

The Impact of the Post Election Violence on Education in Kisumu District.

The Rapid Assessment Findings Report



By

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Vision & Empowerment Trust (VET)

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Executive Summary of the Assessment

This was a rapid assessment by Women Educational Researchers of Kenya collaborating with Vision & Empowerment Trust, and supported by the Electoral Violence Response Initiative (EVRI) to assess the impact of the post election violence to education in primary education in Kisumu. Participatory approaches involving school managers, teachers and MoE officials were used for data collection. Besides, the study involved the collection of both quantitative and qualitative data / information including the voices of the girls and boys. The assessment targeted data collection at the school level. Data was collected from all the 10 schools as well as from the District office. Ten schools were selected for in-depth study, the selection was based on how the school was affected by the post election violence. The children were purposely selected from the top 10 pupils in each class. A private school was purposively included in the assessment because of the unique issues of perception of communities to the private schools.

Data was collected from 10 primary schools from all the larger Kisumu Municipality. The schools included St Florence Mini Academy, Nyamasaria, Wandiege, Highway, Kosawo, Arina, Ogango, Mbeme, Tido and Dago Kokore. We used stratified sampling framework to pick the schools. We planned to visit 15 schools (5 worst affected by the electoral violence, 5 moderately affected, and 5 not affected/mildly affected). But due to logistic constraints like long distance for accessibility and sports functions, we did not manage to visit all the sampled schools. Data was therefore collected from 73 per cent of the sampled schools. A total of 30 teachers (60 percent being women) and 106 pupils (50percent girls and 50percent boys) participated in the study as respondents.

The effect of Post Election Violence on Enrolment

Access to Primary Education

The government, communities and households and other partners have been heavily investing in the education sector. This has increased educational opportunities for both girls and boys over the years.

The school-based data from the 10 primary schools selected in Kisumu Municipality indicates that between 2005 and 2007, the enrolment of girls in primary education has consistently been higher than those of the boys. In 2005 there were 6228 boys compared to 4198 girls; subsequently in 2006 there were 4428 girls compared to 4267 for boys and in 2007, 4665 girls compared to 4461 boys.

In the 5 month period between October 2007 to March 2008, there was remarked changes in the trend of enrolment with all the schools (but one) resulting in an overall increment in enrolment. The rates of enrolment increment were between 1% to 29% whereas one school had the enrolment decrease by 36% in the same period. All the schools in the district opened in February 2008.

Causes of Gender Disparity in Basic Education

Teachers and pupils identified both out-of-school and in-school factors that have consistently affected the active participation of all children in primary education. According to the teachers, poverty is a major constraint in children's participation in school. On the other hand, pupils from different schools also identified poverty as an important factor in inhibiting girls from effective participation in schooling.

Pre election Factors: - This assessment confirmed that there are several factors have consistently inhibited effective participation of both girls and boys in primary education. These included the following:

□ ***Poverty***

Poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child’s secondary education or training, in other cases the girls become househelps. In other instances boys are forced to get into the boda boda or cycling business or become Shamba boys as expounded below.

□ ***Child Labor***

Child labor is one of the key factors hindering children from attending school. It was reported that often the labor of a girl-child is required to support the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother’s small-scale business, caring the sick or accompanying the mother for a community service like attending a relative’s funeral. Because the girls labor is critical, taking her to school or keeping her there appear to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. This phenomenon was reported from nearly all the schools. For the boys, they tend to go for the common “boda boda” or cycling business and once they start earning they want to work for longer hours.

□ ***Negative parental perceptions and attitudes towards schooling***

Parents’ perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education.

In general most children, and girls in particular, especially those in rural areas, fail to enrol in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. There is also a ‘myth’ among most illiterate parents that “boys are generally clever and hard working in school. Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant”. The implication is that they should not be given the opportunity to go to school. Such ‘messages’ demotivating to girls, who internalize them and in return end up believing that school, is not for them.

□ ***Peer pressure and truancy.***

Both girls and boys were reported as staying out of school due to getting into ‘bad ways’. Many respondents indicated that children did not go to or finish school due to what they called “bad behaviour” which in the case of girls takes them to towns where they “visit bars, watch video and disco”. In some cases girls were reported as bending to peer pressure. The outcome is always pregnancy and thus dropout from school.

