FACTORS AFFECTING GIRLS PARTICIPATION IN MOBILE SCHOOL PROGRAMME IN WAJIR DISTRICT OF NORTH EASTERN PROVINCE, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULLFILLMENT OF MASTERS OF EDUCATION DEGREE.

KENYATTA UNIVERSITY
2009
DECLARATION

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

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DEDICATION

This work is first and foremost dedicated to the Almighty Allah for giving me the ability and patience to complete this research project, secondly I dedicate this work to all my family members.
ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

E F A – Education for All

U P E - Universal Primary Education

N E P - North Eastern Province

UNICEF – United Nations Children Education Fund

UNESCO – United Nations Educational Scientific and Cultural Organization

D E O - District Education Officer

ASAL - Arid and Semi Arid Lands

S 1 - Secondary 1 Grade Teacher

P 1 - Primary 1 Grade Teacher
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ABSTRACT

Education is the major source of upward mobility especially in developing countries, and a principal instrument in fostering democracy, equality, and justice. Therefore, equal and equitable educational opportunities are essential as an answer to socio-economic and political marginalization of different social groups in developing economies. Otherwise, the domination and suppression of the less-privileged will continue unabated.

In Kenya the government has articulated its commitment to providing primary education to all its school going aged children, as evidenced by the introduction of Free Primary Education (F.P.E.) the government is also addressing the issue of the pastoralist communities by introducing mobile schools, these are schools designed to cater for the nomadic communities where the teachers shifts with the families as they search for pasture and water, though this is still in its initial stages and only in few districts, Wajir being one of them. Despite all this efforts the participation of girls from the nomadic communities is still very low.

The purpose of this study is to find out the effect of socio-cultural, socio-economic and school environment on the participation of girls in the nomadic mobile school program in Wajir district. The study will sample mobile schools using purposive sampling techniques. The criterion used will be to sample the division with the most number of mobile schools and schools that are well established. The study used the descriptive survey design utilizing both the qualitative and quantitative approaches. The study will sample parents (100) , this constitutes 24.6% of the target parents population, whose children are in the schools to be sampled, all the head teachers(5) and teachers(15) of the to be sampled schools, the chiefs (5) of the locations, the D.C, D.E.O and the village elders(30). The total number of respondents will be 157.

Data will be collected using questionnaires for the head teachers, interview schedules for the parents, the D.C and D.E.O, while the chiefs and village elders will participate in the study through focus group discussions. Data collected will be analyzed using frequencies and percentages because they easily communicate the research findings to the majority of the respondents. Frequencies easily show the number of times a response occurs or the number of subjects in a given category. Percentages will be used to compare the sub-groups that differ in proportion and size. The data from the interview and focus group discussions will be carefully read and coded after editing the field notes. The coded responses will be analyzed deductively through SPSS computer program

The major findings of the study were that the type of and distance to school were a major contributing factor to girls low enrolment in mobile school Girls are doing more domestic work also was a contributing factor. Religious orientation greatly affected girls' participation in the program. Based on these findings, it is recommended that mobile schools in wajir be single sex, they should integrate secular and religious learning and lastly sensitize the community on the importance of girl child education.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The concept of Education for All (EFA) is a direct political response to pressures emanating from civil society organizations and international donor agencies among others that realize the symbiotic relationship between education and good governance as well as the respect for human rights and dignity. Education is the major source of upward mobility especially in developing countries, and a principal instrument in fostering democracy, equality, and justice. Therefore, equal and equitable educational opportunities are essential as an answer to socio-economic and political marginalization of different social groups in developing economies. Otherwise, the domination and suppression of the less-privileged will continue unabated. The recognition of education as an indispensable weapon for human and national development therefore, pressed both national and international laws to declare it a human right.

The world education forum held in Dakar, Senegal, in April 2000 adopted six major goals for education, two of which also became Millennium Development Goals later in the same year. The Dakar goals covered the attainment of Universal Primary education (UPE) and gender equality, improving literacy and educational quality, increasing life skills and early childhood educations programmes, and were to be achieved within 15 years. However the gender goal was judged to be achieved urgently, requiring the
achievement of parity in enrolment for girls and boys at primary and secondary levels by 2005.

In pre-independent Kenya the nomadic pastoralists communities were disadvantaged in many ways. One of these disadvantages was in education and literacy. As fate would have it, the women bore the brunt of it.

The nomadic girls and women acquired informal education through instructions from the older women in the society. This knowledge enables them to lead and carry out the normal duties and responsibilities of a woman in society. This informal education is all very well for them at this level. Unfortunately, it does not enhance the women's economic and social status vis-à-vis that of men. The women find themselves in the same difficult position as their mothers before them had endured. It is therefore obvious that formal education is urgently needed to complement informal education to open their minds to other options available to them, especially in this fast moving information age.

Formal education entails going to learning institutions as we know it today for the purpose of acquiring knowledge that assists one assimilating into today's society without feeling or being disadvantaged. Women are far behind their men folk in formal education as shown in table 1.2

It is perhaps for this reason that the need to make education accessible for every individual has well been acknowledged (MOEST, 1999). A lot of arguments have been put forward to justify the need to institutionally and practically, ensure unfettered access
to, retention in, and completion of the school cycle by all children, irrespective of their socio-economic status and gender. Some of these arguments include enhancement of individuals’ and national progress through better political enlightenment and participation, economic growth and positive change in cultural beliefs and attitudinal dispositions that are inimical to human and national development (World Bank, 1995; Tahir, 1991). This study accepted these reasons as enough bases for the provision of education to all, in addition to believing that education is an inalienable right.

The multiple benefits derived from the education of girls are widely acknowledged. The education of girls and women has powerful inter-generational effects and is a key determinant of social development and women’s empowerment. The inter-generation effect being there, why then is girls’ participation in formal education so dismal within the nomadic pastoralist communities. The following are some of the reasons cited by researchers (Juma, 1994, Jama, 1993).

- There is an inherent gender bias that shapes and dictates the entire life span and lifestyle of the women and girls.
- The men, who have the say, still do not believe that women need this kind of education – *their place is in the kitchen*.
- Negative attitudes towards women’s education and fears that education will spoil the girls who might remain ‘loose’ in urban centers.
- Costs are high. The fear is that the parents will acquire no benefits because the girl is on transit to another home.
There is a long wait for dowry, or no dowry should a girl decide not to get married.

That education gives women a feeling of equality to men, especially the chauvinistic husband.

Diminishing wealth in form of livestock due to long persistent droughts.

The girls' enrollment rate at primary level of 88.2% nationally and 89.4% for boys shows a reduction in the gender gap, but there are disparities among the provinces as indicated in the National development plan 2002-2007 and as shown in the table 1.1

Table 1.1: Primary School Gross Enrollment Percentage by Gender & Province 2006.

| Province       | %  
|----------------|-----
| Coast          | Boys: 79.6%  
|                | Girls: 66.9%  
|                | Average: 73.3%  
| Central        | Boys: 96.3%  
|                | Girls: 100.1%  
|                | Average: 98.2%  
| Eastern        | Boys: 91.7%  
|                | Girls: 96.1%  
|                | Average: 93.3%  
| Nairobi        | Boys: 61.6%  
|                | Girls: 52.9%  
|                | Average: 56.9%  
| R/Valley       | Boys: 87.7%  
|                | Girls: 85.6%  
|                | Average: 86.7%  
| Western        | Boys: 102.6%  
|                | Girls: 104.2%  
|                | Average: 103.4%  
| Nyanza         | Boys: 93.9%  
|                | Girls: 91.9%  
|                | Average: 92.9%  
| N/Eastern      | Boys: 32%  
|                | Girls: 16%  
|                | Average: 24%  


The enrollment rate of boys in North Eastern Province at 32% shows clearly the disparity as compared to the national rate of 89.4%. The situation is even worse for the girls who are at 16% compared to the national rate of 88.2%.
Within the North Eastern Province, Wajir district which has the highest population than the other districts, within the province, it also has the second highest illiteracy rate in the province as shown in table below.

Table 1.2: Literacy Rates by District in North Eastern Province 2005.

<table>
<thead>
<tr>
<th>District</th>
<th>Male %</th>
<th>Female %</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garissa</td>
<td>36.7</td>
<td>14.87</td>
<td>26.12</td>
</tr>
<tr>
<td>Mandera</td>
<td>50.84</td>
<td>14.63</td>
<td>33.41</td>
</tr>
<tr>
<td>Wajir</td>
<td>44.66</td>
<td>12.30</td>
<td>29.04</td>
</tr>
<tr>
<td>Ijara</td>
<td>40.78</td>
<td>13.18</td>
<td>26.93</td>
</tr>
</tbody>
</table>


The UNICEF (1998) survey ranking the districts by comparing the district population against the actual female enrollment established that Wajir district was the last in Kenya followed by Ijara, Garissa and Mandera districts respectively. This background of literacy rates of 12.3% for female and 44.66% for males is made worse by the high illiteracy rate (80.2%) of female in the district (Republic of Kenya, Wajir district development plan, 2006).

Current Situation of Mobile schools

Many countries had experimented and some still pursue the use of mobile schools in order to make education more accessible to nomadic pastoralist. Mobile schools have largely used specially constructed tents or temporary shades under trees or thatches staffed by Teachers who move along with the nomads and their mobile schools during migrations (Carr-Hill and Peart, 2005). There has been substantial experimentation with
mobile schools. Krätli (2000) cited such countries as Algeria (Rybinski, 1981), Iran (Hendershot, 1965), Mongolia, Sudan and Nigeria. Nigeria, for example, experimented the mobile school strategy, through a carefully-designed community mobile school project in which teachers from among the pastoral communities and those that were willing to travel with them, were trained for three-year period and were deployed to teach in the schools.

Similarly, there had been small-scale nomadic mobile schools in Kenya in 1995 with a view to overcoming the exclusion of pastoralists from acquiring education. The Kenyan model used a teacher living with the family or a group of pastoralist, of which they are a part, with learning process designed to fit the household labour arrangements and long distance mobility. The Kenyan model had recorded almost 6,000 pupil enrolment between 1995 and 1999 (Carr-Hill and Peart, 2005).

Despite the attractive nature of the mobile school approach, it had encountered a number of difficulties. Ezeomah (1997; Carr-Hill & Peart, 2005; Tahir, 1997) identified problems related to the design of the mobile collapsible classrooms, lack of adequate funds to supply and maintain the tents in sufficient number, the reluctance of non-nomadic teachers to travel and live nomadic lifestyle, lack of effective administration and lack of government policy, among others.
Nonetheless, research evidence has persistently shown that nomads are responsive to, and are indeed, demanding for education that is sensitive to their needs, aspirations and culture. From Sudan and Eritrea (Ismail, 2002), Nigeria (Tahir, 1998; Ezeomah, 1990; Carr-Hill and Peart, 2005), United Kingdom (Bakari, 2000), Mongolia (Krätli, 2001), etc., abundant evidence shows the nomads’ yearn and clamor for education. Yet, they are largely denied the type of education they envision, despite the above enumerated efforts. The deciding factors that make education unattractive to nomadic populations are the design and delivery of the education package that are largely insensitive to their culture and the negative attitudes and behaviors towards them as a group by the sedentary population. There are the overwhelming unsubstantiated assumptions that pastoralism, for instance, is environmentally destructive, economically irrational and culturally backward. This is the major problem impeding their education (Jama, 1993).

