shortage, especially in rural areas where most girls were found. The shortage of teachers contributes to low performance and dropouts. Quality of teachers was another contributing factor in the African region. In most countries, in the sub-Saharan African countries, a situation exists in which teachers are not adequately trained. Retraining programs were not well established and teachers were not adequately motivated. As a result they under-performed. Teachers are not innovative and creative. They are not learner friendly and did not use gender responsive approaches in teaching. Remedial lessons were hardly given. Teachers had no interest and do not motivate learners. They are harsh, dictatorial and self-centered. Learners, especially girls, run away from school or just decide to lie low, with minimum learning. (FAWE Newsletter 2002).

A case study in guinea; showed that in 1994/95 promotion examination, Beatrice [a student] passed and could have continued to grade 4 but her mother decided that she should leave school and help with house work. Besides the help needed, she added that she had no money to buy a uniform, books and stationery for Beatrice. [Daily nation, Thursday, November, 22, 2007]

Women were victims of sexual harassment, first, because US culture encourages men to view women in sexual terms. A professor solicited sexual favors from a student and

threatened a poor grade if she refused, one thing turn for another.[John J. Macionis 2002, Social problems].

The coming of the deadly HIV/AIDS pandemic had an adverse effect on girls' participation in education. In countries like Cameroon, Burundi, Ethiopia, Uganda and Tanzania girls' drop-out rate has been accelerated by effects originating from the deadly disease [Kasonde-Ng'andu 1999, Kadzamira 1999].

Firstly, girls were victims of infection due to poverty, lack of awareness and sexual harassments such as rape. Others were cultural practices e.g. female genital mutilation (FGM) and many other traditional practices. Secondly, girls are usually involved in taking care of the sick in the family with no proper protective precautions [Masanja 2001].

Thirdly, if orphaned, girls were responsible for keeping the family going, either as family heads or as assistants where the old grandparents took charge of the family. As such, their active participation and performance in school became very questionable due to lack of proper support.

Among the top 10 students only one was a girl. This was at position 6 while the second was position 11 in the KCSE for the year 2005. [The daily nation, Wednesday, march1, 2006]

All the top candidates' country wide in the KCSE were boys. The top girl was position 13 over all. There were only 27 girls in the top 100studsents.this reopresented27% against 73% of the boys' top performers. The minister for education professor George Saitoti noted the gender ratio stood at 43% and 57% for girls to boys respectively, nationally for those taking or enrolled for the national's examination. [The daily nation, of Thursday, March, 1, 2007]

Provision of free education was a strategy which required policy review. It targeted

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both boys and girls, but it focused mainly the girls, since it addresses the factor of direct costs, a problem that affected girls most. Free and compulsory primary education was a strategy which had been adopted and was practiced in many countries now, such as Swaziland, South Africa, Benin, Chad, Gambia, Kenya, Tanzania, Malawi, Mozambique and Several others (FAWE Country Profiles 2003 Kadzamira et all 1999. Kasonde-Ng'andu et al 1999, Hyde 1989, Avorti et al ;1999).

Provision Bursary schemes and scholarships to needy girls at primary school level were strategies practiced mainly in countries where school fees had not been abolished, but more so at secondary schools. Bursaries worked well in places where several stakeholders, including local and international organizations, NGOs and CBOs had been involved in putting up the fund. Its sustainability may not be very high since parents remain incapable, economically. Furthermore, the bursary schemes had a small coverage of the needy girls. However at least such schemes, directly benefit those girls reached. Bursary schemes had worked in Nigeria, Rwanda, Zimbabwe, Tanzania, Malawi, Mali and several others (UNESCO 2001 FAWE 2003).

Policy reforms, as a strategy, had been recorded in several countries as having worked well, giving certain direction for the reform. In Malawi, for example, a goal was added in their education policy, relating to "improvement of girls' participation" (Tietjen 1997). Same with fee waiver reforms (Benin, Malawi) pregnancy policy (Guinea, Malawi) and equal intake policy (Tanzania, Mali (Tietjen 1997).

To reverse the trend; FAWE had devised a number of programmes to reduce the impediments to girls education. These included:

i) Advocacy through media, demonstration of successful experiments and getting the government to develop policy to address girls' education.

ii) Establishing of "Center of Excellent" which promise the right environment for all

round education geared to transform otherwise timid girls into bold and active women capable of defending themselves in a society which often takes them for granted e.g. the AIC Girls Primary School in Kenya - Kajiado District caters for Maasai girls who are usually married off under age 13.

iii) Development of a programme called FEMSA

iv) Development of teachers who would have the patience to handle the training of girls in the Science and Mathematics discipline

UNICEF was supporting girls' education in Africa through project promoting girls education known as GEM and also to Education for All (EFA) [The Kenya Times, Monday, October, 15, 2001]

Summary

From the literature, it is clear that the following were a major threat to the girl- youth advancement in education, Early marriage, Cultural discrimination against the girls, Gender disparities in terms of access to education, Female genital mutilation, Poverty, Stereotyped careers, Sexual harassment, Non-friendly teaching and learning materials, HIV/AIDS and Non-parental support

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter stresses the research design, research environment, research population, the research instruments and the data collection procedures.

3.1 Research design

In this research, the researcher used a descriptive survey design, where respondents were randomly sampled. A random route was used to select house holds. The results were expected to be 95% on level of confidence with the margin of error being positive or negative 0.5%

The data analysis was done by means of percentage tables. These were derived from responses to items in the questionnaire. Then the responses were put into categories and themes so as to answer the research questions. These percentages of responses for each category of response were calculated. They were used to make statements about the results, identify findings and make conclusions. Calculations on the percentages were given as number of respondents divided by the total sample multiplied by 100%. The table of factors, number of respondents and calculated percentages was then given. Frequency graphs were also used to interpret the data where possible. Bar graphs were also being used. Hectographs were also used.

3.2 Research Environment

The area of study was Central Division of Kitui District. The District is found on the southern part of the Eastern Province of Kenya. It is within a semi-arid region.