□ ***Adolescence and Teenage Pregnancy***

Dealing with the changes brought by adolescence remains a major challenge for most pupils and teachers alike. Cases of increased teenage and early pregnancy were reported with this being the

leading cause of drop outs among the girls. For the boys, they often also drop out after impregnating a girl for fear of taking responsibility.

□ ***Lack of information and resources for menstrual management***

A specific issue that continues to be a main challenge for girls is the lack of information and resources for menstrual management. The respondents pointed out that lack of sanitary protection makes them not attend school and in some cases drop out of school because “they feel mature and like women”. Dealing with the changes brought by adolescence remains a major challenge for most pupils and teachers alike. Cases of increased teenage and early pregnancy were reported with this being the leading cause of drop outs among the girls. For the boys, they often also drop out after impregnating a girl for fear of taking responsibility.

□ ***Unwarranted Punishment***

The lack of specific systems to pass onto the teachers the alternative methods of punishment has meant that the teachers continue to use corporal punishment. This continues to have a negative impact on the learning of both boys and girls. For the boys in upper classes, it was reported that they feel bad when they are punished in class and especially in front of girls. Some teachers were said to be “too harsh” to girls and therefore scare them not to participate effectively in class.

□ ***Sexual harassment and abuse by Boys***

The respondents, pupils in particular, reported that the school is a very child unfriendly environment. Abuse and sexual harassment of the girls is common. Girls are often abused, beaten and humiliated in class. There were also cases of pregnancy reported in schools. Boys were said to “stare at girls and make them uncomfortable”, they are always talking and thinking about girls. Few cases of teachers wanting “to make love” with girls were also reported by the pupils.

Post Election Factors- The assessment brought to light new factors and new dimensions of the existing factors that affect primary education.

□ ***Insecurity (and distance from school)***

Insecurity and distance from school are ‘twin’ factors, which were cited by both teachers and pupils as inhibiting their children participation in school. Teachers and children in both urban and peri-urban areas indicated that distance from school coupled with insecurity in their regions made them hesitate to go to school. This was because the post election violence made the school a key target for the hooligans and protesters alike. The bitter youths chanted slogans such as “No Raila, No school” and in some cases stormed schools and threw children out and teachers out. The school represents the government to these youths and therefore the easiest target for them.

Distance and insecurity in many schools visited erodes parents’ confidence in sending their children to school. All schools were closed in January until the politicians declared them open and even then, the teachers and pupils were on various occasions forced out of the schools when the political climate became tense and riots were exhibited. Most parents delayed the bringing the their children’s enrolment to school until after the signing of the National Accord in late February whereas some brought them in late March and even early April – these were those parents who had relocated from town/urban centres to their rural homes despite being of the same ethnic community. Because of the lack of political stability, some parents pull the children out of school when they sense that insecurity is becoming acute.



Children playing at school; insecurity has presented a major challenge in the post election period.

□ ***Peer pressure, truancy and Feel Mature.***

The boys were said to be influenced by peer pressure and were more prone to truancy. The big boys were said to be “just concentrating outside for the noise so that they can go and steal (loot)”. These boys were reported to be more violent and like playing war like games. They feel mature and do not want to be punished – this was attributed to the fact that they had joined the youths in the hooliganism and therefore felt that they were “men” not “school boys”.

□ ***Psychological trauma***

The learners and teachers alike reported that the anxiety created by the events of the post election violence continues to hinder their full participation in school. They fear that “war” can brake out again or they fear for their relatives and friends living in other towns. For some teachers, they are forced to visit their ancestral homes every weekend so as to assure their families that they are safe.

□ ***Ethnic Labelling***

Schools, through formal, hidden- and extra-curriculum activities tend to contribute and reinforce the ethnic differences. However, this has been hidden for a long time until now. It was reported that children were now calling each other by their ethnic decent than before. The Kisiis and Kikuyus were reported to be the most affected.

