

**AN ASSESSMENT ON THE CHALLENGES FACING
GIRL – CHILD EDUCATION AMONG THE
NAMADS IN KENYA**

A CASE STUDY OF BUTE DIVISION WAJIR DISTRICT.

**A RESEARCH PROPOSAL SUBMITTED TO THE INSTITUTE
OF CONTINUING AND DISTANCE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF BACHELOR IN
EDUCATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

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APRIL, 2007

DECLARATION

This report is my original work and has not been presented for a Degree in any university

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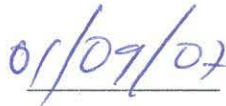
DATE:

APPROVAL

This research has been submitted with my approval as University supervisor.



MS ZAHRA KIGGUNDU



DATE

FOR: DEPARTMENT OF EDUCATION
KAMPALA INTERNATIONAL UNIVERSITY

DEDICATION

The project is dedicated to the students of Bute division of Wajir district, teachers and district education officer, Wajir

I would also not forget my dear wife Fatuma Ali Adan who gave me all the encouragement and support when I was writing and researching on this paper.

Nevertheless, to my parents who brought me up to this level and to all my family members.

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ABSTRACT

Migrants, and particularly nomads, are among the most marginalized social groups, and are widely excluded from educational provision, despite pledges of education for all.

The phenomenon of movement itself presents many challenges for both providers, and would- be users, of educational services. Around the world, the provision of education for nomads has reflected and been instrumental to particular stances on pastoral development. The links between education and development are explored specifically in the case of a transhumant pastoral group in North Eastern Kenya. The research paper reveals education for all as an ideological notion, reflecting values that contradict those of nomadic groups and argues that the value positions underlying this notion need to be articulated and further contextualized if it is not simply to reflect existing, and exclusive hegemonies.

CHAPTER ONE

RATIONALE OF THE STUDY

1.0 INTRODUCTION

This section delude into who are nomads and looked at the history of nomads in African and challenges they face in terms of education particularly the girl-child.

Nomads are those who move from place to place with their animals in search of pastures and water. In African anomalism is found in Northern Kenya, Banyankoles of western Uganda, the khoikhoi and the Fulani's of Northern Nigeria, the Oromo's of southern Ethiopia (Mwangi 2004)

The vast arid land of North-Eastern Kenya is mostly inhabited by the Somalis who keep cattle, camels sheep's and goats. Due to the scares nature of pastures and water for their animals, shifting from place to place has been inevitable for these people. This behaviour has also lead to endless tribal clashes among the nomads which make schooling difficult for their children especially the girl-child. Nomadism has proved difficult for the Government to direct resources to development apart from fighting insecurities in the area for the last ten years (Abdul -mwesera, Provincial commission, North-Eastern Province) 2005.

Although education policy does not discriminate against girls and women, their participation is characterized by disparities. There are serious regional disparities in primary schools enrollment, particularly

in arid and semi-arid areas, where pastoralism and nomadism predominates.

There are also wide variations in the drop-out rates between regions and in the last ten years completion rate in Kenya has never exceeded 50%. This rate is even lower in Bute division of Wajir District, which is estimated to 30% (Alio, EO (District Education Officer, Wajir, 2005)

There are several problems associated with the low enrollment of the girls-child among nomads. These problems that affect Girl-Child education among the nomads in Bute Division of Wajir District are mostly attributed to the nomadic nature of the people, early marriages of school Girls, Female genital mutilation (FGM) and poverty.

For nomads, a child should look after the animals and a schooling child is not given any priority or value. This condition is even worse for a girl child in Bute division of Wajir District is married off not later than fourteen years of her age.

Educating a girl in semi-arid land of Bute was a long standing problem and concerted efforts by the government and non-governmental organization has worked out dismally. The challenge that confront this girl includes both in-school and out of school factors, they span the economic, culture, social, regional and policy realms since 2000 (Jarso, Education Officer, Bute division, 2006).

It is on this basis that the researcher delude into, to find out the challenges facing girl-education among the nomads in Bute division.

1.1 THEORY

This study is based on the theory of the Mezirow (1991), which states that the ultimate goal of "transformative learning is to assist learners in assessing their current perspectives and approaches to life and through education to provide an opportunity to change these perspectives and approaches".

Also transformative learning creates the most good for girl child in the developing world according to Christopher, Dunnagan (2001). For nomads who view both schools and schooling as alien things that do not contribute to the nomadic way of life.

