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**CHRIST THE TEACHER INSTITUTE FOR EDUCATION**

**TANGAZA COLLEGE**

**COURSE: RESEARCH METHODS CED 493**

**TOPIC: FACTORS LEADING TO GIRLS DROPOUT OF SCHOOL BETWEEN  
THE AGES 10-24 YEARS, WITH FOCUS ON POVERTY**

**A CASE STUDY OF KIBERA SLUM NAIROBI - 1969 - 2000.**

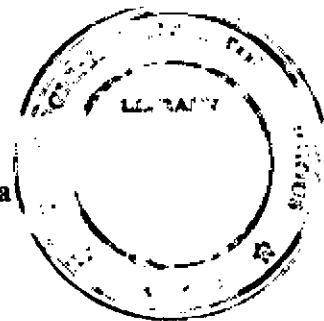
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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT  
FOR BACHELOR OF EDUCATION (Bed) DEGREE**

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**EAST AFRICA.**



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**DECLARATION**

I, the undersigned, declare that this is my original work. It has not been presented for academic credit to any other institution. All the information from different sources has been acknowledged.

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This thesis has been submitted for examination with my approval as university supervisor

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DATE: 19-5-01

## **DEDICATION**

To all the young persons who have dropped out of school, especially in Kibera slum, and wish them to get rehabilitated so as to live a useful life.

## **ACKNOWLEDGEMENTS**

I would like to thank and praise the almighty God for giving me life to see this thesis through. I am grateful to my parents, relatives, lecturers, and benefactors who made it possible for me to carry out the study.

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**May God bless them all.**

## CHAPTER ONE

### GENERAL INTRODUCTION

#### **1:0 INTRODUCTION**

This case study attempts to address factors that are contributive to girls' drop out of school as a result of abject poverty of slum life. This is a complex factor and that is why the researcher has to give a long introduction and a long background of the study. This is in view of supporting the argument that, "Poverty hampers education of children in the slums, especially girls. Therefore, this problem of schoolgirls dropout needs to be addressed. This study is wide because it is interested in advocating a holistic approach, so as to curb girls school dropouts. This is by eradicating poverty, which has taken various shapes in the society. One of these shapes, is girls school dropouts, found in Kibera slum.

This approach would focus on aspects such as: composition and specific distribution of population, levels of education attained by the Kenyan population, rates and patterns of urbanization, size and utilization of the labour force, housing conditions and availability of social amenities. Then, the holistic approach aims at coming up with concerted advocacy campaign on sensitizing the key influential groups; provincial administration, education planners/institutions, women groups, women educationists, trade unions, politicians, religious organizations, non governmental and governmental organizations, media and every government ministry.

#### **1:1 Base of the study**

The researcher uses the 1999 population and housing census held on 24th/25th and 31st august 1999 as the base of the raised argument. The second foundation used in this case study is the preliminary report, which was prepared by Masheti Masinjila consultant, September 1997, focussing on "preliminary work towards

development of a gender strategy for spread 2 ". These two written accounts provide an information that is used by the researcher of this case study to set the stage of the argument and to facilitate the spirit of the discussion.

### **1:2 Respecting The Past Efforts Made Towards This Particular Area Of Interest**

Suggesting that the whole approach is needed to curb girls school dropout (10-24years), the researcher of this case study does not fail to recognise and appreciate the work done by various governmental organizations, non governmental organizations and those individuals dedicated to girls' education or closing the gender gap in education; curbing dropouts. As Forum of African Women Educationists pointed out, efforts have been made over the decades by government to institute gender units in their ministries of education and developed programs of action to maintain gender concerns (FAWE Vol 8 No. 1, January - March 2000). The same volume (FAWE) indicates that also non-governmental organizations and individuals have contributed a lot to this gender issue "Girls school dropouts".

### **1:3 Urgent Measures Needed to Curb School Drop-outs**

A report on the ministerial consultation held from 15th to 18th September, 1994 in Mauritius, says that the existing data indicate that in almost all countries, the rate of girls school dropouts was higher than for boys. The report also suggests that the problem of girls' school dropouts would continue to cause widespread damage or cause disorder to current efforts made by African governments towards the achievement of education for all, unless urgent measures are taken to address this complex and wide issue.

#### **1:4 Capturing Interest Of Every Individual, Disciplines And Ministries**

The researcher of this case study is interested that besides increasing knowledge on the subject, the research should capture the interest and co-operation of both female, male, different sectors and ministries in approaching holistically to girls school dropouts, if the problem was to be tackled meaningfully.

#### **1:5 Identifying Factors Leading To School Dropouts And Action To Stop The Practice.**

The success of this research, will be judged by what identified factors leading to school dropouts and what actually should be done to stop this practice or to deal with the dropout rate generally, and that of girls in particular.

While various causes of girls school dropouts are identified, the researcher highlights poverty and adolescent pregnancy because of their serious gender specific impact.

#### **1:6 Four Highlighted Factors By The Minister Of Education, Hon. Kalonzo Musyoka**

Because of this fact of Poverty and adolescent pregnancy, Hon. Stephen Kalonzo Musyoka, EGH, MP, Minister for Education, Kenya, during the regional ministerial consultation on closing the gender gap in education; Curbing Dropout; said that increasing poverty at the household level, reduces the capacity of families to provide for the basic needs of their children. He said that the implementation of structural adjustment programmes is often accompanied by the policy of cost sharing which in return increases the financial burden of families. He proceeded to say that poverty is a major factor in determining the parents ability to meet direct and indirect costs of schooling, which includes tuition fees, cost of text books and

other learning materials, activity fees, the cost of uniforms, transport and building fees. Basically, girls are primary casualties when education becomes unaffordable to families, and are often forced to leave school early.

The Minister also voiced concern that another hazard to girls' education was the burden of debt servicing which has crippled growth in most countries; consequently paralyzing the social sector. Some African governments are currently spending 40 percent or more of their revenue on debt servicing. Countries with heavy debt burdens can not raise income and therefore are unlikely to provide the much needed additional funding to the education sector.

He continued to say that the rising of HIV/AIDS is a global pandemic, which is biting hard. This factor (HIV/AIDS) is already eroding the gains made in education and threatening future opportunities for schooling. The death of parent's leads to children headed households, with no hope of schooling for such children. Resources and time that could have been spent on education are spent caring for the sick family members. Family finances are spent on medicine, further impoverishing the survivors. In this case, girls are more likely than boys to drop out of school in order to care for sick parents or young siblings.

The fourth factor is lack of accurate projections and development of reliable indicators for monitoring the progress and achievement at the country level. Of particular concern is the lack of an holistic approach towards the factors leading to girls school drop outs.

#### **1:7 Reliable Indicators Of Accurate Projections And Development**

The accurate projections and development of reliable indicators for monitoring progress and achievement at the country level, must be well integrated. This includes; information on the trend of Kenya's enumerated population by provinces

according to 1989 and 1999 census population pyramid, 1999 census, intercensal growth rate, forests and national parks, population by sex (number of households, area and density), population by sex and single years of age, population of municipalities, town councils and other urban centers, primary school enrolment by gender and class, portion (%) of girls enrolment in primary schools by class, gross enrolment ration in primary schools, primary school enrolment by gender and province, the enrolment ratios in primary schools by sex, district and province, primary school retention rates, number of primary school teachers by training and gender, number of primary teachers by qualification and gender, percentage distribution of primary school teachers by training and gender, pupil-teacher ratios.

Accurate projections and development indicators could be easily obtained from the ministry of finance and planning. For example; the enumeration which was successfully carried out between the night of 24th/25th and 31st August 1999 would be the best indicator for monitoring progress and achievement at the country level. The 1999 population and housing census is used by the researcher of this particular topic in question as an avenue to campaign for girls education.

### **1:8 Importance Of The Results Of 1999 Census**

The results of the 1999 census are presented to the Kenyans, when Kenya is focusing on girls' education. Championing for girls education, respect for human rights and dignity of women is at hand. It comes at a time when Kenya is focussing on the interlinking pillars, with poverty reduction being the underlying objective. These pillars are five: -

- (a) An enhanced political dimension;
- (b) Increased participation;
- (c) Poverty reduction as an overarching objective;
- (d) Reinforced economic and trade relationships and
- (e) Improved financial co-operation.

## **1:9 Political Force**

The political impetus focuses on encouraging a process to develop more quickly. This is because what the Kenyan economy needs is this new political force or impetus. A political priority to fight poverty uses all means to improve conditions of the poorest; private sector investment, macro-economic and structural reforms cultural development, environmental sustainability, institution building and addressing youth and gender issues.

## **1:10 Political Force Of European Union**

This political force, is the one that moved His excellency the President Daniel Arap Moi, on August 29<sup>th</sup> 2000, to praise the European Union (EU) for granting substantial funding to support campaigns by the National museums of Kenya (NMK) to rehabilitate historical and cultural sites in the country. He said, “The European Union is one of the greatest partners in the promotion of Kenyan tourism”, (News letter, European Union July-September, 2000). The political force aims at bringing good governance as a fundamental element needed for human rights, democratic principles and respect for the rule of law. This is because Kenya has been experiencing serious cases of active and passive corruption that has brought cases of school dropouts.

## **1:11 Political Force And Cotou Agreement And Corruption**

This corruption has many faces and it is a major financial obstacle to development. This is why the “COTOU agreement” is meant to assist Kenyans and other African countries to fight corruption and achieve transparency and accountability in the management of resources (ACP - EU agreement 23rd June 2000).

## **1:12 Kenya Among World's Top Agricultural Producers**

Producers: In his speech, President Moi, pointed out that Kenya was among the world's top producers of tea, coffee, and cut flowers. He said that Kenya has always advocated for a policy of free enterprise and that the country had a well developed industrial base and finance (foreign affairs Bulletin Vol. III, No.1 Kenya June 2000). By using the verb "was" (Kenya was among the top producers..) this indicated that the president agrees that the researcher of this case study is correct to say; "Kenya's economy is collapsing, and it has really crippled families to meet the demands of formal education. This is why the European Union financial aid will continue to impact on supplementing poverty eradication measures already put in place within the national development plan".

## **1:13 Kenyans Need To Move From The Pessimistic Attitude Which The Outside World Has Towards Her (Kenya)**

Corruption is a factor that led the country of Kenya to mismanage her resources. To fight this corruption, President Moi, chaired a plenary session devoted to Kenya, whose theme was "Kenya: Investment and Business Opportunities (monthly Bulletin Vol III, No. 1). This means that Kenya has to make herself clean by moving from the pessimistic attitude, which the outside world has towards it. This could be only possible by allowing open dialogue between actors such as private sector, trade unions, and civil society in various forms and local government representatives in view of fighting corruption and poverty.

This dialogue is what indicated by pillar number two (N.2) "increased participation". This participation involves the consultation with non-state actors on economic, social and institutional reforms and policies to be supported. Pillar No. 3, focuses on poverty as an overarching objective or the general provisions, cite poverty reduction as a central objective of the interlinking pillars. This process

of poverty reduction will promote private sectors investment, participation of non-state actors, macro-economic and structural reforms, youth and cultural development, gender equality and institution building to reduce poverty, hence curbing school drop outs.

#### **1:14 Promotion Of Local Ownership**

Poverty is a factor that can be lessened by the promotion of local ownership of economic and social reforms, a gain involving the maximum participation of private sectors and non-state actors. Reinforcement of economic and trade relationship will lead to improved financial co-operation.

#### **1:15 Inter-Linking Pillars To Be Discussed In This Case Study**

With the presentation of these five interlinking pillars (political dimension, increased participation, poverty reduction as overarching objective, reinforced economic and trade relationships and improved financial co-operation) all aspects of the design of this case study, focuses and should complement each other; economic, social, cultural, gender and environmental. The aspects of the design of this research, in a wider range and wider scope, involve all the objectives of the 1999 national census: -

- Population factor;
- General economic of the country;
- Urban trap/urbanization/rural urban migration;
- Socio-political factors;
- Socio-cultural;
- Policy related factors/education system and
- Religious factors.

## **1:16 Supportive Element Of The Case Study**

To examine the above factors one would not fail to reflect on the reliable Kenyan census. This census will provide the following: -

- (i) Socio-economic data
- (ii) Level of education attained by Kenyan population
- (iii) Level of fertility, mortality and migration rates
- (iv) Rate and patterns of urbanization
- (v) Size and utilisation of the labour force and
- (vi) Housing conditions and availability of social amenities which can make life easy or pleasant.

This 1999 census was undertaken so as to address the current challenges and those envisaged during the 3rd millennium. One of these challenges is the girls school dropouts (1-24 years) and this sixth census to be carried out since 1948 and the fourth (4th) since independence, was undertaken at the time when diverse demographic socio-economic data were required for the way forward.

Kenya being interested in the study of the changing numbers of births, deaths, diseases, population and society etc, decided to carryout fieldwork to bring on board all the changes in order to work for development.

Kenya population and housing census (1999) aimed at one main objective; "counting her people for development or to ascertain the country's populations size by enumerating all persons (whether citizens or not) who were within boarders of Kenya in August 1999". To be more specific, the census focus was on areas such as economy education, fertility and mortality, migration rates, urbanisation, labour force and housing conditions.

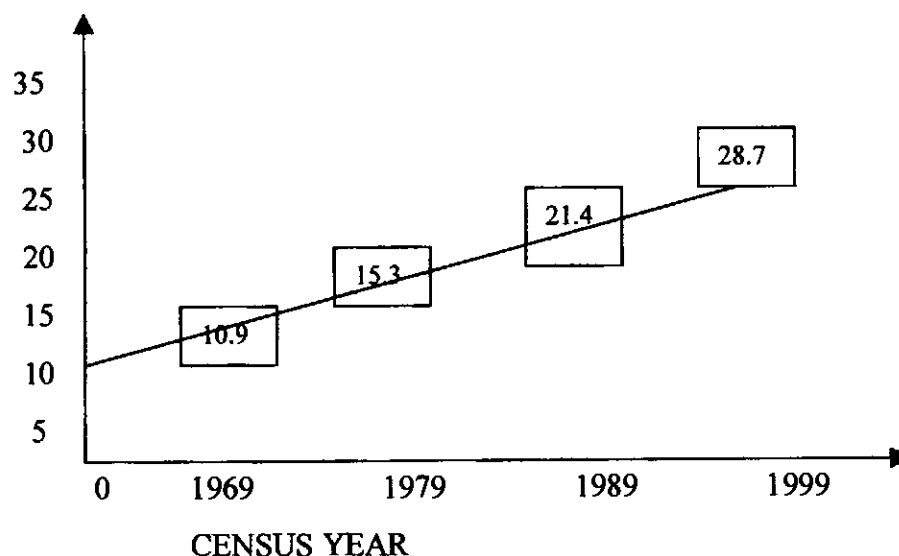
The census report or findings become a stage where this case study sets its argument that girls school dropouts (10-24 years) is an issue that requires an integrated and holistic approach. (See figure 1: Trend of Kenya's enumerated population).

### 1:17 Conclusion Of The General Introduction Using Census Findings

So it is clear that Kenyan population is rising and proper planning is needed to cater for the basic needs for the Kenyans, especially education. The rising population in Nairobi province increases consistently since 1969 and this shows that there is an urban migration (see table 1a)

**Figure 1: Tread of Kenya's Enumerated population.**

population  
(million)



**SOURCE: 1999 Population and Housing census**

The national growth rate has declined from 3.4 percent to 2.9 percent in 1999 (see table 1b: intercensal growth, which is the result of the decline in fertility between 1989 and 99).

**TABLE 1b:****INTERCENSAL GROWTH RATE.**

<b>PROVINCE</b>	<b>1969-79</b>	<b>1979-89</b>	<b>1989-99</b>
NAIROBI	4.9	4.7	4.8
CENTRAL	3.4	3.1	3.1
COAST	3.5	3.3	2.1
EASTERN	3.5	3.3	2.1
N/EASTERN	4.2	0.1	9.5
NYANZA	2.2	2.8	2.3
RIFT VALLEY	3.8	4.2	3.5
WESTERN	3.2	3.6	2.5
KENYA	3.4	3.4	2.9

**SOURCE: CENSUS 1999 - KENYA**

The intercensal growth rates have significantly declined in central, Eastern and Western provinces and remained relatively stable in Nairobi, Nyanza, Riftvalley and Coast (except during the 1979-89 intercensal periods) since 1969. The national intercensal growth rate has declined from 3.4 percent in 1969 to 2.9 percent in 1999. It should however be noted that the intercensal growth rate is the average annual growth rate, which is derived from separate sets of data or from aggregated figures.

Table 3 of the basic report of 1999 census, provides data on urbanisation. The results, although all urban centers are not indicated, results include core urban and peri-urban components. The results indicate that most of the urban population was enumerated in major urban centers, particularly municipalities. The sex ratios show the number of male per 100 females. Therefore, in our Kenya society, women are more than men (see table 3 population of municipalities, town councils and other urban centers).

Viewing table 1: population by sex, number of households, and density, there is enough evidence to say that Nairobi and its Kibera slum are highly populated. According to Kenya Episcopal conference, social communication commission,

“K.C.S strategic plan for the year 2000, (Nairobi, Kenya; 2000, PP1), Nairobi is the capital city with a population of about six million people and every day its population has an average increase of 500 people, half of whom are migrants from all over the country, some of the migrants work in the city center in government offices or in various business shops which are mostly owned by Asians. Other people without jobs, sell different items like second hand clothes, foodstuff and electronics both on Nairobi streets and open air markets. Some of these people work in different industries in the industrial area. But there are also many people who are not employed. Given this picture of rural-urban migration, employed by Asians selling simple materials, doing casual labour and unemployment, Nairobi has experienced a rapid expansion of slum areas and slum population. There are many slums but ones are Mathare, Korogocho, Kawangware, Kariobangi, Mukuru, Kangemi and Kibera. (See table 2: population by sex number of house holds, area and density).

**The table indicates that Nairobi and Kibera have the following**

<b>NAIROBI</b>	<b>KIBERA</b>
Males – 153828	Male – 159,083
Females – 989426	Female – 127,656
Totals - 2143.254	Total – 286,738
Households – 649426	Households - 89086
Area in sq.kms - 696.1	Area in sq. km – 223.4
Density - 3079 and	Density – 1,284
Total - 2143254	

**Source:**

**Population Census 1999**

From the summary table: population by sex, number of households, area and density (persons per sq.km); one is right to say that female out number males in all provinces and this is an issue to be integrated in the discussion of this research.

(see the summary table: population by sex, number of households, area and density or persons per sq.km).

The other issue is that the population is still young. See population pyramid figure 3 population pyramid, 1999 census, table 2: distribution of population by sex and single years of age and Nairobi city/Kibera slums summary table 5 and 6

From the general introduction, the discussion has been pulling its strengths towards these factors: -

- Population issues;
- General economy;
- Rural-urban migration and urbanisation;
- Socio-economic, socio-political and socio-cultural;
- Beliefs/religious and
- Unlimited poverty.

With the highlighted factors, the researcher moves from general to the specific consideration. It begins with the background to the study, the problem synopsis and then proceeds to give a detailed account of the subject, “factors that lead girls to drop out of school (10-24 years).