The same case was with the teachers, in one of the schools – a teacher refused to fill a questionnaire because he had been called an IDP teacher- she was from an ethnic community whose members had been ejected from the area. The teacher who had called her an IDP teacher did not see anything

wrong with that and was furious that she had refused to take the questionnaire and reported the case to the head teacher.

□ *Food Insecurity*

The respondents, pupils in particular, reported that the school should work on providing the lunch programme. Because of the challenges of the post election violence, most of the parents/guardians can no longer contribute towards existing food programmes or generally provide for their children lunch. This is affecting the participation of children in school because they survive on one meal (dinner) a day. In one of the schools, the Internally Displaced Children living with a relative seem not able to adjust to this situation and the head teacher of the school is sometimes forced to use personal resources to provide for the younger ones a meal, but this is not sustainable.

□ *Strained School Resources due to IDP learners*

Teachers, boys and girls mentioned that the internally displaced children had brought in new challenges that the schools are forced to deal with. For instance, all the schools enrolled the children without the normal requirement of bringing a desk, these learners have no uniforms (making them conspicuous) and some have no shoes and come in slippers; the learners often lack full concentration both in class and extra curricula activities.

The teachers on the other hand, are forced to guide and sometimes counsel these children despite some of them not being trained. There are also few male guidance and counselling teachers despite the relative parity of the girls and boys displaced.

□ *Readjusted School programmes*

The delayed in opening schools has resulted in a readjustment of school programmes. Some schools opted to readjust the day programmes and include weekend learning (those in relatively less affected areas) whereas those in acutely affected areas decided to take up more of the vacation time and extend the school term by up to three weeks into April.

Whereas these readjustments are supported by pupils in mainly class 8, the other pupils seem not to like this because it has led to different school closing times. The teachers were also perceived to be demotivated, especially the ones who are from other home districts.

Recommendations: Community Unity for Education Support:

These recommendations are made with appreciation that the Government/MoE has undertaken some initiatives that are directly or indirectly conducive to reducing the effects of the post election violence. With this in mind, specific recommendations are:

The School Management Committee

- The MoE, in consultation with other stakeholders including parents and pupils (girls & boys), should initiate consensus building and the development of guidelines that articulates what constitutes a safe and secure school environment and how such environment can be established and sustained. Civil society organizations should work with the ministry to actualize this activity. The role of the School Management Committee in implementing this should be pivotal to ensure sustainability.

- The School Management Committee should work with parents to ensure that they make contributions towards maintaining the facilities in schools and improving these facilities. Establishment of libraries or reading rooms should be given key emphasis.
- The School Management Committees should collaborate with the Provincial administration and education officers in organising peace and reconciliation meetings amongst parents, initially.
- The School Management Committees in collaboration with the Civil Society Organisations should be informed and involved in establishing the needs of the Internally displaced children and the requisite assistance to be accorded to them. The community should also have a contribution towards sustaining the internally displaced children in their localities.
- The School Management Committees should be trained on guidance and counselling so that they can be enjoined in helping both the children and parents.

The Education Officers

- There is need for a closer, responsive and formal collaboration and multi sectoral approach to address the post election issues in education in general and the education of girls and other vulnerable groups in particular. A coordination secretariat chaired by the local Education Officers should be established, bringing together representatives of NGOs, financial partners, UN bodies, the private sector, and faith based organizations. The Secretariat would be responsible for planning, coordinating, lobbying, resource mobilization, supporting post election crisis in education initiatives and evaluating such initiatives and scaling them up.
- The Education Officers should look at the existing policies and begin a process of incorporating issues relating to internally displaced children. The officers at the grassroots should share their specific challenges and recommendations to the senior officers as these will inform the amendments to the existing policies in the education sector. In the meantime, there should be flexibility in applying the existing policies.
- Practical and sustained modalities and initiatives should be put in place and enforced to deal with the emerging issues of delinquency and truancy amongst the children. The alternative methods of punishment should be disseminated to the teachers and their input and feedback actively sought to enhance their application.
- A guidance and counselling policy should be put in place, this should incorporate the emerging challenges after the post election crisis such as separated families, orphans, displaced children- change of environment/conditions etc.
- Revisiting the existing policies, directives and legislation in light of the recent occurrences and making recommendations. At the same time, being flexible in the application of existing policies relating to issues such as teacher transfers and to an extend application of the Free Primary Education funds.