Introduction of transformative learning approach is the foremost hurdle to be cleared. According to Snyder & Pronko (1952), our own internal needs and biases have their great effects on our way of life, thus is mostly pronounced in nomadic life where the socio-economic gap between the social groups is wide.

1.2 Objectives of the study

1.2.1 General objectives

This study will determine the social cultural challenges facing girl child education among nomads.

1.2.2 Specific objectives

This study seeks to:

1. Determine the challenges facing girl child education in Bute division.
2. Determine the effects of the problems facing girl-child education in Bute division.
3. Determine possible solutions to the challenges facing the girl child education in Bute division.

1.3 Significance of the study

The finding of the study will be important to the following stakeholders.

1.3.1 To Nomadic girl

The finding will benefit nomadic girls to develop confidence, know their rights and have a positive attitude towards education and their role in education.

1.3.2: To the parents

The findings will help parents to know the importance of educating girl child, the effects of female genital mutilation and the equality of boy, girl child.

1.3.3: To the government

The finding will help the government to efficiently implemented Education for all (EFA) policy. To reduce the massive gap between rich and poor as education is the most important weapon for ending global hunger and poverty.

1.4 Definition of terms

For the purpose of this study, the following terms are defined operationally:

E.FA – Education for all

FGM – Female genital mutilation. It refers to circumcision of young girls.

Nomads – People who move from place to place with their animals in search for water and pastures.

In-school factors – Factors that affect the girl child education within the school setting.

Out-of-school factors – factors that effects the girl child education outside the school settings.

Mobile school – temporary learning institution held at places of settlement especially on the watering points.

Hanunie – A Somali word for devotion.

1.5 STATEMENT OF THE NULL HYPOTHESIS

There is no significant relationship between nomadism and girl-child education in Bute division.

1.6 SCOPE/DELIMITATION OF THE STUDY

My research work covered three girls' secondary schools in Bute division, Wajir district, North eastern province, Kenya

These schools includes

- 1 Bute girls secondary school.
- 2 Bute Arid Zone Secondary school.
- 3 Lion Hills Secondary School.

My research was aimed at establishing challenges facing girls education in nomadic life. The research was carried out within a period of Seven months.

1.7 Limitation of the study

- 1 Due to the vast nature of the land, movement between these institutions was not easy as distance between schools were over 30 km.
I was lucky to have my personal car that made transportation easier.
- 2 The hostile climatic condition of North Eastern made movement difficult within the vast land.
I was motivated by the courage I had to get my Bachelor Degree.
- 3 Research work involves a lot of monetary expenses.

4 Some student finds it had to fill some parts of the questionnaire though all the surety of confidentiality given.

I simply convinced the girls by giving them the importance of the research to them and their future.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

According to Lambert. (1949), our own wants and acquired values can influence our perception. Thus was evident in social culture and economic challenges that faces girl child education among nomads.

2.1 Literature related to problems facing girl child education.

2.1.1 Social cultural problems

Although the educational opportunities have indeed expanded for all children in Kenya, nomadic girl in marginalized areas like Bute division in Wajir district still faced many obstacles to education. Government and civil society should recognize the need for gender equality and in arrange of different ways (Elimu Yetu coalition, 2003). Closing a massive gap between boys and girls in school enrollment in nomadic arid and semi-arid areas commonly known as ASAL area is still the top priority for the community as education for all is the most effective weapon for ending global hunger and poverty. The girl is discriminated against this. The reason for this discrepancy includes harmful attitudes and practices such as FGM, early marriages and sexual exploitation. (Olivia, 2002).

Nomadic girls are exposed to hostile learning environment and their right to quality basic education continue to be violated. They still remain the most vulnerable and disadvantaged group in relation to many social-economic challenges ravaging the country.

The challenges facing nomadic girl education is likely to take longer time than expected because of resistance to change behaviour of Somalis as community. According to Lewis (1961) the Somali nomads are independent and individualistic. He noted that the "formidable pride of the Somali nomads, his extraordinary sense of superiority as an individual, and his firm conviction that he is the sole master of his actions and subject to no other authority except that of God," influences and enhance their self reliance and survival capacities to meet their needs and decision.

2.1.2 Economic problems.

According to statistics available at World Bank (1990) and Diallo, (1979), the education system was never conducive for pastoral communities since colonial era, nomadic girls education has been generally characterized by low enrollment, male -based and settlement oriented features. These statistics indicate that 5-10 percent of all school children were enrolled of which girls constituted less than 20 percent of the total enrollment.