FIGURE: 3.1 THE MAP OF KITUI CENTRAL DIVISION ADMINISTRATIVE BOUNDARIES
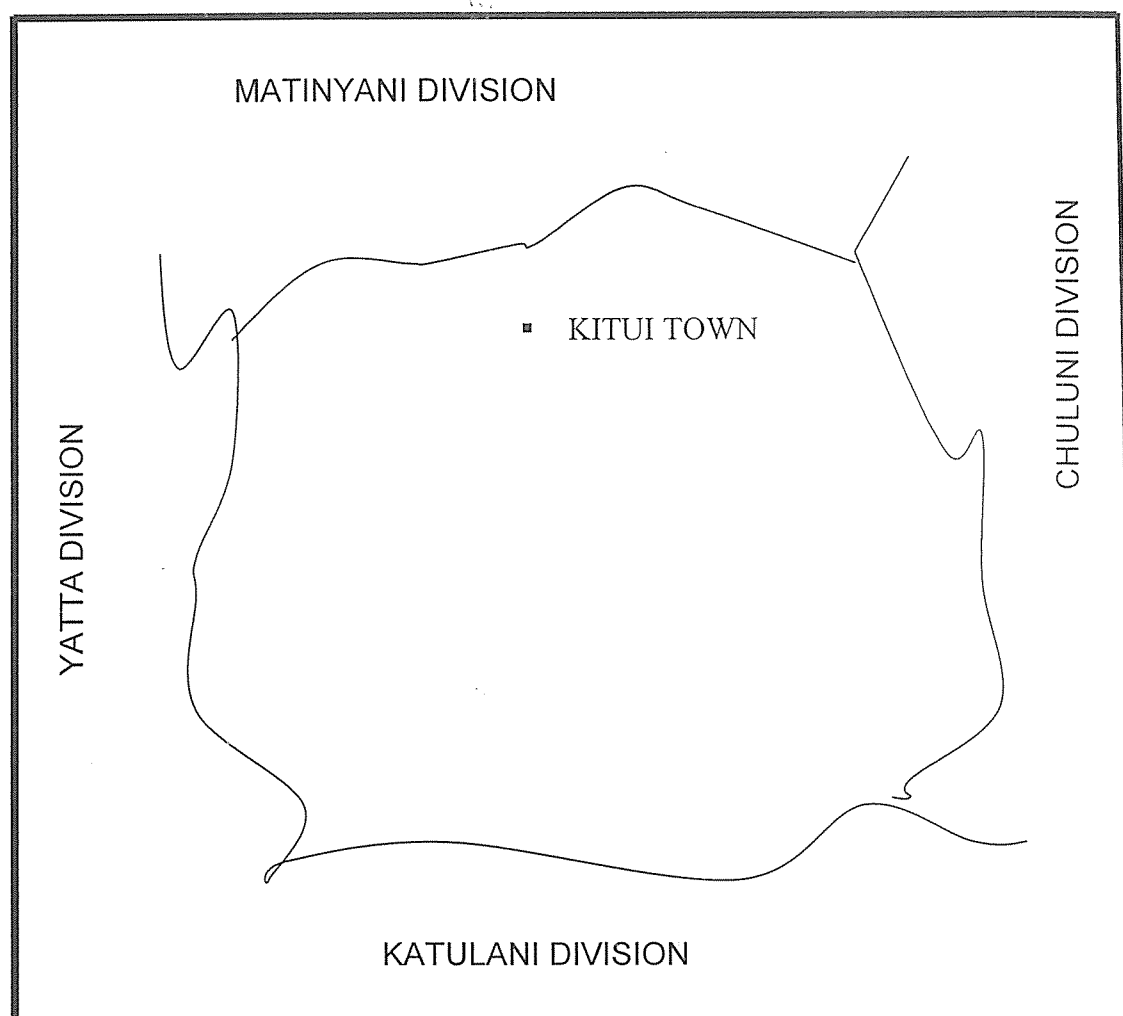
The Central division comprises of the District headquarters. It also has got an urban settlement comprising of four major estates namely: mosquito, Bandana, Site and Majengo. The people within the town are a mixture. They comprise of Muslims, Waswahili and the original Kamba People. These people do intermingle at different levels of social economic activities. There are also five locations in the division. The rest of the division is more productive with people here practicing small scale farming of cereals like maize, beans, and peas and so on. They also keep livestock such as cows (grade and indigenous) goats and sheep.

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3.3 Research Population

The following were the respondents in the study:

Parents being the Sponsors/Guardians of the youth have their views. By being frank they would give a report on what makes them either educate or not educate girls as compared to the boys.

Young women aged between 18 and 35 years: Young women were those who had undergone through the school system either at primary, secondary, college, university or other institutions. They had their experiences. They provided the setbacks they had faced in their performance or advancement.

School heads faced the parents and guardians during enrolment or if children were pulled out of school. Their experiences with these parents/guardians and the youth was an added ingredient to this research.

House-helps –who were mainly girls, most of them were either school drop outs or those who could not advance with their education. They provided information as to why they could not continue with their education

3.4 Research Instruments

The researcher used a researcher made questionnaire. The type of questionnaires used was a mixed type of multiple choice and short structured but open ended questions. This was designed to give the respondents an easy time in answering the questions to gather views, attitudes, feelings, understanding and opinions. It was also to ensure that important elements of the variables were not left out during the data collection process. The researcher also made use of observations by visiting and observing the youth in their performances. Interviewing of close friends who were either parents or youth was done to get their views, attitudes, feelings, understanding and opinions.

Media was a beneficial instrument. For instance an interview done over the TV with a

candidate in the KCSE 2007 exam while doing her exam in hospital bed after giving birth to a baby girl.

3.5 Data Collection Procedure

The researcher wrote a transmittal letter to the Area Educational Officer (AEO) to permit him carry out research on the factors affecting girl youth in educational advancement

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

The study was set to find out factors that affect the girl-youth in educational advancement. The study was able to report the impact of the factors that affect the girl-youth as they struggle to achieve and advance in education. The geographical setting was the central division of Kitui district. The sample size included 1600 parents /guardians, 2000 young women, 10 head teachers and 800 houses helps.

Table: 4:1 Percentage of questionnaires supplied and those returned

Respondent category	Questionaires Supplied	Questionaires Returned	Percentage (%)
Young women	2000	1800	90
Parents/guardians	1800	1780	98.9
Head teachers	10	10	100
Housekeepers	800	780	90

Out of the 2000 questionnaires supplied to the young women,1800 were returned representing 90%.The parents were supplied with 1800 questionnaires and 1780 were returned representing 98.9%.The head teachers 10 in number replied to the questionnaires which was 100%.The house helps were supplied with 800 questionnaires and 780 representing 90% were returned.

4.1 Questionnaire 1

Table: 4:2 Number of respondents versus the age

Age	Number of Respondents	Non-Respondents	Percent age (%)
18-25	954	-	53
26-35	666	-	37
Total	1800	-	90

Majority of the young women are between 18-25 with 55% (954) and 26-35 with 37% (666).This shows that the larger percentage lies within the age bracket of late teenage and early adulthood.

Table: 4:3 Marital Statuses of the Young Women within the Division

Marital status	Respondents		Total
	Age bracket		
	18-25 (%)	26-35 (%)	
Married	435 (59)	303 (41)	738
Single parents	173 (31)	385 (69)	558
Spinsters	122 (26)	346 (74)	468
Not stated			36
Total			1800

Out of the total number of respondents, 74% of the young women were spinsters and 69% are single parents while 41% are married. Within the age bracket of 18-25 59% are married, 31% are single parents while 26% are spinsters. This is a clear indication that

more young women marry at an early age. Also a large number of them are single parents meaning that they got pregnant at an early age when they were not ready for parental responsibilities.

Table: 4:4 Education levels of the young women

Level	Number or respondents	Percentage (%)
Completed - Primary	10	0.55
Completed – Secondary	900	50
Completed – Certificate	31	35.05
Completed – polytechnic	69	3.83
Completed – Diploma	149	8.27
Completed –1st Degree	41	2.27
Completed – Masters	-	-
Others	Nil	Nil
Total	**1800**	**100**

Among the young women 900 (50%) of the respondents have completed secondary education. As we move up with educational advancement, the numbers reduce. Only 35% completed a certificate course.4% have gone to polytechnic, 8% have done a diploma course and only 2% have attained a first degree. None among the young women interviewed has attained a Master's degree. Out of the total number interviewed 49% have at least undertaken a course with 41% going up to ordinary level

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Table: 4:5 how they spent most of their time

Work	No. of respondents	Percentage (%)
Home work	1610	89
School work	190	11
Total	**1800**	**100**

The young women expressed what took most of their time as home work, 1610 (89%) as compared to school work, 190 (11%). This shows that they were more involved in the domestic chores more than their studies. This implies that gender stereotypes and roles affected the young women not to do their school work.