The Local Organisations

- There are several partners, agencies, NGOs and CBOs supporting the internally displaced children in the country. Rift Valley, Nyanza, Western and Nairobi provinces in particular are receiving such support. However, projects / initiatives supported by such organizations are scattered and their impact in enhancing the education of these affected children and other disadvantaged groups is not known. There is need for such organizations to work with the government and other partners to evaluate their initiatives in order to map-out the ‘best-practices’ that can be scaled-up and what changes are needed so as to create impact.
- Support the Internally Displaced Children (IDCs) by liaising with the schools to identify them. The Civil Society Organisations (CSOs) should desist from making the IDCs relive their

stories every time, *“they should act and not only come with their big cars to talk to the children and take photographs, never to be seen again.”*(Head teacher, Ogango Pry School).

- Help support the food programme. One of the most affected areas in the schools is the Food (Lunch) programme, this programme is increasingly becoming the second meal of the pupils, after dinner, and the lack of such a programme in schools supported by either CSOs or government will affect the learning of the children.
- Identify and support parents whose businesses were affected. The income and livelihoods of both local and displaced parents/guardians has been severely affected. The CSOs can begin projects that will enhance the income of the community members and thereby increasing their support to schools.
- Start IGA programmes in schools to help the affected pupils. The CSOs can also have Income Generating Activities within the schools that will be utilised by the school to support the internally displaced children and other destitute children.

The Local Community

- Provide security to the school. The local community should take charge of ensuring that all the children and teachers are part of the community and therefore need to be secure.
- Have ownership of the school. The local community need to be sensitised on the importance of education and that the school is for the community and not the government.
- Peace and reconciliation meetings. Have chief barazas and sensitise the community on importance of not politicising education of their children and ensuring peaceful co-existence as a precursor to improved or sustained education standards for their children.

1.0 Introduction

1.1 Context

Since the achievement of independence in Kenya in 1963, the government and her partners have placed considerable importance in the development of education. This has been reflected in the numerous policy documents that have been produced as well as in the achievement of an impressive increase in adult literacy. The achievements in literacy have resulted in rapid progress in expansion of access to education, largely through the establishment of a comprehensive network of schools throughout the country. The expansion of education has been part of the efforts of addressing the major and long-standing concerns of combating ignorance, disease and poverty; and the consideration that every Kenyan child has the inalienable right of access to basic welfare provisions, including education, and that the government has an obligation to provide opportunities to all its citizens to participate fully in the socioeconomic and political development of the country, and to attain a decent standard of living. Consequently, education has been seen as a fundamental strategy for human capital development and a crucial factor for enhancing the quality of life.

However, the great achievements made in the Education Sector that has put Kenya, once again on the world map, as one of the countries on course to achieve one of the key Millennium Development Goals on education are currently at risk.

The recent post election violence has threatened to erode the gains painstakingly made over the last 5-7 years. The aftermath of the disputed elections caught many, if not all, by surprise and Kenyans and her friends have been forced to work under very different circumstances from what had been forecasted in the previous strategic plans.

The emphasis has so far concentrated on provision of food and non food items to the displaced persons and families in the camps. Some camps, e.g. Eldoret Show ground have instituted schools with teachers and classes whereas some camps have sponsored children to go to nearby schools and return back to the camps. All these scenarios and others present unique physical and psychological challenges to the education officers, the communities around the camps (with displaced persons) and the children.

This assessment report attempts to bring to the fore the issues that have emerged and superimposed themselves on the issues that have continued to plague the education system in Kenya, especially primary education.

1.2 Women Educational Researchers of Kenya (WERK)

WERK has evolved through a full cycle, from formulation (1993/94).

1994-1997

During this period, WERK was operating as a working group and embarked on the projects related to women empowerment. The main activities revolved around identifying key historical and political women and developing their stories.