Though the cost of education at secondary school and universities are higher, that of primary has reduced to almost zero with the start of education for all (EFA) status by the Kenyan Government. Nomadic girl is yet to enjoy this too. Even though costs and opportunity has been reduced considerably, that alone does not guarantee survival, performance and achievement in nomadic life, David Siele, (2003).

Underdevelopment of the pastoral communities could be explained as a result of number of factors, including lack of access to basic education. Yet availability of education cannot be assumed as a panacea for the sectors problems. However it's a general belief that

education is a key to progress and that its purpose is the liberation of nomads from the restraints and limitations of ignorance and dependency. Therefore if these services are provided to pastoral nomads, it is assumed that it will make differences such as:-

It will enable them to participate in the planning, implementation and evaluation of projects affecting their special living conditions as well as future and thereby recognizing the need to educate their girl-child also.

While cultivating their awareness on their rights and problems it will encourage nomads to form community organizations and participate in the political realm effectively.

It will enable the nomads to understand and utilize their environment better and increase productivity thereby learning the need to invest in educating the girl-child.

It will give them capacity to absorb and use sustainable technology, that reduces the number of working hours for the nomads, liberating children to enroll in schools; UNICEF, (1993).

Government and non-governmental organization are working hard to minimize challenges facing the girl-child education in North Eastern Kenya. Mobile school popularly known as "Hununie" which put up mobile learning facilities at watering points and grazing areas in Bute Division has increase enrollment. Nonetheless, enrollment for the area is still very low as statistics revealed that 90 percent of "Hununie" school children are boys. (Hussein, 2003).

FGM campaign is another activity for the "Hununie" mobile schools which conducted seminars and talks about its effects and the dangers it poses for a young school going girl. For a nomad, FGM is a ritual cleansing exercise that must be carried out to girls at the age of ten years. This is therefore another factor behind girls premature withdrawal from schools. "Parents in nomadic life marry off their young primary school girls immediately after circumcision to increase their livestock and lessen the burden of taking care of them. (Nur Guleid, 2005). These problems creates serious regional disparities in primary and secondary enrollment particularly in semi-arid lands and mostly with nomads. Statistics revealed that there are wide variations of drop out rates in these areas and less than 50 percent completion rates has been recorded for the last 20 years. (World education forum in Dakar, 2006).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will present data on research design, research environment, respondents, research instruments.

3.2 DESIGN

This study employ a descriptive survey method of research collection through qualitative and quantitative designs.

Stratified sampling will be used since it touches into to account the heterogeneous nature of the population and ensures that sub-groups are represented.

3.3. Environment

This study will be conducted in Bute division Wajir district. This division is located in North Eastern province, Kenya.

It has three secondary schools and fifteen primary schools.

Target population consists of students from Bute girl's secondary, Arid zone girls secondary school and Lion Hills girls secondary school. The purposive sampling will be used to select the subjects / respondents randomly. The researcher chosed Bute division as he understands the social cultural behaviour of the people and the environment having teaching there for seven years.

3.4 Subjects / Respondents / Participant

This study will involve all the three secondary schools in Bute division. Ten girls from form one of all the three girls secondary schools, ten from form three and ten from form four of all the three girls secondary school will be selected randomly as a respondent. The researcher will undertake the data collection and with a guide from one of the teachers of the schools.

The purposive sampling will be used to select randomly the subjects/ respondents / participants.

3.5 INSTRUMENTS

In this study, both primary and secondary methods of data collection will be used. A questionnaire and qualitative method will be used in primary data collection and library search and internet for secondary data.

3.6 DATA COLLECTION PROCEDURE

A letter will be sent to the Head teacher asking a permission to allow the researcher to conduct the research in his institution.

The researcher will then prepare questionnaires and distribute them to the targeted participants and collect the required data. All data collection will be done solely by the researcher.

3.7 STATICAL TREATMENT OF DATA

The frequency and percentage will be used to determine the statistical treatment of the data, graphs will be used in analyzing the data.

$$\text{Formula} = \frac{\sum Efx}{EF}$$

CHAPTER FOUR

PRESENTATION OF FINDING

4.0 Problems facing girl-child in nomad life

4.1.1 Early marriage

These is generally due to ignorance and harmful attitudes nomads have for girls-child.

Girls are often married to wealthy old men who can fetch enough camels/cattles for girls' parents in form of dowary.