## **1.2.0 BACKGROUND TO THE PROBLEM**

### **1.2.1. Introduction:**

In 1948, Kenya had population growth rate of 2.5 percent per annum. In 1963, soon after independence, the population growth had shot up to 3.3% and by then it was 8.6 million people (IPPF, 1994).

### **1.2.2 Population policy**

The government then recognised the need to adopt a population policy aimed at reducing the population rate, and one of the first steps was to launch an integrated national family planning programme encompassing maternal and child health. To date, the Kenyan population continues to grow despite of all the changes indicated by 1999 Kenyan national census. The overall ranking in population size for each province in 1999 compared to 1989 has not changed and Nairobi is highly populated.

### **1.2.3 Rising population and poverty.**

Although many methods of family planning have been formulated to educate the Kenyan society on the needs of smaller population, there is still a big gap left to be filled up because the population rate is rising, poverty increases and urban trap is felt. The rising population is interlinked with the Kenyan collapsing economy and unperceived rural poverty, which leads to school dropouts.

### **1.2.4 MultiPartism and collapsing Kenyan economy:**

The Kenyan economy started declining in 1992, when MultiPartism was introduced in the country. Most sectors of the economy collapsed, such as agriculture, dairy, coffee, tea etc. Other factors contributing to the collapse of the economy at the period of MultiPartism was lack of land reform, whereby, if the limits were set, then

by the redistribution, the land would fall into the hands of those who wish to use it well in agriculture and thereby increase production and perhaps solve the abiding problem of food insecurity and rural-urban migration. This is why Kenyans are concerned about land reforms (Bulletin of the institute of economic affairs, issue No. 4 November 2000). In the same Bulletin it is expressed that land reform in Kenya has failed entirely. Many Kenyans have acquired land by the organisation into large land buying companies that acquired land in various places in the former white highlands. The acquired land is then sub-divided between the shareholders in accordance with their contributions. Such acquisitions frequently occurred on a more or less willing buyer willing seller basis and thereby created a fairly fluid market for land. As a result, some foreigners and people from other parts of Kenya own a lot of land that is not always intensively used. However most of this land belonged to some Kenya's pastoralist groups like the Maasai who feel entitled to it to assert that land reform has failed entirely. The issuing of titles to land in the non-white highland areas in Kenya has proceeded with less controversy because there were fewer claimants contending for the land in these areas.

#### **1.2.5 Agriculture And Land Tenure**

According to the economic affairs bulletin issue No. 4: November 2000, amount of agricultural land available per capita has declined by almost 50% and it translates into the pressure that Kenyans feel about land and the acute perception of landlessness. This is where minorities' own inordinately large portions of land while the rest of Kenyans have very little or no land. In Kenya, the reality is that large landholders are white Kenyan farmers, foreign corporations and a substantial local population most of whom qualify as the political elite and this blocks the multiparty government from fighting for land distribution (Ibid)

### **1.2.6. Manual Labour As A Basic Skill.**

During the ruling of Multipartism, most indigent people often have only manual labour as a basic skill, it thus appears that the popular diagnosis of the problem is often that the land on which to settle and practise agriculture as a main income in Kenya. Poverty is foremost an indication of lack of economic opportunity that is not always resolved by the provision of land but land can lead to rural-urban migration.

### **1.2.7 An increase in gross domestic product:**

The government failed to evaluate and to take action in improving sectors such as sustainable tourism and mineral properties and deferred exploration. This could have brought a relationship between economic growth and the income of the poor and reduce rural-urban migration. Focus on tourism failed when the country started experiencing insecurities and this put off the tourists.

### **1.2.8 Unperceived Rural Poverty**

Rural development unperceived is a result of an old English proverb, which says; “what the eye does not see, the heart does not grieve about”. In terms of unperceived rural poverty it means: the Multipartism did not focus on the concerns of the outsiders. Outsiders are concerned with rural development at a period when Kenya is interested with economic recovery and poverty reduction strategy (foreign affairs, Bulletin Vol III, No. 2 Kenya July 2000 and Vol III No. 3, Kenya, August 2000). These outsiders who are themselves neither rural nor poor. Many are headquarters and field staff of government organisations in the third world. They also include academics researchers, aid agency personnel, bankers, business men, consultants, doctors, engineers, journalists, lawyers, politicians, priests, school teachers in voluntary training institutes, workers in voluntary agencies and other professionals. Outsiders under perceive rural poverty. These outsiders are

attracted to and trapped in urban cores which generate and communicate their own sort of knowledge while rural poor people are isolated and neglected. The direct rural experience of most urban-based outsiders is limited to belief and hurried visits from urban centers of rural development tourism. (Chambers 1983).

### **1.2.9 Poor Are Seen And Unknown**

As a result of this unperceived rural poverty, the poor people are little seen and even is the nature of their poverty understood. As Robert Chamber (1983) observes; “compared with others, the poor are unseen and unknown. Their deprivation is often worse than recognised by those who are not poor...”

### **1.2.10 Poor People Taking Initiative**

Taking the initiative, the poor decide to better their lives by joining the outsiders who have more power and resources and most of whom are neither rural nor poor. The outsiders are held fast by city's better houses, hospitals, schools, communications, consumer goods, recreation, social services, facilities for work, salaries and career prospects, which are not available in rural areas due to unperceived poverty.

### **1.2.11 Victims Of Urban Trap**

A developing country like Kenya, academicians and journalists are usually willing victims of the urban trap. This is because for the academics, it is cheaper, safer and more cost effective in terms of academic output, to do urban rather than rural research, especially when Kenya is undergoing a period of economic recovery and poverty reduction. For the journalists who wish to visit rural areas, have three problems; first they must persuade their editor that the visit is a worthy one and this is difficult in terms of news, it is almost quicker and cheaper to look for and

write up an urban story. Moreover a disproportion of newspapers readers are urban dwellers interested in urban news. Secondly, journalists must be sure to get a strong story. This means that they have to visit either in special company for example journalist don't want to hang around. They must find out what they want quickly and write it quickly. Checking information is difficult and with rural people who are unlikely to read what is written are not much interested in interviews. The journalists practise one-off rushed and confirmed interview appears in quotation marks in the newspaper articles. Like academicians and foreigners, journalists are both actors and victims in the belief of rural visits.

### **1.2.12 The Effects Of Rapid Population Growth**

The constant rural-urban migration and the effects of rapid population growth, have been felt more intensively in urban areas. The majority of the poor migrants tend to settle in the slum areas where house rent is cheap.

### **1.2.13 Nairobi City Is Not Exceptional:**

Nairobi City in Kenya is not an exceptional of slum problems as one of the cities in the developing countries. It has experienced a rapid expansion of slum areas and slum population and there are indicators that this population will continue to increase in the foreseen future, unless something is done. Indicators of the increasing population rate are found in the 1999 population and housing census (vol 1) This increasing population has generated a number of difficulties such as lack of proper housing, overcrowding, poor environmental health in these slums, drug abuse among the youth and old, a lot of poverty and pain to the youth and women, unemployment and school dropouts especially girls and child malnutrition, domestic violence and big rate of sex commercials.

#### **1.2.14 The Main Cause Of Slum:**

As the main cause of slum remains being the internal migration from the rural to urban areas, slums are characterised by poor physical, economical and social conditions namely; crowded, inadequate community services and a social community in a culture of poverty.

#### **1.2.15 Unskilled And Semi - Skilled Casual Slum Workers:**

The majority of people who live in these slums are unskilled or semi skilled casual workers, supplying labour to the nearby industries and commercial areas of the city and they live as tenants. Many of the slum dwellers are involved in many defiant behavior activities like illegal brew called "changaa" hence, leading to alcoholism. Many children do not have a chance of going to school in early stages of life, and those who attend school, dropout before completing the primary level education due to lack of school fees. Most of these school dropouts are girls.

#### **1.2.16 Children Running To The Streets Of Nairobi And Sex Commercial.**

What is stated in sub-heading 2.14 (unskilled and semi-skilled casual workers), contribute to many of the children running to the streets of Nairobi and others, especially girls, involve themselves in commercial sex to earn their living, and this become the end of the school continuation.

#### **1.2.17 Family Exposure**

Many children in the slum grow under severe conditions where growth and formation is difficult to be properly moulded. In slums, one finds many cultures or different ethnic groups and formation of the youth is difficult. In the slum, poverty starts from the first day of gestation in the mother's womb, until adulthood and

perhaps at death. For a slum boy/girl good life chances are poor and hardly achieved. Malnutrition is well evidenced by the family meals, which are mainly prepared with starch and very little proteins and vitamins.

#### **1.2.18 Poor Financial Status**

The slum child has one meal in a day, which is mostly dinner time. This is a result of poor financial status of the family. Many babies are malnourished and their growth monitoring is very slow.

#### **1.2.19 Early Sexual Intercourse/HIV/AIDS**

As babies grow, those who are lucky to reach their fifteen birthday will have already been exposed to early sexual intercourse and hence contracted sexual transmitted diseases HIV/AIDS. Others will have run to the streets of Nairobi. Many of the girls become single mothers because they lack guidance and counselling from their parents, because many parents in the slum are too busy brewing and drinking a local brew known as "changaa" and they end up as alcoholics with a behavior similar to their daughters. Similar observations were given by Immaculate Nyaga, "The life charges of a slum child and how potential he/she can be to the country if given proper advice, care and guidance; A seminar for the youth living in the slum area of Kibera, prepared for Dr. Pauline", (August 5-10. 1997 PP8).

#### **1.2.20 Main Slums In Nairobi City**

There are many slums in Nairobi City, but the main ones are Kibera, Mathare, Korogosho, Kariobangi and Mukuru. The residents of these slums keep on moving from one slum to the other depending on where they get their casual jobs. One of these slums is going to be analysed.

## **1.2.20.0 KIBERA SLUM DESCRIPTION**

### **1.2.20.1 Kibera's population:**

This is the largest of all the Nairobi slums with the following figures:

- Males - 159083
- Females - 127656
- Totals - 286739
- Households - 89086
- Area in sq. kms - 223.4
- Density - 1284

Source 1999 population and housing census.

This slum is Kibera/woodley location of Kibera division; Kibera and woodley. Kibera sub-location is divided into thirteen villages, ten of which are real slums and three are more developed with modern houses and well-established infrastructure network. The slum villages are; Makina, Kianda, Gatwikira, Kisumu Ndogo, Kambi, Mukuru, Laini Saba, Silanga, Mashimoni, Soweto, Lindi and Raila.

### **1.2.20.2 Focal point of Kibera sub location;**

Makina village is the focal point of Kibera sub-location because Kibera law courts and Kanu headquarters for Kibera "ward 9" and bus stop serving other villages in Kibera, except Kianda, are situated here. In Makina village the houses are big and relatively well structured, though some are made of mud, but rooms are plastered inside. There are few schools and places of worship.

### **1.2.20.3 Commercial activities**

The village has the highest concentration of commercial activities, which vary, from small open air markets for grains, vegetables, bars selling both traditional brews and modern beer. This village is termed as the class of the slum because it is one, which has few of the facilities like telephone booths.

### **1.2.20.4 Homogenous villages**

Gatwikira, Lindi, Silanga and Soweto villages seem to be of people of the same type. As far as the socio-economic life is concerned, these four villages seem to be homogenous: housing is worse than it is in Makina and Kisumu Ndogo. The compounds are much filthier, sewage disposal is very bad and there is heavy traditional beer drinking. There are a few shops "kiosks" and "water kiosks" and "video kiosks", but very scattered through the villages, mainly along the streets and most of all the streets and alleys are dark and impassable by any vehicles.

### **1.2.20.5 Kibera is a home to a quarter of Nairobi's population.**

The members of the Kibera infrastructure project (KIP) and the Kibera urban environmental sanitation pilot (KUESP) planning group, said in their 1997 research that Kibera.. is home to a quarter of Nairobi's population estimated at about 500,000 people with a physical area of not more than 250 hectares, Kibera has about 60% no access to a toilet and therefore they use open space around their structures. This appears to be a situation arising from the fact that most people in this slum are either tenants or squatters. Land belongs to the government and so they would not like to invest in land improvement for when eviction comes they stand to lose.

### **1.2.20.6 Topography and social life.**

The geographical factor influences society on the small, as well as on large scale. This effect is seen in the study of structure of cities for example like Nairobi continues to expand in area, growth and in population: -

- Male - 1153828
- Female - 989426
- Total - 2143254
- Households - 649426
- Area in sq. kms - 696.1

**Source 1999 census**

This is because of the influx of new immigrants and slums also continue to mushroom. In these slums, most youth have and continue to suffer the effects of the problems faced by the families. Hunger, lack of employment, early marriages and school dropouts and many youth deviating from the normal to the abnormal like drug addiction and alcoholism.

### **1.2.20.7 Begging money and mugging of passers-by**

Many have dropped from school in particular, girls' dropout of school and join their colleagues in the streets where they live a life of begging for food and money. Other girls have opted to become sex commercial victims to earn a living. These girls end up with HIV/AIDS. Others have become the collaborators of other crimes like mugging of passers by. Those who get married at a very early age still too young to understand marriage, its responsibility and they end up by divorce, separation and prostitution.

#### **1.2.20.8 Lack of formal education**

Many slum children lack formal education and illiteracy continues to retard them in many development facilities; that is small businesses, professional careers, good agricultural techniques, decision to good health care and family planning methods.

#### **1.2.20.9 Where one's Attention Is Drawn To By The General Introduction**

The general introduction pulls one's attention towards; rising population, unperceived, rural poverty, collapsing economy and their effects towards education especially girls' education in the slum life is hampered by poverty.

It is becoming clearer that the rising population, the unperceived rural poverty and the Kenyan collapsing economy have reduced to some extent earnings to assist parents to take children to school and therefore because of the belief that boys should be taken to school, some parents choose to leave out girls of 10-24 years from continuing with their education. The girls of the above age drop out of school before their completion and there are indicators that girls have always suffered socio-economic, socio-cultural, socio-political, policy-related education system and religious injustice/beliefs. This indicates that more campaign for girls' education has to continue in a wider sense or in a holistic approach.

### **1.3.0 PROBLEM STATEMENT**

#### **1.3.1 Broad and holistic approach**

In this research, the researcher attempts to describe, predict and explain some of the factors leading girls to dropout of school between 10-20 years, in Kibera slums, with focus on poverty. This problem is complex and an holistic approach is

needed to address this havoc. The statement of this case study, carried out in Kibera slum - Nairobi, focuses on the following phenomenon:

- Desire to invite people at various ministries, disciplines and faiths to participate in a holistic approach in restoring girls lost glory without overlooking boys glory. This is by reflecting on the past trends towards school dropouts, a critical look at the present and a focused charting out of the way forward in giving girls a new face. This is in a firm belief that they and the society are able to reshape the girls' future through looking critically at factors that lead girls (10-24 years) to drop out of schools at all levels. Then offer some possible solutions that could curb school dropouts before it spreads and affects the Kenya national development.
- Desire to describe that "girls dropping out of school" is an area of interest for many researchers for example government organizations and non governmental organizations have made efforts to empower girls with formal education especially in Kibera Slum.
- Desire to exhaust this particular topic because even after many campaigns have been made, there is a need to address this social misnomer in a wider approach, which evaluates the following areas:
  - General economy of the Kenya population and migrations;
  - Population rate;
  - Socio-political aspects;
  - Socio-cultural;
  - Education systems and policies;
  - Denominational factors and
  - Slum environment and what measures should be put in place to help the miserable conditions of girls in the slum of Kibera, who drop out of school.

### **1.3.2 Conclusion of the statement**

It is against the above background that the researcher's campaign and investigations are carried out in Kibera slum - Nairobi.

### **1.4.0 Purpose Of The Study**

#### **1.4.1 Objectives**

The significance of this case study, is to fill in the knowledge gap by focusing on the following:

- To contribute to another campaign, championing for girls empowerment through formal education, hence, leading to the national development, peace and justice;
- Again and again, human beings have new needs and these new needs to be addressed from time to time as a saying goes; "knowledge changes with cause of time";
- To build up from known to unknown and establish the truth by reviewing the existing literature related to the topic in question "factors leading to girls school dropouts (10-24 years). And then come up with an integrated and possible solutions to curb the school dropouts;
- To contribute to the development of education practice (education systems);
- To establish socio-economic status of the parents of the girls school dropouts by looking at the problem of schools dropouts holistically or wholly;
- Explore how knowledgeable the parents are about the need of formal education for girls' empowerment. Also to investigate how well parents use the African wisdom to counsel their children especially, their daughters in order to prevent unbecoming behavior that could lead to school dropouts;
- To raise a challenge for teachers and youth educators and curriculum developers to improve their relations and models which suggest that curriculum needs to be revised to be more consistent with styles, cultural

histories and present experiences so as to help girls to develop strong attachment to their ethnic groups and not to live by borrowed convictions and

- To identify the steps taken when girls dropout of school at primary, secondary and tertiary levels.

### **1.5.0 RESEARCH QUESTIONS.**

#### **1.5.1 The Following Are The Research Questions**

1. How does the increasing population, the general economy of the country, unemployment, retrenchment, rural-urban migration/urban trap, social cultural, political, policy related factors education system and religious belief affect girls education?
2. Does educating girls have any important benefits?
3. Is it true that educating girls increases the education of their children and their children's' children?
4. What are the consequences of the girls that dropout of school.

### **1.6.0 RATIONALE**

#### **1.6.1 Principal reasons:**

- (a) Poverty which Africa/Kenya is experiencing leads slum girls to drop out of school ; and it needs to be eradicated;
- (b) The problem of girls school dropouts would continue to cause havoc to current efforts made by African and in particular Kenyan government towards the achievement of education for all. Unless urgent holistic measures are taken to address the issue. This was also noted by the forum for African women educationists whose members were greatly concerned by high rate of dropouts

in African education systems and the apparent problem ( A report on the ministerial consultant held from 15<sup>th</sup> to 18<sup>th</sup> September, 1994 Mauritius);

- (c) To raise the consciousness of the general public that there is need of a continuous campaign against injustice caused to girls by education systems and school related factors, economic social-economic, socio-political, urbanization and religious values and
- (d) Gender bias must not blind the researchers and youth educators to fail to curb boys' school dropouts, holistic approach looks at both sexes.

### **1.6.2 Scope, Delimitations And Limitations Of This Case Study.**

#### **1.6.3 Limitations of the Study**

In this research, there are constraints, which the researcher has no control over except, to bear the situation with patience for the success of this research.

#### **1.6.4 Obstacles:**

- (i) The researcher is limited to focus on girls school dropouts in Nairobi, however Kibera slum, as the largest slum was chosen for the case study among other slums. This means that the researcher would like to borrow ideas or respondents from other slum dwellers (who don't live in Kibera geographical area) but the limits are already identified by the problem background and by problem statement.
- (ii) Kibera slum environment does not allow the researcher to use any vehicle, to move from one house to another. This includes; many slum villages, poor infrastructures and Kibera is also an area of socio - crisis because of people from various cultural background in Kenya are living here.
- (iii) The researcher gives a general introduction to the research but there is no room to exhaust every aspect, due to time factor.