The historical women figures that were identified included Menyaziwa wa Menza (aka Ole Mekatilili)- who was a freedom fighter from Coast; Wangu wa Makeri – freedom fighter from Central; Mang’ana Ogonje Nyar Ugu – was the first African female colonial chief in Western

Kenya; Moraa Moka Ngiti – a female freedom fighter from Nyanza (Kisii); Field Marshall Muthon – a freedom fighter from Central; Eiokalaine O-M’barugu-an assistant chief in pre-independent Kenya in Eastern; Jemima Gecaga- First woman to be nominated in the legislative council (Legco), Priscilla Ingasiani Abwao- the woman who attended the Legco in Lancaster house.

1998-2000

During this period, WERK made major strides in bringing to the fore women who were involved in various development sectors and those involved in politics. The stories and experiences of various women were profiled most of whom are currently in politics or development.

Some of the women in politics who were researched on include Hon. Josephine Sinyo, Hon. Mary Wanjiru, Hon. Catherine Nyamato, Hon. Zipporah Kitonny, Hon. Charity Ngilu, Hon. Beth Mugo, Hon Marere wa Mwachai, Hon. Miriam Matano, Hon. Tabitha Sei, Hon. Grace Muema, and Hon. Martha Karua.

Some of the women in development who were researched on include Dr Eddah Gachukia (an educationalist), Prof. Wangari Maathai (an environmentalist), Prof. Florida Karani (an educationalist), Prof. Leah Marangu (an educationalist), Elizabeth Masiga (a senior civil servant in education), Rev Lucie Okuthe (a religious leader), Ms Jane Nyambura (a religious leader), Ms Mary Okelo (a banker), Dr Jennifer Riria (a corporate leader), Margaret Githinji (senior civil servant), Ms Rebecca Njau (a writer), Ms Asha Suleiman (a journalist), Ms Ruth Waithera (an athlete), Ms Monica Muloko (a trade unionist), Lady Justice Effie Owuor (a judge).

By 2000, WERK had created enough goodwill from different stakeholders through strong leadership of the then Executive Director to start involving in various developmental and educational researches for various organisations.

2001 – 2003

By 2001, WERK had formed strong linkages and was the organisation of choice for researches in development and education. This led to it becoming the focal point in Kenya for the Girls Education Movement that was headquartered in Uganda. The Seminar series that had been launched the previous year had picked up and an extensive research on street children was undertaken.

2004-2006

This period saw WERK commence her conversion from a purely research focused organisation into a research-implementation organisation (focused on action research). The period saw WERK get funding for project for Orphaned and Vulnerable Children (OVCs)- a project that ran through the period. At the end of this period, WERK began re-strategising and this led to the formulation of the current Strategic Plan 2007-2011.

1.3 Aims of the Assessment/Thematic Areas

- To establish levels of educational participation and achievement by boys and girls in Kisumu district (pre and post election).
- To determine appropriate strategies, processes, indicators, policies and outputs for enhancing participation and achievement in education after the post election violence.
- To identify and analyse key findings and effective intervention in the area of peace building in the education system
- To explore issues of security in schools (especially for girls) and effect of insecurity on girls education
- To identify suitable IEC concepts and materials

1.4 Methodology: Technical Approach for the Assignment

1.4.1 The Design and Sampling

This was an assessment that required a participatory approach involving school managers, teachers, pupils, education officials. Besides, the study involved the collection of both quantitative and qualitative data including the voices of the girls, boys, women and men involved in one way or the other in the education of children. The study targeted data / information at school level. Before the field study, there was a literature review of key official documents and studies on education in general and few on peace building and reconciliation.

Data was collected from all the 10 schools of Kisumu District (Kisumu Municipality) and from District headquarters. The District Education Office provided statistical data for the district. Three schools from the three pre agreed categories were selected plus one school from the private sector were selected for in-depth study. The selection was based on the level of effect of the post election violence. We picked three schools that were seriously affected, three that were moderately affected and three that were mildly affected. The private school was purposely included to understand the difference in issues after the elections.

We selected 15 primary schools from the peri urban, urban and near the informal settlements, based on the level of perceived effect of the post election violence on the physical structures. We used stratified sampling framework to pick the schools. In each of the areas, we planned to visit 5 schools. But due to logistical constraints like long distance for accessibility, the school programmes and restricted time, we did not manage to visit all the sampled schools. Table 1 indicates the number of schools visited by division. This represented 67 per cent of the sampled schools.