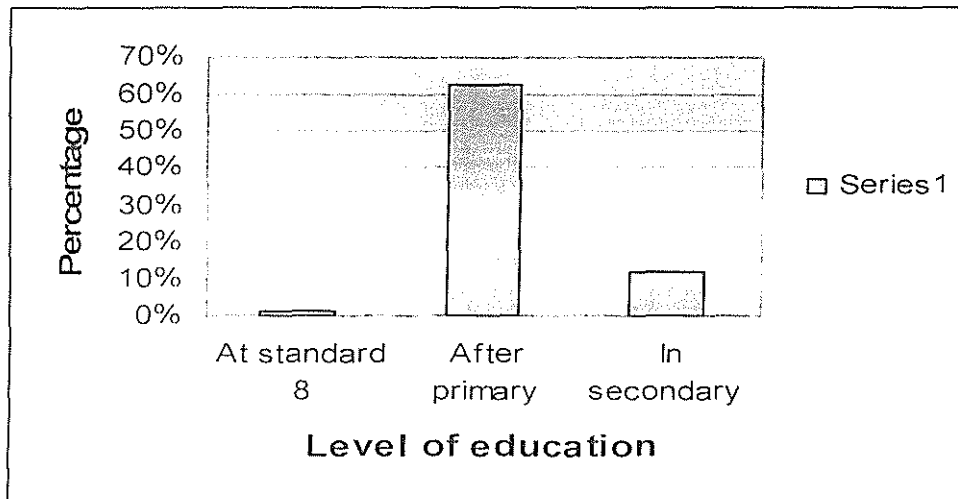
Once the girl has been married, then she is confined to house work and therefore remains a permanent house wife.

It's not very common for married woman to seek education again in nomads and therefore the hope of the girl education dies with marriage.

Table 1: School Drop-out due to early marriages

| Level of education | No. of girls | % |
|--------------------|--------------|-----|
| At standard 8 | 4 | 1% |
| After primary | 80 | 63% |
| In secondary | 14 | 12% |

Graph 1: Percentage school drop-out due to early marriage



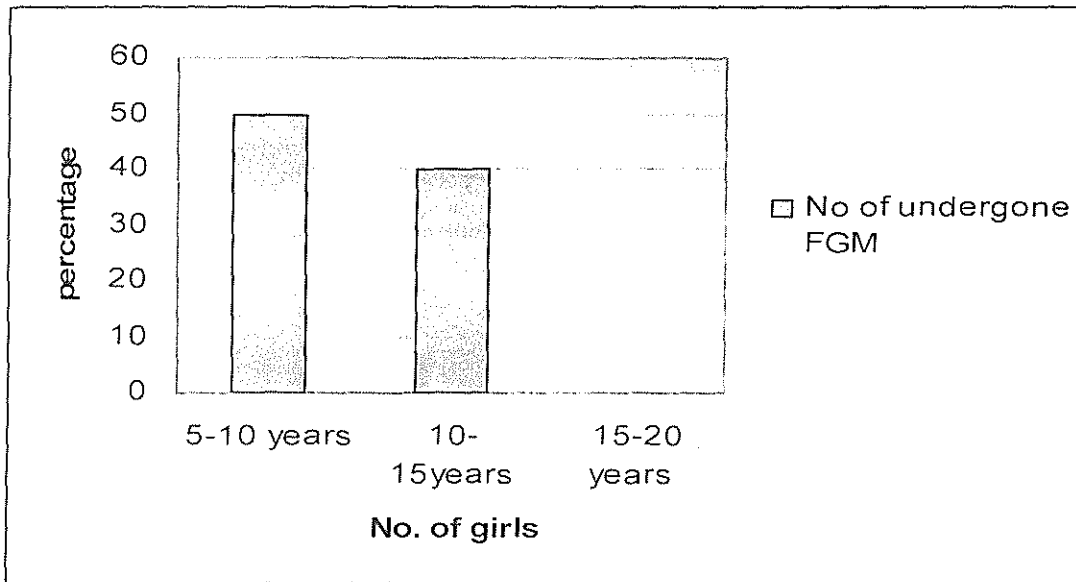
4.1.2 Female Genital mutilation (FGM)

This is widely practiced in Bute division. For nomads, FGM period is transition stage where the girl consider herself and adult immediately after the practice. The girl immediately switches her mind to marriage from education this is even accelerated by peer and environment as the behavior is common and not an hard off.