Table: 4:6 Level of Education one wished to reach

Level	No. of Respondents	Percentage (%)
Primary	-	-
Secondary	-	-
Certificate courses	-	-
Diploma	18	1
Degree	1170	65
Masters	594	33
PhD	18	1
Total	**1800**	**100**

On the level of education at which one would have wished to reach, the respondents showed that (1170) 65% would have wished to attain a first degree, 33% (594) Masters and 1% (18) PhD, as mentioned in table below. These figures show that the young women do regret what they attained or they would have wished to attain better educational advancement levels in their life. The young women outlined the challenges

which were faced by most of their classmates and friends as not to continue with their education.

Table: 4:7 challenges faced by young women in education advancement

Challenge	No. of respondents	Percentage (%)
Domestic responsibilities	342	19
Parental négligence	486	27
Early pregnancy	270	15
Early marriage	162	9
Sexual harassment	324	18
Unconducive learning environment	198	11
Others-Domestic violence	18	1
Total	**1800**	**100**

From the table above, 486 (27%) mentioned parental negligence as one cause of the challenges where by parents neither paid their school fees nor bought books for the girl–youth. 342 (19%) have outlined domestic responsibilities and unconducive environment as the challenges faced, while 324 (18%) sexual harassment as a major issue. Early pregnancy was given by 270 (15%) while early marriage 162 (9%). Domestic violence was quoted at 1% where conflicts between the parents led the girl youth either to run away or lack educational support.

4.2 questionnaires 2

Table: 4:8 Age Distribution of the House Helps

Age	No. of Respondents	Non Respondents	Percent age (%)
15-17	163	4	20.9
18-20	227	6	29.1
21-23	229	3	29.4
24-26	89	4	11.4
27-35	72	3	9.2
Total	**780**	**20**	**100**

Most of the house-helps are within the age of 18-23 with 59%. Another 21% is of those aged between 15- 17 years. Those at the age of 24-26 represents 11% while 9% are aged between 27-35 years. The table shows that as the age bracket goes up the number of house helps tend to drop.

Table: 4:9 Level of school drop out

Level	No. of Respondents	Percentage (%)
Primary 1-4	36	4.6
Primary 5-8	570	73.1
Secondary 1-2	23	2.9
Secondary 3-4	43	5.5
Other levels	48	6.2
Non respondents	60	7.7
Total	**780**	**100**

The drop out level is higher between primary 5 to 8 with 73% of the house helps

dropping out of school to either get employed as house helps. At this stage most of them are in their early teenage where they experience many physical and psychological changes. This is a stage many are faced by teenage pregnancy and STD's.As they advance to secondary school, the level of drop goes down at 3% and 6% in secondary 1-2 and 3-4 respectively.

Figure: 4:1 Graph of Number of Drop Outs against Class Level
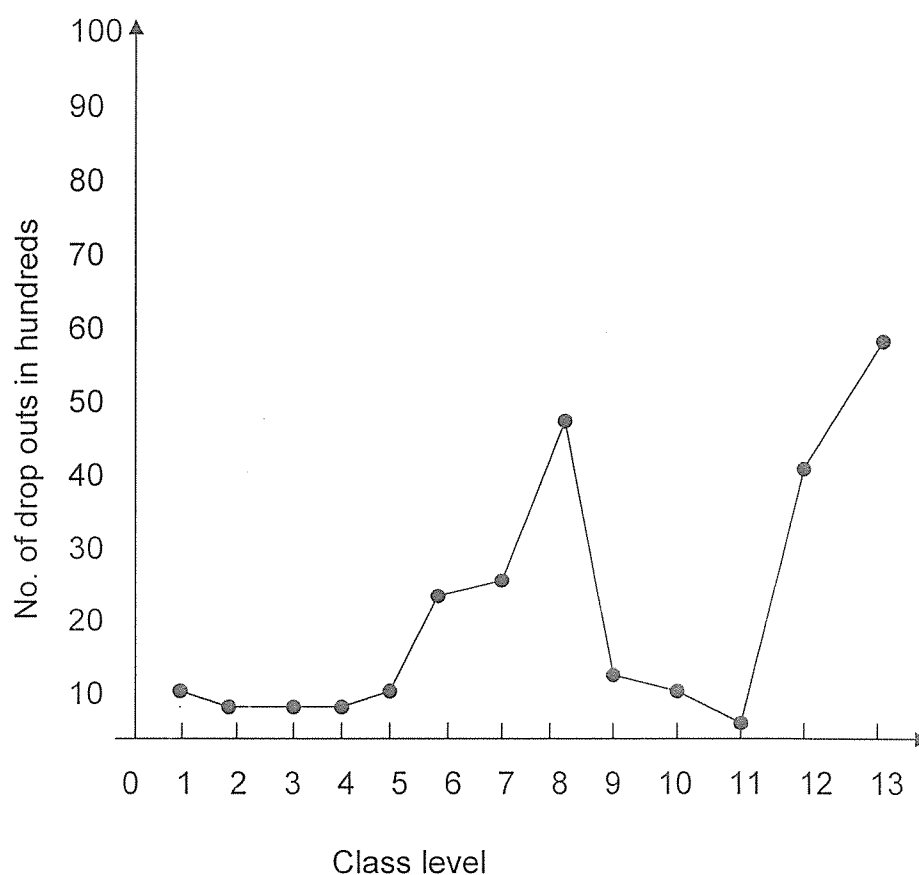
Key:

1, 2,3,4,5,6,7,8,	-	Primary levels
9	-	Secondary 1 (form 1)
10	-	Secondary 2 (Form 2)
11	-	Secondary 3 (Form 3)
12	-	Secondary 4 (form 4)
13	-	Others e.g. polytechnics

The frequency graph shows that at standard 8, many girls leave school and they are unable to continue with their education. This is a clear show that parental negligence, domestic chaos among others takes place at this level. A few of the house helps are those who have either been able to complete form 4 or either have dropped at secondary 1 - 2 or 3-4 due to the experience given below:-

Table: 4:10 Causes Of Dropping Out

Cause	No. of Respondents	Percentage (%)
Lack of school fees	139	18
Lack of parental support	398	51
Domestic responsibilities	94	12
Early pregnancy	78	10
Sexual harassment	55	7
Discriminative Learning Teaching resources	16	2
Total	**780**	**100**

Lack of parental support takes 51% (398) followed by lack of school fees at 18% (139). These shows the reasons, why many girls drop out at standard 8 and do not continue with their education. Parents seem not to take more attention of the girls as they do with the boys. The girls are left to assist the parents look for income for the family such as daily wages by being employed as house helps, while the boys go on with their education. Discriminative learning /Teaching resources at 2% (16) shows that teachers use resources which do not favour girls' education. There is notable sexual harassment 7% (55) by either the teachers or peers as the house helps respondent. This tends to go

hand in hand with early pregnancy at 10% (78).

4.3 Questionnaire 3

Table: 4:11 Age Of the Parents/Guardians

| Age | No. of respondents | | Percentage (%) | |
	Male	Female	Male	Female
18-25	-	11	-	1.2
26-30	-	27	-	3.0
31-35	4	94	0.5	10.5
36-45	30	370	3.4	41.4
46 -55	781	350	88.0	39.2
55 and above	72	41	8.1	4.6
Total	**887**	**893**	100	99.9

The table below shows the age distribution for the educating parents. The respondents were considered on equal proportions for the men and women on gender balance of 900 at each. The respondents for men were 887 while women were 893.