To address the low enrollment rate among the pastoralist nomad communities the government introduced mobile schools which are being piloted in few districts, namely Samburu, Wajir, Garissa and Ijara districts. The table 1.3 shows the enrollment in the mobile schools in Wajir district.
Table 1.3: Enrolment Rate in Mobile Schools by Gender in Wajir District.

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garsekoftu</td>
<td>17</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Kheley</td>
<td>27</td>
<td>08</td>
<td>35</td>
</tr>
<tr>
<td>Turantura</td>
<td>17</td>
<td>09</td>
<td>26</td>
</tr>
<tr>
<td>Wajir-Bor A</td>
<td>20</td>
<td>07</td>
<td>27</td>
</tr>
<tr>
<td>Wajir-Bor B</td>
<td>21</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Waara</td>
<td>19</td>
<td>07</td>
<td>26</td>
</tr>
<tr>
<td>Safray</td>
<td>22</td>
<td>09</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>60</td>
<td>203</td>
</tr>
</tbody>
</table>

Source: Ministry of Education Statistics, 2006

1.2 Statement of the problem

Despite the Kenya government’s introduction of the free primary education in its quest to provide basic education for all school age children, the number of school aged children out of school is still high among the pastoral communities. The number of pastoral children out of school, coupled with the gender disparities among the children enrolled in the primary schools has worsened the situation of the girl child in the pastoral community’s vis-à-vis education attainment. With the introduction of mobile schools for the nomadic communities the situation has not changed and girls’ enrollment is still far much lower than that of the boys especially in Wajir district.
The access to school rate of children in the nomadic communities is still very low compared to other settled communities in Kenya, refer to table 1.1 showing the gross enrollment rate in Kenya, and even those who get access to school rarely finish the primary level (Juma 1994). This affects the girls more than the boys and is an area that currently needs research to find out why? To address this situation the government introduced the mobile school program for nomadic communities.

The essence of Free Primary Education by the Government of Kenya was to increase equity in access, retention and completion of primary to all children in Kenya. This is not realized by the nomadic communities since their children have no proper access to education due the nature of their livelihood. Most primary schools in Kenya are of static nature and thus do not cater for the nomadic communities. To address this situation the government has started mobile schools but the girl child is still disadvantaged in that their enrollments in these schools are very low. This research project intended to find out the reasons behind this low enrollment of girls in the mobile schools

1.2.1 Purpose of the Study

The main purpose of the study was to find out the factors that enhanced or limited the participation of girls in primary education in the nomadic setup of pastoralist communities of Wajir district in North Eastern Province.
1.3 Objectives of the Study

The study had the following objectives:-

i. To identify the factors that affect girls’ participation in mobile schools in Wajir district.

ii. To identify the intervening factors that may influence girls’ participation in mobile schools in Wajir district.

iii. To make recommendations that will assist in girls’ participation in mobile schools.

1.3 Research Questions

The study was guided by the following research questions:-

i. What are the curriculum based factors that affect girls’ participation in mobile schools in Wajir district?

ii. What are the school environmental factors that affect girls’ participation in mobile schools in Wajir district?

iii. What are the student based factors that affect girls’ participation in mobile schools in Wajir district?

iv. What are the cultural factors that influence girls’ participation in mobile schools in Wajir district?

v. What are the financial factors that affect girls’ participation in mobile schools in Wajir district?

vi. What are the intervening factors that may influence girls’ participation in Wajir district?
1.5 Significance of the Study

The findings of this study will hopefully help education planners, both at national and regional levels, to develop policies that are gender sensitive and set strategies in place in order to enhance effective enrollment and retention of girls of the pastoral communities in primary education. The study will be of significance to the following:-

- Education officers
- Teachers
- Parents
- Pupils

The study also intended to sensitize all the stakeholders; District administrators, local leaders, parents, teachers and pupils about the factors that affect girls' participation in primary education in Wajir district.

The study may also act as basis for further research in various dimensions of girls' education at different levels.

1.6 Delimitation and limitation of the Study

The study limited itself to only one district in the pastoral region. For a more conclusive result, all the ASAL districts should have been studied, but this was not possible due to financial and time constraints. There was also lack of enough literature on the pastoralist
communities especially in the area of access to educational provisions. The review was being drawn from within and outside Kenya. The study investigated the effects of school based, socio-cultural and socio-economical factors that affect girls' participation in mobile schools.

1.7 Assumption of the Study

The study had the following assumption:-

i. That mobile school education had taken root in Wajir district?

1.8 Theoretical Framework

The study was based on the theoretical model of learning by Chinapah Viyagum (1984). The model emphasizes equal rights to education irrespective of age, sex, ethnicity, socio-economic and regional origins and equal access to different types and levels of education. The model argues that children should have equal treatment in school in terms of teacher behavior as well as teacher-learner relationship and interactions. School input such as teacher education, training and stability, class size, pupil-teacher ratio, school facilities, adequacy of teaching-learning materials and resources, as well as school administration are identified by the model as vital factors in access and retention of pupils in school. The model further argued that the interaction between the home and school characteristics and processes, influenced schooling. The home characteristics such as parental socio-economic status together with religious values predetermine the parents' belief and practices, as well as attitudes towards girls' education. These characteristics determine
the stereotypes that exist which will predetermine the fears of the parents and the girls' ambition as well as pre-occupations. The parental socio-economic status and home possession directly influence the home processes such as parental support to the school in terms of paying fees, buying books e.t.c

School characteristics such as school type, greatly influences the access and retention of girls in primary education. Teacher quality, class size and teacher salaries determine the morale and interest in teaching, the quality of teaching and learning in schools. The home processes such as parental economic support of the school needs influence the physical facilities that exist and the teaching aids that are available to the teachers and learners. The home and school processes are intertwined, hence play co-current roles in the process of school learning.

1.9 Conceptual Framework: girls' access and retention in primary education

The model of learning by Chinapah Viyagum was conceptualized and modified by the researcher so as to help identify the answers to the research questions in the study. The modified conceptual framework shows the independent variables and how they were helpful to the study. In the conceptual model shown below, the socio-economic, socio-cultural and school based factors were independent variables that directly either limit or enhance girls' participation in (dependent variable) mobile primary education in Wajir district.
As explained in the theoretical framework all the variables i.e. socio-economic factors, socio-cultural factors, school based factors and student based factors were independent variables though interrelated and contribute to the dependent variable, which was girls’ participation in mobile programme education.
1.10 Operational Definitions of terms

**Determinant:** Circumstance or condition which makes girls either to be involved in or not in mobile education.

**Girls' participation:** The chance and opportunities girls have for entering and completing their mobile school programme.

**Attainment:** Success of girls to remain in school to the level of completing their education in mobile school programme.

**Empowerment:** A process through which people or communities increase the power and control over their own issues.

**School based factors:** the conditions inherent to the school that either enhance or limit the involvement of girls in mobile school programme such as availability of school places and teachers’ attitudes.

**Socio-cultural factors:** A combination of social and cultural practices that either limit or enhance girls’ participation in mobile school programme.

**Socio-economic factors:** A combination of social and economic practices that either limit or enhance girls’ participation in mobile school programme.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Several studies have been undertaken in an attempt to find out factors that influence the access and retention of girls in primary education in Kenya by several scholars. These studies identified socio-economic, socio-cultural and school based factors as the most important. The literature review in this chapter was organized around the following themes

➤ Social cultural
➤ Social economical
➤ School Environment

2.2 Socio-cultural

The deciding factors that make education unattractive to nomadic populations are the design and delivery of the education package that are largely insensitive to their culture and the negative attitudes and behaviors towards them as a group by the sedentary population. There are the overwhelming unsubstantiated assumptions that pastoralism, for instance, is environmentally destructive, economically irrational and culturally backward. This is the major problem impeding their education.

There are negative traditional attitudes and values which are anti pathetic towards modern education. The nomadic pastoralist communities generally view as being irrelevant what children learn in schools. Secular Education is believed to lead to their alienation from
community's nomadic way of life. Secular Education potentially threatens their basic survival. Because of this embedded fear children have largely been kept out of schools and instead used for the nomadic economic production (PDE, NEP 2006). The researcher wished to find out whether this is the truth or there are factors contributing to the low enrolment of girls.

Traditional attitudes towards women and their place in society militate against education for girls (Juma, 1994). According to Juma (1994) Muslims have been suspicious of western education because it is seen as a threat to the Quranic education system, male and female roles as well as ethical and religious system. Maleche (1972) argues that even the cultural level of conversation for girls, which is based on beer, food, dress, children and gossip about other people, does not encourage girls to develop high aspirations for education. The illiterate parents fear that their daughters will be alienated from traditional cultural way of life after schooling and will therefore be exposed to risks such as early pregnancies and loss of virginity. According to Islamic traditions loss of virginity and early pregnancy outside marriage is seen as a failure on the part of the father and a great sin. This evaluation is not fully based on the religious aspect but rather the customs of the community. Islam encourages education for both the girls and boys equally.

Security in and out of school is also a key issue influencing girls' education, some of the girls, who walk long distances to school end up being raped and sexually abused by older boys and male adults. A survey by UNICEF (1998) confirmed that the influx of refugees in North Eastern Province was cited as a major cause of fear and insecurity among girl-
pupils. In the hope of protecting daughters from sexual exploitation or coercion to engage in sexual activity, parents would rather have their daughters stay at home than become victims of rape and sexual harassment, hence hindering girls' access to and retention in schools. The researcher concurred with the findings that security was a hindrance to the participation of girls in education among the nomadic communities.

Nomadism has been argued to be as old as humanity and is a common characteristic of human reaction to hostile or unfavourable conditions on their livelihood. All over the world, the phenomenon of nomadism is generally recognised as the nomadic groups constitute a sizeable portion of the world's population. Nomads are an ethnographic group who wander from place to place with no fixed home. Their movement was necessitated by their economic activities, be they cattle rearing, fishing, hunting and gathering, or craftworks.

Nomadism is a way of life for the Somali community where families move far away from "settlement areas" where static schools are located, in search of water and pasture for their animals. Girls are more affected by these than boys because among the Somali community boys can be left to stay with any of the relatives in the settlement areas to pursue education but not girls for they must be under the care of their parents always UNESCO (1998). Since migrations take place in the first and third terms of the school calendar and there are no adequate boarding schools for girls, parents end up not taking their girls to school or withdrawing them altogether.

Islam encourages the search for knowledge; the scriptures say that you can pursue education even as far as China. Though this is the case, there are some religious guidelines such as mixing of sexes, dress code and movement of girls and women from
one place to another that can not be easily accommodated in modern schools (Juma, 1994). According to Islam, a girl is not supposed to be in the company of any other male except her blood relatives. Therefore, mixing of boys and girls for curricula and co-curricula activities contravenes the Islamic rules and greatly discourages parents from enrolling their daughters in school. The Islamic dress code for girls entails that they should be fully covered except for the hands and the face. This means that girls can not effectively participate in co-curricula activities such as games and swimming especially when a male teacher is instructing it. The use of games uniform or swimming suit makes girls feel embarrassed and develop hatred towards school, hence they drop out. According to Islamic tradition a girl is not supposed to leave the confines of her home except in the company of a close blood relative, this means taking the girl to and from school. Parents can not spare the time to keep watch over their daughters when they are enrolled in school, therefore they would rather prefer that such daughters stay at home, hence hindering them access to school (UNICEF, 1998). The researcher shared the same sentiments on the dress code as the earlier findings that it hinders girls’ access to secular education.