Table 2: No of girls who had undergone F.G.M

| Age | 5-10 years | 10-15years | 15-20 years |
|---------------------|------------|------------|-------------|
| No of undergone FGM | 50 | 40 | 0 |

Graph 2: Percentage No. of girls who had undergone F.G.M



4.1.3 Early pregnancies

Nomadic girls are often sent alone to sell animals' product and therefore walk for a distance of about 10 km. Boys takes this advantage and harass girls sexually on the way. This brings early pregnancies. The girls therefore are considered outcast and the future of her education devastates.

4.1.4 Environment/nomadic life

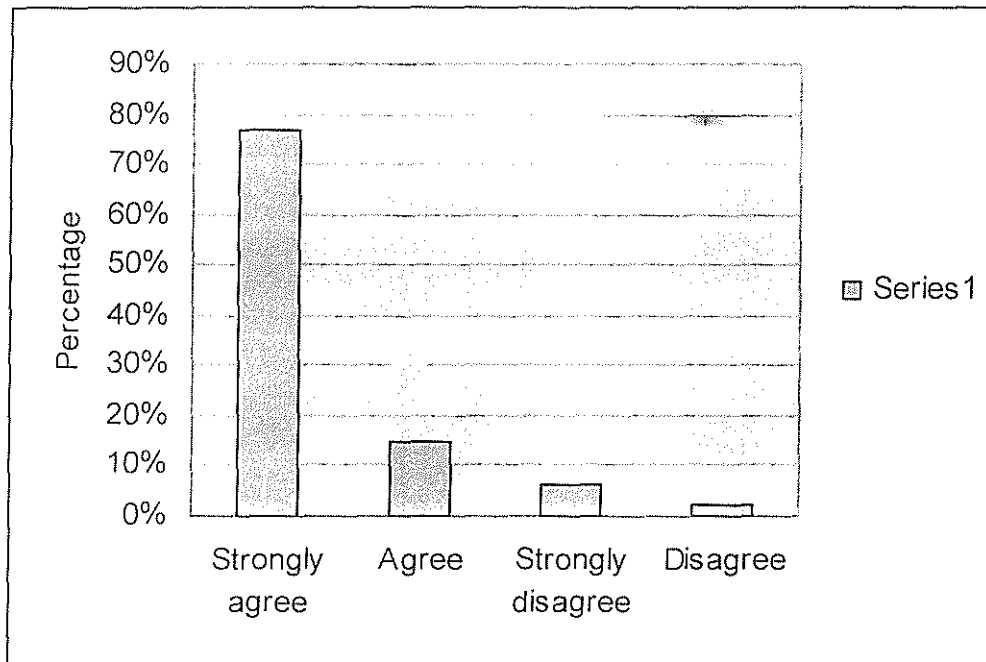
Nomads are commonly found in arid and semi arid areas popularly known as ASAL area. This is a hardship area where settlement is subject to availability of water and pasture and not school.

When the nomads shift with animals, they can go as far as 100 km from learning institution and therefore the nomadic girl can waste a whole term before they came close to school again when she join other students.

Table 3 Nomadic life on punctuality

| | Strongly agree | Agree | Disagree | Strongly disagree |
|-------------|----------------|-------|----------|-------------------|
| Punctuality | 60 | 15 | 10 | 5 |
| Percentage | 77% | 15% | 6% | 2% |

Graph 3: Percentage effect of nomadic life on punctuality



4.1.5 Lack of role model in the society

Since every nomadic girl has been served by the same hardship, a working woman whom others can emulate as a good example is an hard off. They just have the notion that school girls becomes prostitute and might not get a good husband in future.

Inculcating such norms in the society is the strongest challenges the government and non governmental organization is having as changing a culture is a very hard task.

4.1.6. Lack of girls school in division

In the whole of Bute division there are only three newly started girl's secondary schools which clearly signifies that no priority was given for girl-child education in the region.

4.2. REASONS THAT LED TO THE CHALLENGES FACING THE NOMADIC GIRL

4.2.1 Lack of resources

Nomads keep cattle, sheep, goats and camels. They require pastures and water for their animals. When these resources become scarce, they are forced to move in search for the same. Otherwise their animals will die. Sometimes some of these resources are found a distance away from learning institutions and therefore they are compelled to move with their schooling children at the expense of their education.

4.2.2 Poor representation of people

Government channels development money popularly known as CDF (Constituency Development Funds) through area members of parliaments. These members rarely give priority to education and settlement because there is no settlement in nomadic life, then schooling becomes difficult especially when it involves walking along distance to learning facilities. Girls are barred because of this difficulty.