Figure: 4:2 Graph of Number against Age for Educating Parents
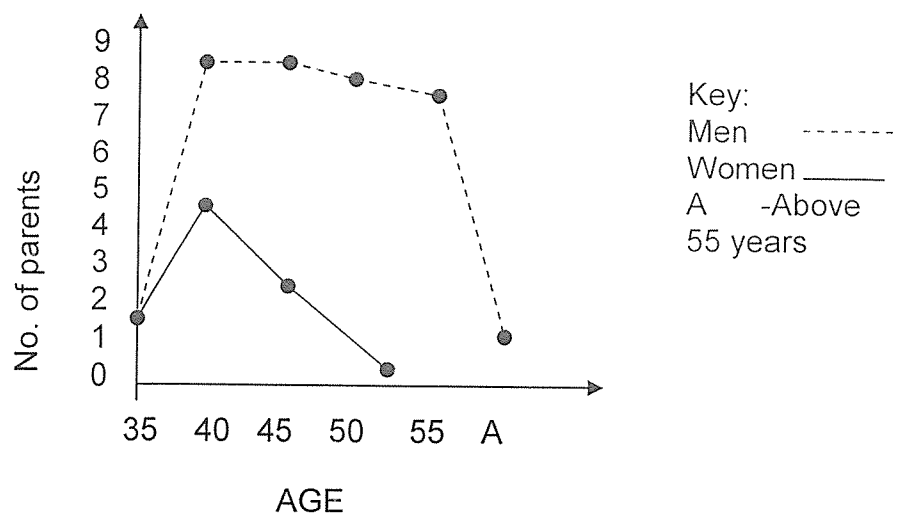
The frequency graph shows that the parents' age is distributed between the ages of 35

to 55 years and above with majority at their mid 40's. There are a high number of men

Between the ages of 40 to 55 who are educating as compared to women. Majority of the

women are between the ages of 35 to 45 years.

Figure: 4:3 Numbers of Families against Family Size

Family size (no. of children)
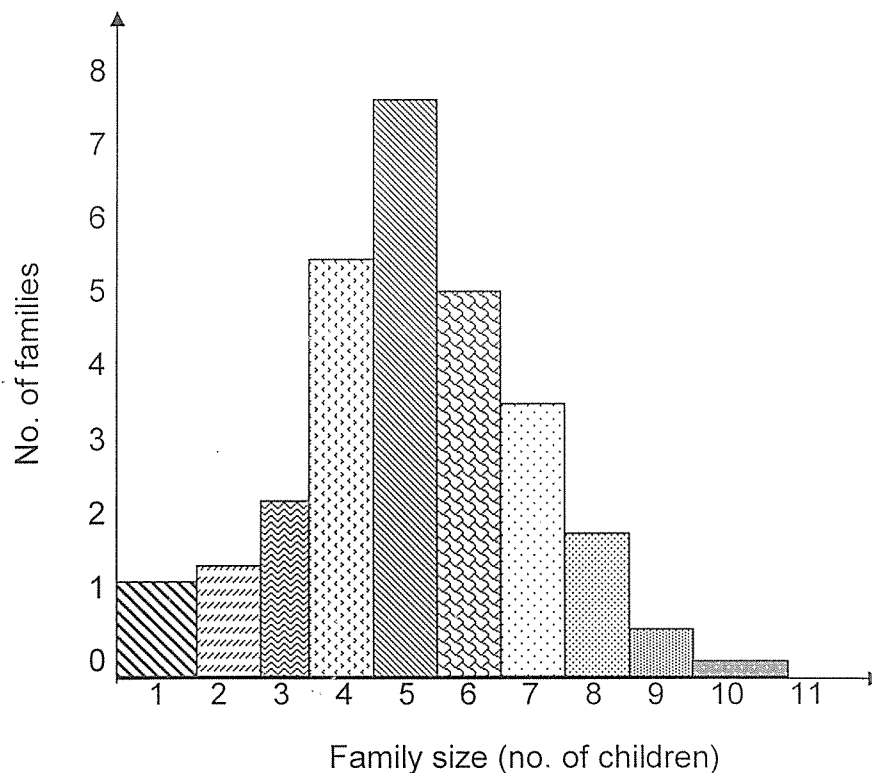
Majority of the parents have between 4 and 6 children, while those with 8 and 9

children in size are mostly practicing polygamy. This is an indication that with large

families, family planning has not been taken care of and this is affecting the educational

support of the children bearing in mind that, the division has many peasant farmers who

rely on livestock and as a means of income. The frequency graph below shows that

there is a high percentage of girls per family of 5 children than it are, with boys.

Therefore though the girls are more, still emphasis is laid upon the education of the boy

than the girl.

Table: 4:12 Education Level of the Firstborns

Level	Respondents	Percentage (%)
Completed primary	753	42.3
Completed Secondary	631	35.4
Completed Certificate	267	15.0
Completed Diploma	50	2.8
Completed Degree	40	2.2
Never attended school	-	-
Any other	39	2.2
Total	**1780**	**99.9**

From the parent's responses majority of their firstborns were able to complete primary schooling. None of the parents expressed to have firstborn who never attended school. Among any others, these include, enterprise courses attended like motor vehicle repairs, saloon shops where these were attached gained knowledge and are able to make a living but never attained a certificate.

Table: 4:13 Performance of Girls to Boys

Performance	Respondents	Percentage (%)
Above Average	1050	59
Average	516	29
Below average	214	12
Total	**1780**	**100**

The expression in the table above is that the parents who have girls in school show that girls tend to perform better at above average with a 59% than the boys. Those at average are 29% and below average is 12%. This is a clear indication that given a

chance the girls can do very well even than their boy counter parts. These parents considered the following as the main attributes to the girls' performance, at either above average, average or below average as indicated on the table below.

Table: 4:14 Attribution to the Performance

Attributes	Respondents	Percent age (%)
Parental support	836	47
Lack parental support	36	2
Domestic chaos	267	15
Traditional stereotypes	249	14
Cultural practices	214	12
Others	178	10
Total	1780	100

The table above shows that, many parents do support their daughters in education with 47% (836), 2% (36) do not support their daughters education while domestic chaos, traditional stereotypes and cultural practices seem to go hand in hand at 15% (267), 14% (249) and 12% (214) respectively. Other factors which attribute 10% (178) include teenage pregnancy, family violence, drug abuse and sickness among other adolescent effects.

Of all the respondents, 80% of the parents said that they do encourage girls in their education advancement. All in all they claim that there are forces based on domestic chaos. Stereotypes and cultural practices which tend to affect the girls especially when they intermingle with the rest of the community either at school level or other social functions. Parents express their concern that where they tend to over look these issues at the family level so that their daughters can learn. They still end up being influenced by others they meet or mix with.

The rest 18% say no, they don't encourage the girl's education because to some it will be against their culture where the girl should be prepared for marriage. Others referred to the girl as an asset which should be given out in exchange of money or cows as dowry to educate the boys or the siblings. The 2% left is composed of parents who have not gone to school and therefore due to poverty they don't also see the need of education for the girls. They claim that only a boy should be allowed to know how to read and write for the benefit of the family.