Secular education is also seen as to interfere with Quranic education system, the nature of parenthood and Islamic ethical and religious systems (Juma, 1994). There is conflict between timing for learners of the Quran, which is supposed to be from six year olds to eleven year olds while primary enrolment age is from six year olds to fourteen year olds. Parents see modern education as a tool for spreading Christianity among Muslims. Therefore most Somali people would prefer their children to complete the Quranic education before they can enrol in secular schools.
Girls' access to school and retention was also hampered by cultural practices such as female genital mutilation and betrothal, which dictate the place of the girl in the society (Mohamed, 2003). The type of female genital mutilation called infibulations is meant to control the girl's sexual activity, prevents promiscuity and preserves virginity. Parents will therefore be greatly discouraged to enrol their daughters in school for fear that they might lose their virginity which will mean shame, loss of dignity and pride for the parents. Betrothal, payment of bride price and preparation for marriage closely follow initiation ceremony. Girls are modelled to be good wives, homemakers and mothers from betrothal. Researchers argue that this undue emphasis on marriage and motherhood results in undue preoccupation of girls with marriage and inhibit them from developing imagination, initiative and independent thought. This preoccupation makes girls to lose interest and hence drop out of school (Maleche, 1972). This hold true for the static schools but may not for the mobile schools since the mobile schools are within the nomadic settlement, the researcher intended to find out if this was the case.

Another negative cultural practice that inhibits a girl's access to and retention in primary education was sister inheritance, where a girl was given to her brother-in-law for marriage in case of the death of her sister. This means that a girl could be denied access to school or could be withdrawn from school to be inherited by her brother-in-law. This was a major drawback to girls' access to and retention in primary education.
The home environment makes girls internalize the belief that women are physically frail, emotionally unstable and mentally inferior to men at an early age (Jama, 1993). Girls are often trivialized and depicted as objects that are there for the pleasure of men and to bear children (FAWE, 1997). This meant that a woman was considered as a person who could not be self reliant and had to be kept under surveillance of men to avoid any disgrace to the family name. According to Somali communities school girls were considered disobedient, less submissive, more promiscuous and stubborn. The Somalis belief that a girl should not be exposed to western education as they will become prostitutes (UNICEF, 1998). The parents decision as to whether to enrol girls in school and for how long they should stay could be predetermined by such prejudices. The researcher fully agreed with the above findings based on his interaction with the Somali community. All these studies were based on the findings from static schools, the question addressed by the researcher was, having brought the school within the homestead (manyataa) why was it that girls were still under enrolled compared to boys in the mobile schools?

2.3 Socio-economic

According to Anderson (1967) the parental level of education, occupation and income levels play a significant role in access to and retention of girls in education. Education experience and outlook of parents is transmitted to their off springs (Juma, 1994). Studies showed that there was a direct relationship between parental levels of education and girls enrolment and retention in school, because educated parents with high income were able to provide their children with a conducive home environment, provide all the necessities
of the school and pay for extra tuition, hence encouraging access and retention of girls in school because they understood the value of education and its benefits to the child. Educated parents enrolled their children in schools, encouraged them to study by availing relevant books and ensuring completion of their education (Tyler, 1997). Although the researcher agreed with the above findings as regards education in general, this study investigated whether or not the parental level of education, secular or otherwise, occupation and income levels had a role to play in the access to and retention of girls in mobile schools in Wajir district.

Tan (1991) argues that girls are expected to contribute to child care and other household chores at a much earlier age than boys. Researchers have noted that girls are taken away from schools to help in the home, nurse babies, clean the home, fetch firewood and water, cook food and milk the cows (Juma, 1994). (Maleche, 1972) argues that heavy household duties and long distance from school results in physical and mental exhaustion, which makes learning uninterested and ineffectual. This means that girls waste a lot of time in the household chores while boys remain in school learning. Girls therefore, could end up dropping out of school hence decreasing retention in school. The researcher tended to disagree with the above sentiments since girls all over this continent in general and this country in particular are viewed more or less the same, records show that girls in some areas are more than boys in primary enrolment, therefore the above argument did not hold.

Boys' education was favoured more by parents especially mothers because they depend on their adult son's during old age. Investment in son's education was seen as security in
old age (Phachoropoulus and woodhall, 1985). They also relied on their daughters labour before marriage. Therefore taking a girl to school would have been a waste of time. Female enrolment patterns in patriarchal societies was affected by patrilineal descent system which gave preference for investment in schooling to boys who were believed to retain responsibility for their parents when they grow older compared to girls who were incorporated into their husband families (Eshiwani, 1993). This was the reason why boys were expected to receive maximum training in order to attain higher status as head of families and successful heads of their respective families. Boys were also expected to inherit their parents' property and hence, maintain the family’s status quo. Girls, on the other hand, were brainwashed to believe that their success and future depended on the success of their husbands and therefore it was used as an excuse for girls not to be taken to school (Maritim, 1990).

Education is viewed as an investment; hence the lack of employment after completion of school has decreased interest in schooling. Therefore the region with most employment opportunities and greater agricultural activities, especially of cash crops, are also the regions of greatest educational progress and proportionally greater participation of women in primary education (Eshiwani, 1983). Majority of the population of Wajir district are unskilled, 80% of the labour force comprise of people who are illiterate and skilled only in nomadic livestock production. Women constitute 49% of the labour force, majority of who are illiterate and largely home makers (National Development Plan, 2002-2007)

Child labour was another predominant factor which hinders primary school enrolment especially in poor families (UNICEF, 1989). Children’s labour was often critical to the
income or survival of households of poor families in Wajir districts especially the
pastoralist Odada (1989. p.7) states:-

... Many parents who have limited resources choose to invest in boys...
or have the children stayed at home to provide the much needed labour or
sell things from the roadside stalls.

Girls from poor families feel obliged and are forced by their parents to get involved in
income generating activities so as to contribute to the family income.

In pastoralist communities girls sell milk and firewood the whole day, sleeping late and
waking up earlier than boys. This could be one reason why girls cannot be taken to
school and even when they are enrolled, they will be too exhausted; hence they will drop
out of school leading to low access to and low retention rates of girls in primary
education.

Livestock keeping, which is the major economic activity of the inhabitants of Wajir
district, contributes to the factors that affect access to and retention of girls in education
in the district. The Northern Frontier Province (now North Eastern Province) annual
reports (1931-1933) clearly states that livestock means everything to the pastoralist
people and that all else is subsidiary to it. The over dependence on livestock and the
nomadic lifestyle overburdens the girls, whose labour is of paramount importance for
such task as herding the stock, taking the animals to watering points among other things.
The researcher agreed with the above findings for static schools, this may be the reason
why girls cannot be taken to school and even when they are taken, they are withdrawn
from school before completion. The researcher wishes to see whether the same applies to
the mobile school setup
2.4 The School Environment

The school environment made a difference in education of girls in Kenya as more parents were sending children to educational centres (Gakuru, 1979). The pastoralist communities of Kenya, who are preoccupied with search for pasture and water for their livestock, needed schools that were compatible with their way of life, where the teacher shifts with the community whenever they relocate to other areas in search for pasture and water, unlike static schools. Unfortunately, the mobile schools in Wajir district were all co-educational in a society which believes in seclusion of girls under whatever circumstance. This could be one of the factors that affected access to and retention of girls in mobile schools.

According to a study carried out by UNICEF (1998) the proximity and access to primary school was a predetermining factor on the enrolment and retention. In arid and semi-arid areas, the distant between schools and homes is far and the education delivery systems are often incompatible with the lifestyle of the nomadic people. Distance between schools and home affect girls more than boys because parents are afraid of letting a girl walk alone and she may be kept out of school unless there was someone to accompany her, preferably an elder brother, to school. In Ghana and Egypt, researchers have found that long distance to primary schools deters girls’ enrolment but not boys (Hertz 1991). The limited number of mobile schools and the highly dispersed pastoral population force children to transverse difficult terrain which makes access to schools more difficult for girls than boys.
Researchers have also found inefficient teaching, lack of proper qualification for some teachers, lack of knowledge of subject matter and lack of commitment of teachers makes girls lose interest in learning and look forward to marriage (Maleche, 1972). The lack of female teachers to act as role models, insensitivity of administrative machinery and the rigidity of educational structures which prevents adjustment to socio-economic and socio-cultural needs of the nomadic people retard access to and retention of girls in primary education (Juma, 1994).

In a study of primary textbooks in Kenya, it is argues that textbooks contributes to failure and withdrawal from school of girls because boys are portrayed in respectable and well paying occupation while women and girls, if mentioned, are shown participating in traditional chores (Obura, 1991). The curriculum on the other hand, overloads the children due to the many subjects, though some are not examinable, they are still taught in class hence the workload is still high. This is even worse for girls who have a lot of household chores, to the extent that they cannot finish their homework. This is followed by punishment from the teachers which make girls develop negative attitudes to school and eventually drop out of school.

The classroom dynamics greatly affected the access to retention of girls in primary education. Teachers both male and female, tended to be unnecessarily harsh to girls, focus more attention on boys and give boys more rewards than girls during the teaching and learning process (UNICEF, 1998). This greatly discouraged girls because they needed to be appreciated just like boys, hence dropping out of school. There was evidence that girls are not safe in school either. Boys and male teachers who tease them in class by touching their breasts, sexually harassing girls, particularly in adolescent
stage. The exposure of girls to sexual harassment by peer and teachers has greatly decreased parents' interest in enrolling girls in schools (Mohamed, 2003). Sexual harassment inside and outside school strengthens parental fear and that of the girls themselves in attending schools and can be seen as a reflection of sexist cultures (FAWE, 1995). Safety and cultural concerns may leave parents obliged not to send girls to schools even when supervised by and served by female teachers (HERTZ, 1991). The long distance to school and difficult terrain may be a security risk for girls; these may affect their access to and retention of girls in schools in Wajir district but, is it the same where mobile schools are concerned since the schools are within the settlement? The study intended to find out.

Poor supervision and indiscipline in schools has pushed many pupils to engaging in activities such as smoking, drinking of alcohol, chewing miraa among others. It was observed that teachers pass time in staffrooms chatting, gossiping or simply whiling away time while classes remained untaught and the syllabus remains uncovered (UNICEF, 1998). The low performance of students eventually means that education does not fetch benefits as an investment. Parents get demoralised and see education as a waste of time and resources that could be invested elsewhere. This study investigated whether or not these school dynamics, such as school environment, security, poor supervision and indiscipline, among others, have effect on access to and retention of girls in mobile schools in Wajir district.
2.5 Summary

From the aforesaid literature review it was evident that the access to and retention of girls in primary schools, despite being an inalienable right, was faced with various intricate and diversified issues, which needed to be investigated in depth. The pastoral community was much more affected than the sedentary community due to their lifestyle. Researchers agreed that the effects of socio-economic, socio-cultural and school based factors on girls’ access to and retention in primary education required more investigation. This will provide insight on how gender disparity in schools can be rectified (Kensente1996, Juma1994). From the literature review it was also quite evident that there are a variety of factors that could predetermine girls’ access to and retention in primary schools. These factors included developing the economic benefits of education and the people’s attitudes, values and perception towards schooling among others.