- (iv) Although the researcher would like to provide as many percentages of responses and school dropout percentages, time factor and funds for the project computer work are limiting this exercise.
- (v) Role of researcher – the success of this case study requires a lot of listening, interviews note taking and evaluations and every effort is made to make records accurate. The success also depends on the public cooperation so the researcher strains a lot by being extra polite, patient, presentable and tactful at all times.
- (vi) Neutrality: Most people are usually polite especially to strangers. They tend to give answers that they think will please the interviewer. It is therefore, extremely important that the researcher remains absolutely neutral towards the subject matter of interview. Not showing any surprises, approval or disapproval of respondents' answers by tone of voice or facial expression. This exercise demands high discipline and no way a researcher can avoid it as far as success is required.

### **1.6.5 Operational terms**

- (a) Population – people living in an area, a city, a country, particular group of people living in an area, the total number of people living somewhere, the degree to which an area has been populated (density) sparse population (Oxford advanced learners dictionary, 5<sup>th</sup> edition by Jonathan Crowther).
- (b) Socio - : a combined form reads socio-cultural, socio-economic and socio-political. “socio” means society.
- (c) Cultural – involving culture e.g. art, literature and other intellectual expressions of a particular society or time.
- (d) Economy – the relationship between production, trade and the supply of money in a particular country or region, use of available resources in a way that saves money, time and avoid waste.

- (e) Economics: Marxist/monetarist economics, which is the principle of the production and distribution of goods and services and the development of wealth.
- (f) Political – of the state; of government, public affairs in general, of the conflict or competition between two or parties.
- (g) Poverty – a state of deprivation or lack of adequate basic necessities or an impoverished state of living characterized by lack of adequate food, shelter, deprivation of necessary resources to meet one’s basic needs as determined by the living standards. In this case study, poverty is a multi-dimensional variable concept. It is not only determined by the income earnings such as one’s salary scale but it also includes access to health, education, opportunities, cultural identity, active participation and inclusion within the social set up and governance of society as well as feeling of respect and dignity as a human being. The researcher in this case study sees “poverty” as a social, structural and massive problem of our world as witnessed by the fact that a majority of the world of population are poor. More emphasis is laid on material poverty and man’s dignity. (Source: a combination of the researcher experience and others views).
- (h) Urban trap – poor people from rural areas moving and settling in urban areas, professional drawn away from rural areas and through the hierarchy of urban and international centers.
- (i) Holistic – having regard to the whole rather than just one part.

**1.7.0 Hypotheses:**

1. Poverty in Kibera slum retards girls education.
2. Girls school dropouts in Kibera slum are due to preference of education for boys
3. Adolescent pregnancies are a major cause of girls school dropout in Kibera slum.

4. There is no research, which is exhaustive, and exclusive, there is a room to widen the horizons of knowledge of reviewing the authoritative materials related to the topic in question.
5. Aim at the continuous dynamic process, which is a priority area not only for advocacy, but also for a specific action to promote development for the nation of Kenya and the whole Africa.
6. Focus on rural development as a means of reducing victims of the urban trap, who are attracted and held fast by better houses, hospitals, schools, communications etc. and resulting to different shapes of poverty, corruption, exploitation. Particular women become victims of corruption and exploitation practiced in the urban areas.
7. Facing the new millennium with renewed hope aiming at raising the level of economic activity in order to create jobs and alleviate poverty. This focuses on themes; economic recovery for sustainable economic and social development, and “poverty reduction through sustainable economic growth”.
8. The researcher on education has to focus on girls education at all levels; family level, school level and general public. Then researchers have to involve a broad force or explore the problem holistically because the problem in question is multi complex”.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction:

In this chapter, related literature will be viewed/examined

#### 2.2 Sources of information for this case study

- Scholarly journals;
- Thesis;
- Government documents;
- Papers presented at conferences;
- Books ;
- Periodicals;
- The African section of library;
- Grey literature (notes of lectures, papers presented at seminars/conferences or any other useful information from respondents) and
- Internet

#### 2.3 Data Collected From The Literature

The researcher found a across section of literature that had useful information of the situation as it affects boys and girls, men and women. Most of the literature that gender specific tends to concentrate or take off from analysis of data that has been expected. A number of studies, papers presented at workshops and seminars reveal gender gaps and its persistence in education. At the "UNESCO" conference on education for all held in Jomtien, Thailand, 1990, the world community was reminded that would be morally wrong to move into the 21st century with half of

world's population, made up of women, remain on the periphery of development. Available evidence shows that it is time to address the identified factors that limit the participation of girls in Education. The Jomtien 1990 declared:

- The most urgent priority is to ensure access to, and improve the quality of Education for girls and women, and remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated (Article 33, world declaration on education for all, Jomtien Thailand, 1990).

During the same seminars, it was noted that despite the increase in countries' expenditure on education, still millions of children had limited or no access to basic schooling. Kenya has begun to address the critical issues, making education available to the majority. Kenya spends more than half of her budget on education; see the table below.

**Table 3**

**Money spent by Kenya 1987 - 1990**

<b>COUNTRY (KSHS.)</b>	<b>YEAR</b>	<b>MONEY SPENT IN EDUCATION</b>
Kenya	1987/88	404.02 million
Kenya	1988/89	436.60 million
Kenya	1989/90	479.09 million
Kenya	1990/91	20.59 million

*(Source: Economic Survey 1991: PP 158)*

- In their paper, presented to Budget Steering Committee, Aoko, Ajiambo and Kenani (1992.5) present an interesting analysis. In 1989, 148, 100 boys against

152,800 girls dropped out of school, while in 1990, 260, 200 boys and 264,000 girls dropped from school. They contend:

- In other words, the number of boys who drop increased by 75% in one year alone while that of girls increased by 73%. The year 1990 saw the highest number of primary dropouts in history of the country in primary school education.
  
- As the data on school dropouts for girls becomes available, it is imperative to attempt to understand the underlying causes of the high rate of dropout and address them holistically. Ayot (1994) in her paper entitled, "Trends in Education policies and their impact on the Kenyan Education", looks at the impact of SAPs on education provision especially in the marginal areas. This paper found gender imbalances in education among Maasai, further making women/girls more disadvantaged. The National conference in education for All 1992 in Kisumu identified issues and strategies related to education provision in order to achieve EFA and particularly how to address the gender imbalance in education.

Evidence emanating from various researches done, for example, Abagi Wamahiu and Owino (1995), Eshiwani (1994), Wasanga (1997), Makau (1997), Abagi and Wamahiu (1995), Muia (1992), Obura (1993), Obura (1991), GOK/UNICEF (1992 a.), GOK (1993), Chege (1995), Bureau of Education workshop, Boraya (1996) and the African Academy of Science (1995) on going program on female participation in Education, have identified five major factors that girls participation in education:

#### **2.4 Education and School Related Factors**

- (i) Limited number of schools;
- (ii) Gender biased learning environment;
- (iii) Curriculum that requires revision;

- (iv) Gender insensitive teaching and learning resources;
- (v) Sexual harassment by male teachers;
- (vi) Quality of physical environment;
- (vii) High level of repetition and failure;
- (viii) Effectiveness of teaching; encouragement given by teachers and
- (ix) Attitudes of teachers.

## **2.5 Socio - Economic Factors**

There are increasing trends emerging in the socio-economic aspects:

- Cost of schooling at primary level has increased. The burdened of 8-4-4 curriculum where parents have to provide for textbooks, build classrooms and laboratories and workshops. Even the Daily Newspapers provide an idea of what the parents are really undergoing since the introduction of cost sharing (Daily Nation 16th July 1988, Daily Nation 2nd July 1988, Daily Nation 2nd June 1991 etc). Also in 1990, Sifuna addressed this issue of cost. Because of 8-4-4 is supposed to be skill based curriculum, lack of facilities has resulted in the unemployability of its graduates, they lack enough education in cognitive skills, and this itself is a hindrance to universal free education.
  - Opportunity cost of schooling;
  - Level of parental education and
  - Economic value of education.

## **2.6 Socio - cultural values**

- Parental negative attitudes of girls education;
- Initiation ceremonies where girl now feels she has to fulfil her social roles;

- Traditional institutions and practices, e.g. early marriage, bride price, gender socialization, once girls reach puberty she is encouraged to leave school and get married and
- Community attitudes.

## **2.7 Policy Related Factors**

To make development gender focused has caused heated debate not only in Kenya but worldwide. This is reflected in UN decade for women whose objective was to eliminate all differences and discrimination against women. Policy issues to address the emerging scenario of gender participation in education call for making bold statement on the part of the Government. The policy frame work paper 1996 - 1998 is not forthright on what measures/guidelines will be laid down to address the gender in equalities in primary school and this is why an holistic approach is needed to address girls school dropouts.

Abagi and womah (1995) in their analysis of households based factors and school participation of girls. Lessons learned contend that policy – oriented actions can significantly increase chances of girls' participation in schools. The two researchers recommended that there is need to:

- Improve mother's and father's level of education;
- Empower households economically and socially so as to increase expenditure on education;
- Reduce time girls spend on households and
- Gender sensitization at training, at different levels of policy making, teachers, parents, boys and girls themselves.

It is worthy noting that education is impacted on by policies outside the Ministry of Education yet implementation of any policy will have to try and understand the

role of the deep seated socio-cultural beliefs and practices in some parts of the country and in particular a slum area like Kibera where we have multi-cultural population, and girls education continue to suffer.

## **2.8 Initiatives identified**

- Some of the initiatives undertaken by different stakeholders in education to address problems raised earlier in the study, some of the initiatives are not gender specific but tend to address problems as they affect society in general e.g. the school feeding programme in arid and semi-arid areas that is aimed at improving enrollment, participation and completion rates. This is why when one view the retention rates, tables and figures, the conveyed message is that the main aim is at improving enrolment, participation and completion rates.
- The government has established boarding primary schools in pastoral areas where transient lifestyle militate against children's enrollment and participation, but "few" schools in slum areas is a major problem. Other initiatives include the government of Kenya NGOs programme to supply textbooks to schools being piloted in some places. The Government is also implementing social dimensions of development programmes, which is expected to enhance parent's ability to pay school fees.
- The Non-Governmental Organizations were concerned in persuading the Government on policy and other issues particularly on girls education such as was the case with Forum for African Women Educationalists through bursaries of children in difficult circumstance. Notable among NGO's activities is a FAWE funded initiative of the Kenya Alliance for the Advancement of Children's Rights (KAACR) In Kwale District, through which local model clubs have been launched with the objective of providing a forum through which parents and the community

may appreciate the value of educating girls in an area where early marriages are prevalent.

- During the regional consultation on closing the gender gap in education, curbing dropout at Nairobi Club, 7<sup>th</sup> –8<sup>th</sup> , November 2000, it was said that significant progress can be made towards goals of Education for all where there is a strong political commitment, backed by new partnerships with civil society and more strategic support from funding agencies. It was also noted that girls and boys benefit equally from education when there is the integration of gender equality concerns into the design and implementation of sector policies and strategies. In the meeting it was expressed a need of gathering and carefully analysing reliable gender desegregated data and with a holistic approach at national and sub-national level. Taking note of this expressed need of gathering and analysing carefully, the researcher of these case study aims at offering an integrated analysis.
  
- Although research in the last three decades has established the value of educating girls, in most rural, sub-Saharan Africa, girls are still viewed as an important source of family income for example bride price, polygamy, mother-hood and fines for adultery make the economic value of girls, particularly in rural areas, remains high. As poverty increases, this value takes on a significant meaning, particularly as girls approach puberty. In such an environment, expected additional household income often takes priority over education of the girls (FAWE NEWS Vol.8 No.3 July – September 2000).
  
- The rural and urban slum dwellers find it increasingly difficult to wait for the long-term benefits of investing in their children's education and this is why the researcher of this case study invites actors to act quickly towards curbing girls' school dropouts. Rural and Urban slum dwellers say that they need help and need it now, and therefore the contributions of everyone in the family including the children as indispensable to survival of the household.

## 2.9 Conclusion

Poverty continues to bite, unemployment, rural-urban migration, mass retrenchments, young people dying of Aids and increasing crime among adolescents have all become common features in poor rural and urban communities alike. At the same time, parents see hordes of school dropouts, both male and female, engaged in all manners of low paying jobs – hawkers, factory labourers, domestic servants, market porters, car wash boys, drivers, conductors or public service vehicles, garbage collectors and are at least able to feed themselves and send something to their homes. Such parents start to wonder whether it does not make more economic sense for their children to be engaged in one of these low-paying jobs than to continue with an education they can hardly afford and whose lauded benefits have become so elusive. This is why FAWE, Vol.8 No.3 July – September 2000, says that poverty is a major obstacle to girls' education and poverty in the new millennium continues to be single biggest obstacle to education, for both girls and boys. Demand for education continue to be lowest in areas where poverty is deepest and most widespread in rural areas and slums like Kibera.

- The relatively new concept of cost-sharing fuelled by the unrelenting economic crisis in Kenya or Structural Adjustment Programmes (SAPs) and now compounded by challenges and threats such as HIV/AIDS and widespread conflicts and wars, mean that already impoverished households have to dig deeper into pockets to pay more for their children's education. Even where tuition fees are not charged, other levies and expenses such as registration and examination fees, building funds, books costs, uniforms etc, push schooling out of reach for a significant number of children.
- To a wider-range, this poverty includes the inspectorate, curriculum development, examination, teacher training and in-service programmes and salaries. There is a deterioration of education quality particularly in rural areas

and slums due to non-inspection of schools and services, low teacher morale, and rampant cheating in examinations and grading. All these aspects have negative effects on student participation and school dropout and performance especially for girls.

- Unperceived rural poverty pushes away many to the urban area and ending to the slum, and girls continue to bear the brunt of household's economic difficulties even where there has been a dramatic increase in awareness of the benefits of girls' education. One example is the Kibera slum, a lot of awareness is created by many researchers and yet girls suffer. It is this presentation that such a study case like the current one would give more light on what else could be done in order to help in curbing girls school dropouts.

## CHAPTER THREE

### 3.0 RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This section focuses on analysing the systematic methodology applied in the research such as design, target population sampling procedures, research instruments data collection and data analysis from Kibera slum in Nairobi City.

#### 3.2 Research Design

This research is based on the factors, which lead girls to drop out of school at primary, secondary and tertiary levels (10 – 24 years) since Kibera is a large slum, both qualitative and quantitative methods are used. The theories used are: Feminist, Marxist or Monetarist Economic Theories. The criterion Geographical, Chronological and Denominational criterion.

#### 3.3 Target Population

Kibera population is too big for the researcher to carry out a random research in a short period of time. A research is conducted with a convenience sampling through:

- Twenty (20) youths from Our lady of Guadalupe Catholic Parish.
- Four (4) representatives of Kibera Development Committee
- One (1) Catholic Priest
- A group of Kibera Development Committee representative
- AIC pastor (Kibera) and a Muslim representative
- Thirty five (35) girls in one day's seminar (venue, AIC Church, Kibera)

- Missionaries Bothers of Charity (Kibera)
- Local administration (D.O and Chief Kibera)
- Head Teacher (Toi Primary School at Kibera)
- Nairobi City Council Clinic (Joseph Kang'ethe – Kibera)
- One (1) Education officer (Kibera education office)
- Social worker and youth councillor
- Video Kiosks
- Kibera Business people and Kibera families.

In this research the term “youth” or “young” people are used to encompass people between 10-24 years.

### **3.4 Sampling And Sample Procedures**

The researcher will use purposive sampling and cluster sampling as follows: -

- (i) **Questionnaire:** 10 boys and 10 girls will receive each a questionnaire, which focuses on Video and T.V. influence on the youth in Kibera Slum.
- (ii) **Seminar:** In view of investigating why, girls drop out of school in Kibera slum, the researcher will organize a one day seminar for 35 girls 10 - 24 year. This is hosted at A.I.C church.
- (iii) **Oral Tape Recording and Note Taking Interview:** During the data collection, oral tape recording and note taking interviews are conducted. In order to deepen this case study, the researcher will collect some information from the government and non-government sectors/ministries for example, Ministry of Education, Ministry of Environment and Natural Resources, Ministry of Foreign Affairs, Ministry of Health, Forum of African Women Educationalists (FAWE head office in Nairobi). All those to be interviewed are 250 people from Kibera.

### **3.5 The Structure Of The Case Study**

This case study is divided into six (6) sections: -

- First chapter is the general introduction which gives an over view of this thesis. Then it also covers the background of the problem and detailed problem statement and its components.
- Second Chapter focuses on literature review;
- Third Chapter covers the research design and methodology.
- Forth chapter presents the research results, recommendations and conclusions.
- Sixth section covers a general comments and general conclusion.

### **3.6 Conclusion Of Chapter Three**

All chapters have a synoptic because each chapter indicates that this time we need a wider and broad approach because this moment is when human race is undergoing so deep a transformation, women imbued with a spirit of the gospel can do so much to aid humanity in not falling (Muliers Dignitatem PP 3). Secondly in our time the question of “women” rights has taken a new significance in the broad context of the rights of human person. But a warning comes “consequently, even the rightful, opposition of women to what is expressed in the biblical words, “He shall rule over you” (Genesis 3:16) must not under any condition lead to “Masculinization” of women. Genesis 3:16, must not block women’s education.

In the name of liberation from male and African culture/traditions/customs and other values, women must not appropriate to themselves male characteristics contrary to their own feminine “originality”. If they fail to keep their originally, it would be very hard to achieve girls’ education. This is because women would waste a lot of energy and time campaigning for men’s power of pretending to become artificial men. There is a well founded that if they take this path, women will determine and lose what constitutes their essential richness. The personal resources of femininity are certainly no less than the resource of masculinity; they are merely different. Hence a woman as well as a man, must understand her “fulfillment” as a person her dignity and her vocation on the basis of the resources.” (Muliers Dignitatem PP 39).

#### **3.6.0 DESCRIPTION OF RESEARCH INSTRUMENTS**

In this description, the research sounds as if the focus is on describing the instruments and procedures to be used, but this is because table 4 of the data analysis covers how the research instruments were used. The description of the research instrument is very much coupled with the data collection.

### **3.6.1 Instruments.**

Instruments with which to collect the necessary information. A lot of consideration was put to the following:

- Not to confuse respondents as to the nature of the information required;
- Not to leave out the important information;
- To aim at maximum co-operation from respondents by establishing a friendly relationship with the respondent prior to conducting interview. With these considerations, the list of the instruments is as follows; questionnaire, National Identity Card, A student's school ID Card, A letter for the identification from Br. Robert the Director of Christ The Teacher Institute For Education, Nairobi Campus, a field notebook, a watch, 2 pencils, a rubber, a pen, eraser and one sharpener, Researcher's bag, small pocket tape recorder, enough small batteries, money for the Researcher's fare and Computer work.

### **3.6.2 Questionnaire Objectives**

This was done by aiming at how to gather information about the influence of mass media on girls/youths in general (10-24 years). The questionnaire contained open and ended questions.

### **3.6.3 Presentation Of The Questionnaire**

It was made attractive using good quality paper because it has been identified that the more presentable the questionnaire, the more inviting it is to respondent and this increases the response rate (Mugenda M. Olive and Mugenda G. Abel PP 78). The respondents (youth group of Our lady of Guadalupe Catholic Church, was assured the anonymity of respondents. This is done in view of increasing the chances of getting honest replies.