4.4 Questionnaire 4

Table 4:15 sampled Schools and their Enrolment 2003-2007

SCHOOL	DAY		BOARDING		
	Girls	Boys	girls	Boys	TOTAL
St.angelas girls	-	-	2500	-	2500
Mulango girls	-	-	2750	-	2750
Kyangwithia boys	-	-	-	2700	2700
Kitui boys secondary	-	-	-	3600	3600
Kyambiti secondary	610	1000	-	-	1610
Kwa ukungu	700	730	-	-	1430
Kilonzo secondary	736	986	-	-	5050
Ngiluni secondary	850	800	-	-	1650
S.D.A	400	425	-	-	825
St.philips	375	380	-	-	755
TOTAL	3671	4321	5250	6300	19542

Most of the schools have an average of forty students per stream and the highest number being forty five. The schools have classes from form one to form four. In both

day schools and boarding schools, the enrolment of the boys is higher than that of the girls, with 4321 to 3671 and 5250 to 6300 boys to girls' enrolment respectively. Though from statistics there are more females than males, there is an indication that more boys attend school than girls. The schools such as Kyambiti, Kilonzo, Ngiluni SDA and St. Philips have been growing up with the number of students enrolled increasing every year. This is due to their strategic position within the rural areas where the catchments are high. These schools have proven to be also cheap for the poor parents who cannot afford the boarding schools

Figure: 4:4 Enrolment of Girls and Boys between 2003 And 2007
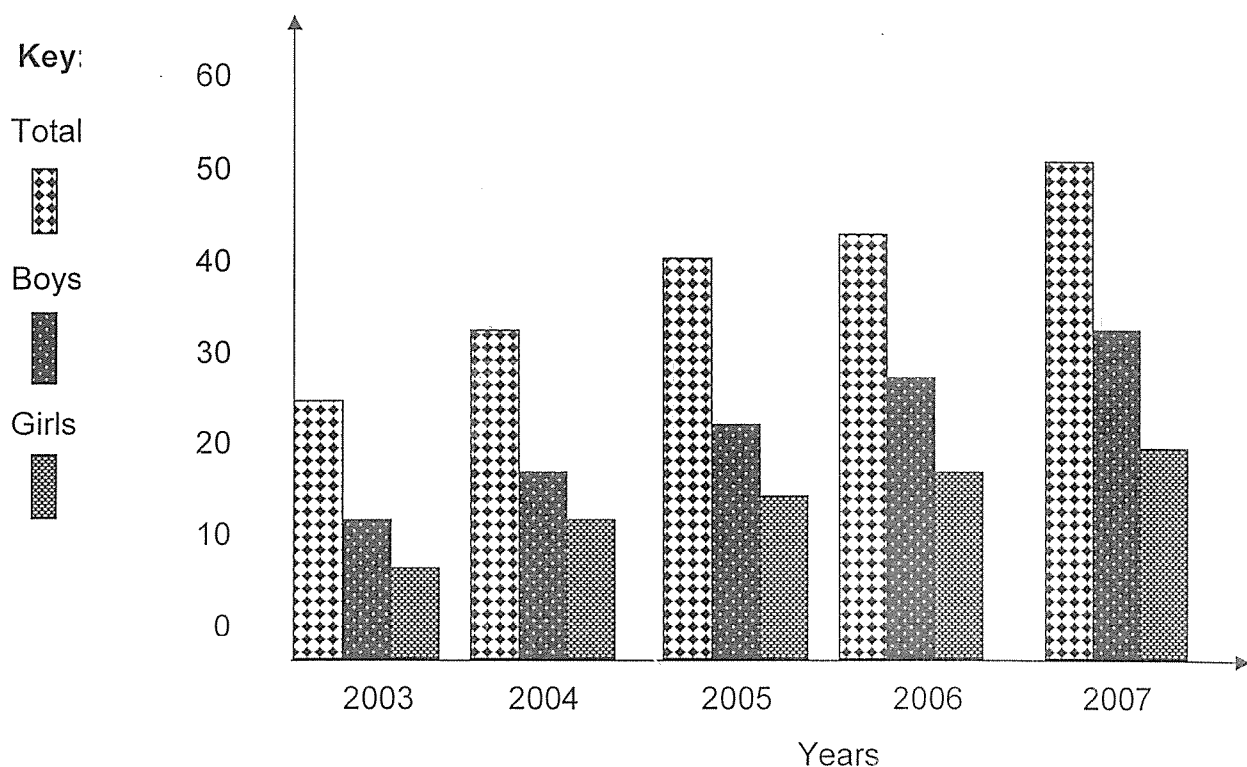
The study carried out with the head teachers for the enrolment of girls compared to boys between the years 2003 and 2007 shows that there is more input to the education of boys than that of the girls. The graph shows that the enrollment of the schools goes up every year showing that there is increase in the population of the young generation and specifically school going pupils.
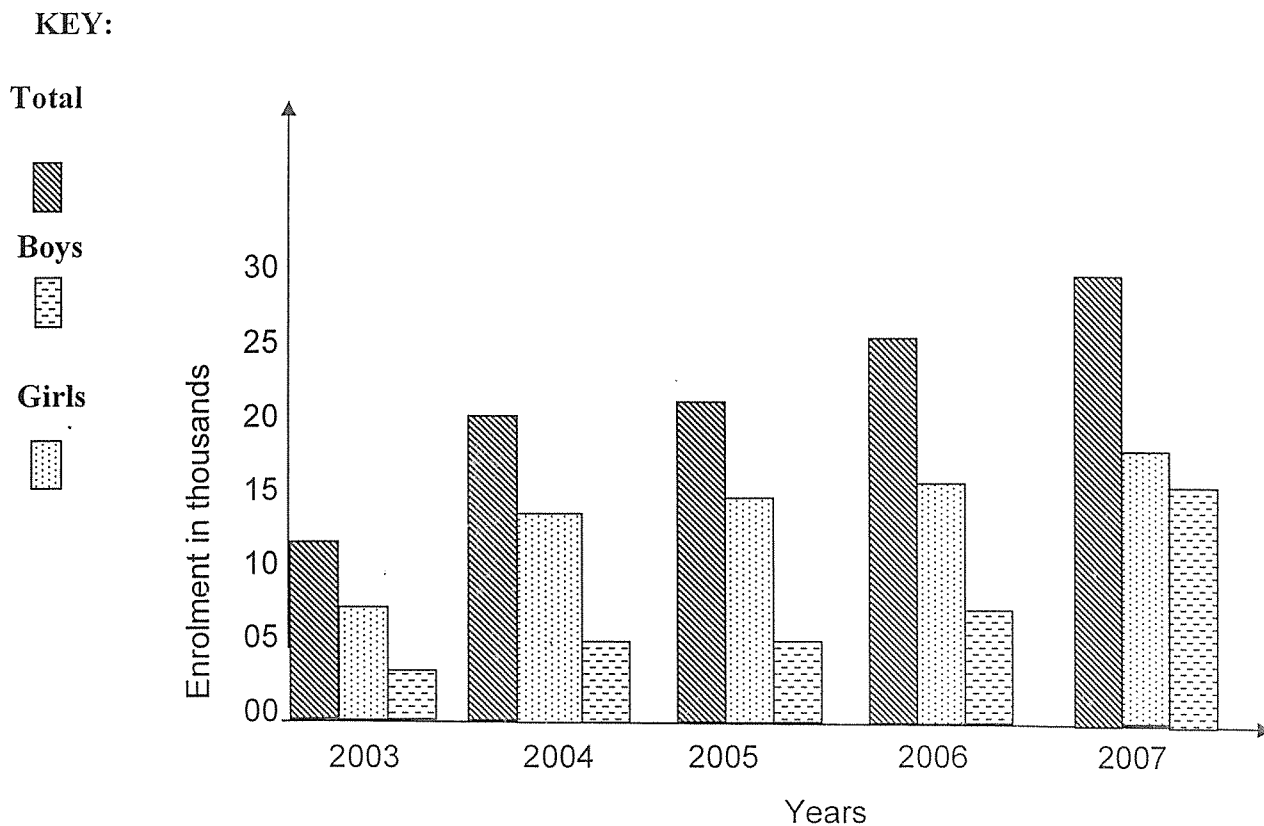
Figure: 4:5 Increase of Girls to Boys Enrolled Between 2003 And 2007
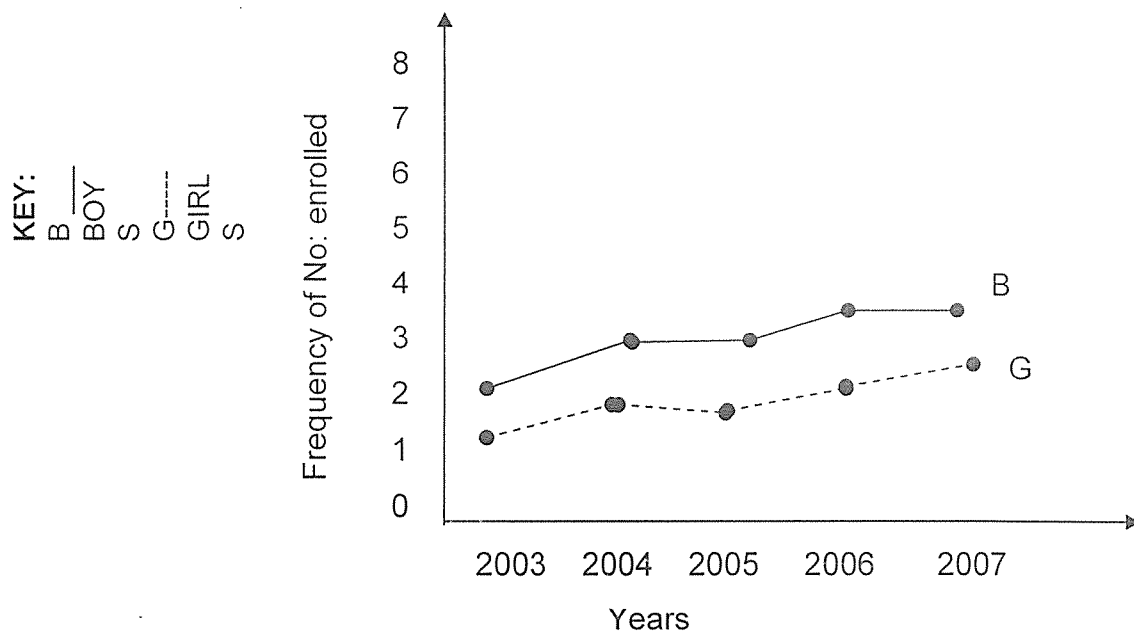
This shows that the enrolment of boys is still higher than that of the girls.