Table 1: Schools Visited by Division.

Division	School
<i>Urban</i>	Arina Primary School
	Wandiege Primary School
	Highway Primary School
<i>Winam</i>	Nyamasaria Primary School
	Kosawo Primary School
	Dago Kokore Primary School
	St Florence Mini Academy
<i>Eastern</i>	Tido Primary School
	Ogango Primary School
	Mbeme Primary School
	Dr Robert Ouko Primary School

A total of 10 head teachers, 30 teachers (60 percent being women) and 107 pupils (50percent girls and 50percent boys) participated in the study as respondents. The head teachers were interviewed and pupils participated in the assessment.

1.4.2 Research Instruments

The following research instruments were used during data collection: Fact sheet, Questionnaires and In-depth Interview guides. These instruments were administered as follows:

The tools to be used will be as follows;

- a) Fact sheet for each school
- b) Questionnaires for schools for the teachers and pupils.
- c) Interview schedules for the head teachers
- d) Short observation schedule
- e) Notes for illustrative cases

Data was analyzed using quantitative and qualitative approaches. SPSS and Excel programs assisted in this exercise. Compilation of the report was a continuous process based on collected and analyzed information. Research Assistants were requested to compile some interesting cases found during data collection. Some of these cases are in the report. Findings from different sources were triangulated as per the objectives of the study.

2.0 Research Findings

The findings of the study are presented in 2 broad themes:

- Pre election Factors
- Post election Factors

2.1 Pre Election Factors

This section presents data on some of the factors that affected primary education before the December 2007 elections. The information has been calculated based on data compiled from 10 schools in Kisumu District (Kisumu Municipality). A majority of the school visited (9) are public primary schools.

The rationale of presenting these factors before delving into the post election factors is to reiterate the importance of stakeholders continued addressing of these factors even as they embark on the “new” or emerging challenges that have arisen due to the post election violence. Therefore strategies to address the hindrances in education sector should strike a balance between the existing and emerging factors.

2.1.1 Enrolment before Election 2007

Data availed from all the schools visited were used to calculate the trends in enrolment over a three year period.¹ There was a consistent enrolment by gender in the primary school sub-sector. Within primary schools, a near gender balance over the last three years has been reached with an average increase in the number of girls being recorded. The details are contained in **TABLE 2**

Table 2: Enrolment in Primary Education by Gender in Selected Schools Kisumu District (Municipality) in 2005-2007

Primary	Boys	Girls	Total	% of girls
2005	6228	4198	10426	40.3
2006	4267	4428	8695	50.9
2007	4461	4665	9126	51.1

Source: Survey in 10 Primary schools visited.

In **Table 2**, from the selected schools, the trend shows that the enrolment of girls in Kisumu Municipality has consistently grown from 40.3% in 2005 to 50.9% in 2006 and 51.1% in 2007. However, further analysis as per Table 3 and Table 4 below presents more insights on the gender disparity trends.

Table 3: Selected Schools Data: Primary School Enrolment by Standard and Gender, 2005– 2007

	2005			2006			2007		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
STD 1	643	862	1505	640	621	1261	645	604	1249
STD 2	584	817	1401	630	587	1217	679	632	1311
STD 3	644	903	1547	680	613	1293	639	628	1267
STD 4	570	853	1423	610	649	1259	662	606	1268
STD 5	509	770	1279	609	554	1163	632	596	1228
STD 6	483	751	1234	508	451	959	562	559	1121

¹ In some cases, data for certain years could not be located. Such incomplete data sheets have not been used.

STD 7	453	673	1126	441	486	927	542	461	1003
STD 8	312	599	911	310	306	616	304	375	679
Total	4198	6228	10426	4428	4267	8695	4665	4461	9126

Source: Survey in 10 Primary schools visited.

From **Table 3**, it can be seen that while in 2005, in all the classes, more boys than girls enrolled, In 2006 and 2007 the total enrolment for girls was more than boys. However, sadly in all Standard 7 except 2007, there are more boys than girls and all Standard 8 except 2006, the boys are more than girls. From the information in this Table, one can conclude that boys tend to drop out of Standards 4, 5, and 6 more than girls, while girls tend to drop out of school more than boys in Standards 7 and 8.