### **3.6.4 Interviews**

The researcher used an oral administration of a questionnaire. Each category of the interviewed people, had its own kind of question in view of getting the major factors leading girls to drop out of school (10-24 years). Probing questions were included during face-to-face encounters.

### **3.6.5 Disadvantages Of Using Different Methods Of Interviewing People**

Using a questionnaire, tape recording, note taking, face-to-face encounters and observing, is an exercise that was very expensive because of travelling, requiring high level of listening skills, requiring communication and interpersonal skills. Because of time consuming factor, purposive method saved the situation.

### **3.6.6 Using The Research Instruments**

During the interview (face-to-face), interpersonal skills dominated the interview. The interviewer kept the spirit of flexibility and much concern was given to human interaction; without inviting bias or subjectivity into the study either by being too eager to please the interviewer or the respondent by asking the questions which tend to support the researcher's perceived notions. In a relaxed and friendly manner, the researcher dwelt on the interview guide which focussed on the increasing population, general economy, socio-cultural, socio-political, socio-economic, urban-rural trap, migration and urbanization, religious beliefs, retrenchment and unemployment that could lead girls from dropping out of schools.

### **3.6.7 Note Taking**

This method was used to record the respondent's responses during some interview sessions. It was done as the respondent talks and it was done carefully and no attempt was made to summarize, paragraphs or to correct bad grammar, respondent's gestures and their interpretation of their meaning was noted e.g. embarrassment, anger, uncertainty, sadness etc. The advantages of note taking is that it facilitated the data analysis because the information is readily accessible and already classified into appropriate categories by the interviewer. Secondly, this note taking helps in not forgetting or any other kind of omission. The only disadvantage is that sometimes the interviewer had a problem of maintaining a report with the respondent because of the interruption as the interviewer takes notes. Other times, the respondents showed signs of being upset because their personal answers are noted and they became sensitive. Some even asked why their answers were noted, but the interviewer kept a very positive relationship by assuring confidentiality. This exercise made the interview lengthy and also there was a feeling of being bored.

### **3.6.8 Telephone Interview**

Although Kenya cannot find telephone available in most households, the researcher used telephone to interview some individuals and some officers in various ministries. The advantages are: It is sometimes cheaper to call than to travel to the subject. It was easier to interview subjects on the telephone than to visit a home. The disadvantages of the telephone interview is that some respondents took time to respond and this was expensive or costly. Secondly, since it is not face-to-face interview, it is hard to know the honesty with responses and the respondent talking on the phone tend to be impatient and this affected the accuracy of the response given.

### 3.6.9 A Watch

The researcher used this instrument to keep time as agreed upon by the respondent and interviewer. Also it helped to avoid being lengthy and repetition of some information.

### 3.6.10 Researcher's Field Bag

All the taped materials a note book which contained the recorded respondents information, identification letters and Ids were secured here.

## 3.7.0 DATA COLLECTION

The researcher visited the respondents in person, and was either introduced by the co-ordinating person/the head of the group or institution. The letter of recommendation issued by the director, Brother Smith, further facilitated the research.

### 3.7.1 Introduction

The researcher carried out the research in this pattern:

### 3.7.2 Table 4 Of Data Collection (250 Respondents)

	<b>Institution (Kibera)</b>	<b>Activity</b>	<b>Category of people</b>	<b>No. interviewed</b>
1	Our Lady of Guadalupe Catholic Mission (Adams Archade)	20 questionnaire	Youths (Boy and Girls)	20
2	Our Lady of Guadalupe Catholic Mission	Oral	Catholic Priest	1
3	A.I.C (Seminar)	Oral & tape recording	Girls (10-24 years)	35
4	A.I.C (Church)	Note taking	Pastor (A.I.C)	1
5	Kibera Development Committee Representatives	Oral	Leaders	4
6	Missionaries of Charity	Oral	Religious brothers	3
7	Home for the HIV/AIDS victims and	Oral tape recording	HIV/AIDS victims destitute children	5

	destitute children			6
8	Mosque	Oral	Muslim representative	1
9	Video kiosk	Oral	Kiosks owners	3
10	Administration	Oral and note taking	D.O (Kibera); Chiefs (Kibera)	3
11	Toi Primary	Oral and note taking	Teacher (male)	1
12	Nairobi City Council Joseph Kangethe Maternity & Child Welfare Clinic	Oral and tape recording	Nurses	2
13	Busines men	Oral and note taking	Married/Unmarried	6
14	Others		Social worker and youth counsellor	2
15	Small Christian communities	Tape recording	Parents & Children	25
16	10 Families (Kibera)	Tape recording	Parents & Children	118

**NOTE:** Although the above table looks like data analysis, it is indicating how the researcher planned to collect her data.

### **3.8.0 DATA ANALYSIS**

#### **3.8.1 Introduction**

From all those who were interviewed through oral, tape recording, note taking and observation, the data in raw material form was very difficult to interpret. The work of cleaning, coding and key punching into a computer and analysing took time. In order to present a fully and adequate data, the following was put into consideration: -

- Accurate interpretation of the analysis, by relating findings back to the objectives, hypothesis, of the case study.
- The analysis is presented in a formal, precise and economical.
- Findings are in a consistent and orderly flow of ideas of the report , various sections of the report; such as heading and sub-heading .

The basic principle in presenting the result is to give evidence relevant to the passed in the introduction chapter and give results of such tests, stating whether

each hypothesis is supported by the data or not. The data is analysed in this research as follows: -

- Evaluation of the purposive sampling and cluster sampling as follows;

**i Questionnaire**

Twenty (20) youths from our Lady of Guadalupe Catholic Parish, Adams Arcade received each a questionnaire form. This questionnaire focused on how modern technology/mass communication has influenced youths or girls education e.g. video and TV in Kibera slum. These youths were boys and girls.

**ii Seminar**

AIC Church hosted thirty-five (35) girls organised by the researcher; youth councillor, a Public Health worker and one youth Social worker. Seminars theme was; "Why do our girls fail to complete their education and how can youth avoid unhealthy relationship:" Thirty-five (35) girls turned up, all between ages 10-24 years. During seminar sessions, they were divided according to their ages e.g. 10-16 and 17-24 years. During this seminar, a lot of information was gathered related to the case study.

**iii. Oral, tape recording and note taking interviews**

Oral interviews were also conducted. In order to deepen this case study, the researcher used some information from relevant written primary and secondary sources. Also visited some government ministries which could enrich the research, to mention a few, Ministry of Education, FAWE head office, Ministry of Foreign Affairs, Ministry of Environment and Natural Resources, Ministry Health etc. All those who were interviewed were 250,  
*See table 4.*

- Findings reported, researcher's comments and solutions offered.
- Summary of the findings, researcher's comments and brief solutions.

## **CHAPTER FOUR**

### **4.0 OBSERVATIONS/FINDINGS.**

#### **4.1 Introduction:**

The study was intended to investigate the factors leading to girls drop out of school between ages 10 – 24 years, A case study of Kibera, Nairobi, Kenya – 1969 – 2000. This was done by using the following criteria and factors:

1. Population factors;
2. General economy of the country;
3. Unemployment factors;
4. Retrenchment factors;
5. Education and school related factors;
6. Socio-economic factors;
7. Socio-political factors;
8. Socio-cultural values;
9. Policy Related factors and
10. Religious beliefs values

#### **4.2 Criteria Elicit:**

Each criterion elicited the positive and negative attributes towards girls' education. The negative attributes were more, hence leading to girls school dropouts. Each criterion is attributing multi-complex negatives towards girls employment through formal education.

### **4.3 Collected Data:**

The collected data revealed that girls school dropouts are more and caused by thousands of factors, and out of 250 respondents only 16% who did not come up with a feeling that girls school dropouts is a result of many factors and proposing that this havoc need to be addressed in a holistic approach not only to focus on gender discrimination.

The 74% claimed that girls are the victims of the cultural beliefs e.g “A woman is a weaker sex and her place is in the kitchen and rearing children”. The respondents expressed that girls educated can only be achieved by our evolving approach, which is integrated attack on the causes of girls school dropouts and injustice. A similar observation was given by Action Aid’s strategy 1999 – 2003, which focused on fighting poverty together. Respondents expressed that 20% of the children born in Kibera do not go to school and those who go to school do not complete primary school education.

### **4.4 Respondents' Attitudes Revealed In The Interview**

74% of the respondents were found to have attitudes corresponding to the researcher’s hypothesis “ Girls school dropout is a complex issue that need to be addressed wholly/holistically”

#### **4.5.0 Problems Faced By Girls In Kibera Slum Hence Leading To School Dropout**

Interlinked factors with poverty highlighted within the family and community at large, were identified as follows;

##### **4.5.1 Factors Within School.**

Hostile school environment for example during menstruation, girls have no sanitation other facilities like modes. No place to place or dispose these sanitarities

and protective items. Therefore, they decide to run back home until they are safe and within that period, they drop out of school. This problem can only be solved by the school administration and Parents Teachers Association (P.T.A).

#### **4.5.2 Work Given By Teachers**

For example, girls cooking for teachers when students are learning.

- Girls prefer to leave school rather than become perpetual cooks
- Being beaten, for example, girls at the time of menstruation, fear to be beaten because they fear to be known that they are menstruating by their male teachers.
- Solution: The head teacher must be disciplined in all areas and she/he should have regular meetings with the teachers to evaluate the school/staff discipline.

#### **4.5.3 Curriculum.**

For example, textbooks are gender biased. For example, Mathematics girls/ladies do not associate themselves with the curriculum (most authors are male). The ministry of education and literature critics must encourage women writers, by appreciating and promoting their literally work and other academic materials.

#### **4.5.4 A Hidden Curriculum**

- a) The way teachers respond to girls, for example teachers saying, “You are just like your mother, who only knows how to put tea and sugar together” ( this is after answering a question in class)
- b) The way female teachers respond to girls' for example “Hilda and Hilda can only make a tall Hilda”. This makes a girl feel that female teachers and male teachers are bulldozers. This is a problem, which is calling upon female

teachers to know that the “woman” is the first block to her own education therefore, women have to change their attitudes towards their fellow women.

#### **4.5.5 Lack Of Role Models for Girls**

Most of the headteachers are female in Kibera, and this motivates the girls and their performance gets better. Some schools where the male hold authoritative posts, the girls are led to believe that female are hopeless. In this case, a right-based approach must be practised by every employer in all Government and private sectors and in particular, “The Ministry of Education”.

#### **4.5.6 Guidance And Counselling**

- A male teacher being a counsellor for female students puts them off;
- A female teacher who is not trained cannot lead girls into coping with some challenges and
- Peer influence – poor advice.

As a solution, the Ministry of Education must aim at offering proper/ongoing formation to our teachers who are entrusted with the school/youth counselling.

#### **4.5.7 Within The Home.**

Poverty for example no fees and the girl is the target of the family to make a choice that lead to her being forced into marriage (cultural inheritance and the boy is privileged)

**Solution:** The Government and the Church through the local authorities and administration must fight this cultural ignorance, not only verbally but where action is need must be applied.

#### **4.5.8 The Dwelling**

For example, the girl becomes the wife when the mother is out (small dwelling place coupled with “kumi kumi” Alcohol. This drinking prevents the father to see the daughter, “incest”. In fear of incest, the girl runs away from the family and becomes a street girl. For example, there are centres for rescue; DADA – Pangani where we have girls who ran away because of incest from the father or other relatives.

##### **Solution**

To have a centre for these girls who have the above experience is not a last solution. African elders and Church authorities must team up to secure marriages and family life.

#### **4.5.9 Income Generating Activities**

- Girls become baby sitters and others perform poorly in school because of this, income-generating activities. They get encouraged by their parents but on the negative side i.e. you had better sell sukumawiki which will bring you money than go to school. Soon this becomes a daily business. These income-generating activities become a factor to block the girls from going to school. Some girls begin to sell their bodies that is prostitution and thus contract Sexually Transmitted Diseases STDs.

##### **Solution**

It is our duty to fight poverty together not to throw the ball to the Government and NGO's.

Researcher's comment: The Ministry of Health has really tried to deal with this HIV/AIDS epidemic. It is a challenge for the whole Kenya (The Kenya National HIV/AIDS and STD's control programme for 1999 –

2004, strategic plan 2000 – 2005 session paper No.4 of 1997 on Aids in Kenya.

#### **4.5.9 Encouragement Of The Child Labour.**

For example, collecting tins to sell (Kibera and Mathare). They go the big industries and get employed, hence become family's bread winner. This activity has two faces " child labour and income generating activity". This game helps the girl to run away from school (reasons: money becomes a symbol of power and feeling responsible of the family. No time to study when collecting tins or when employed to wash dishes and cleaning.

##### **Solutions**

Local administration and church leaders must actively fight this activity.

#### **4.5.11 Family and School**

For example, forcing girls to repeat a class in the school, which leads to lack of interest and they may get embarrassed when they grow old and push out. The Rescue Dada Centre is dealing with these push out cases. Another solution is to look for more technical courses for girls because people are gifted differently. A girl to push out of school and remain at home is an hazard to development and retard the Nation.

#### **4.5.12 Devil Worshipping**

Not heavy: why? No real cases within Nairobi but in some parts like Nyeri, schools have evidenced this "Religious Fanatism", claiming it is a religious belief for example Ongata Rongai, there was a case where people were locked up for the purpose of the religious worship. This lead girls to do away with education. In Kibera slums, a few respondents expressed that there were girls who cannot join

some boarding schools because of fear of being burnt. They prefer to keep their daughters at home than join form one where the schools are associated with devil worshipping.

Sacrificing (Rituals); Respondents gave an example of Dandora Rituals of 2 girls in the newspapers whose private parts were cut off.

#### **Solution.**

This is a complicated issue and the only solution is to keep on campaigning for monotheism.

#### **4.5.13 Indirect Costs Of Education.**

For example, school bag, shoes, no uniform, no school, parents, excuse themselves that they have no above items and girls end up by not going to school. Other girls expose themselves to able boys and sugar daddies who can provide these things. As a result the following happens, sexual abuse/child abuse continues, trickery and forcing girls to sexual acts. Some become pregnant and others get STD's.

#### **4.5.14 Undisciplined Teachers.**

For example, A 50-year-old primary school teacher was sentenced to 28 years in prison for defiling seven of his under age pupils. The teacher, a father of five school age children, had also infected an eight-year-old mentally handicapped girl with a venereal disease. This is a case that called for serious sentence considering the lives of these innocent girls were shattered. One fails to understand how this teacher who taught special education at Manaini Primary School in Othaya Division did such an unjust action. This respondent was very bitter about what she had read from the Daily Nation because in Kibera slum this is also happening.

**Solution.**

Teach girls and about their own rights and dignity, also discipline the doer.

Policy makers, regulators and enforcers must need to improve their approaches in order to eradicate poverty and also improve girls relationship with their male teachers.

**Comment.**

Indirect costs of education and school related factors could be curbed by reflecting on the following: -

- Everyday Kenyan businessmen and business women are told that they must improve the quality of goods and services they provide, to meet and beat both regional and international competition. Being competitive does not only involve keeping quality high; it also means keeping costs on businesses. When this cost is passed on to customers, as it must be, in the form of higher prices or low quality, it becomes more difficult for a product or service to remain competitive;
- In Kenya and elsewhere, statute books are full of unnecessary complicated and contradictory rules and requirements. These requirements impose a heavy compliance burden on business especially small businesses. This produces the competitiveness of our businesses, our products and services, and it costs our Nation jobs. The temptation to over regulate must be overcome. Bad regulations have the opposite effect. They stand in the way of innovation, investment and jobs. We should always be against regulations unless it is strictly necessary to protect the interests of consumers and the wide public. All efforts are needed to do away with regulatory constraints and to encourage adherence to build a thriving economy. The government of Kenya committed to promoting business confidence and competitiveness, and to stimulating economic growth through fewer, better and less burdensome regulations. Let the Department of International Development (DFID) and the British

Partnership for Enterprise Development (BPED) assist our Kenyans to improve the business legal and regulatory environment.

#### **4.5.15 Slum**

- The slums in Kenya are residential areas which are densely populated with less infrastructural development i.e. drainage, sewage management and lack of water. Is in view of lack of proper planning undertaken by the government that this population in the slum areas like Kibera, Mukuru, Lindi, Shilanga, Mathare North etc. Life in these slums is difficult and it is bad for the General Economy for the country;
  - a) Large population with less school opportunities especially for girls.
  - b) Poverty caused by lack of general development by the government e.g. there are no roads for example no business opportunities, limited supply of essential good and lack of industries to create employment for the inhabitants of the slum. There is also factor of the political bickering whereby the inhabitants are divided into several political parties which have not been able to create development of the area and this has made the development of fewer school to cater for the large population.

The other factor causing dropout in schools by girls is the denomination factor, whereby there are Muslims and Christians and due to their culture and beliefs, Muslims marry off their girls as early as possible and other group because of their acquaintance with their brewers of “busaa” (local brewing) “muratina” people have less time to plan for their children’s education.

#### **4.5.16 Discrimination Factor**

The small Christian community highlighted a complex poverty problem, which attributes to the girls school dropout as follows: -

- 1) Discrimination and poverty which is an economic aspect assumed to be genetic similarity among all races and ethnic groups. The degree of discrimination can be measured by comparing incomes of those who are favoured and those who are injured by discrimination. The comparison of the medium income figures of the Indians/Whites/Kenyans/Nairobians/Slum dwellers give us a rough idea. Discrimination occurs in various shapes for example, Wage discrimination / occurring when Kenyans and other minority workers are paid less than Europeans for doing the same work. This leads to our Kenyan families failure to pay girls school fees hence dropping out of school.

#### **4.5.17 Urbanisation**

African cities are growing at first but also on organised city life and this place our youth in danger. When one puts his/her radio on, television on, one hears reggae or Congolese music commonly known as “Ndombolo”. The social worker confined that in Kibera slum, spend more time watching television and videos. In the video kiosks, the young people may watch the whole day or go to bed after midnight. These young people have no time to study. As a result, because of poor performance and also preferring to watch T.V, listening to radio and watching video, girls drop out of school.

#### **4.5.18 Witchcraft.**

Other parents have traditional beliefs, which they follow and end up by stopping their girls from going to school for fear to be witched.