The KCSE entry in these schools shows that more boys have been enrolled than girls as in the figure below gotten from the secondary data.

Figure: 4:6 Total Enrollments in KCSE for Boys and Girls between 2003-2007

KEY:

The university entries shows that as the boys enrolled, try to get their way to the university, the girls do associate at the same point with less progress registered.

Table: 4:16 Girls and Boys Admitted to the University

Year	2003	2004	2005	2006	2007	Total
Girls	15	25	27	20	30	117
Boys	40	45	50	60	70	265
Total	**55**	**70**	**77**	**80**	**100**	**382**

The boys admitted to the university in each year double that of the girls. Therefore viewer girls than boys tend to advance in education. The graph of figure 4-8 below shows that the number of boys admitted is higher than that of the girls. In a separate secondary data taken from the boarding schools, the girls performance tend to be higher than that of the boys at the better grades of C^{+} and above as seen in the figure below.

Figure: 4:7 Performances of girls and boys at KCSE in Boarding schools
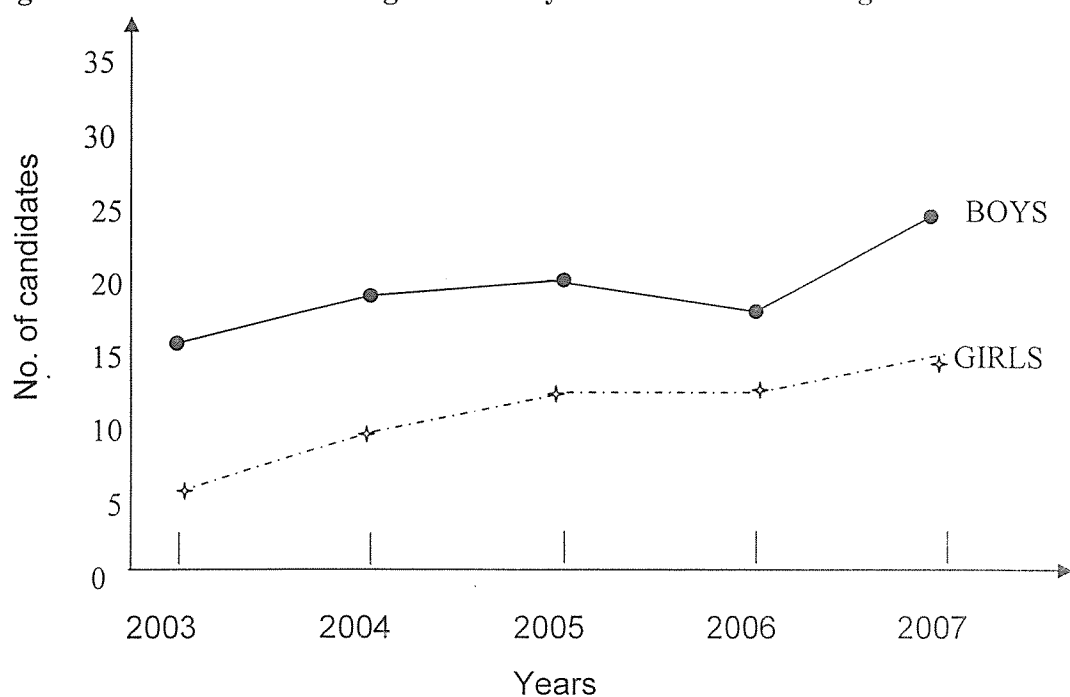
This shows that with much care and away from the interacting community, girls' progress is brighter. All in all the enrollment of the boys in these schools is still high.

The teachers have a lot of work to enlighten the parents on the importance of providing the girls with enough time at home to do their studies especially those who go into the day mixed secondary schools. To improve the enrolment and the performance of the girl-youth, the school administrators are working closely with NGOs, CBOs like Catholic Church and Anglican Church among others who have feeding programmes in order to retain the school going youth especially girls in school. They also provide bursaries to the bright and needy children in their schools with the assistance of these organizations and the Ministry of Education. Organizations like Christian Children Fund do assist the needy children within the district and also helps and encourages parents to send their girls to school.