4.2.3 Culture

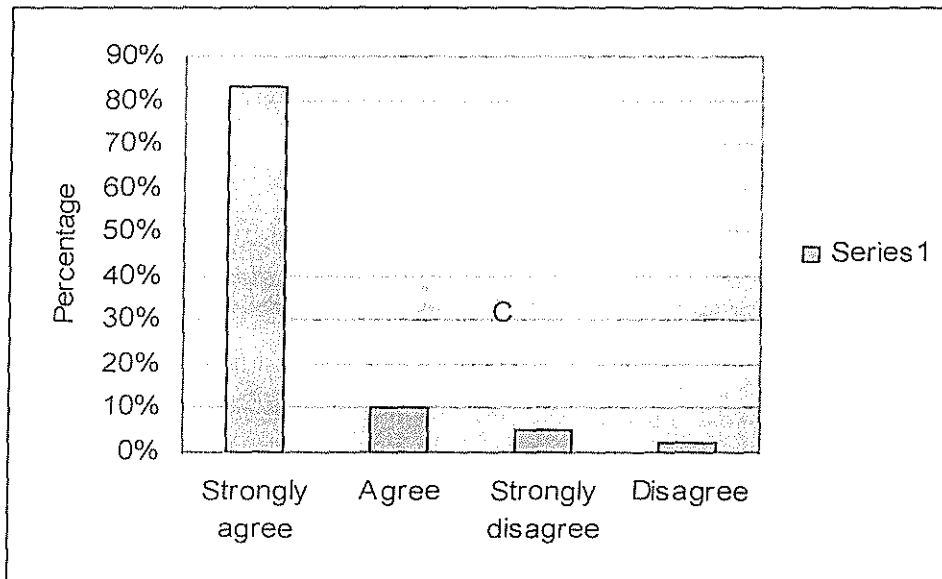
Bute division is dominated by Somali community. Somalis consider girls as a lesser human being. According to Somalis, a woman's place is only at home and therefore they are not given the choice to learn/schooling. Also leadership is a man's faculty in Somali community. Education is considered an investment and they prefer

investing in boys than girls who are seen moving to another family after marriage.

Table 4: Cultural effect on girl child education

| Cultural problem | Strongly agree | Agree | Disagree | Strongly disagree |
|----------------------------------------------------------------------------------------|----------------|------------|-----------|-------------------|
| Shifting from place to place affects your studies | 60 | 10 | 15 | 5 |
| Girls from poor nomadic families should work hard in school to attain brighter future. | 70 | 10 | 4 | 6 |
| Percentage | 83% | 10% | 5% | 2% |

Graph 4: Percentage effect of cultural problems on girl child education



4.2.4 Religion

Islam is the only religion in Bute division. Islamic religion do not accept free mixing of sex. Since most of the schools in Keya is a mixed school especially in primary, most parents opt to keep their girls' at home instead of mixing boys and girls in the name of schooling to uphold the teaching the religion.

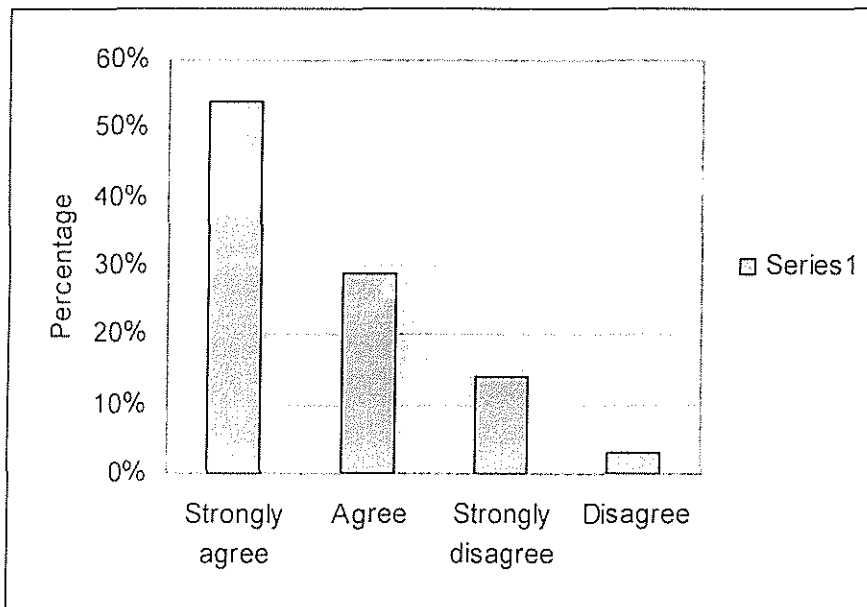
4.2.5 Poverty

Arid and semi arid areas predominated by nomads as in Bute division is a drought prone region. Most people lost the only livelihood (livestock) to drought and therefore becomes difficult for parents to meet any educational cost. Sometimes girls are used as source of income where they work as house girls to earn small income for the family.