#### 4.5.19 Video/Mass Media Influence

The returned questionnaire and those who were interviewed orally for example video kiosk owners, revealed that young people (10-24 years) in Kibera are exposed to video and other mass media in their homes or slum villages. The respondents attitudes were as follows:

4.5.19.1 TABLE 5

**Respondents' attitude towards mass media and its influence on youth.**

ATTITUDES	ATTITUDES	RESPONDENTS	FREQUENCY
Like watching video/mass media	14	<ul style="list-style-type: none"> <li>- Youth come up with a different language "sheng" and parents will not understand what we are discussion at home (a mixture of English and swahili)</li> <li>- We meet our friends in video kiosks</li> <li>- We discover new ways of relating with opposite sex and know many friends</li> <li>- We enjoy pornography without interference.</li> </ul>	6 2 4 24 22
Does not like watching video & mass media	3	<ul style="list-style-type: none"> <li>- Men who come to these video kiosks, some of them have done crimes and they come to hide in this kiosks (hiding from police)</li> <li>- Some girls who go to these kiosks are between 10-16 years. Some men who work in these kiosks buy gifts like soft drinks &amp; traditional beer to have sexual relationship hence std, HIV/AIDS &amp; early pregnancies.</li> </ul>	1 2

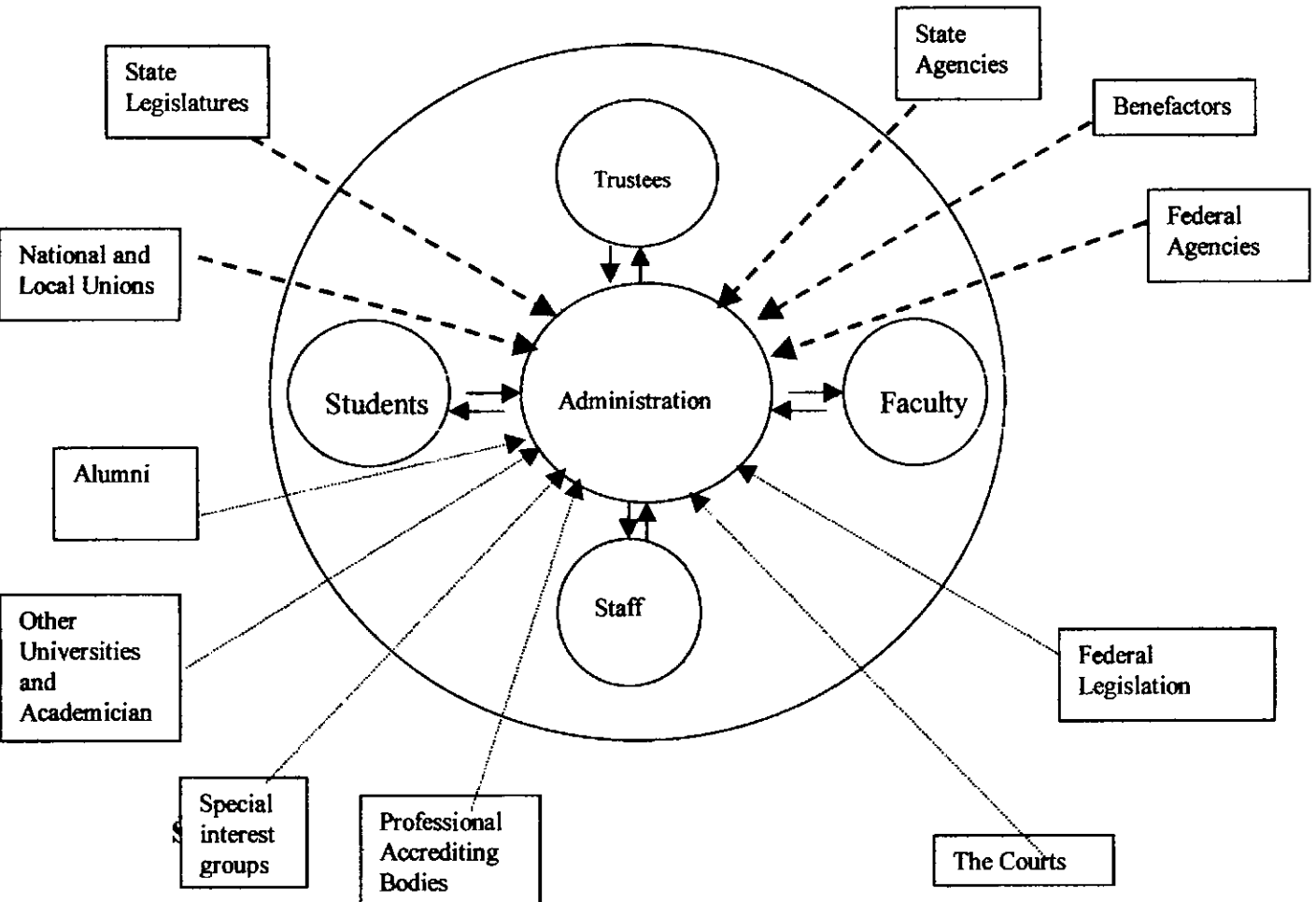
From the respondents' responses, one is able to see and judge that every respondent is giving evidence that mass media can influence youth and society at large to block development through formal education. For example, from the table, the 14 respondent sound positive but all are negatively influenced and if one is a student, we doubt his/her continuity with the school programs. The other 3 respondents stress the burning or control of mass media among the youth.

From the table mass media is factor that contributes to the girls school dropouts.

#### 4.5.20 Fund And Management Problems

General interview with ministries and economists, revealed that some girls can not complete their tertiary education due funds and management problems.

Figure: Sources of pressure on Administration for University change



See the extracts here below: -

1. Academic administrations have been under siege for the past twenty years. This condition can be expected to continue and even accelerate in the period ahead. One reason is that the university is no longer an organism but has become a loose collection of components with little interdependence among its units. Even at the departmental level, interdependence is minimal. Every faculty member is free, at least on an informal basis,

2. From state legislative circles, we see pressure on universities to change their practices in a number of ways. Because most of the funding for public education comes from legislative appropriation and because legislatures have been feeling the pressure for tax relief from citizen groups, legislators have been attempting to restrict funds to higher education,
  
- 3 From Reactive Modes to Institutional Excellence to negotiate with any outside agency or funding source as a representative of the university, without being in a position to commit the department or the university to a decision. The system is so free that in many respects it resists management, administration, or supervision. When these conditions prevail, the management of change is almost impossible. Insufficient coherence among parts restricts interdependent action.

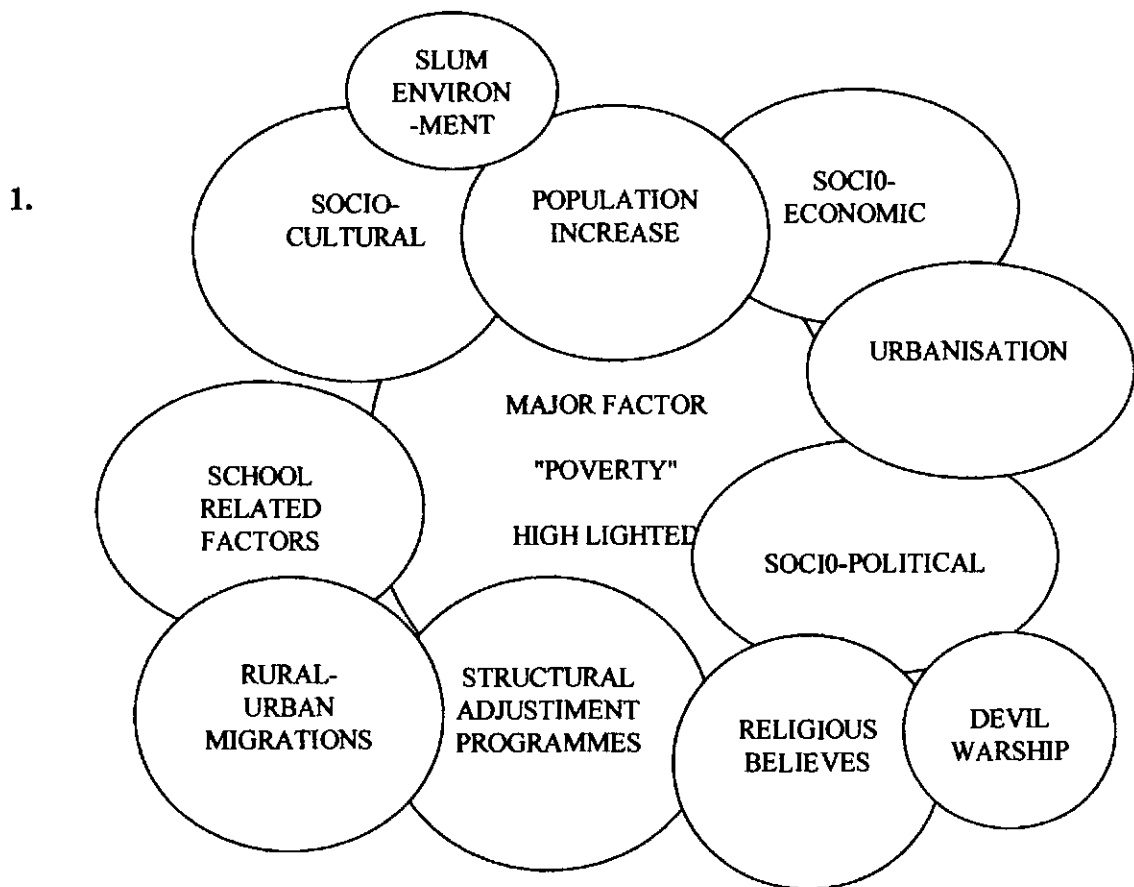
Universities are widely credited with exercising initiative to stimulate change. On examination, however, these changes turn out to be primarily changes in the broader culture or in their students.

#### **4.6.0 Summary of the findings**

The majority of the respondent came up with inter-linked multi-complex factors which lead girls to drop out of school between the ages 10 to 24 years, as demonstrated by figure below;

Viewing the diagram below there is no doubt that an holistic approach is needed to curb school drop out especially for girls between age 10 -20 years.

**FIGURE DEMONSTRATING LIFE IN THE SLUM OF KIBERA**



#### 4.7.0 Comment

**Agriculture:** Kenya needs to improve the agriculture growth because this will continue to have the greatest impact on food security and poverty in Kenya which leads to school dropout. This exercise of improving investment in the rural sectors, remains the primary engine of economic growth. In 1961 and 1997, agriculture received less than 10 percent (10%) of the national budget in most countries, yet its contribution to gross domestic output was between 30 and 80 percent. This is why Kenya/Africa significantly lost market shares for relying on food imports and food aid. To make the matter worse, even in some parts of Kenya or even in countries where significant investments were made to develop public agricultural capital goods, governments often failed to maintain and manage such capital investment as roads and irrigation systems.

In addition, public resources were often allocated to a single cereal crop, such as rice, maize, wheat, sugar cane, coffee and not enough to traditional crops like roots and tubers, and pulses and oils seeds. This results to people losing the major export crops e.g. The production share of cocoa in the African countries, Kenya included, fell as follows: - Cocoa 71.6 percent in the 60s to 58.7 percent in the 90s, while the market share dropped from 78.9 to 64.7 percent. For coffee, the production and market shares declined from 25.9 and 28.8 percent in the 60s to 18.6 and 18.5 percent in the output in sub-Saharan African was lower than that in other developing countries. This is why urban-rural migration increases (D + C no.3/2000) D + C Development and cooperation, No. 3/2000 May/June.

## CHAPTER FIVE

### 5.0 GENERAL CONCLUSION

In this conclusion, the researcher wishes to use the message given during the Lenten campaign 2000, by the office of Justice and Peace commission. This message is about the Good Governance in the new Millennium.

#### 5.1 Urban-trap/aboard-Trap (Lenten Campaign 2000 Pg. 13,)

Suggestion 1; The strong ones like Elephants have already migrated to other places where peace, food and other basic needs are easily met. Let these strong ones come back to Kenya, or come back from Nairobi City and develop our rural areas. This will reduce rural- urban migration and slum congestion. Also it will improve our Kenyan Economy enabling parents to educate girls and boys.

#### 5.2 Exploited People/Deprivation of Education Rights

Suggestion 2; The weak ones like Zebras maintain that "east, west, home is best" and have chosen to remain and become gradually weakened. Let the weak know that each individual has a duty to fight for the human rights and also to help the government to offer good services, which include equality in education.

#### 5.3 Self Centered Characters

Suggestion 3; All members of the cat family who are fat, have also remained for they have plenty to eat now that other animals have been weakened by hunger. The special favor shown to a few members of the society by authority figures must not stop them from campaigning for justice and peace.

#### 5.4 Intimidated/Fighting Fear to Restore Equity and Development

Suggestion 4; The hyenas have plenty to eat too, cleaning after the lions and they are therefore contented. They always wonder why everybody complains about Simba's rule

and praise the seemingly quiet animals such as the ostrich that hides his head in the sand and the chameleon, which agrees with every opinion from whatever side it comes. The hyena's spirit, is for those who do not speak about the injustice or fight the spirit of corruption because they are in good terms with the head person and they gain from their relationship, even if it is just a token. For example, some parents have ever witnessed where their girls have never completed their education because a certain teacher wanted to abuse the girl sexually and she refused. Then because the head teacher is a friend of the father to this girl, the matter is treated secretly and the girl either leaves the school or she give inn and becomes expectant. It is time to speak! There are many lions and many hyenas in our social circles/settings. Those who behave like ostriches and chameleons. When education is not available for all, it is time to talk and act.

### **5.5 Guidance and Counseling**

Suggestion 5; The Giraffes, with heads up on trees do not seem to care. The other animals are worried by what they see not happening. The members of the society especially parents, do not become carefree, your wisdom is needed by the youth, join hands and fight injustice and unbecoming behavior. (Lenten campaign 2000,)

### **5.6 Ignorance**

Although Kenya is being a signatory to the United Nations Universal Declaration of Human Rights as well as other conventions, many of the Kenyans do not know about them and if they don't know, its hard to search for their own rights.

### **5.7 Land Grabbing.**

Incidents are witnessed which increase poverty hence blocking girls from completing their education, for example, deprivation of things like lands and shops. This culture of corruption is coupled with violence, resulting in people migrating from tribal clash areas and coming to live in slum areas. In these slum areas, majority live in a very small house and the environment encourages incest, homosexuality and conformity. As a result of this, girls experience early pregnancies and sexually transmitted diseases.

## **5.8 The Poor Continue to Become Poorer**

Psychological torture; when big people in the Kenyan society, deprive peasants of their land, they want to develop it by putting up rental houses, and the poor person lacks a place to do farming or to graze his/her goats or cows and the solution is to kill them, then the poor person decides to go to Nairobi City to seek for a job. This person is not skilled, so she/he ends up settling in the slums where he thinks life is not expensive, but in reality, life is also expensive for the poor person . As a result, the same person decides to live in the slum and forgets the place of his/her origin. This results in a multi-complex culture where girls have no morale. In this, mixed cultures do not specifically spell out rules and norms, which could help parents to counsel their youths/girls. So, parents living in the slum areas may not be in a position of guiding girls to have positive values like handling ones sexuality, having healthy relationship with the opposite sex and parent/teacher - relationship.

## **5.9 PARENTHOOD**

All those who have dedicated their interests in helping girls to achieve formal education, need to focus on teaching more about family life, responsible parenthood and counselling to the couples and single parent. When parents become irresponsible, girls would be the first victims of that irresponsibility as evidenced by the daily Nation Newspaper of April 25<sup>th</sup> 2001. (Appendix).

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## **APPENDIXES**

1. QUASTIONNAIRE FOR THE YOUTH.
2. GUIDING QUESTIONS.
3. TABLES AND FIGURES FROM THE RESULTS OF 1999 CENSUS.
4. TABLES AND FIGURES FROM THE ECONOMIC SURVEYS ON VARIOUS ISSUES CONCERNING SCHOOL ENOROLLMENT BY GENDER.
5. TABLE FROM THE EDUCATION STATISTICS UNIT. MINISTRY OF EDUCATION.
6. NEWSPAPER EXTRACTS.

## QUESTIONNAIRE FOR THE YOUTHS

TICK ONLY ONE (WHAT APPLIES TO YOU)

1. Where do you live?(Silanga/Kambi/Mukuru/Laini saba/Kisumu  
Ndogo/Gatwikira/Makina/Kianda).
2. How old are you -----
3. Male/Female
4. How many are you in your family -----
5. Are your both parents alive -----
6. Are you employed? ----- If 'No' Why?
7. Are you a student?
8. Do you watch videocassettes. Yes ----- No -----  
Do you have a T.V. or Video deck at home?  
Yes ----- No -----
9. What kind of videos do you like to watch -----
10. Why do you like to watch these type of videos.-----
11. You watch video cassettes at what time: Night ----- Day -----
12. Why do you read magazines?
13. What do you like to see in a news papers and Magazine?

## **GUIDING QUESTIONS**

### **Migration, Slum poverty and household amenities**

1. Where were you born? Where is your original district.
2. In this family, do you have an orphan? If yes, what caused the death of the parents?
3. In this family, do you have grand children? If yes, where is the mother or the father to the grandchild?
4. In this family, do you have a school dropout?
5. How many available dwelling rooms/units that are mainly used for living? Do you have a store, office or toilet?
6. Is this a rented house or is it yours?
7. Do you have a proper source of water? e.g. pond, Dam, Lake, Stream/river, Borehole, piped or Jerboas/tanks.
8. What is your main cooking fuel?
9. What is the type of lighting?

#### **Others**

10. What is the religion that you practice as a family?
11. Do you have religious beliefs that are relation to gender bias?

### **Level of Education and Labor force**

1. What is the highest class or form your children have completed? (each child)  
If not, Why?
2. In your family, do you work most of the times for wages, salaries, commissions, tips, contracts and paid?
3. Do you work on own/family business where you work for family gain, including 'Jua-Kali', artisans, mechanics, trade in farm produce and family workers not on wage employment?
4. Do you think jobs are available for all?

### **Kiosk Owners and Business People**

5. Does the youth enjoy video? What types? Why?
6. How does the video and mass media affect the youth positively or negatively?
7. Why are there many people living in Kibera?
8. What are the advantages and the disadvantages of having a personal business in Kibera?

### **BUSINESS/DEVELOPMENT COMMITTEE REPRESENTATIVES (KIBERA)**

#### **Economic Development, Equity and The Human Rights**

2. What can you say about our Kenyan co-operatives, savings and credit institutions and our country?
3. What could you tell about the citizen's rights and obligations in relation to formal education?
4. Knowing that the government must be the custodian, protector and promoter of human rights, does it carry out this duty freely?
5. In our Kenyan society, is there slavery, forced labor, and deprivation of property and inhuman treatment? If not, Why? If Yes, Why? Is there equality in education?
6. Does the church and NGOs take steps to raise and create awareness of human rights?
7. What matters do you think you would rise concerning education for all?
8. Is the modern technology/mass media having any value to the youths (10 - 24 years)?