From the literature review the researcher had identified that all the studies so far conducted were based on static schools. The gap therefore the study addressed was the effect of socio-economic, socio-cultural and school based factors on the access to retention of girls in mobile schools in Wajir district. Having brought the school to the nomadic communities then why was it that their girls were not well enrolled in the mobile schools?
CHAPTER THREE

METHODOLOGY

3.1 Introduction
This chapter dealt with the procedure the researcher used in the study to collect data and analyse the data collected from the field. The Chapter consists of the following areas; Research design, target population, sample and sampling procedures, research instruments, pilot study, validity and reliability of instruments, data collection procedures and data analysis procedures.

3.2 Research Design
The study used the descriptive survey research design utilizing both qualitative and quantitative approaches. Descriptive studies of the survey nature could be used not only for the purpose of description but also for the determination of relationships between variables at the time of study (Babbie, 1973). Mugenda and Mugenda (1999) assert that this type of research design attempts to describe such things as possible behaviour between values and characteristics. Descriptive studies aims at giving an accurate account about a specific aspect, situation, community or person. Descriptive study was also used to determine the reasons and causes for the current situation under study (Mugenda and Mugenda, 1999). The research design attempts to explain the reasons and sources of observed events, characteristics and correlations. The careful reporting methodology of descriptive survey promotes replication later by other researchers and retesting of the findings (Babbie, 1973).
The researcher had chosen this design because it fits the type of study he carried out. The researcher described the factors that contributed to girls non-attendance of the mobile schools and determined the relationship between these factors.

The researcher looked at the effect of the independent variables on the dependent variable and examined the data collected to determine the causes, relationship or associations and their meanings. The study investigated how the independent variables either limit or enhance the dependent variable. The design combined both qualitative and quantitative approaches because no one method was adequate on looking for solution to causal problems as stated;

3.2.1 Variables

In the study the researcher investigated the following factors within the pastoral nomads and their effects on the participation of girls in education in a nomadic setup, these factors were: socio-economic, socio-cultural and school based. Socio-cultural, socio-economic and school environment being independent variables and the participation of girls in education being the dependent variable. These independent variables directly affected the performance of the dependent variable

3.3 Location of the study

The study was conducted in Wajir district of North Eastern Province. The district has thirteen divisions of which the study covered one division, namely Wajir-Bor division.
This division was purposefully chosen because it had the highest number of mobile schools and the schools are well established, therefore the data collected was highly representative of the targeted population. This district was chosen because it had a good number of mobile schools that are well established and the nomadic communities kept various types of animals and hence has various styles of nomadism.

3.4 Target population

Wajir district has a total population of 319,261 of whom 171,318 are male and 147,943 are female. There are 109,494 primary school age children (5-14years) out of which 59,839 are male and 49,655 are female (Population and Housing census, 1999). The district has a total primary school enrolment of 29,435 of which 19,365 are boys and 10,070 are girls (Ministry of Education statistics, 2006). The study targeted parents, head teachers of mobile schools and teachers since they are the stakeholders and are knowledgeable about girls’ education in the mobile schools in Wajir district.

The study involved all the mobile schools in the division. The target population in the study location included the following.

- 7 head teachers of the primary mobile schools
- 20 teachers of the primary mobile schools
- 406 parents of pupils in the mobile schools
- 6 chiefs of the locations in the division
- The district commissioner and district education officer
- Village elders in the division.
3.5 Sampling techniques and sample size

3.5.1 Sampling Techniques

Wajir district has seven mobile schools found in two divisions namely Wajir-Bor and Griftu. Wajir-Bor division has five of the mobile schools while the remaining two are in Griftu division. The researcher had purposefully sampled Wajir-Bor division for the study because it had more of the schools and they were well established since they were started earlier than the others. All the head teachers and teachers’ population in the sampled schools were included in the study. The same was done for the chiefs, and the District Education Officer. Simple random sampling was used for the parents and village elders.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>TARGET POPULATION</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>seven</td>
<td>Five</td>
</tr>
<tr>
<td>Teachers</td>
<td>Twenty one</td>
<td>Fifteen</td>
</tr>
<tr>
<td>Parents</td>
<td>Four hundred and six</td>
<td>One hundred</td>
</tr>
<tr>
<td>Village elders</td>
<td>One hundred</td>
<td>Thirty</td>
</tr>
<tr>
<td>Chiefs</td>
<td>seven</td>
<td>Five</td>
</tr>
<tr>
<td>District education officers</td>
<td>one</td>
<td>one</td>
</tr>
</tbody>
</table>

3.5.2. Sample size

The study consisted of the following groups of respondents which constituted the sample size;

- 5 head teachers of the sampled mobile schools, one per school
- 15 teachers of the sampled mobile schools, 3 per school
➢ 100 parents of pupils in the sampled mobile schools, 20 per school.
➢ 30 village elders from villages where the schools sampled are situated, 6 villagers per village
➢ 5 chiefs of the locations where the schools sampled are located, one from each sampled location
➢ The District Education Officer of Wajir district

The total sample size for the study was 156 respondents. The number of parents selected for the study constituted more than 20% of the total number of targeted population for small populations as argued by Gay (1992). Six elders (3 male & 3 female) were randomly selected from each village to participate the focus group discussions, as more than six in a focus group discussion would have been a large number for the moderator to control.

3.6 Research Instruments

According to Mugenda and Mugenda (1999), the most commonly used instruments in social science researches are; Questionnaires, interview schedules, observation forms and standardized test. The focus group discussion is also useful because it is best suited for obtaining data on group attitudes and perceptions in order to bring to the fore the problems they encounter and suggest possible solutions (Mwiria and Wamahiu, 1995).

The study used questionnaires for the head teachers and the teachers, interview schedules, for the District Education Officer and parents and focus group discussions for the chiefs and village elders.
3.6.1 Mobile School Questionnaires

The study made use of both open-ended and close-ended items. The close-ended items were included because they were easy to administer and analyse, therefore, were economical in terms of time and allow the collection of data from a large group of respondents. The open-ended items, on the other hand, were easy to formulate and helped in collecting more in-depth responses from the subjects.

3.6.2 Mobile School Interview Schedules Guides

Interview is an effective method when the researcher understands the perceptions of the participants or learns the meanings they attach to certain phenomena or events (Berg, 1989). Interview is also been preferred as a device for data collection because it is a social encounter and the respondents are more willing to respond in a socially acceptable or desirable way (Wiersma, 1985) and are more willing to talk than write (Best and Khan, 1993). Interview gives a higher return rate in a natural setting and the researcher can probe respondents to express their views in more detail.

3.6.3 Mobile School Focus Group Discussions Guides.

This instrument was chosen because it was appropriate for soliciting information in the shortest time possible (Mikkelson, 1995). The focus group discussions were guided discussion whereby the researcher moderated over the discussion. This involved two categories of respondents namely:-

- Village elders thirty in number
- Chiefs five in number.
The researcher used previously developed instruments by other researchers such as Juma (1994) and Collaborative Centre for Gender and Development (1998). Gay (1992) says that selecting and adopting an appropriate instruments developed by expert(s) with the necessary skills saves time and money for a beginner in research.

3.7 Pilot Study

The research instruments were piloted in the two mobile schools in Griftu division, namely, Turantura and Garsekoftu mobile schools. Researchers agree that the random sample piloting instruments should be ranging from 1% to 10% depending on sample size (Mugenda and Mugenda, 1999). The piloting aimed at refining the instruments and enhancing validity and reliability.

3.7.1 Validity

According to Mugenda and Mugenda (1999) validity is the degree to which results obtained from analysis of data actually represent the phenomenon under study. To enhance the validity of the instruments a pilot study was conducted in order to assess the clarity of the instruments so that items found to be inadequate could be either modified or disregarded completely, with the aim of improving the quality of the instruments and consequently the validity.

3.7.2 Reliability

According to best (1998) Reliability is the degree of consistency a given instrument demonstrates when it is used to measure a particular phenomena. The test-retest technique was used to establish the reliability of the instruments. The developed
questionnaires were given to a few identical subjects within the pilot study group (not included in the main study). Their responses were scored manually. The same questionnaire were administered to same group after two weeks. The responses were scored manually; a comparison between the two scores was made. A Pearson’s product moment formula for the test-retest was used to compute the correlation coefficient, a correlation level of 0.80 was found to acceptable, in order to establish the extent to which the questionnaires were consistent in eliciting the same responses every time the instrument is administered (Orodho, 1998).

3.8 Data collection techniques

After gaining permission to conduct the research from the relevant authorities the researcher proceeded to the field to administer the research instruments. The researcher first visited the office the District Education Officer and then explained about the study and sought permission to interview him. The researcher then made a visit to all the respondents and made prior arrangement with them on the dates he could visit for the administration of the research instrument. The researcher then made a second visit and administered the research instruments personally. The researcher then collected back the instruments after the respondents have responded. The researcher checked the responses given by the respondents and went back for a third visit seeking for clarifications.

3.9 Data analysis

In descriptive survey the study involved a variety of descriptive and inferential statistics. The study used frequencies and percentages because they easily communicated the research findings to the majority of the respondents (Gay, 1992)
Frequencies easily show the number of times a response occurs or the number of subjects in a given category. Percentages were used to compare the sub-groups that differ in proportion and size.

The data from the interview and focus group discussions was carefully read and coded after editing the field notes. The coded responses were analyzed deductively using SPSS.
CHAPTER FOUR

Presentation of Findings and Discussions

Introduction

The purpose of the study was to investigate the factors that either enhance or limit the participation of girls in primary education in the nomadic setup of pastoralist communities of Wajir District in North eastern Province. The following research questions guided the study.

1. What is the curriculum based factors that affect girls' participation in mobile schools in Wajir District?
2. What are the school environment factors that affect girls' participation in mobile schools in Wajir District?
3. What is the student based factors that affect girls' participation in mobile schools in Wajir District?
4. What are the cultural factors that affect girls' participation in mobile schools in Wajir District?
5. What are the financial factors that affect girls' participation in mobile schools in Wajir District?

Data was collected from sample of head teachers, teachers, parents and other stakeholders in education using questionnaires, interview schedules, focus group discussions and documentary evidence analysis. The following were the major findings of the study.

There was a hundred percent response rate from the head teachers, teachers, chiefs and village elders, while ninety eight percent of the parents responded.
According to documentary evidence from the District Education Office the enrolment figures for the last five years were as per table 4.1

Table 4.1: Enrolment Trends for Mobile Schools in Wajir District.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>STD 1</td>
<td>82</td>
<td>36</td>
<td>76</td>
<td>26</td>
<td>69</td>
</tr>
<tr>
<td>STD 2</td>
<td>54</td>
<td>24</td>
<td>45</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>STD 3</td>
<td>48</td>
<td>12</td>
<td>35</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>62</td>
<td>156</td>
<td>54</td>
<td>143</td>
</tr>
</tbody>
</table>

Source DEO Wajir District

From the above table we see that the enrolment of girls in the mobile school has slightly increased though there was a drop in 2007. After class three the pupils join the static boarding schools nearby, therefore the mobile schools act as feeder schools. The increase in enrolment of girls in mobile school program over the years though negligible is encouraging since it is a move in the right direction. The gap between the girls' enrolment and that of the boys seems to be growing as the years progressed. When the District Education Officer was asked about the widening gap between the boys and girls
enrolment he said that this was due to parents not being comfortable with co-educational schools, this was also echoed by the parents, chiefs and village elders.