These trends can be seen clearly in Table 4 and Chart 2 in which the same information is presented in the form of percentages.

Table 4: Percentage of pupils enrolled by gender in visited Primary Schools.

	2005		2006		2007	
	Girls	Boys	Girls	Boys	Girls	Boys
STD 1	42.72%	57.28%	50.75%	49.25%	51.64%	48.36%
STD 2	41.68%	58.32%	51.77%	48.23%	51.79%	48.21%
STD 3	41.63%	58.37%	52.59%	47.41%	50.43%	49.57%
STD 4	40.06%	59.94%	48.45%	51.55%	52.21%	47.79%
STD 5	39.80%	60.20%	52.36%	47.64%	51.47%	48.53%
STD 6	39.14%	60.86%	52.97%	47.03%	50.13%	49.87%
STD 7	40.23%	59.77%	47.57%	52.43%	54.04%	45.96%
STD 8	34.25%	65.75%	50.32%	49.68%	44.77%	55.23%
All Average	40.26%	59.74%	50.93%	49.07%	51.12%	48.88%

Source: Survey in 10 Primary schools visited.

From **Table 4** above, it can be seen that there is a consistent decrease of enrolment of girls as they move from lower to upper classes. Whereas the average enrolment rate for girls is higher in the two year period (2006 and 2007) at 50.93%, % and 51.12% respectively, it can be shown that there has been a continued increase in drop out rates as the girls go to upper classes with Standard 7 being the worst year as shown at 40.23%(2005) and 47.57% (2006), except for 2007 where it was 54.04% in Std 7 but then went to 44.77% in Std 8.

However, this assessment will concentrate on the trends in the last two months of 2007 and the first months of 2008.

2.1.2 Effective Participation in Primary Education

It needs to be pointed out from the out set that dropout and repetition figures are generally difficult to be obtained from the schools. According to data from a sample of about 8,000 primary schools, which participated in a survey carried out by the Ministry of Education in 2002, dropout rate in primary schools was measured at 5.4 percent. It, however, needs to be qualified that this was an extremely conservative estimate, considering that the completion rate has for long remained below 50percent.

In the current assessment, pupils' perceptions of who, either boys or girls, drop out of school more were investigated. The findings are summarized in the table below.

Table 5: Pupils' Indication of who do not go to school?

	Percent
Girls	30.8
Boys	43.0
Do not know	26.2
Total	100.0

As **Table 5** shows, 43 percent of the pupils perceive that there are more boys who should be in school but are not in school, whereas 30.8 percent of the pupils surveyed say that there are more girls who should be in school and are not in school. 26.2 per cent of the pupils do not know whether there are more girls or boys who should be in school and are not.

These figures shows the nature of how Nyanza province (and indeed Kisumu District) has complex gender issues that should be investigated further and isolated so that they addressed effectively and not mixed up with the current emerging post election issues. These issues affect girls just as much as they affect boys. The following sections will highlight some of the in school and out of school factors that were highlighted by the respondents during the assessment.

2.1.3 Pre Election Causes of Disparities in Education in Kisumu

The participation of girls in primary education in Kenya, is influenced by a complex interplay between out-of school and in-school factors. These factors influence and determine parents' and communities' commitment to investing in and supporting education. They also impact on how well the girls and boys learn and perform in school. Ultimately, they militate against the achievement of basic education for all. It is imperative to note two issues. First, these factors are common in every community / district in Kenya although their intensity varies from region to region. Second, tackling these factors is complex as most of them are in line with socialisation of the communities. In this sub-section we highlight these factors as reported by key respondents in this assessment. Such factors explain the status of education as have been presented in the earlier sections of this report.

Tables 6, 7 and 8 summarize the factors identified by teachers and pupils respectively.