Table 5: Social problems on girl child education

| Social problems | Strongly agree | Agree | Disagree | Strongly disagree |
|----------------------------------------|----------------|-------|----------|-------------------|
| FGM has an effect on your education | 20 | 30 | 30 | 10 |
| Boys disturb you on your way to school | 45 | 28 | 7 | 10 |
| You normally report late for the term | 45 | 20 | 20 | 5 |
| Percentage | 54% | 29% | 14% | 3% |

Graph 5: Percentage effect of social problems on girls education



4.2.6 Tribal clashes

The scarce nature of pastures and water for animals frequently brings about scramble and eventually a fight over the same. These lead to tribal clashes where clans gang together to fight other clans over the control of the scarce resources. People will be forced to run for their lives and therefore schools are forced to close.

4.3 REMEDY/WAYS OF CURBING THE CHALLENGES FACING NOMADIC GIRL CHILD EDUCATION

1. The government should device to improve the scares resources by drilling more boreholes to increase water availability which reduces shifting and wrangling over water and pastures. This will also change nomadic life to a settled life thus girls would have chance to get access to school.
2. Leaders and government should priorities girls education and allocate enough resource to expand educational facilities for girls. Leaders should advice nomadic people on the importance of educating a girl child. Educating a girl is educating a community while educating a boy is educating an individual as they say.
3. Nomadic parents should be sensitized on the negative effects of early marriages and female genital mutilation and early pregnancies and its effects on education and performance. Stern penalties and measures should be put in place by the government on people involved in early marriages and pregnancies of school girls. There should be active government watchdogs that monitor girls' dropout and causes.
The government should educate people on the effect of FGM i.e. HIV/Aids transmission, pains, difficulties in birth and other FGM related problems.
4. The government should form district peace steering groups which co-ordinates peaceful inter clan relationship to curb the problems of tribal clashes. These peace committees should also co-ordinate peace clubs in schools and madarasas (Islamic learning institution) to resolve conflict at early stages.

5. Integrated schools which provide rooms for both secular and religious education to be started in arid and semi arid lands. This will eliminate the notion that religion does not allow girls to be schooling. The mobile schools known as Hanunie should be strengthened to reach all nomadic communities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

5.1.1 Summary for challenges facing girl child education in Nomads.

Across all areas of study, the out-of-school factors that influence girls prospects (especially nomads) of education can be classified as social and cultural practices like early marriages, FGM and early pregnancies, the low social status of the nomadic girls and women, poverty and girl-boys unequal labour burdens are also other factors.

The research indicated that most girls drop out of school after primary education i.e. 63% and completion rate is at 24% of the girls school population.

The research also indicates that 100% of the secondary school going girls had undergone FGM, the average age of FGM was estimated to be 11 years i.e.

$$\frac{\sum fx}{\sum f} = 990/90 = 11 \text{ years.}$$

5.1.2 Summary for the reason for the challenges facing girl child education.

Social cultural problem appeared at the top index among challenges facing girl child. The research indicates that cultural related problems affected more than 83% of the school girls.

The problems includes poor representations of nomads that is reluctant to changes for their own material gains, western life and

religious conflict that tarnished the name of school going girls and the sparse distribution of the nomads population.

Pastoral independence and reluctance to change their traditional ways of life posed a major obstacle for nomadic girl to get education. Infact 77% of the school girls were never punctual in attendance due to nomadic life.

5.1.3 Summary for the remedy to the challenges

Reducing the social economic gap between the social groups is seen to be solution to most of the challenges facing this social group.

Introductions of integrated school is likely to fight conflict between west life and schooling and therefore will change the attitudes of a nomadic parent. Once the move to change the attitudes are successful, then nomadic life will change for the better.

Economic empowerment ought to be the first priority in the use of constituency development funds (CDF). Tribal clashes, poverty, child employment etc are all economic related problems and is expected to reduce through empowerment of the same.

5.2 Conclusion

My research illustrate clearly that nomadic girl child faces a lot of challenges from social economical and cultural factors.

A combination of poverty and backward cultural practices continue to deny the girl child her right to education. Pastoral communities have been neglected for a long time and deprived of all basic human needs including education.