4.0 School Based Factors

In the study specific questions were put to the head teachers, teachers, parents, chiefs, village elders and the District Education Officer about the participation of girls in mobile education program in the district in order to find out the school based factors that lead to the low enrolment and drop out.

4.0.1 Distance to School

Ninety eight parents responded to the question on how long do there children take walking to school. Time taken was used to determine the distance to school from the children’s home. Their response is captured in table 4.2.

<table>
<thead>
<tr>
<th>Time</th>
<th>Boys n</th>
<th>Boys %</th>
<th>Girls n</th>
<th>Girls %</th>
<th>Total n</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 minutes (less 2 km)</td>
<td>26</td>
<td>26.53</td>
<td>18</td>
<td>18.37</td>
<td>44</td>
<td>44.9</td>
</tr>
<tr>
<td>30 minutes to 1 hour (2-4 km)</td>
<td>21</td>
<td>21.43</td>
<td>10</td>
<td>10.2</td>
<td>41</td>
<td>41.84</td>
</tr>
<tr>
<td>More than 1 hour (More than 4km)</td>
<td>21</td>
<td>21.43</td>
<td>02</td>
<td>2.04</td>
<td>13</td>
<td>13.27</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>69.39</td>
<td>30</td>
<td>30.61</td>
<td>98</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2: Parents Response to Question on Distance to School.
The table shows that 44.9% of the pupils live close to the school hence access to schooling is determined by the closeness of the school. The table also shows that more boys (21) travel long distances (more than 4 km) in search of schooling than girls (2). When the same question was put to the teachers and other stakeholders, they said that the distance to school mostly affects girls than boys since parents fear allowing the girls to walk long distances without a relative accompanying them, hence the low enrolment of girls.

4.0.2 Category of School

According to documentary evidence in the District Education Office, all the mobile schools in the District are co-educational, and all the parents interviewed responded that this greatly hampered them from enrolling girls in the mobile schools. This was also a concern to the village elders and teachers interviewed. The chiefs said that the Quran did not agree the mixing of sexes and hence it was not easy for parents to enrol their daughters in the co-educational mobile schools.

4.0.3 Learning Environment

Pupils spend most of their time in the school and hence the learning environment should be conducive for learning. Teachers were asked to list down the factors that limit the
Participation of girls and boys in the mobile school programme in order of severity. They gave multiple responses, percentage for each response were calculated using responses as per table 4.3.

Table 4.3. Teachers' Response on Factors that Affect Participation in Mobile School Programme. n = 65

<table>
<thead>
<tr>
<th>Factors</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise making</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Sickness</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Carrying out allocation of task at school</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>12</td>
<td>16.9</td>
</tr>
<tr>
<td>Punishment</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Fighting in school</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td>Harassment</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td>Playing games</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Lack of stationeries</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td>Too much work</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>
According to teachers' responses in table 4.3, lack of facilities (16.9%), fighting in school (8%) and lack of stationeries (8%) to the list of the factors that affect the participation in mobile school programme. The lack of resource seems to be the main cause of under enrolment in the mobile school programme in Wajir District. The teachers identified facilities as the main determinant in access to learning for the nomadic communities.

Indiscipline in the schools has featured strongly as a deterrent for girls' enrolment in the schools. Eight percent of the responses identified fighting in school as a major obstacle for the conducive learning environment in the schools. Parents and other stakeholders interviewed also concurred that indiscipline was a major problem in the mobile schools, the reason given for this was the absence of corporal punishment in the schools hence the pupils do not fear/respect the teachers.

The parents were asked to list down the school based factors that lead to children dropping out of the mobile schools. They gave multiple responses and percentage used to calculate for each response as per table 4.4
Table 4.3. Parents’ Response to Factors that Lead to Drop Out by Gender. \( n=540 \)

<table>
<thead>
<tr>
<th>Factors</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n )</td>
<td>( % )</td>
<td>( n )</td>
<td>( % )</td>
<td>( n )</td>
<td>( % )</td>
</tr>
<tr>
<td>Harassment in the school</td>
<td>10</td>
<td>1.9</td>
<td>45</td>
<td>8.3</td>
<td>55</td>
<td>10.2</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>54</td>
<td>10</td>
<td>30</td>
<td>5.6</td>
<td>84</td>
<td>15.6</td>
</tr>
<tr>
<td>Curriculum content</td>
<td>45</td>
<td>8.3</td>
<td>26</td>
<td>4.8</td>
<td>71</td>
<td>13.1</td>
</tr>
<tr>
<td>Distance to schools</td>
<td>32</td>
<td>5.9</td>
<td>54</td>
<td>10</td>
<td>86</td>
<td>15.9</td>
</tr>
<tr>
<td>Wrong attitudes by pupils</td>
<td>25</td>
<td>4.6</td>
<td>42</td>
<td>7.8</td>
<td>67</td>
<td>12.4</td>
</tr>
<tr>
<td>Lack of interest by pupils</td>
<td>14</td>
<td>2.6</td>
<td>36</td>
<td>6.7</td>
<td>50</td>
<td>9.3</td>
</tr>
<tr>
<td>Type of school</td>
<td>12</td>
<td>2.2</td>
<td>56</td>
<td>10.4</td>
<td>68</td>
<td>12.6</td>
</tr>
<tr>
<td>Others</td>
<td>28</td>
<td>5.2</td>
<td>31</td>
<td>5.7</td>
<td>59</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
<td><strong>40.7</strong></td>
<td><strong>320</strong></td>
<td><strong>59.3</strong></td>
<td><strong>540</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is evident from table 4.4 that the major factor for girls dropping out of school is the type of school (10.4) followed by distance to the school (10%) and then by harassment in the school (8.3%) while for boys the list is topped by lack of facilities (10%) followed by distance to school (5.9%) and then by wrong attitudes by pupils (4.6%). This shows that girls are greatly disadvantaged by the type of school and the distance to school hence the low enrolment and the drop out. Other stakeholders asked the same question concurred that girls are more disadvantaged than boys by the type and distances to school. This was attributed to the Islamic teachings where a girl is not allowed to be out of the home precincts.
Teachers were asked about their view about girls in relation to boys on the following areas:

- Participation in class activities
- Academic achievements

4.5. Teachers’ responses on girls performance in relation to boys n=15

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Participation in class</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Involvement in School Leadership</td>
<td>14</td>
<td>93.3</td>
</tr>
</tbody>
</table>

From table 4.5 it is evident that girls' performance in school is very low even for those who get the opportunity to access school. Out of fifteen respondents twelve of them (80%) agreed that boys have higher participation in class than girls. Sixty six point seven percent of the respondents said that boys have higher academic achievement than girls and only one respondent out of fifteen respondents was of the idea that girls participate in leadership positions in the school.

When the question was put to other stakeholders they agreed that it is true that girls' participation in school affairs was very lukewarm. The reason given for this was that girls' think that school is meant for boys but not for girls. The District Education Officer said that the whole issue is that of attitude and girls are socialized to belief that they are inferior to boys.
The District Education Officer was asked what were the school dynamics that affected girls' participation in mobile education. He said the main factor was co-educational type of school used by the programme, this was followed by the distance the girls had to walk and the girls were also used as labour force in the home hence had no time to attend school.

The chiefs and village elders were asked what the community's attitude towards school activities was. From the discussion it became very clear that the respondents did not hold school activities very high. One elder said that secular education had no benefit for the pastoral communities since what was taught does not help the child learn how to look after the animals. When asked on their preference between the Quranic schools and the secular education, hey all agreed that hey will go for Quranic schools. This clearly shows that the attitude of the community affects girls, enrolment in schools.

4.0.4 Staffing Situation in the Mobile Schools

According to documentary evidence from the District Education Office the Staffing of the mobile school programme showed that they were all male teachers except two and only two of the seven mobile schools in the district had a female teacher. None of the female teachers had a position of responsibility as all the schools were headed by male teachers. When the District Education Officer was asked about the imbalance he argued that most female teachers could not withstand the hardships associated with the mobile
school programme hence they never applied for the post of teaching in the programme. Therefore the girls had nobody to encourage them to do well in the school.

4.1 Socio-Cultural Factors

Several questions related to socio-cultural factors were asked in the questionnaires, interview schedules as well as the focus group discussions. From the findings of the study there are several socio-cultural factors which blend with sex role stereotype and expectations, which greatly affect girls’ participation in mobile school programme.

4.1.1 Traditional sex roles

The parents were asked who among boys and girls perform more household chores. The responses from ninety eight parents who responded have been captured in table 4.6. the percentage was calculated using the 98 responses.

Table 4.6: Parents’ responses to the question who performs more household chore among boys and girls by gender. n=98

| Option | Male parents | | | Female parents | | | Total | |
|--------|--------------|--------|----------------|--------------|--------|----------------|--------|
|        | n            | %      | n              | %            | n      | %              |        |
| Boys   | 12           | 12.2   | 5              | 5.1          | 17     | 17.3           |        |
| Girls  | 38           | 38.8   | 43              | 43.9         | 81     | 92.7           |        |
| Total  | 50           | 51     | 48              | 49           | 98     | 100            |        |
It is evident that majority of the household chores are performed by girls as this is confirmed by 92.7% of the respondent agreed that girls do perform more household chores than boys. When village elders were asked the same question they all agreed that girls perform the majority of the household chores and boys perform very few chores if any. All stakeholders agreed that girls perform more household chores than boys. When parents were asked the reason for this, they argued that girls were born to help their mothers in household chores and this trained them to be good house wives and mothers.

Parents were also asked about the type of duties their children perform at home. Ninety eight parents responded representing 98% of the sample. They gave multiple responses and the percentage were calculated using the responses.