**Table 3. Population of Municipalities, Towns Councils and Other Urban Centres**

URBAN	DISTRICT	Status	Male	Female	Total	Sex Ratio
<b>ALL URBAN</b>			<b>5,089,455</b>	<b>4,907,536</b>	<b>9,996,991</b>	<b>104</b>
<b>NAIROBI</b> .....	Nairobi	City	1,153,828	989,426	2,143,254	117
<b>MOMBASA</b> .....	Mombasa	Municipality	163,552	301,466	665,018	121
<b>KISUMU</b> .....	Kisumu	Municipality	162,354	160,380	322,734	101
<b>NAKURU</b> .....	Nakuru	Municipality	119,281	111,981	231,262	107
<b>ELDORET</b> .....	Uasin Gishu	Municipality	103,402	94,047	197,449	110
<b>TALA/KANGUNDO</b> .....	Machakos	Town Council	88,322	91,630	179,952	96
<b>NAIVASHA</b> .....	Nakuru	Municipality	80,322	78,356	158,678	103
<b>KIKUYU</b> .....	Kiambu	Town Council	77,737	78,394	156,131	99
<b>KEHANCHANG</b> .....	Kuria	Municipality	73,774	77,691	151,465	95
<b>MACHAKOS</b> .....	Machakos	Municipality	70,999	72,275	143,274	98
<b>MERU</b> .....	Meru Central	Municipality	63,180	63,247	126,427	100
<b>KARATINA</b> .....	Nyeri	Municipality	60,573	65,764	126,337	92
<b>MALINDI</b> .....	Malindi	Municipality	61,409	57,019	118,428	100
<b>RUIRU</b> .....	Thika	Municipality	56,982	52,592	109,574	108
<b>VIHIGA</b> .....	Vihiga	Municipality	51,340	58,168	109,508	88
<b>KITUI</b> .....	Kitui	Municipality	51,311	55,562	106,873	92
<b>THIKA</b> .....	Thika	Municipality	56,001	50,706	106,707	110
<b>MUMIAS</b> .....	Butere/Mumias	Town Council	51,591	53,875	105,466	96
<b>NYERI</b> .....	Nyeri	Municipality	50,022	51,216	101,238	98
<b>NYAMIRA</b> .....	N/Kisii (Nyamira)	Town Council	48,083	51,999	100,082	92
<b>MOLO</b> .....	Nakuru	Town Council	47,574	48,584	96,158	98
<b>MIGORI</b> .....	Migori	Town Council	45,552	49,894	95,446	91
<b>KERICHO</b> .....	Kericho	Municipality	49,222	43,991	93,213	112
<b>AWENDO</b> .....	Migori	Town Council	43,722	46,431	90,153	94
<b>KITALE</b> .....	Trans Nzoia	Municipality	44,247	42,035	86,282	105
<b>BOMET</b> .....	Bomet	Municipality	41,696	42,624	84,320	98
<b>RONGO</b> .....	Migori	Town Council	38,279	41,538	79,817	92
<b>NANDI HILLS</b> .....	Nandi	Town Council	40,779	36,735	77,514	111
<b>KILIFI</b> .....	Kilifi	Town Council	37,280	38,247	75,527	97
<b>KAKAMEGA</b> .....	Kakamega	Municipality	36,988	37,127	74,115	100
<b>BUNGOMA</b> .....	Bungoma	Municipality	36,553	36,495	73,048	100
<b>KARURI</b> .....	Kiambu	Town Council	36,055	35,420	71,475	102
<b>KIMILILI</b> .....	Bungoma	Town Council	34,566	36,895	71,461	94
<b>WEBUYE</b> .....	Bungoma/Lugari	Municipality	34,362	35,775	70,137	96
<b>GARISSA</b> .....	Garissa	Municipality	36,105	33,098	69,203	109
<b>MARIAKANI</b> .....	Kilifi	Town Council	33,154	35,355	68,509	94
<b>LIMURU</b> .....	Kiambu	Municipality	34,669	33,657	68,326	103
<b>NYAMARAMBE</b> .....	Kisii South(Gucha)	Town Council	31,971	34,611	66,582	92
<b>LUANDA</b> .....	Vihiga	Town Council	30,823	35,466	66,289	87
<b>MWINGI</b> .....	Mwingi	Town Council	31,519	34,693	66,212	91
<b>OYUGIS</b> .....	Rachuonyo	Town Council	31,330	34,564	65,894	91
<b>KISII</b> .....	Kisii Central	Municipality	32,783	32,452	65,235	101
<b>KIAMBU</b> .....	Kiambu	Municipality	30,236	30,369	60,605	100
<b>RUNJENJES</b> .....	Embu	Municipality	28,260	29,963	58,223	94
<b>WOTE</b> .....	Makueni	Town Council	28,675	29,520	58,195	97
<b>MURANGA</b> .....	Muranga	Municipality	27,813	30,194	58,007	92
<b>HOMA BAY</b> .....	Homa Bay	Municipality	27,548	28,749	56,297	96
<b>TAVETA</b> .....	Taita Taveta	Town Council	29,304	26,276	55,580	112
<b>MTITO-ANDEI</b> .....	Makueni	Town Council	27,237	26,508	53,745	103
<b>EMBU</b> .....	Embu	Municipality	26,237	26,209	52,446	100

**Table 1: Population by Sex, Number of Households, Area and Density**

	Male	Female	Total	House holds	Area in Sq Kms	Density
<b>KENYA</b>	<b>14,205,589</b>	<b>14,481,018</b>	<b>28,686,607</b>	<b>6,371,370</b>	<b>581,677.20</b>	<b>49</b>
<b>NAIROBI</b>	<b>1,153,828</b>	<b>989,426</b>	<b>2,143,254</b>	<b>649,426</b>	<b>696.1</b>	<b>3,079</b>
<b>CENTRAL</b>	<b>129,464</b>	<b>105,478</b>	<b>234,942</b>	<b>69,958</b>	<b>10.6</b>	<b>22,164</b>
STAREHE	10,290	8,750	19,040	2,770	2.9	6,566
CITY CENTRE	31,350	27,100	58,450	20,000	1.4	41,450
CITY SQUARE	1,250	1,100	2,350	700	1.3	1,650
<b>KARIOKOR</b>	<b>17,574</b>	<b>16,130</b>	<b>33,704</b>	<b>6,265</b>	<b>2.4</b>	<b>14,740</b>
PANGANI	10,000	11,000	21,000	5,742	1	21,000
ZIWANI KARIOKOR	7,574	5,130	12,704	5,523	1.4	7,750
<b>MAITHAKE</b>	<b>14,137</b>	<b>13,200</b>	<b>27,337</b>	<b>24,525</b>	<b>1.5</b>	<b>40,002</b>
MAITHAKE	14,854	10,000	24,854	9,276	0.7	40,360
MAITHAKINI	20,000	1,200	21,200	6,114	0.2	60,920
MIANGU KUBWA	14,793	11,100	25,893	9,135	0.6	43,800
<b>URUGOMA</b>	<b>40,150</b>	<b>40,000</b>	<b>80,150</b>	<b>27,041</b>	<b>1.4</b>	<b>64,340</b>
KIA MAIKI	30,000	40,000	70,000	8,864	0.7	42,400
URUGOMA	10,150	0	10,150	18,177	0.7	60,210
<b>NGARA</b>	<b>11,713</b>	<b>11,000</b>	<b>22,713</b>	<b>5,025</b>	<b>2.7</b>	<b>9,140</b>
NGARA EAST	7,800	7,000	14,800	1,004	1.4	11,017
NGARA WEST	5,812	4,000	9,812	2,021	1.3	7,500
<b>MAKAOARA</b>	<b>108,773</b>	<b>88,661</b>	<b>197,434</b>	<b>58,032</b>	<b>20.1</b>	<b>9,823</b>
<b>MAKONGI NI</b>	<b>11,741</b>	<b>9,500</b>	<b>21,241</b>	<b>5,122</b>	<b>1.3</b>	<b>16,900</b>
MAKONGI NI	8,667	6,000	14,667	4,200	0.7	21,710
KAKILENI	3,074	2,400	5,474	1,322	0.6	9,240
<b>MAKADARA</b>	<b>20,700</b>	<b>17,000</b>	<b>37,700</b>	<b>12,430</b>	<b>3.6</b>	<b>14,400</b>
HAMZA	10,000	7,000	17,000	4,544	0.9	18,524
HAHAMBILE	14,334	10,000	24,334	6,357	2.3	13,451
LUMUMBA	3,338	2,200	5,538	1,529	0.4	16,383
<b>MARINGU</b>	<b>15,709</b>	<b>14,000</b>	<b>29,709</b>	<b>7,000</b>	<b>1.5</b>	<b>19,317</b>
MBUTEIA	6,000	5,000	11,000	3,167	0.5	23,792
OFAPA MARINGU	9,709	7,000	16,709	4,531	1	17,600
<b>VIWANDANI</b>	<b>30,501</b>	<b>27,000</b>	<b>57,501</b>	<b>22,100</b>	<b>11.4</b>	<b>5,201</b>
LANDI MAWE	18,023	16,000	34,023	9,080	5.6	4,601
VIWANDANI	22,478	11,000	33,478	13,020	5.8	5,600
<b>MUKURU NYAYO</b>	<b>16,939</b>	<b>17,200</b>	<b>34,139</b>	<b>10,224</b>	<b>2.3</b>	<b>15,750</b>
HAZINA	5,920	6,000	11,920	2,517	1.1	11,611
NAIROBI SOUTH	11,019	10,444	21,463	7,707	1.2	19,550

**TABLE 2. Distribution of population by sex and Single Years of Age**

	Male	Female	Total	Age	Male	Female	Total
<b>KENYA</b>							
0	555,876	540,722	1,096,598	40	183,275	205,622	388,897
1	383,031	373,480	756,511	41	87,980	79,270	167,250
2	443,325	436,227	879,552	42	103,341	94,009	197,350
3	451,109	446,384	897,493	43	79,361	76,361	155,722
4	458,595	446,153	904,748	44	62,545	61,727	124,272
0-4	2,291,936	2,242,966	4,534,902	40-44	516,502	516,989	1,033,491
5	389,416	376,714	766,130	45	127,990	135,889	263,879
6	391,682	388,188	779,870	46	67,413	66,414	133,827
7	401,992	390,680	792,672	47	88,377	82,880	171,257
8	409,378	407,425	816,803	48	66,244	68,978	135,222
9	408,112	399,549	807,661	49	69,817	64,826	134,643
5-9	2,000,580	1,962,556	3,963,136	45-49	419,841	418,987	838,828
10	459,800	450,283	910,083	50	123,091	136,869	259,960
11	348,009	362,962	710,971	51	58,507	53,768	112,275
12	451,935	433,903	885,838	52	64,286	55,118	119,404
13	396,613	389,279	785,892	53	48,835	43,978	92,813
14	378,623	367,228	745,851	54	49,920	50,434	100,354
10-14	2,034,980	2,003,655	4,038,635	50-54	344,639	340,167	684,806
15	386,684	381,489	768,173	55	63,513	66,427	129,940
16	342,868	351,348	694,216	56	47,652	52,222	99,874
17	330,280	333,913	664,193	57	44,028	42,382	86,410
18	349,169	361,998	711,167	58	34,557	36,530	71,087
19	272,983	292,446	565,429	59	33,941	38,764	72,705
15-19	1,681,984	1,721,194	3,403,178	55-59	223,691	236,325	460,016
20	340,365	404,228	744,593	60	75,974	95,240	171,214
21	254,758	277,637	532,395	61	26,504	28,304	54,808
22	260,746	298,644	559,390	62	31,558	29,763	61,321
23	236,190	265,559	501,749	63	32,780	30,901	63,681
24	236,470	258,351	494,821	64	27,717	30,507	58,224
20-24	1,328,529	1,504,389	2,832,918	60-64	194,513	214,715	409,228
25	295,668	332,006	627,674	65	41,508	48,028	89,536
26	214,409	224,972	439,381	66	22,957	21,878	44,835
27	214,514	213,940	428,454	67	28,548	27,844	56,392
28	196,012	223,049	419,061	68	23,314	29,575	52,889
29	174,306	170,627	344,933	69	24,642	33,039	57,681
25-29	1,094,909	1,164,594	2,259,503	65-69	140,969	160,364	301,333
30	289,616	323,016	612,632	70	46,801	61,262	108,063
31	136,811	121,911	258,722	71	21,747	23,510	45,257
32	163,916	163,540	327,456	72	19,963	20,425	40,388
33	122,638	116,450	239,088	73	15,340	15,104	30,444
34	127,711	120,313	248,024	74	14,750	15,223	29,973
30-34	840,692	845,230	1,685,922	70-74	118,601	135,524	254,125
35	198,702	213,706	412,408	75	26,100	27,135	53,235
36	137,267	138,854	276,121	76	12,176	12,053	24,229
37	116,444	118,515	234,959	77	15,621	12,541	28,162
38	127,760	144,039	271,799	78	12,669	13,465	26,134
39	115,090	108,635	223,725	79	12,600	16,426	29,026
35-39	695,263	723,749	1,419,012	75-79	79,166	81,620	160,786
				80 +	95,300	121,038	216,338
				Age NS	103,487	86,956	190,443
				Total	14,205,589	14,481,018	28,686,607

**TABLE 2. Distribution of population by sex and Single Years of Age**

NAIRCHI	Male	Female	Total	Age	Male	Female	Total
0	29,946	31,874	77,650	40	20,418	12,158	32,576
1	25,852	25,714	51,536	41	9,935	5,010	14,945
2	29,855	28,832	52,587	42	12,720	6,390	19,110
3	28,089	26,000	54,119	43	9,072	4,690	13,762
4	24,962	23,946	41,448	44	7,079	3,618	10,697
0-4	148,574	142,896	291,470	40-44	59,224	31,866	91,090
5	20,854	20,165	41,029	45	13,303	7,043	20,346
6	19,171	19,753	39,112	46	7,158	3,629	10,787
7	20,143	19,646	39,789	47	8,504	4,097	12,601
8	18,042	19,139	37,231	48	6,610	3,555	10,165
9	18,254	19,431	38,335	49	7,242	3,382	10,624
5-9	97,322	98,165	195,487	45-49	42,817	21,706	64,523
10	18,474	19,793	38,257	50	11,168	6,050	17,218
11	15,213	17,439	32,652	51	5,066	2,155	7,221
12	17,138	19,077	36,215	52	6,079	2,443	8,522
13	15,517	17,816	33,433	53	4,360	1,831	6,191
14	14,145	17,358	31,503	54	4,288	1,839	6,127
10-14	80,587	91,473	172,060	50-54	30,961	14,318	45,279
15	14,586	20,264	34,850	55	4,467	2,412	6,879
16	15,380	22,337	37,717	56	3,093	1,607	4,700
17	18,199	25,283	43,482	57	2,462	1,228	3,690
18	22,390	29,221	51,611	58	2,041	1,110	3,151
19	20,882	27,024	47,906	59	1,900	994	2,894
15-19	91,437	124,129	215,566	55-59	13,963	7,351	21,314
20	31,751	39,300	71,051	60	3,498	2,547	6,045
21	31,152	31,360	62,512	61	1,261	642	1,903
22	34,135	33,706	67,841	62	1,533	753	2,286
23	35,796	33,110	68,906	63	1,448	739	2,187
24	36,042	31,632	67,724	64	1,089	657	1,746
20-24	168,926	169,108	338,034	60-64	8,829	5,338	14,167
25	44,189	36,387	80,576	65	1,622	1,217	2,839
26	33,458	26,012	59,470	66	836	500	1,336
27	33,941	24,112	58,053	67	844	530	1,374
28	30,369	23,764	54,133	68	738	511	1,249
29	28,385	18,951	47,337	69	657	478	1,135
25-29	170,343	129,226	299,569	65-69	4,697	3,236	7,933
30	41,907	28,450	70,357	70	1,289	1,410	2,699
31	19,960	11,303	31,263	71	604	476	1,080
32	24,642	15,675	40,317	72	554	447	1,001
33	17,975	10,964	28,939	73	399	325	724
34	18,876	11,005	29,881	74	401	290	691
30-34	123,360	77,397	200,757	70-74	3,247	2,948	6,195
35	25,947	15,451	41,398	75	589	608	1,197
36	17,808	11,009	28,817	76	338	325	663
37	14,815	8,749	23,564	77	361	301	662
38	15,460	10,025	25,485	78	299	269	568
39	14,682	8,043	22,725	79	275	247	522
35-39	88,712	53,277	141,989	75-79	1,862	1,750	3,612
				80 +	2,513	2,981	5,494
				Age NS	16,454	12,261	28,715
				Total	1,153,828	989,426	2,143,254

## NAIROBI CITY/KIBERA SLUMS

**TABLE 5: POPULATION BY SEX NUMBER OF HOUSEHOLDS, AREA AND DENSITY**

	MALE	FEMALE	TOTAL	HOUSEHOLDS	AREA IN SQ. KMS	DENSITY
KENYA	14205589	14481018	28686607	6371370	581677.20	49
NAIROBI	1153828	989426	2143254	649426	696.1	3079
KIBERA	159083	127656	286739	89086	223.4	1284

**TABLE 6: DISTRIBUTION OF POPULATION BY SEX AND SINGLE YRS. OF AGE**

NAIROBI	MALE	FEMALE	TOTAL	AGE	MALE	FEMALE	TOTAL
0	39846	37804	77650	40	20418	12158	32576
0 - 4	148574	142896	291470	40 - 44	59224	31866	91090
5 - 9	97322	98165	195487	45 - 49	42817	21706	64523
10 - 14	80 - 587	91,473	172060	50 - 54	30,961	14318	45279
15 - 19	91,437	124129	215,566	55 - 59	13,963	7351	21314
20 - 24	168 - 926	169108	338034	60 - 64	8829	5338	14167
25 - 29	170 343	129 226	299569	65 - 69	4697	3236	7933
30 - 34	123360	77397	200757	70 - 74	3,247	2,948	6,195
35 - 39	88,712	53277	141,989	75 - 79	1862	1750	3,612
				80+	2513	2,981	5,494
				AGE NOS	16454	12261	28715
				TOTAL	1153828	989426	2143254

Table 1.1:

## Primary School Enrolment by Gender and Class, 1992 - 1996 ('000)

Class	1992		1993		1994		1995		1996*	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Std.1	479.6	453.1	472.5	446.1	491.0	463.4	492.1	459.9	494.2	463.9
Std.2	423.8	399.4	409.9	384.2	424.5	399.8	426.8	405.8	437.4	414.9
Std.3	393.0	374.0	387.4	369.0	387.7	378.7	392.3	373.3	397.0	374.7
Std.4	376.4	366.8	369.6	364.1	379.3	374.9	368.1	366.2	372.9	364.2
Std.5	330.0	329.4	324.4	326.5	330.0	337.0	329.2	334.0	330.9	330.8
Std.6	299.1	299.2	288.8	292.5	294.3	296.7	292.0	300.4	297.5	307.0
Std.7	309.9	302.7	298.1	299.8	295.5	301.2	290.2	300.6	296.2	299.8
Std.8	195.0	198.8	210.4	185.3	212.5	190.3	211.6	194.0	217.3	199.0
Total	2,806.8	2,723.4	2,761.1	2,667.5	2,814.8	2,742.0	2,802.3	2,734.1	2,843.4	2,754.3
Grand Total	5530.2		5428.6		5556.8		5536.4		5597.7	

\* Provisional

Source: CBS, Economic surveys, various issues

**Table 1.2: Proportion (%) of girls enrolled in Primary Schools by class, 1992-1996**

Class	1992	1993	1994	1995	1996*
Std 1	48.6	48.6	48.6	48.3	48.4
Std 2	48.5	48.4	48.5	48.7	48.7
Std.3	48.8	48.8	49.4	48.8	48.6
Std.4	49.4	49.6	49.7	49.9	49.4
Std.5	50.0	50.2	50.5	50.4	50.0
Std.6	50.0	50.3	50.2	50.7	50.8
Std.7	49.4	50.1	50.5	50.9	50.3
Std.8	50.5	46.8	47.2	47.8	47.8
All	49.2	49.1	49.3	49.4	49.2