Some head teachers do sponsor the best performing girls especially in co-curriculum activities. They also do invite women role models to speak to the girls, for instance professors, doctors and other prominent figures in the society. Guidance and counseling of the girls is also being practiced. The head teachers send their teachers in charge of Guidance and Counseling Department for further studies so that they can handle the girl-youth with proper skills.

4.5 Conclusion

The study set out to examine the effect of cultural practices, gender and age and the girl-status in the society in the advancement of the girl-youth in education. The study has used percentage tables and frequencies graphs to confirm the presence of positive relationships among the variables with 90% confidence. The chapter has shown with 99% confidence that there are significant relationships between cultural practices, gender-age, girl-status and the educational advancement of the girl-youth.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENADTIONS

5.0 Introduction

In implementing of education programmes it's hard to divorce it from the holistic issue of development. Education as a developmental factor affects all the gender sections without bias. Therefore, when education policies are implemented, it is done in the social economic and cultural context. This context affects largely the girl youth. Practically, there should be a kind of equity on the sharing of the available resources starting with education, due to lack of this equity, it leaves the nation oscillating. If this situation was reversed by educating the girls, the nations would find a transformation as the "women" as a gender are the backbone of the national development. In this view then, it is important that the society understands the outcome of these factors which today affect the girl in struggle for education. When these factors are addressed, the girls would stand a better chance to compete with their counter part youth–the boys. It's expected that the enrolment of the girls in the schools will go up. There will be a common understanding in the society on the necessity of educating the girl-youth and giving them equal chances for the development of the nations. The research questions leading to the findings are in appendix 1.

5.1 Discussion

The research questions as outlined in the appendix I have led to the findings on chapter four. The findings from the young women are that majority are aged between 18-25 years given as 53% while those at 26-35 are 37%. The young women marry at the age of 18-25 given by 59% and those at 26 -35 years at 41%. There is a large number of

single parents among the young women with the age of 26-35 years given as 69% while 18-25 years is 31%. There are many spinsters given by 74% art the age of 26-35 years and 26% and the age of 18 -25 years. There is 50% of the young women who finished secondary education but the transition to higher levels like attaining certificate, Diploma and Degrees has a very low percentage, showing that most of their education terminate at secondary level. Home work took most of their study time with 89% while only 11% had time to do school work. The young women do express wishes to continue with education to higher levels. Among the challenges the young women face as they underwent through the education system include; Parental negligence 27%, domestic chaos 19%, Sexual harassment by peers and teachers 18%, early pregnancy 15%, unconducive learning environment 11%, early marriage 9% and domestic violence 1%.

The findings from the house helps show that 79.4% dropout of school between the ages of 15 to 23. This is caused by the girl status in the society. At this age, many are in standard 8 and ready to advance to secondary education.

The causes of the house help drop out as per the findings are lack of parental support 51%, lack of school fees 18%, domestic chaos 12%, early pregnancy 10%, sexual harassment by peers and teachers 7%, discriminative learning and teaching resources 2%.

The finding from the parents was that; their family sizes as per the number of children is between 4 and 7 with majority with five. The girls' performance is above average compared to that of the boys 59% of the girls are above average, 29% average and 12% below average. The attributes to this performance of the girls in percentage is parental support 47%, Domestic chaos 15%, traditional stereotypes 14%, cultural practices 12%, teenage pregnancy, , drug abuse, family violence among others take 10%, lack of parental support 2%. Parents support girls' education with only 18% being highly

affiliated to cultural practices.

The findings by the head teachers show that, boys' education is more emphasized than the girls' education. However, they are doing all things possible to encourage parents and support girls education through provisions of bursaries, feeding programmes in schools with assistance with CBOs and NGOs to maintain the girl-youth in school and help them to advance in education.

5.2 Agreement with Scholars and Literature Reviewed

From the findings, the researcher agrees with scholars and the literature reviewed in that the major threats to the girl-youth advancement in education are:-

- Early marriage
- Cultural discrimination against the girls
- Gender disparities in terms of access to education
- Female genital mutilation
- Poverty
- Stereotyped career
- Sexual harassment by peers and teachers
- Non-friendly teaching and learning materials
- HIV/AIDs
- Non parental support

However, from the findings, Female Genital Mutilation (FGM) has not featured as this is not a cultural practice among the people in this division. Also effects of HIV /AIDs has not featured in the study as such though this seem to be experienced silently where we have dropouts from school due to orphanage among the young ones, whose parents die of AIDs pandemic. The literature review agrees with the findings that provision of bursary schemes and scholarships to needy girls is essential (UNESCO 2001, FAWE 2003).
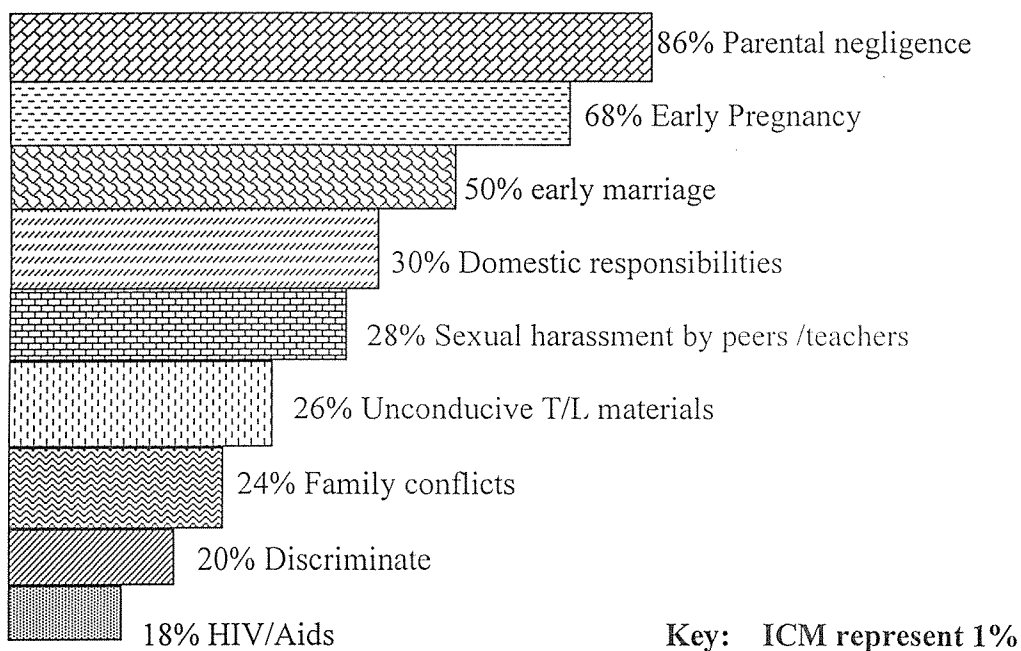
The findings imply that the factors discussed and those mentioned in the literature review are a major threat to the advancement of the girl youth in education. Therefore,

there is needed to take precautionary measures in order to cub these factors which

hinder the girl advancement in education. Fees are a great problem which makes the girl

youth not to advance in education. The community seems to realize that these problems

are there but most of them lack support and initiative necessary to overcome them and

be able to continue supporting and encouraging the girl youth. This awareness by the

community is slowly impacting on some issues like the traditions and cultural practices

which are also a major threat to the girl youth advancement in education. The youth are

also aware of these factors and they do consider them as barriers to education. A

summary of these factors is given here below:-

5.3 Conclusion

A summary of the findings of the factors which affect the girl-youth in educational

advancement is as outlined in the figure 5:1 below

Figure 5:1 Factors affecting the girl-youth in educational advancement

86% Parental negligence

68% Early Pregnancy

50% early marriage

30% Domestic responsibilities

28% Sexual harassment by peers /teachers

26% Unconducive T/L materials

24% Family conflicts

20% Discriminate

18% HIV/Aids   Key: ICM represent 1%

From the above figure parental negligence which includes parents not paying school

fees, lack of study materials take the largest percentage. Early pregnancy and marriage

at sixty eight percent and fifty percent respectively. These are causes of cultural influence to the education of the girl-youth. The cultural practices like early marriages and its related effects like HIV and AIDS, at eighteen percent, adversely affect girl youth advancement. Gender and age like gender roles and stereotypes remain a social norm with few girls being enrolled than boys in the schools.Unconducive learning and teaching materials and domestic responsibilities affect the girls' education. As they grow up educational advancement gets on limited as responsibilities at family level and marital status take shape. The girl-status leads to parental negligence, sexual harassment by peers and teachers and early pregnancy all of these affect the educational advancement of the girl-youth.