Table 4.7: parents’ responses to the type of duties their children perform at home, by gender n=753

<table>
<thead>
<tr>
<th>Types of Duties</th>
<th>boys</th>
<th></th>
<th>girls</th>
<th></th>
<th>total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Washing clothes</td>
<td>05</td>
<td>0.7</td>
<td>81</td>
<td>10.8</td>
<td>86</td>
<td>11.5</td>
</tr>
<tr>
<td>Fetching water</td>
<td>15</td>
<td>0.2</td>
<td>72</td>
<td>9.6</td>
<td>87</td>
<td>11.6</td>
</tr>
<tr>
<td>Cooking</td>
<td>10</td>
<td>1.3</td>
<td>68</td>
<td>9.0</td>
<td>78</td>
<td>10.6</td>
</tr>
<tr>
<td>Cleaning up</td>
<td>09</td>
<td>1.2</td>
<td>65</td>
<td>8.6</td>
<td>74</td>
<td>9.8</td>
</tr>
<tr>
<td>Fetching firewood</td>
<td>20</td>
<td>2.7</td>
<td>52</td>
<td>6.9</td>
<td>72</td>
<td>9.6</td>
</tr>
<tr>
<td>Household Chores</td>
<td>Percentage of Girls</td>
<td>Percentage of Boys</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking after animals</td>
<td>55</td>
<td>7.3</td>
<td>04</td>
<td>0.5</td>
<td>59</td>
<td>7.8</td>
</tr>
<tr>
<td>Taking care of the baby</td>
<td>02</td>
<td>0.3</td>
<td>58</td>
<td>7.7</td>
<td>60</td>
<td>8.0</td>
</tr>
<tr>
<td>Going to the market</td>
<td>13</td>
<td>1.7</td>
<td>65</td>
<td>8.6</td>
<td>78</td>
<td>10.3</td>
</tr>
<tr>
<td>Cultivation</td>
<td>45</td>
<td>6.0</td>
<td>08</td>
<td>1.1</td>
<td>53</td>
<td>7.1</td>
</tr>
<tr>
<td>Helping in the family business</td>
<td>50</td>
<td>6.6</td>
<td>12</td>
<td>1.6</td>
<td>62</td>
<td>8.2</td>
</tr>
<tr>
<td>Ironing clothes</td>
<td>35</td>
<td>4.6</td>
<td>03</td>
<td>0.4</td>
<td>38</td>
<td>5.0</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>1.3</td>
<td>06</td>
<td>0.8</td>
<td>16</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>259</strong></td>
<td><strong>34.4</strong></td>
<td><strong>494</strong></td>
<td><strong>65.5</strong></td>
<td><strong>753</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is evident from table 4.7 that children actually assist their parents in household chores. Household chores consisting of washing clothes, fetching water and firewood, cooking, cleaning up and going to the market were clearly for girls while boys performed looking after animals, cultivation, helping with the family business and ironing clothes. It is also evident that girls perform more of the household chores which mean they have less free time to attend to school work. The girls end up going to school without doing their homework thus being punished by the teachers this leads to them hating going to school. Other group of respondents also agreed that girls do the majority of the household chores thus having less time for school.
The head teachers were asked if the security situation affected the enrolment and completion rates in their schools. All the five head teachers responded and all of them agreed that security had a lot of effect on the enrolment rate and completion; they argued that security situation led to a lot of girls not enrolling and that a high number of the drop out was due to security reasons. Parents interviewed also agreed that most of the girls are not enrolled in schools because of fear for their security. Thus there are more girls in schools where they do not have to walk to great distances than where the girls have to walk for long durations.

4.1.2 Traditional Attitudes, Beliefs and Practices

Traditional attitudes, beliefs and practices greatly disadvantage girls in the Somali community of Wajir District. During the interview of the parents and teachers, also the focus group discussions for the village elders and chiefs, the participants were asked what they thought about educating girls, sixty six (66) of the parents interviewed and majority of other respondents' responses can be well summarized by one of the elder's response. He said

"...Girls would end up somebody else family after being married hence it is a waste of time and resources to educate them."

Thirty two (32) of the parents interviewed agreed that girls are worth investing in since they are more kind hearted and will take care of their siblings and parents once they get employed. The parents also argued that their daughters once educated will not be
mistreated by their husbands because they can be self-sufficient and take care of themselves. But after the focus group discussions and the interview the words of the District Education Officer best describes the situation and he said.

“...girls are used like a chain link for the interest of the family and the community, they are only used to further what is good for the male child without considering what is good for the girl”

Patriarchal descent system of the Somali community has played a great role in the entrenchment of these negative attitudes towards girls in particular and women in general.

Betrothal and early marriages are also practices that greatly interfere with girls’ participation in the mobile school programme. When the parents were asked about betrothal and early marriages during the interview, sixty five of the respondents supported the practice and argued that it was for the welfare and protection of the girls, they said that a girl should be either in the abode of her father or her husband therefore the earlier she is married the better for everybody. Thirty three parents said that the practice really affects girls’ education and should be done away with.

Teachers were asked in the interview whether the community practiced female genital mutilation and whether it had any effect on the girls’ participation in the mobile school programme. All the fifteen teachers who took part in the interview agreed that the community practiced female genital mutilation and it had a lot of effect on girls’ participation in the mobile school programme. On being further asked what were the
effects they gave the following, once girls under go female genital mutilation they are mostly married off hence they drop out of school, secondly they loose interest in learning as they start focusing on their life as a wife. They also said that once girls under go female genital mutilation they become shy and act as adults thus it becomes difficult for them to concentrate on the learning process.

4.1.3 Religious beliefs

Religion is the core of the society setting what is right and what is wrong. Islam strongly militates against mixing of sexes, which is the base of co-educational schools. Teachers were asked during the interview about the effects of Islamic beliefs, such as, seclusion and dress on girls’ participation in the mobile school programme twelve teachers were out of the fifteen interviewed (80%) argued that religion had adverse effect on girls; education. They said that religion affected the sitting arrangement in class because girls did not like sitting with boys as well as performance of physical education since they abhor the wearing of the games uniform. Islam also prohibits girls walking long distances to school because girls as well as women are supposed to be in the company of close blood relatives whenever they leave the precincts of the homestead. The same question was put to the District Education Officer and he said that the parents are over protective over their girls since they think that it is risky to keep mature girls in school. In the focus group discussion the chiefs and village elders also argued that secular education interfered with the Quranic education. The District Education Officer argued that most of
the early years of the child are spent in the Quranic schools therefore the children have no
time to attend the pre primary school hence they have no good foundation.

The parents during the interview were asked whether they prefer the Quranic School to
sealer school for their children. Ninety eight parents (98%) responded all the respondents
agreed that they will first take their children to Quranic schools and after they complete is
when they will think of secular education. When teachers were asked the same question
they all said that their children will attend both the Quranic School and the secular school
but will start the Quranic School.

4.1.4 Miraa Chewing

The sale of Miraa twigs is a major economic activity in Wajir District and is affecting the
life style of the residents of the district. Miraa chewing has become addictive for both the
parents and pupils especially males in Wajir district. Most mothers in the district sale
Miraa while most fathers do chewing of the Miraa. A question was put to the District
Education Officer, chiefs, village elders and the head teachers on the effect of Miraa on
primary education in general and on girls’ education in particular. They all agreed
although Miraa trade was a source of income it had adverse effect on the education of
girls. They argued that parents use most of their time in the Miraa business whether
selling or chewing to the extent that they have no time for their children since they leave
early in the morning and come back late in the night. They also argued that most of the
household chores were left for girls to do since the mothers were concerned with the Miraa trade this made the girls lose the opportunity to attend school.

4.1.5 Nomadic Way of Life.

The inhabitants Wajir District are mainly nomadic pastoralist and have benefited from the mobile school programme, the district being one of the district were the programme is being piloted. The District Education Officer was asked in the interview whether the nomadic lifestyle affected girls’ participation in the mobile school programme. He argued the schooling system disrupts the normal working of the community as the children are used as a labour force, especially in looking after animals. He said because the children are being used as a labour force it has become difficult to enroll them in the mobile school programme. During the focus group discussions with the chiefs and the elders the same question was put to them and they agreed with the District Education Officer’s answer they further included that the children attend the Quranic School when they are young and as they come of age they are used in looking after animals hence they have no time to attend the mobile schools.

The respondents also said that since several homesteads share one mobile school, during the period of drought some families shift to far away areas in search of water and pasture hence withdrawing their children from the mobile school programme since they don’t easily get someone to leave the children with, especially the girls. They said that during the drought period it is possible for boys to be left with relatives to continue learning
while girls can not be left with any relative unless a closely related one. This affects their school attendance and retention.

4.2 Socio-economic factors

Specific questions were put to the parents, teachers, head teachers, chiefs, elders and the District Education Officer on the socio-economic factors that affect girls’ participation in the mobile school programme. The findings were as follows.

4.2.1 Parental Levels of Education, Income and Occupation

The parents were asked their level of education and ninety eighty parents responded and table 4.8 shows their level of education by gender

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Primary</td>
<td>5</td>
<td>5.1</td>
<td>2</td>
</tr>
<tr>
<td>Quranic school</td>
<td>40</td>
<td>40.8</td>
<td>20</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>5.1</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>51%</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

4.8 parents responses to their level of education by gender n=98
The parents were asked on their income levels and table 4.9 shows their levels of income per year.

Table 4.9 Parents' Level of Income per Year

<table>
<thead>
<tr>
<th>Amount per annum in Kshs</th>
<th>0-10,000</th>
<th>10,000-40,000</th>
<th>40,000-80,000</th>
<th>80,000-100,000</th>
<th>Above 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10.2</td>
<td>15</td>
<td>15.3</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>32.7</td>
<td>12</td>
<td>12.2</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>42.9</td>
<td>27</td>
<td>28.5</td>
<td>19</td>
</tr>
</tbody>
</table>

The parents were also asked on their occupation and all the ninety eight respondents said there were livestock keepers and none had any other occupation. From analysis of table 4.8 is evident that only 7.2% of the parents have secular education compared to 71.2% of
them having attended Quranic schools. This has greatly contributed to their negative attitudes towards secular education. Similarly their economic income shown in table 4.9 shows that majority of them (47.9%) earn less than Kshs. 10,000 per year. This means they have to use their children in sublimating the family earning by using them as a labour force. This affects the children in that they do not get time to attend school hence the low enrolment especially of girls.

4.2.2 Socio-Economic Activities that Affect Girls Education

The head teachers were asked to list down socio-economic activities that affect girls participation in mobile education according to their severity. All the five head teachers responded and table 4.10 shows their responses. Since they gave multiple responses, the percentages were calculated using the responses.

Table 4.10: Responses of Head Teachers on Activities the Affect Girls Participation in Mobile School Programme n= 20

<table>
<thead>
<tr>
<th>Activities</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking after animals</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Selling milk in the market</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Working as house help</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Collecting firewood for sell</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Taking animals to the market</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>making mats for sell</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
From table 4.10 it is evident that girls are used by their parents to sublimate their little income. This clearly disadvantages girls in participating in the school programme. Other stakeholders asked the same question concurred with the head teachers that there was no homestead where a girl was not doing some activities that sublimate the parents' income.

The head teacher were what in their opinion could be done to improve the girls participation in the mobile school programme and the same question was asked the teachers there responses is tabulated in the table 4.11. They gave multiple responses therefore the percentages are calculated using the responses

Table 4.11 Responses from Head Teachers on How to Improve Girls Participation in Mobile School Programme N = 60

<table>
<thead>
<tr>
<th>What to be done</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating single sex mobile schools</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Making mobile schools integrated</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Each homestead having a mobile school</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Making the curriculum livestock based</td>
<td>8</td>
<td>1.3</td>
</tr>
<tr>
<td>Only female teachers teaching girls</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
From table 4.11 it is evident that the responses from the head teachers agreed that creating single sex schools (30%) will increase the enrollment of girls in the mobile school programme, this is followed by making mobile schools integrated schools (25%) and then each homestead having a mobile school (20%). Other stakeholder’s were asked the same question; they all agreed that the best way to raise enrolment of girls in mobile school programme is by making the schools single sex.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings and makes recommendations, which if taken, may enhance the participation of girls in the mobile school programme in Wajir District in North Eastern Province. The purpose of the study was to investigate the factors that either enhance or limit the participation of girls in the mobile school programme in Wajir District in North Eastern Province. The study was guided by the following research questions:

1. What is the curriculum based factors that affect girls’ participation in mobile schools in Wajir District?
2. What are the school environment factors that affect girls’ participation in mobile schools in Wajir District?
3. What is the student based factors that affect girls’ participation in mobile schools in Wajir District?
4. What are the cultural factors that affect girls’ participation in mobile schools in Wajir District?
5. What are the financial factors that affect girls’ participation in mobile schools in Wajir District?
The study used questionnaires, interview schedules, focus group discussions to solicit for data from the head teachers, teachers, parents, village elders, chiefs and the district education officer. Documentary evidence analyzed and striking responses from the respondents quoted to enhance the study. The findings that emerged from the study are summarized below.