\* Provisional

Source: Derived from Table 1

**Table 1.3: Gross enrolment ratios in Primary Schools, 1992 - 1996** ('0000)

Year	Enroll ment			Proj.			Pop.			6-13			GER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1992	2806.8	2723.4	5530.2	3025	3025	6077	91.0	92.0	90.0						
1993	2761.1	2667.5	5428.6	3106	3075	6182	88.9	86.7	87.8						
1994	2814.8	2742.0	5556.8	3123	3123	6281	89.1	87.8	88.5						
1995	2802.3	2734.1	5536.4	3207	3168	6375	87.3	86.3	86.8						
1996*	2843.4	2754.3	5597.7	3258	3220	6478	87.3	85.5	86.4						

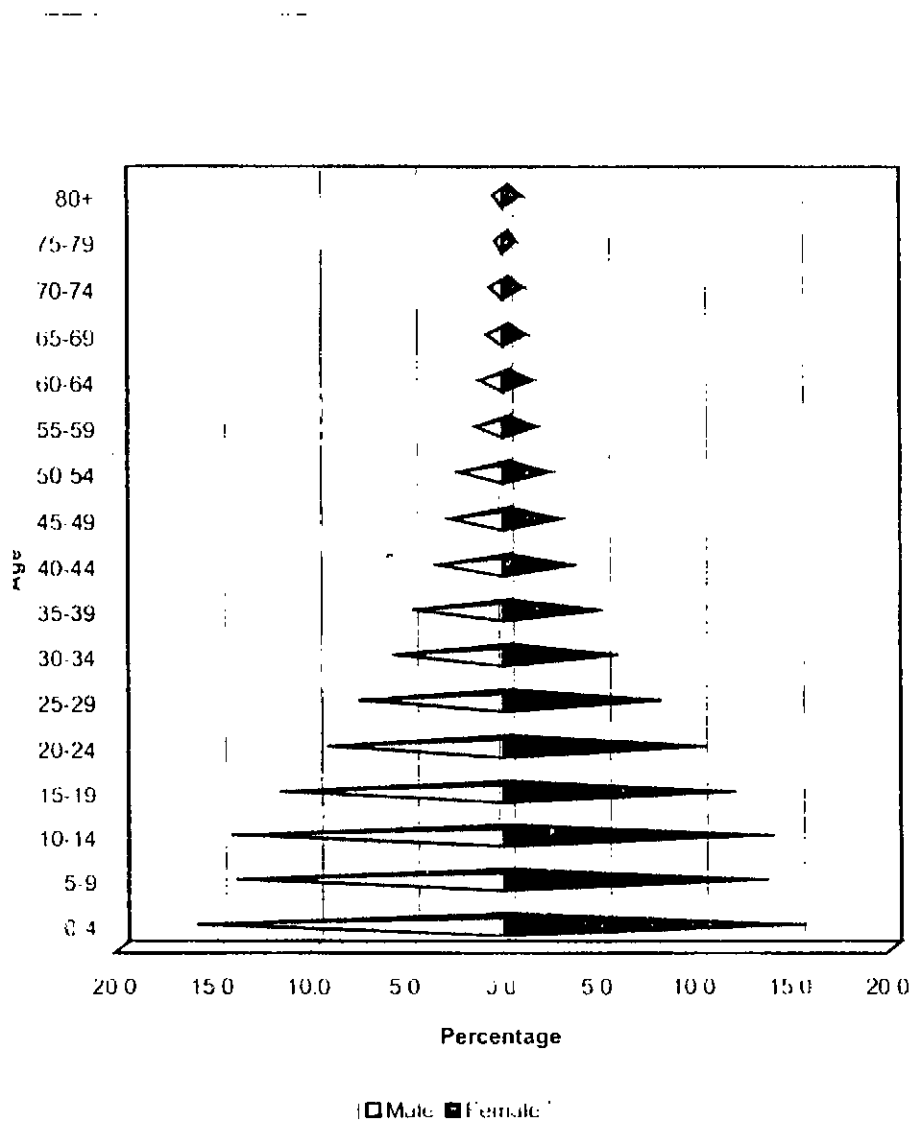
\* Provisional

- Sources:
1. CBS. Economic Survey, various issues
  2. CBS. Kenya population, census 1989: Analytical report volume VII population projections, April, 1996

### 10.3 POPULATION PYRAMID

The population pyramid shows that the population is still young. The pyramid is derived by expressing each age group as a proportion of the total for each sex. Forty four percent (44 percent) of the people were aged below 15 years, 52 percent were aged 15 to 64 years and 4 percent were aged 65 and above years. It should, however, be acknowledged that the fertility decline, which has been experienced during the 1989/99 intercensal period, has been a major contributing factor to the decline in the percentage of the population aged below 15 years as compared to 49 percent in 1989.