It is not easy to give viable education to pastoral nomads' girls' child at this present level of social and economic development. The plight of pastoral nomads was never addressed in its own right. The education system is characterized by general low enrolment, male-biased and urban oriented, and has always been underfinanced. The nomadic way of life is not conducive to accommodate the structure of the present way education system for girls.

All efforts to extend basic education for nomadic girl child have met with only partial success and were limited in coverage.

5.3 Recommendations

It is imperative to provide services for nomad communities in the wider context of national development. Whether the channels used are permanent centers, mobile service units, settlement program otherwise, improving the quality of life for nomadic girl child through education, basic service, range management co-operatives and other programs.

Nomads should be assisted to improve their output, productivity and incomes. They should be provided with social services, including education and amenities to improve their quality of life. Research, management, planning and investment arrangements and institutions should be established to enable pastoral nomads to achieve a viable and self-sustaining economy. This will by big percentage change the devastating face of nomadic girl child education.

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APPENDIX A

TRANSMITTAL LETTER

April 15, 2007

Mrs. Faridey Ali

Head Teacher, Bute girls secondary school

P.O Box 267,

Wajir

Dear Madam

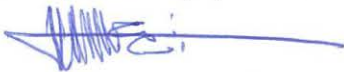
I am a graduating student at Kampala International University in the faculty of Education.

I am undertaking a resource project which requires your input as part of fulfillment for the completion of my programme of study.

I kindly request your office all the necessary assistance.

Thank you

Respectfully yours



ADAN OMAR ENOW

NOTED BY

ZAHRA KIGGUNDU, SUPERVISOR

MR. GEOFFREY KASOZI, Assistant Direction, Academic ICDS.

APPENDIX B

QUESTIONNAIRE.

STUDENTS BACKGROUND INFORMATION

Please tick where appropriate

(i) Name of your school.....

(ii) Age; less than 14 years

14 -16

16-18

19 and above

(iii) How many brothers and sisters do you have?

(iv) Are your parents alive?

Mother only

Father only

Both parents

(v) Who pays your school fees?

Parents

Relatives

Well wishers

Bursary /Sponsor

(vi) How far is your home from school?

Less than 2 km

2-5 km

More than 5 km

(Vii) Have you undergone Genital Mutilation?

Yes

No

(Viii) If yes, at what age?

Less than seven years

Seven years

Above seven years

(ix) Did your parents ever proposed early marriage to you?

Yes

No

(x) Do you prefer continuing with your study or to be married before you complete your studies?

Continuing with studies

Married

(xi) Is your school a boarding or a day school?

Boarding

Day

OTHER INFORMATION

Please tick your response where appropriate in the questionnaire with choice presented.

1) Shifting from place to place of your parents affects your studies.

Strongly agree agree
Disagree strongly disagree

2) You normally report late for the term

Strongly agree agree
Disagree strongly disagree

3) Female Genital Mutilation (FGM) has an effect on girl education.

Strongly agree agree
Disagree Strongly disagree

4) Girls from nomadic families should work hard in school so as to attain a bright future

Strongly agree agree
Disagree strongly disagree

5) Boys / men disturb you on the way to school as you trek from your nomadic homes

Strongly agree agree
Disagree strongly disagree

6) How many girls from your class drop out the school.....

.....
.....

7) How many girls of your classmate have dropped out of school due to early marriage for the last 5 years.

- None
- Less than 10
- Less than 20
- More than 20

8) What were their level of studies?

- Standard 8
- After primary
- Form 1
- Form 2
- Form 3
- Form 4

9) You are chased for school fees within the term at least once every term

- Strongly agree agree
- Disagree strongly disagree

APPENDIX C

SAMPLE TABLE

| | People to be interviewed | Total population | Strongly agree | agree | disagree | Strongly disagree |
|---|----------------------------------------|------------------|----------------|-------|----------|-------------------|
| 1 | Form one girls Bute girls secondary | 10 | | | | |
| 2 | Form three girls Bute girls secondary | 10 | | | | |
| 3 | Form four girls Bute girls secondary | 10 | | | | |
| 4 | Form one girls Arid zone secondary | 10 | | | | |
| 5 | Form four girls Arid zone secondary | 10 | | | | |
| 6 | Form three girls Arid zone secondary | 10 | | | | |
| 7 | Form one girls Lions hills secondary | 10 | | | | |
| 8 | Form three girls Lions hills secondary | 10 | | | | |
| 9 | Form four girls Lions Hill sec | | | | | |
| | Total | 90 | | | | |