5.2 Summary of Research Findings

The analysis of data obtained from the respondents showed that there were several school based, socio-cultural and socio-economic factors which affected girls’ participation in mobile school programme in Wajir District of North Eastern Province.

5.2.1 School Based Factors

It was shown by parents, head teachers and village elders that since the mobile schools are situated at a particular homestead and hence other homesteads have to send children to that particular homestead and the schools are not accessible to all school going children because of distance. The distances between the homesteads being in the bush discourages parents from sending their girls to the mobile schools.
Documentary evidence from the District Education Office shows that all the mobile schools are co-educational schools. Most parents interviewed said that they lacked single sex schools, especially for their daughters, which is why they are afraid of enrolling their daughters in the co-educational schools. It was evident from the village elders responses that the girls enrollment was mainly affected by the schools being co-educational since Islam did not allow mixing of sexes.

Teachers showed that girls were socialized to believe that boys were superior and are meant to perform better in school therefore girls focus their attention on being good daughters at home and good wives at a later age to their husbands. The respondents also showed that there was a negative attitude towards girls' education. Girls were seen as a waste of resources since they will be married off to carry on the lineage of another family as opposed to boys who were seen as an investment for old age.

Teachers showed girls as passive, emotional and uninterested in academic work as compared to boys who were said to be active, attentive and good performers. Teachers said boys dominated the leadership roles even though they were distributed on equal basis

Parents, chiefs and village elders said girls faced sexual harassment either from teachers and/or schoolboys. Parents agreed that victims of sexual harassment are married off in fear of ostracizing their daughter if they sought legal redress. Documentary evidence from the District Education Office showed that there was imbalance in staffing as far as
gender was concerned. There were only two female teachers in the mobile school programme compared to eighteen male teachers in the programme. Due to this imbalance they said girls had no role models.

5.2.2 Socio-Cultural Factors

Parents, village elders and chiefs interview showed that girls performed most of the domestic work at home because they were born to help their mothers and be good wives. Girls performed such duties as washing clothes, cooking, cleaning up, fetching firewood, taking care of the children and going to the market while boys fetched water, looked after the animals and helped in the family business.

Parents, teachers, head teachers, village elders and chiefs showed their responses during the interview that negative attitudes, beliefs and practices such as betrothal, early marriages and female genital mutilations reduced girls chances in participating in the mobile school programme in Wajir District. The District Education Officer’s response showed that girls were only supported where they propagated the family interest and welfare.

Teachers showed that religious beliefs strongly militated against girls’ participation in the mobile school programme. They argued that Islam did not advocate for girls enrollment in schools, especially in a co-educational school. They said it discouraged them from participating in the class activities, games and walking long distances to schools when un
accompanied by close blood relatives. The village elders showed that secular education interfered with Quranic schools and the traditional values and beliefs. They showed a lot of mistrust for secular education and viewed it as an agent of moral degradation and Christianity.

The District Education Officer cited the nomadic way of life as disrupting the school system since the families had a tendency of shifting far apart searching for pasture and water, this disrupts the school system since the pupils can not all attend the school.

5.2.3 Socio-Economic Factors

The head teachers, teachers, chiefs and the District Education Officer showed that the patriarchal decent system by the Somali community deny girls a chance to participate in the mobile school programme because boys are given preference in the distribution of resources.

Parents, village elders and chiefs showed that labour of children was utilized at home to add to the family income. Girls were either married off to earn bride price or worked as housemaids while boys worked as herd boys to earn an extra income for the family.

Responses from parents showed that most of them had not attended secular school hence they could not help their children with the school work and thus did not encourage their children to pursue secular education.
The head teachers and the teachers saw lack of employment as a deterrent factor to the participation in the mobile school programme especially forgers, this is so because the parents do not see the use of wasting time and resources in school and the children ending up in looking after animals, a chore they could do without attending school in the first place.

5.1 Conclusions

The conclusions arising from the findings of the study were summarized as per the research question the led the study as follows:-

- That girls are not benefiting from the mobile school education programme because the schools are far from the homesteads, they are co-educational and the girls have no role models as in female teachers.

- Girls are not safe in and out of the schools: they lack physical facilities in the school to make them feel safe e.g. there are no toilet facilities in the mobile schools. They face sexual harassment in and outside the school especially those girls who walk long distances to school.

- Traditional sex role stereotype and expectations force girls to perform most of the domestic work, making girls to be exhausted and leaves them with no time for homework.

- The pastoral community of Wajir district give more weight to Quranic schools than the secular schools hence the low enrollment in the mobile school programme.

- Parents are ignorant of the children’s right hence the early marriages, betrothal, female genital mutilations and girls not being educated while being used as child labour.

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5.2 Recommendations

The findings of this study has revealed several implications, therefore the following recommendations may help improve girls’ participation in the mobile school programme Wajir District.

1. There is need for awareness campaign targeting the community leaders, administration leaders, teachers and all other members of the community about the benefits of education especially for the girl child. This should be done through religious preaching at the mosques, public barazas, seminars/workshops, schools’ parents’ day and at other community functions.

2. There is need to create single sex schools since parents do not feel comfortable with taking their girls to a co-educational school due to the fact that both the religion and the tradition discourage the mixing of opposite sexes.

3. There is need to enforce laws that prohibit female genital mutilations, betrothal and early marriages of girls. Heavy penalties should be handed down to teachers who sexually harass their female students and also rapists.

4. There is need to make mobile schools integrated schools teaching both the secular education and the Quran. This is so because both use the same children hence competition for the child’s time.

5. There is need for awareness campaign targeting community leaders and religious leaders to enhance the peoples understanding of integrated schools. Children should be allowed
to attend both the Quranic and the secular schools at the same time.

6. Parents should be educated on children's right irrespective of their sex and their responsibilities as parents. They should be made aware that they face legal action if they abdicate their responsibilities to their children.

5.3 Recommendations for Further Research

1. This study was limited to the participation of girls in mobile education. It will be worthwhile to undertake a similar research including their transition rates in secondary and university education.

2. This study was limited to only one division in Wajir District due to time and resources involved therefore it will be better to carry out the same type of study covering other areas.
REFERENCES


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APPENDIX A

TIME TABLE

i) Literature review and proposal writing  May- June 2007

ii) Construction of instruments  July 2007

iii) Correction of the proposal  August 2007

iv) Pilot study  May 2008

v) Construction of final research proposal  May 2008

vi) Data collection  June 2008

vii) Data analysis  June 2008

viii) Writing of final report and correction  July 2008

ix) Submission of research proposal  August 2008
APPENDIX B

BUDGET

i) Travel Kshs. 10,000

ii) Pilot study expenses Kshs. 10,000

iii) Cost of computer use Kshs. 10,000

iv) Cost of stationery and preparation of questionnaires Kshs. 20,000

v) Subsistence allowance during the research period Kshs. 20,000

vi) Cost of equipment Kshs. 20,000

TOTAL Kshs. 90,000
APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

This is a study being carried out to investigate factors affecting girls' participation in Education. You were chosen as a respondent since you are a stakeholder in education. All your responses will be treated confidentially. The study is just for the purpose of research. Please respond to all items as fully as possible by ticking the correct option(s) or writing in space provided.

PART A

Background Information

Division .................................................................

School ...............................................................  

Gender a) Male  ( ) b) Female  ( )

Age ...................... years

Academic Qualification ..................

Current grade .................................

Years of experience:-

a) As a teacher .................... years

b) As a Head Teacher .............. years

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A. School based factors

1. A) What is the current teacher establishment in your school?
   
   i) Male ............. ii) Female ............. iii) Total .............

b) What are their qualifications?

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untrained</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Does your school experience teacher shortage?

   i) Yes ( )  ii) No ( )

   If yes, what are the reasons for the shortage?

   i) ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................

   ii) ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................

   iii) ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................
   ..............................................................

3. What has been the enrollment trend by gender in your school?

<table>
<thead>
<tr>
<th>CLASS</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>BOYS</td>
<td>GIRLS</td>
<td>BOYS</td>
</tr>
<tr>
<td>Standard I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. What was the dropout rate in your school for the year 2004-2007? (Please indicate the number of boys and girls who dropped out).

<table>
<thead>
<tr>
<th>CLASS</th>
<th>2007</th>
<th>2006</th>
<th>2005</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>Standard I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. In your opinion, what are the major reasons that lead to

a) Boys dropping out? i) .................................................................
    ii) ........................................................................
    iii) ........................................................................

b) Girls dropping out? i) .................................................................
    ii) ........................................................................
    iii) ........................................................................
6. Are there certain funds and levies that the school expects the parents to contribute for running of the school and its development?
   a) Yes ( )  
   b) No ( )
   i) If yes, what are they and the amount involved
      1. ........................................ Kshs. ........................
      2. ........................................ Kshs. ........................
      3. ........................................ Kshs. ........................
   ii) Do they affect enrollment and completion of the mobile program?
      a) Yes ( )  
      b) No ( )
      If yes please give example. ........................................
   
7. a) What are the approximate distances that pupils walk from home to school? ...... km

b) Does the distance affect enrollment and completion? i) Yes  
   ii) No

8. How often do parents consult you about their children’s education?
   i) Often ( )  
   ii) Sometimes ( )  
   iii) Rarely ( )  
   iv) Not At All ( )
9. What is the school based factors that affect girls' participation in education as
Compared to boys in Wajir district (Rank them in order of importance)

i) .................................................................................................

ii) .................................................................................................

iii) .................................................................................................

iv) .................................................................................................

B. socio- cultural factors

10. a) How is the state of security in the community? ............................................

b) Does the security situation affect the enrollment and completion rates in your
school? i) Yes ( ) ii) No ( )

11. Do you think the surrounding community has interest in girls' education?

i) Yes ( ) ii) No ( )

12. If no, why do you think it does not have interest in girls' education?

........................................................................................................

........................................................................................................
13. Does the community practice chewing of miraa?

   i) Yes ( )  ii) No ( )

14. If yes, how does it affect the enrollment and retention of girls in mobile schools?

15. What are the socio-cultural factors that affect girls’ participation in the Mobile School Program as compared to boys in Wajir district? (Rank them in order of Importance).

   i) .................................................................
   ii) .................................................................
   iii) .................................................................
   iv) .................................................................