Figure 3: Population Pyramid, 1999 Census



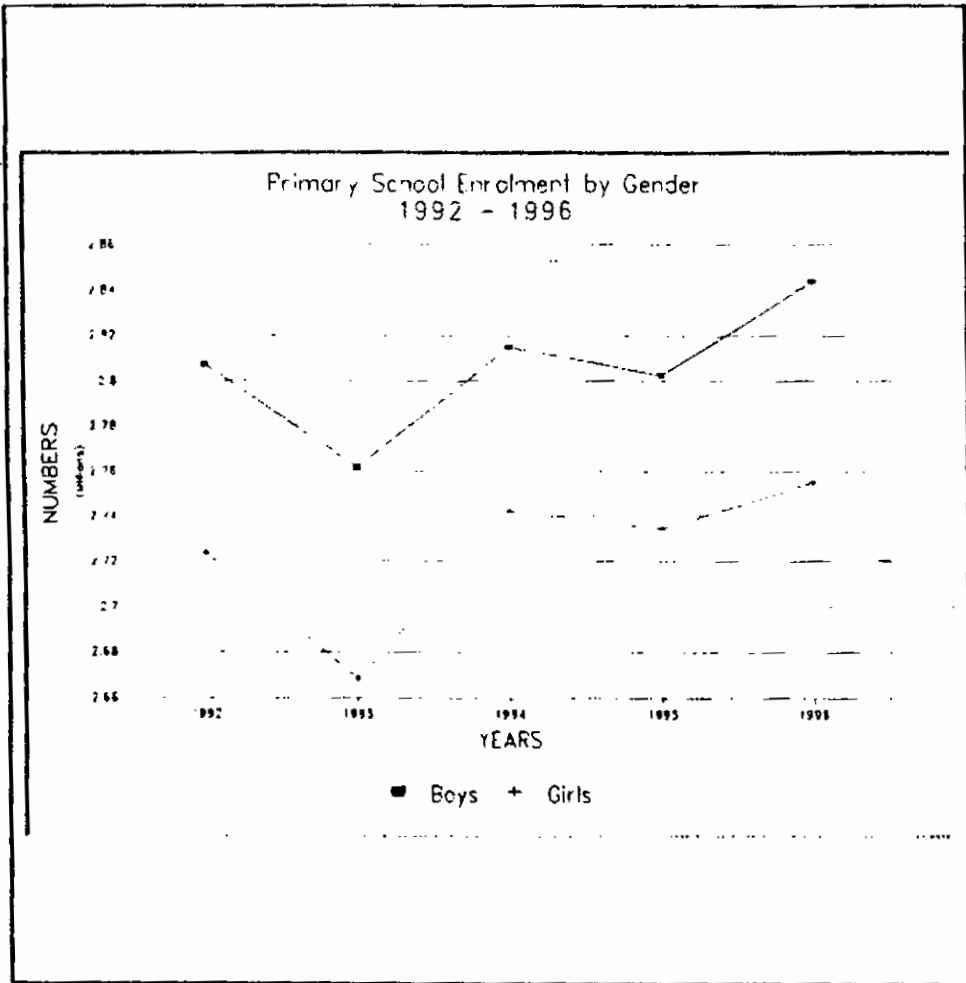


Figure 1

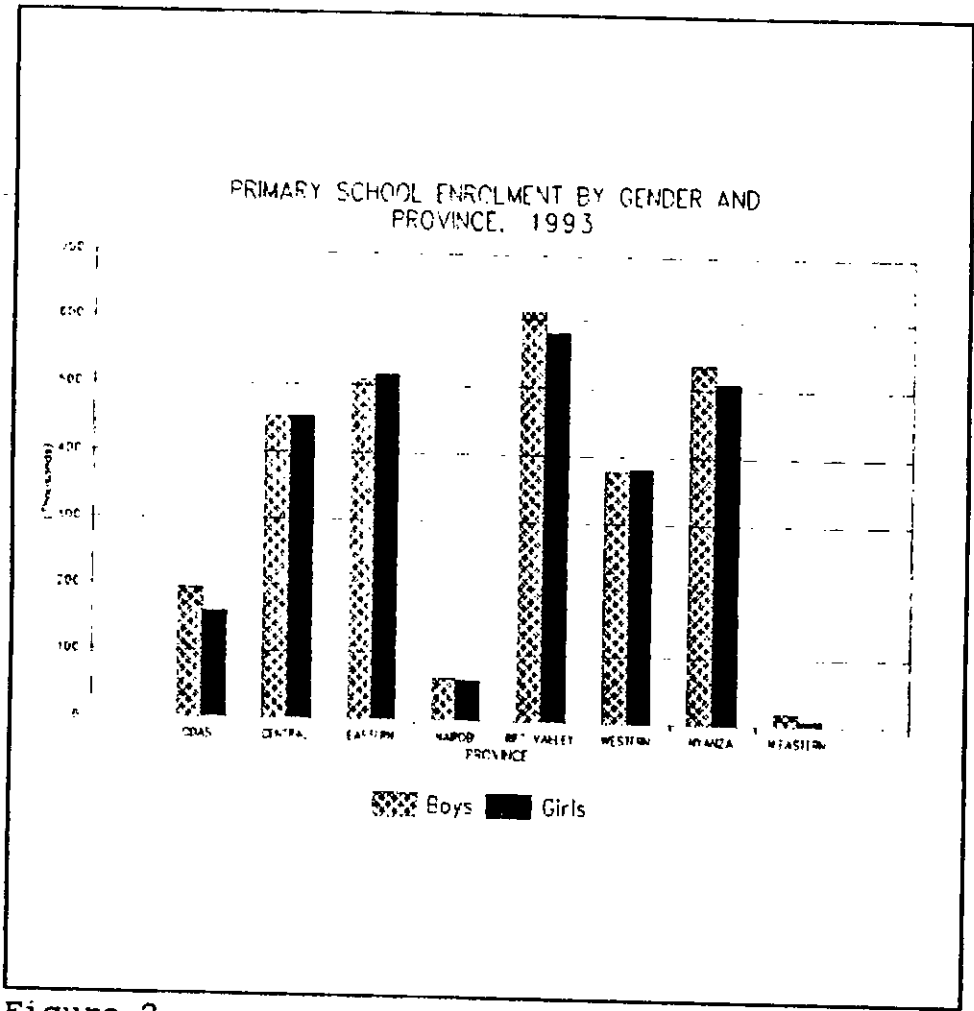


Figure 2

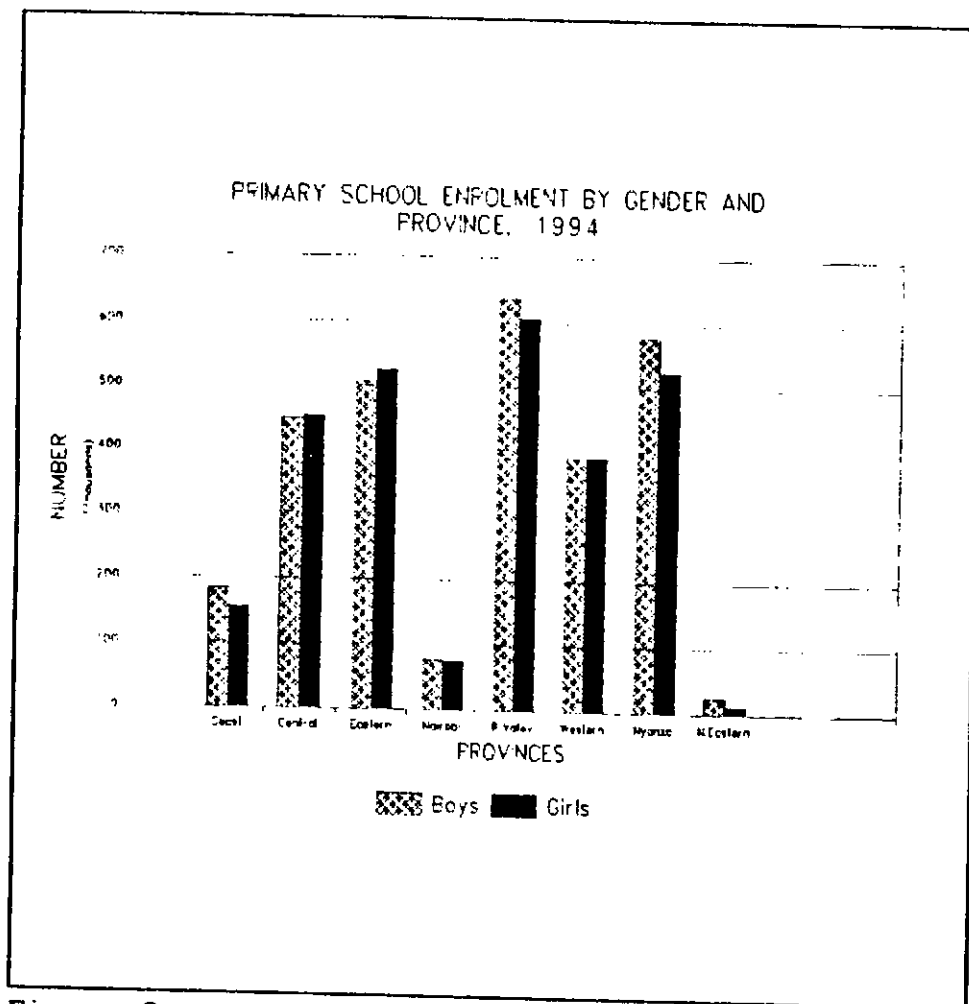


Figure 3

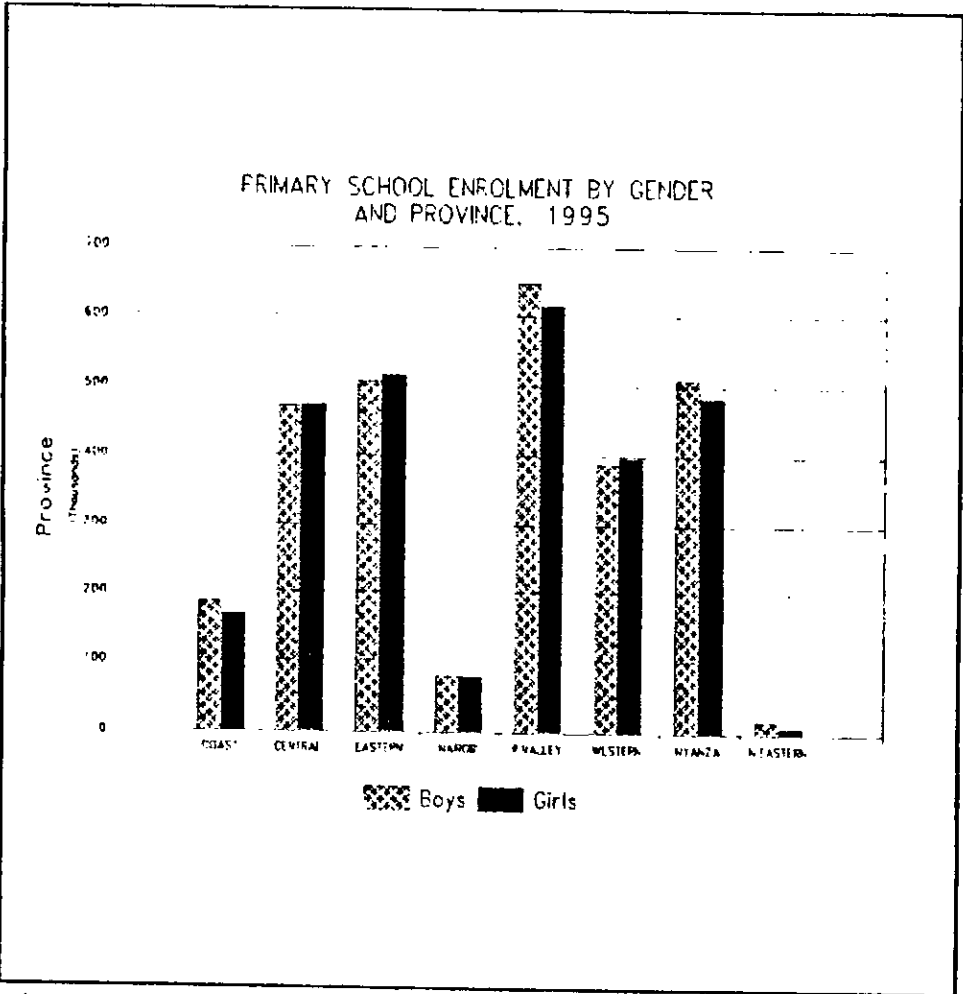


Figure 4

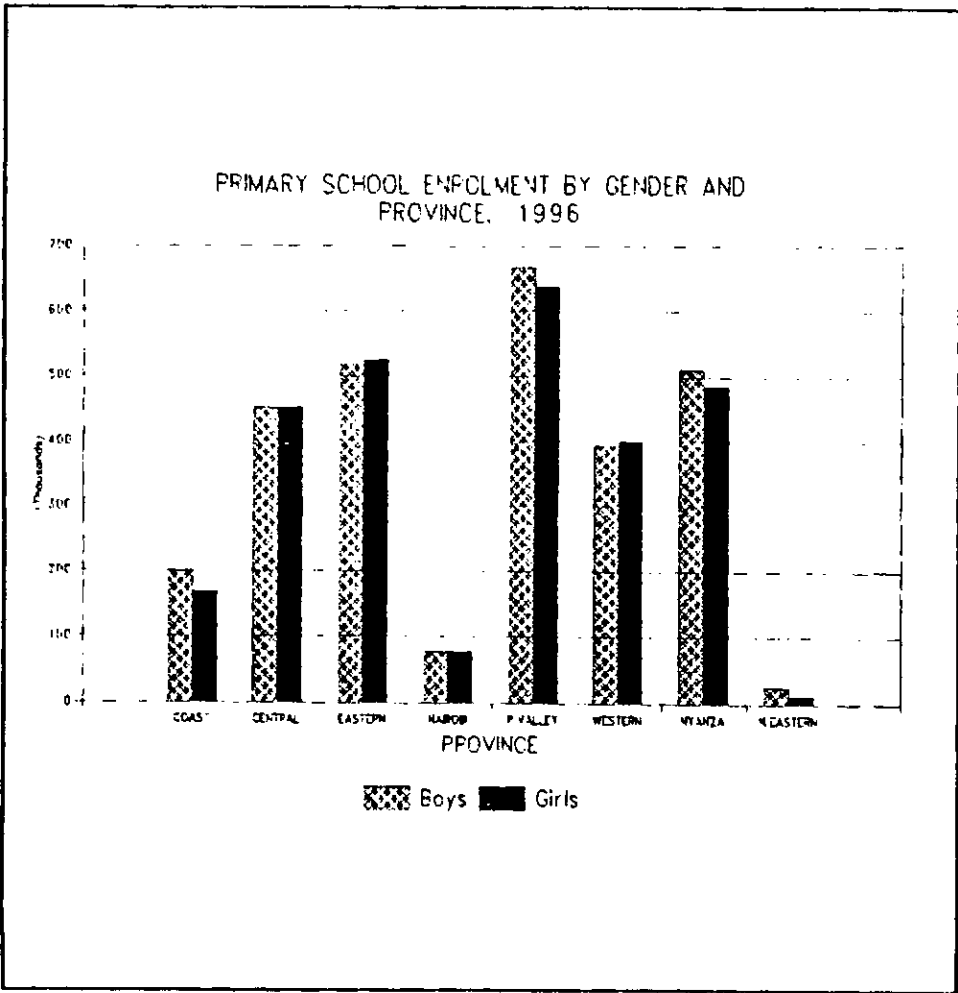


Figure 5

**Table 1.4: Enrolment ratios in primary schools by sex, district and province**

DISTRICT PROVINCE	ENROLMENT RATIOS							
	1993		1994		1995		1996	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Taita Taveta	110.9	117.6	112.0	117.4	107.7	108.5	107.7	108.5
Kilifi	84.7	62.6	77.0	57.9	71.8	68.4	84.6	67.00
T River	50.0	44.1	34.2	36.2	48.1	42.6	50.7	42.5
Lamu	80.4	84.4	75.0	80.5	78.4	82.4	80.5	83.0
Kwale	81.1	63.2	75.8	59.8	76.6	60.1	77.8	61.1
Mombasa	73.9	62.2	74.5	68.1	78.2	70.7	78.2	70.7
COAST	81.9	68.1	76.7	66.0	76.5	70.0	81.5	74.9
Nyandarua	117.8	117.5	119.7	122.0	124.8	126.9	121.7	117.0
Nyeri	99.3	100.3	100.3	102.4	100.0	101.3	99.9	102.5
Kirinyaga	100.7	108.1	100.3	109.1	100.6	107.5	100.1	107.6
Muranga	121.2	119.1	115.3	112.7	111.9	108.5	96.0	94.6
Kimbu	76.8	82.0	74.6	79.9	48.3	51.7	48.4	51.2
Thika	..	..	..	..	..	..	..	..
Thika Mun.	..	..	..	..	..	..	..	..
CENTRAL	101.5	104.1	99.5	102.6	103.8	106.1	99.2	101.3
Machakos	56.9	57.3	56.8	57.5	50.5	51.3	54.5	55.4
Kitui	93.6	90.8	49.2	60.1	57.8	56.2	60.7	59.7
Embu	101.1	107.8	100.1	107.1	97.0	103.5	55.6	57.7
Meru	58.8	64.6	30.9	33.2	30.6	32.8	29.3	31.3
Iaiolo	64.7	55.2	62.3	59.6	61.3	62.9	68.9	60.3
Marsabit	41.1	29.0	52.8	35.9	31.8	23.6	31.8	22.3

Makueni	..	..	..	..	..	..	..	..
Tharaka N.	..	..	..	..	..	..	..	..
Mbere	..	..	..	..	..	..	..	..
Moyale	..	..	..	..	..	..	..	..
Nyambene	..	..	..	..	..	..	..	..
Mwingi	..	..	..	..	..	..	..	..
EASTERN	91.2	93.9	89.1	94.6	88.0	91.8	88.9	92.0
NAIROBI	54.2	47.1	65.5	57.8	64.2	63.5	63.3	55.1
Baringo	101.4	98.8	102.1	98.3	103.2	100.2	69.6	70.8
Bomet	..	..	..	..	..	..	..	..
Nakuru	74.8	74.6	70.4	70.9	70.4	70.3	69.7	70.6
Nakuru Mun.	..	..	..	..	..	..	..	..
Kericho	48.2	49.0	47.0	48.0	44.2	45.3	45.1	45.4
Laikipia	91.8	91.7	93.8	94.7	91.9	92.8	100.8	100.2
Narok	51.9	43.9	39.6	30.4	39.0	30.5	40.5	31.1
Kajiado	55.0	47.3	63.4	30.4	69.2	61.1	65.0	58.5
Samburu	57.0	32.1	54.2	31.5	61.9	35.4	61.6	36.1
Keiyo	..	..	..	..	..	..	62.0	61.4
Marakwet	..	..	..	..	..	..	..	..
Nandi	100.2	100.2	98.0	100.7	97.5	99.8	95.8	96.5
Trans Nzoia	82.3	81.8	81.1	81.0	79.4	79.2	81.0	80.6
Kitale Mun.	..	..	81.1	81.0	..	..	..	..
Uasin Gishu	58.6	61.1	64.7	67.7	60.4	64.9	60.1	62.3
Eldoret Mun.	..	..	64.7	67.7	..	..	..	..
West Pokot	68.0	56.9	62.6	52.7	65.5	57.6	65.9	57.0
Turkana	76.1	44.0	97.6	52.0	96.2	50.1	82.5	49.3

Korhatek								
Trans Mara								
R VALLEY	87.4	84.5	85.3	82.5	88.4	85.5	85.3	82.7
Busia	109.2	98.3	115.5	103.1	113.6	105.0	71.5	68.2
Bungoma	103.3	107.9	90.0	94.1	87.4	92.4	86.5	90.8
Kakamega	63.3	63.6	64.9	65.0	64.5	65.3	64.2	64.8
Vihiga				..	..	..	..	..
Ieso				..	..	..	..	..
Mt Elgon				..	..	..	..	..
WESTERN	100.3	100.8	101.8	101.2	99.7	101.2	99.3	100.4
Kisumu	75.2	76.3	75.6	76.2	57.0	58.0	56.0	57.5
Kisumu Mun						..		..
Kisii	61.8	62.5	62.7	64.3	57.6	58.5	56.4	57.2
Homa Bay			62.7	64.3				
Siaya	115.5	104.2	109.2	99.6	110.6	100.4	107.5	98.4
Nyamira					..	..	..	..
Migori					..	..	..	..
Suba					..	..	..	..
Kuria								
NYANZA	139.5	134.2	96.8	93.7	129.7	125.2	128.4	124.6
Garissa	28.1	12.7	29.4	13.4	25.9	9.7	29.2	13.2
Mandera	14.3	7.5	30.3	15.9	14.1	8.5	33.8	15.9
Wajir	23.4	11.5	24.4	14.0	19.8	10.3	19.8	10.3
N.EASTERN	21.9	10.6	28.1	14.4	19.9	9.5	27.8	13.2
TOTAL	95.2	93.1	89.8	89.2	93.6	92.5	92.6	91.7

.. Figures unavailable (new districts without population projections)

Source: Education Statistics Unit, Ministry of Education

**PRIMARY SCHOOL RETENTION RATES : 1992 - 1996**

**Boys (Nos. in '000)**

	1992	1993	1994	1995	1996
Std 1	479.6				
		85.4%			
Std 2		409.6			
			94.7%		
Std 3			387.7		
				94.9%	
Std 4				368.1	
					89.9%
Std 5					330.9

**Retention Rate for Boys: 1992 - 1996 = 69.0%**

**Girls (Nos. in '000)**

	1992	1993	1994	1995	1996
Std 1	453.1				
		84.8%			
Std 2		384.2			
			98.6%		
Std 3			378.7		
				96.7%	
Std 4				366.2	
					90.3%
Std 5					330.8

**Retention Rate for Girls: 1992 - 1996 = 73.0%**

**Table 3.1: Number of Primary School Teachers by Training and Gender (1992 - 1996)**

Year	Trained			Untrained			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1992	82,940	52,466	135,406	25,315	15,639	40,954	108,255	68,105	176,360
1993	86,594	55,453	142,047	19,711	11,419	31,130	106,305	66,872	173,177
1994	93,198	63,193	155,591	14,338	8,168	22,506	107,736	70,361	178,097
1995	97,811	66,084	163,915	11,472	6,588	18,060	109,303	72,672	181,975
1996	100,129	70,926	171,055	8,372	4,966	13,338	108,501	75,892	184,393

Source: Education Statistics Unit, Ministry of Education

Overall, the slightly higher proportion of female teachers compared with the male teachers were trained.

Tables 3.2 and 3.3 details the number and proportion of trained teachers by gender.

**Table 3.2 Number of Primary School Teachers by Qualification and Gender 1992-1996**

Trained	1992			1993			1994			1995			1996*		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Graduate	32	36	67	-	-	-	4	4	8	9	10	19	21	37	58
Approved**	501	254	755	769	336	1105	596	258	854	966	448	1414	994	610	1604
SI Diploma	4398	1898	6296	5096	2737	7833	5410	2510	7920	6287	3351	9638	873	4939	12812
P1	54641	33514	88155	57279	35787	93066	65447	41822	107269	66728	44396	111124	69042	48112	117154
P2	18073	11640	29713	7889	11701	19590	18969	12484	31453	19158	13015	32173	18128	13132	31260
P3	5291	5217	10508	5163	5126	10289	4966	5098	10064	4714	4797	9511	4050	4071	8121
P4	4	5	9	46	43	89	12	17	29	69	67	136	21	25	46
Others	-	-	-	346	325	671	-	-	-	-	-	-	-	-	-
Total	82940	52466	135406	86494	54433	140927	93398	62193	155591	97831	66084	163915	100129	70926	171055
Untrained															
Graduate				28	17	45	-	-	-	-	-	-	-	-	-
Diploma				16	21	37	-	-	-	-	-	-	-	-	-
KACE	2899	1639	4538	2358	1209	3567	1276	722	1998	1612	942	2554	1027	556	1583
KCE/KSCE	18520	12126	30646	13719	8616	22335	19605	6467	26072	7786	4675	12461	6006	3734	9740
KPE	3332	1482	4814	4021	974	5095	2020	733	2753	1523	515	2038	954	374	1329
CPI	514	437	951	458	513	971	347	213	560	216	197	413	188	156	344
Others	50	55	105	111	75	186	90	33	123	335	259	594	197	145	342
Total	25315	15836	41151	19711	11419	31130	14338	8168	22506	11472	6588	18060	8372	4966	13338
Grand total	108255	68105	176360	106305	66872	173177	107736	70361	178097	109303	72672	181975	108501	75892	184393

\* Provisional

\*\* An approved teacher has completed an equivalent of university education

Source: Education Statistics Unit, Ministry of Education

**Table 3.3:****Percentage Distribution of Primary School Teachers by Training and Gender - 1992-1996**

	1992			1993			1994			1995			1996		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Trained	76.6	77.0	76.8	81.5	82.9	82.0	86.7	88.4	87.4	89.5	90.9	90.1	92.2	93.5	92.8
Untrained	23.4	23.0	23.2	18.5	17.1	18.0	13.3	11.6	12.6	10.5	9.1	9.9	7.8	6.5	7.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Sources: Derived from Table 3.1

**Table 4.1 Pupil-Teacher Ratios 1992-1996**

	1992	1993	1994	1995	1996*
Number of Pupils ( 000)	5510.2	5428.0	5556.8	5536.4	5557.7
Number of teachers	176,360	173,477	178,097	181,975	184,193
Pupil-teacher ratio	31.4	31.3	31.2	30.4	30.4

\*Provisional

Source: CBS, Economic Surveys, various issues

# NATION Wednesday

Features • Family Life • Par... (unreadable)

## Treasury of grudges

### Glimpse into the hearts of children who are forsaken

By JOE OMBUOR

She walked out of maternity hospital two weeks ago, but she does not have her baby with her.

Anne Waithe's baby boy is in a children's home as her mother hits the road, looking for a job a second time in four months. The 24-year-old mother is yet to recover from the pangs of childbirth, but her desire to be re-united with her baby keeps her on the road.

She had scrimped and saved at her last job so she could give birth to her daughter in a clean hospital environment. "I had managed to save some money which I used to clear my hospital bills. My employer could not take me back with my days-old infant, and I knew the hostility that awaited me at home, so I took the baby to Mama Ngina Children's Home for adoption," she says.

Waithe left home four months ago, expelled by her father. She was pregnant again. "I was eight months pregnant, she dropped out of school for two years due to lack of fees. She never went back. She came pregnant instead."

When she conceived again last year, her elder brother raved and ranted at her, then threw her out of their Nairobi home in spite of her father's protest. It was the only home she had ever known.

Five months pregnant and with nowhere to go, Waithe hit the job-seeking trail and was hired as a house help — for shelter, food and paltry pay. It is here that she remained until the morning she felt the first spasms of labour and left for hospital.

The child born and safely adopted, Waithe is back on the trail, looking for a job — any job. Her education was cut mid-way and she has no skills training.

"With a job and somewhere to stay, I would retrieve my baby from the home and put my seven-year-old son — currently living with my mother — in school," she adds.

Tears course down Waithe's cheeks as she talks about where she has been and what she has done.

The tears flow fast and furious especially when she remembers her father — a father she last saw 12 years ago.

His image is blurred in her mind. She cannot remember his features very well — but she is in no doubt that he is responsible for her misery, their misery as a family. Choking on her tears as she, a single mother of two with no one to lean on, tries to express her fears for her two younger sisters. They might not join secondary school after Standard Eight and could end up just like her.

"I probably could not have been cheated into premature motherhood if I did not fall out of school when I did. My father decided to walk away from home, leaving mother to struggle with us."

"Where are we bonded as a family?" she wails, a handkerchief dabbing at her eyes.

She was 12 then, but cannot remember what happened. Actually, she does not know a thing beyond what her mother has told her, that her father went off with money meant for a business venture.

"My mother says she was in maternity hospital with my youngest sister when Father took off. She hates to even think about him," Waithe says.

Waithe's mother has encouraged her children to blot her husband out of their minds to the extent that they do not know his name.

"I sense in that," says Waithe. Why should I hear a name that only hurts me whenever I invoke it? Though my genes are in me, I feel he has deliberately injured me in life and should not have anything to do with him," Waithe says venomously.

"I once got his Mombasa address from my aunt and wrote to him, asking for school fees. But he never replied. That increased my bitterness against him," she says of her father.

Waithe does not wish to get married. "I prefer to live



Anne Waithe begins to tell the story of her life (top), but is overcome with emotion (second picture). She attempts to fight back her tears (third picture) and finally breaks down (above). (Pictures by DANIEL OTIENO)

### Where desertion hurts the most

By JOE OMBUOR and CLAY MUGANDA

Weakening traditions together with the challenges of modern living are turning filial desertion into a social monster.

Nairobi psychologist Emily Gichinga says: "Some men leave home to avoid being identified with failure and the helplessness of their families. Cases have increased with the collapsing economy, rising unemployment and dwindling earnings."

But not all who leave are abandoned and guilty. "At times, well-intentioned men leave home to hunt for fortune but fail to return in good time, or decide to keep away altogether when expectations go bust. Those left behind are effectively abandoned," she adds.

Men deserted by their families' poverty and helplessness have left homes for urban centres, new towns and even other countries to pursue fortune. When the pie turns into a mirage, the men are never heard of again, Mrs Gichinga explains.

Besides the want and shame, there are other things that drive people out of home. Unresolved marital problems can force a man or a woman to seek solace away from his or her partner. Some of these problems could be as a result of financial constraints, conjugal unfaithfulness or anger at lack of trust.

"There are women who, out of narrow perceptions, believe that a man is of no use when he cannot provide for his family. They jump ship when the person is down. This ought not to be. Women must learn to struggle alongside their spouses," the counsellor says.

Men are generally shy of being seen as casting smaller shadows than their wives. Mrs Gichinga says. Women should be gentle and considerate if they are economically better off than their spouse, because "the slightest bullying can send him packing, never to return."

In cultures where children are taken to belong to the community, and where people marry easily without any qualms, mothers tend to leave their children with the man.

She may feel that the children are at "their" home with their father and thus comfortable, but that is hardly the case. Children left by a parent feel deserted and are often traumatised.

In cases where a parent has deserted, the children's behaviour is moulded by the way the remaining parent handles the abandonment. Children can sometimes be

# Pain and misery all their lives

FROM PAGE 1

indifferent to the person who has remained as she, seeing him or her as the cause of the other parent's flight, the counsellor says.

"Whatever the case, the impact on children is greater than on either spouse. They are left without a role model and that impacts greatly on their future," says psychologist Juliet Manugu of Oasis Counselling and Training Centre.

Ms Mahugu says the children will live with the fear of abandonment, have poor interpersonal relationships, fear of commitment and lack of trust as they will always be suspicious that whatever befall their parents may befall them, too.

Trauma for children estranged from either parent, states Mrs Gichinga, starts as early as nursery school and can dog them into adulthood — with disastrous consequences.

A counsellor from Hearts of Gold counselling services says that there are cases in which children from such situations either make very good spouses or are very poor partners.

"Sometimes, they end up as very good partners since they avoid letting their families go through the experience they went through," she adds.

Mid-life crisis, says Mrs Gichinga, also has a lot to do with spousal estrangement and eventual filial desertion.

"At age 35 and above, men and women realise that they are getting older and start looking for sensual fulfilment in younger partners — at times getting trapped for good.

Also, adds Ms Manugu, people run away when they fail to solve



Justin Maira, whose father left home 10 years ago (left) and 81-year-old Elijah Ominde who was left with a six-year-old child. (Pictures by DANIEL OTIENO and JOE OMBUOR)



a marital problem, hoping it will disappear in their absence.

Mrs Gichinga, who runs Gem Counselling Services in the city, says men and women going through mid-life crisis require lots of education to cope with the transition.

"Children are known to invent

fathers so as not to look odd when their contemporaries are writing or talking about theirs," says Mrs Gichinga.

She has handled cases where children literally demand to be shown their fathers or mothers.

Boys go out of their way to look for their fathers in order to

fill the void in their lives "even if they have been brought up in children's homes".

Where mothers are absent, trauma for children is made worse by the loveless presence of step-mothers.

"The psychological effect of children being forced to cheat

about either of the parents can be immense," warns Mrs Gichinga.

Social events, such as weddings, can be terrible because cheating cannot provide a respite and truth has to be told, whatever the backlash.

Parents are the first role

models for their children. The absence of one takes away the advantage of copying from both the genders.

"A girl brought up by a single mother grows up un-exposed to the aura of a man's presence and how to relate with it, thus ending up with a deficit which they transfer to their marriages.

"Some boys growing up in single-mother households are compelled to assume the roles of husband, and in the absence of a domineering mother, are overly abrasive to their wives."

Children who have grown up without one parent exhibit anti-social behaviour and are usually self-conscious, withdrawing into a cocoon for purposes of self-preservation.

"They do not open up easily to others as they lack faith in themselves," says Mahugu.

In most cases, experts say, these children can sometimes show signs of promiscuity or delinquency as a way of hitting back at society, which they perceive to have rejected them.

Mrs Gichinga says role modelling deficit for children from home is a major contributor to cases of divorce and separation in contemporary societies.

People tend to run away from their families when there is a communication breakdown. And the only way to avoid parents running from their families is through dialogue.

Ms Mahugu says counselling helps, though it is only possible if the person who has the problem opens up and admits to there being a crisis in his or her life and between the spouses.