Therefore the study shows that there is a significant relationship between cultural practices, gender-age and girl status in educational advancement.

5.4 Recommendations

There is a need for an awareness campaign to be done deeply in the community to make them be aware of the effect of these factors hindering the girl-youth. The future effects to the coming generation and nation at large. The type of elders or leaders we'll bring up if measures are not taken to control the impact. This campaign need to be undertaken by the government institutions with the assistance of the NGO's, CBO's and Church organizations.

The governments need to come up with a policy on how to handle issues on girl-youth education. Plans to be made to support the girl-youth in order to encourage them in their education Endeavour. For instance bursaries need to be provided for girls who come from poor families and are bright. A bill on girl youth education need to be formulated to deal with those parents who catalyze the factors mentioned to cut off the girl youth

advancement. The youth as the subject matter need to be given a chance to decide and be able to plan for his /her life without the community or parents interfering with him /her. Guidance and counseling to the youth in school and out of school need to be insisted on so that they are guided and directed in the right paths of their success. The education system (8.4.4) need to be changed so that it is more youth centered. In this way, it should not have specific limits of exams namely at standard 8 and form 4, it should be such that from standard 8 to the university level at every stage there is a certificate to recognize and show that the youth is not the same as before. For instance a certificate for one reaching form 1, or form 2 or form 3 etc. these certificates should also be recognized and presentable at interviews. Low cost boarding schools should be encouraged in the community to assist girl-youth to have time to study privately out of the many chores at the family level and communal settings.

The government should put a youth policy into function so that issues which affect the girl-youth are handled immediately and directly by government departments which is responsible for the future of the national development. The youth policy should be guided by the common wealth principles and values as outlined in the 1971 Common Wealth Head of Government meeting in Singapore. The government should make universal primary education for all as stipulated by U.N. This would help the girl- youth to grow positively, minimize the poverty which is affecting over 80% of the youth. Through education, girl- youth will learn more about health which is a major threat to them and be able to learn preventive care.

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APPENDIXE I: QUESTIONNAIRES

A. Questionnaire on Young Women

Complete the spaces below by ticking the appropriate box

1. AGE:

a) 18 – 25   ☐

b) 26 -35   ☐

MARITAL STATUS:

a) Married   ☐

b) single parents   ☐

c) Spinster   ☐

2. Education level :(tick appropriately)

a) Completed primary   ☐

b) Completed secondary   ☐

c) Completed certificate course   ☐

d) Completed diploma course ☐

e) Completed a degree course ☐

f) Completed masters   ☐

g) others_____

3. What took most of your time?

a) Home work   ☐

     e.g. cooking for family members, collecting fire wood, fetching water etc

b) School work   ☐

     e.g. take away assignments etc

4. Given a chance what level of education would you have wished to reach?

5. Do you consider any of the following to have made classmate or a friend not to

Continue with her education? If any tick the appropriate one (s)

a)   Domestic responsibilities,   ☐

e.g. cooking for family members, collecting fire wood,

Looking after the young ones   etc

b)   Parental négligence   ☐

e.g. Parents not paying school fees,

being discouraged by family members and relatives.

c)   Early pregnancy   ☐

d)   Early marriage   ☐

e)   Sexual harassment   ☐

      e.g.   By peers, teachers.

f)   Unconducive learning environment   ☐

      e.g. unfriendly and discouraging teachers etc

g)   .Any other (s) _____

      _____

B.   Questionnaire on House Helps

1. What is your age? Tick appropriately

a) 13-15   ☐

b) 16-19   ☐

c) 19-21   ☐

d) 22 -25   ☐

e) 26-35   ☐

2. At what level did you drop out of school?

a) Primary 1 -4   ☐

b) Primary 5 -8   ☐

c) Secondary 1 -2   ☐

d) Secondary 3 -4   ☐

e) Any other level e.g. polytechnic. etc

_____

3. What caused you to drop from school at the le4vel indicated above? Tick

a) Lack of school fees   ☐

b) Lack of parental support   ☐

E.g. discouragement by family members

c) Domestic responsibilities ☐

e.g. taking care of your younger brothers and sisters,

Cooking for family members etc

d) Early pregnancy ☐

e) Sexual harassment ☐

   E.g. by peers, teachers.

f) Discriminative learning /teaching resources ☐

e.g. teachers referring to mathematics as for boys only.

C. Questionnaire On Parents

1. What is your age? TICK the appropriate.

a) 18-25 ☐

b) 26-30 ☐

c) 31-35 ☐

d) 36-45 ☐

e) 46-55 ☐

f) 55 and above ☐

2. Your gender; tick appropriately

a) Male ☐

b) Female ☐

3. Number of children

a) Boys ☐

b) Girls ☐

4. What is the gender of the first born?

a) Male ☐

b) Female ☐

5. What is the education level of the first born? Tick the appropriate ones.

a) Completed primary ☐

b) Completed secondary ☐

c) Completed a certificate course ☐

d) Completed a diploma course ☐

e) Completed a degree course ☐

f) Never attended school ☐

g) Any other_____

6. How do the girls perform in school as compared to the boys? Tick the appropriate one.

a) Above average ☐

b) Average ☐

c) Below average ☐

7. What attributes to this performance? Tick that applies.

a) Parental support ☐

E.g. paying school fees in time, buying study materials etc.

b) Lack of parental support ☐

E.g. not paying fees, lack of study materials like text books etc

c) Domestic chores ☐

E.g. looking after the young ones, cooking for family members, fetching water, collecting fire wood etc.

d) Traditional stereotypes ☐

E.g. a girl place is in the kitchen, education is for the boys.

e) Cultural practices ☐

E.g. female genital mutilation, early marriage etc

f) Any other_____

_____

8. Do you encourage the girls in their education advancement? TICK the appropriate.

a) Yes ☐

b) No ☐

If No, why? explain_____

D. Questionnaire on Head Teachers.

1. Name of the school.

_____

2 How has been the enrolment of girls compared to boys in the following years as on the Table below.

Year	2003		2004		2005		2006		2007	
Subject	B	G	B	G	B	G	B	G	B	G
Form 1										
Form 2										
Form 3										
Form 4										

KEY: B—BOYS   G—GIRLS

3. How many girls and boys has the school taken to the university in the following years?

Year	2003	2004	2005	2006	2007
Girls					
Boys					
Total					