C. socio-economic factors

Thank you for your time.
16. How often do the following factors affect enrollment and completion rates in your school?

a) Nomadic lifestyle

i) Often ( )
ii) Sometimes ( )
iii) Rarely ( )
iv) Not At All ( )

b) Over dependence on livestock

i) Often ( )
ii) Sometimes ( )
iii) Rarely ( )
iv) Not At All ( )

17. In your opinion, what can be done to improve girls' participation in primary education in Wajir district? (Rank them in order of importance)

i) .................................................................

ii) .................................................................

iii) .................................................................

iv) .................................................................

*Thank you for your cooperation.*
APPENDIX D

INTERVIEW GUIDE FOR TEACHERS

This is a study being carried out to investigate factors affecting girls’ participation in Education. You were chosen as a respondent since you are a stakeholder in education. All your responses will be treated confidentially. The study is just for the purpose of research. Please respond to all items as fully as possible by ticking the correct option(s) or writing in space provided.

PART A

Background information

Division

School

Gender i) Male ( ) ii) Female ( )

Age ....................... years

Academic Qualification

Current grade

Years of experience as a teacher .................... years
PART B

A. SCHOOL BASED FACTORS.

1. What is the enrollment ratio of boys to girls in the following classes?

   i) Standard one.

   ii) Standard two.

   iii) Standard three.

How do you explain these ratios.

2. Are there children of school going age within the community who are not enrolled in the mobile school? i) Yes ( ) ii) No ( )

   a) If yes, give appropriate percentages of those not in schools compared to those in school in terms of gender distribution.

      i) Girls not enrolled represent ......... %

      ii) Boys not enrolled represent ......... %
b) What are the reasons that keep

i) Girls out of school? ......................................................

ii) Boys out of school? ......................................................

3. How is the dropout situation in your school for:-

<table>
<thead>
<tr>
<th></th>
<th>a) Girls</th>
<th>b) Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Serious</td>
<td>Serious</td>
</tr>
<tr>
<td>ii)</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>iii)</td>
<td>Not serious</td>
<td>Not serious</td>
</tr>
</tbody>
</table>

What are the reasons for this

i) Girls? .................................................................

ii) Boys? .................................................................

4. Between boys and girls, who are the majority repeaters in your school?

i) Boys  ( )

ii) Girls ( )
5. Why is this so? ..............................................................................................................


6. What is your view about girls in relation to boys with regards to their

   a) Perception in class activities ..............................................................................

   b) Academic achievements ....................................................................................

   c) Involvement in school leadership ......................................................................

7. What is the school based factors that affect girls' participation in mobile education as

   Compared to boys in Wajir district? *(Rank them in order of importance)*

   i) ....................................................................................................................................

   ii) ....................................................................................................................................

   iii) ...................................................................................................................................

B. Socio-cultural factors

8. How does female circumcision affect girls' enrollment and completion of the mobile

   school program as compared to boys in Wajir district?

   i) .......................................................................................................................................
9. What are the effects of the traditional practices such as bride price and early marriage on girls' participation in mobile program in Wajir district?

i) .................................................................
ii) .................................................................
iii) .................................................................
iv) .................................................................

10. Do parents normally resist sending their girls to school?

i) Yes, ( )
ii) No ( )

11. How do Islamic beliefs, such as seclusion and dress affect girls' participation in mobile school program in Wajir district?

i) .................................................................
ii) .................................................................
iii) .................................................................

12. How does the performance of household chores affect girls' education in Wajir District?
13. In your opinion, how supportive is the community towards girls' formal education?

C. Socio-economic factors

14. What is the effect of parental levels of education on girls' participation in mobile school program?

15. How does the nomadic way of life and over dependence on livestock affect girls' participation in mobile education in Wajir district?
16. What other socio-economic factors affect girls’ participation in mobile school program as compared to boys in Wajir district?

17. What can be done to improve girls’ participation in education in Wajir district?

Thank you for your corporation.
APPENDIX E

INTERVIEW GUIDE FOR PARENTS

Explain the purpose of the study and request for the parents' cooperation. Stress the need for honesty and reassure them that the information given will be treated confidentially and will be used for research purpose only.

A. Personal Details.

Division..........................................................

Location........................................................

Gender i) Male ( ) ii) Female ( )

Both parents present i) Yes ( ) ii) No ( )

Marital status i) single ( ) ii) Married ( ) iii) divorced ( ) iv) widowed ( )

Is your family polygamous i) Yes ( ) ii) No ( )

If yes, how many co-wives are there? ..............................
B. Socio-economic background

1. Have you attended school? i) Yes ( )   ii) No ( )

2. If yes, what is the highest level of education that you completed?

   a) Primary school ( )
   b) Secondary school ( )
   c) Post secondary/professional training ( )
   d) University ( )
   e) Others (specify) .................................................................

3. Has your husband/wife attended school? i) Yes ( )   ii) No ( )

4. If yes, what is the highest level of education attended?

   a) Primary school ( )
   b) Secondary school ( )
   c) Post secondary/professional training ( )
   d) University ( )
e) Others (specify) .................................................................

5. What is a) Your main occupation? ......................................................

b) Your husband/wife's main occupation? ...........................................

6. Do you own livestock? i) Yes ( ) ii) No ( )

7. If yes, what animals are kept and in what numbers?

i) .........................................................................................

ii) .........................................................................................

iii) .........................................................................................

iv) .........................................................................................

8. What is a) Your monthly income? Kshs ..............................

b) Your husband/wife's income? Kshs ..............................

9. How many children do you have? i) Boys ( ) ii) girls ( )

10. How many of your children are in primary school? i) Boys ( ) ii) Girls ( )

11. How many of your children have completed primary school?
12. How many of your children have never gone to school?

i) Boys ( )  
ii) Girls ( )

13. How many of your children have dropped out of school?

i) Boys ( )  
ii) Girls ( )

14. What are reasons for dropping out of school for?

i) Boys .................................................................

ii) Girls .................................................................

15. How do you pay for your children’s school expenses?

________________________________________________________________________

________________________________________________________________________

c. Socio-cultural factors.

16. Do your children help in the house work? I) yes ( )  ii) No ( )

a). What type of household duties do your daughters do?

________________________________________________________________________
b) What type of household duties do your sons do?

17. Between your sons and daughters, who spends more time on doing household duties? i) Sons ( ) ii) daughters ( )

Please explain............................................................

18. If you didn’t have enough money to educate all your children, who would you prefer to educate between your sons and daughters? i) Sons ii) Daughters

Please explain your reasons for this............................................................

19. In your opinion do you think girls should be circumcised? i) Yes ii) No

Please give reasons.

Do you agree with the following statements?

20. Taking girls to school spoils their moral values and cultural ethics.

i) yes I agree ( ) ii) No I don’t agree ( ) iii) I don’t know ( )

Give reasons for your answer............................................................

............................................................

............................................................

21. Girls should be betrothed and married off at an early age.

i) Yes, I agree ( ) ii) No, I don’t agree ( ) iii) I don’t know ( )
D. School based factors

22. Parents do not like enrolling their daughters in schools because majority of teachers are male.

   i) Yes, I agree ( )  ii) No, I don’t agree ( )  iii) I don’t know ( )

23. It is considered a risk for girls to be sent to schools that are far away from the homes.

   i) Yes, I agree ( )  ii) No, I don’t agree ( )  iii) I don’t know ( )

24. Girls usually drop out of school because they are harassed by boys.

   i) Yes, I agree ( )  ii) No, I don’t agree ( )  iii) I don’t know ( )

25. Women are inferior to men and their place should be in the homes and gardens.

   i) Yes, I agree ( )  ii) No, I don’t agree ( )  iii) I don’t know ( )

*Thank you for your cooperation.*
APPENDIX F

INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER (D.E.O)

Start by explaining the purpose of the study and reassure him/her about the confidentiality and that it is for the purpose of research only.

A. School based factors

1. How many mobile schools are there in the district?

2. Are there any girls’ boarding primary schools in the district? How many?

3. What are the enrollment of boys and girls in the mobile schools?

4. What is the teacher-pupil ratio in the mobile schools?

5. How does this ratio effect girls’ participation in the mobile school program?

6. What school dynamics affect girls’ education in the mobile school program?

B. Socio-cultural factors

7. How has the existence of Quranic schools affected girls’ education in the mobile school program?
8. What is the effect of miraa trade on girls’ education in the mobile school program?

9. What is the effect of insecurity on girls’ education in the mobile school program?

10. How has the nomadic way of live affected the education of girls?

C. Socio-economic factors

11. What are the effects of the following socio-economic activities on girls’ education?

   i) Parental levels of education, occupation and income.

   ii) Child labour

   iii) Livestock keeping

   iv) Education as an investment

12. What other socio-economic factors affect girls’ participation in education in the district

   Thank you for your cooperation
FOCUS GROUP DISCUSSION GUIDE FOR CHIEFS

Start by explaining the purpose of the study to them. Reassure them about the confidentiality and that it is for purpose of research only.

A. School based factors

1. Are there children of school going age within the community who are not enrolled in School?
   a) Between boys and girls which group composes the majority of school going age children who are out of school?
   b) What are the reasons for this?

2. What is the community’s attitude towards school activities?

3. Do you think there are enough schools for all the school going aged children in the community?

4. Do you think it is safe for girls to walk from home to school?

5. Do you think it is safe for girls to be taught by male teachers?
6. Which would you give preference between Quranic and formal western education?

B. Socio-cultural factors

6. Do the community’s traditional attitudes and practices i.e. F.G.M, betrothal and early marriage affect girls’ participation in education?

7. What is the effect of miraa trade on girls’ participation in education?

8. How does the nomadic way of life affect girls’ participation in education?

9. How does the Islamic religion either limit or enhance girls’ participation in education?

C. Socio-economic factors

10. How do the parental levels of education, income and occupation affect girls’ participation in education?

11. How do child labour and household chores affect girls’ participation in education?

12. How does the Somali patriarchal descent system affect girls’ participation in education?

Thank you for your cooperation
APPENDIX H

FOCUS GROUP DISCUSSION GUIDE FOR ELDERS

Start by explaining the purpose of the study to them. Reassure them about the confidentiality and that it is for purpose of research only.

Location..............................................................

No. of villagers in attendance.................................

A. School based factors

1. Are there children of school going age within the community who are not enrolled in School?
   a) Between boys and girls which group composes the majority of school going age children who are out of school?

2. Does the community support school activities?

3. Do you think there are enough schools for all the school going aged children in the community?

4. Do you think it is safe for girls to walk from home to school?
5. Do you think it is safe for girls to be taught by male teachers?

6. Which would you give preference between Quranic and formal western education?

B. Socio-cultural factors

7. Who would you prefer to educate between boys and girls when funds are not available for both?

8. Do the community’s traditional attitudes and practices i.e. F.G.M, betrothal and early marriage affect girls’ participation in education?

9. What is the effect of miraa trade on girls’ participation in education?

10. How does the nomadic way of life affect girls’ participation in education?

11. How does the Islamic religion either limit or enhance girls’ participation in education?

C. Socio-economic factors

12. How do the parental levels of education, income and occupation affect girls’ participation in education?

13. How do child labour and household chores affect girls’ participation in education?

14. How does the Somali patriarchal descent system affect girls’ participation in education?

Thank you for your cooperation