Table 6: Sampled Schools' Teachers' Views on Factors Impacting on Boys' and Girls' Effective Participation in School

	Percent
Poverty/Lack of fees	20.0
Death of parents	13.3
Transfers to boarding schools	13.3
Peer influence/unwanted pregnancies	26.7
Education not valued	10.0
Cultural Practices	3.3
Not sure	13.3
Total	100.0

N= 30 Teachers

According to the teachers, poverty is a major constraint in children’s participation in school. As shown in **Table 6**, 20 per cent of teachers indicted that poverty impacts on boys’ and girls’ participation in school respectively. There were indications that boys compare to girls are more affected by poverty. Teachers also indicated that death of parents (13.3%), peer influence/unwanted pregnancies (26.7%) and transfers to other schools/boarding schools (13.3%) affects the participation of children in schools..

On the other hand, pupils from different schools also identified poverty as an important factor in inhibiting girls from effective participation in schooling as Table 7 demonstrates.

Table 7: Pupils Views Regarding Why Girls do not participate in School Effectively

	Percent
Adolescence/Peer influence	37.4
Lack of Sanitary Protection	21.5
Early Pregnancies	12.1
Delinquent behaviour	6.5
Lack of uniforms, food, fees etc.	6.5
Overworked at home	4.7
Uncaring Parents/Guardians	1.9
Nothing	9.3
Total	100.0

Pupils, N = 107

In this **table 7**, lack of sanitary towels (21.5%) and lack of uniforms, food (6.5%), are both factors linked to poverty and constitute 28% of the reasons why girls do not effectively participate in school.

Table 8: Pupils Views Regarding Why Boys do not participate in School Effectively

	Percent
Peer influence/Adolescence	27.1
Delinquent behaviour	22.4
Feel Mature	16.8
Lack of uniform , school fees, food etc.	11.2
Drug Abuse	9.3
Nothing-I do not know	13.2
Total	100.0

N=107

In **Table 8**, 11.2% of the pupils perceived lack of uniform, school fees as a major hindrance factor in boys participation in school. This factor is a direct indicator of poverty levels within the community.

2.1.3.1 Out-of school Factors

This assessment confirmed that there are several out-of-school factors that inhibit girls’ and boys’ participation in education.

These include:

- Poverty,
- Child labour,
- Parents’ perceptions and attitudes towards schooling,

- Peer pressure and truancy,
- Adolescence and teenage pregnancy.

Teachers and pupils cited these factors as negatively affecting girls’ and boys’ effective participation in school. It should be noted that even if peace prevailed, calm returned, the school environment is conducive and teaching learning facilities available, participation in school would be affected if the identified out-of-school factors are not addressed in a sustainable manner. This implies that the Ministry of Education has to work hand in hand with other key ministries to address these issues that are not directly educational, but affect the sector.

Table 9: Reasons why pupils fail to attend school?

	Girls (%)	Boys (%)
Teenage pregnancies/Early marriage	37.4	0.0
Delinquent behaviour/truancy	9.3	31.8
Lack of fees/money	4.7	23.4
To fend for their siblings after death of parents	14.0	14.0
Overworked by domestic chores	2.8	0.9
Do not know	31.8	29.9
Total	100.0	100.0

N=107 Pupils

The **Tables 8 and 9** above outlines some of the out of school factors (as presented by children) that affect the effective participation of girls and boys in education in Kisumu. They have been analysed below

2.1.3.1.1 Poverty

According to available statistics, about 46 per cent of Kenyans live below the poverty line. Poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child’s secondary education or training, in other cases the girls become househelps. In other instances boys are forced to get into the boda boda or cycling business or become Shamba boys.

According to **Table 9** , 18.7% of the pupils indicated that girls failed to attend school because of either lack of fees or to fend for their siblings; whereas 37.4% of the pupils gave the same reasons as to why boys fail to come to school. These two factors are directly linked to poverty levels of the families, also indirectly linked to poverty levels is the early marriages of girls- who are mostly married off to get dowry to enable the siblings get an education.

The children voiced their opinion on poverty as a main cause for non attendance of school through the following statements;

“children voices on how poverty affects girls schooling”

“because his father is a drunkard and is poor to pay fees.” [Std 5 Boy, St Florence Academy].

“girls do not go to school because their parents lack money and some of them become maids (househelps) to get food.” [Std 7 Boy, Kosawo Primary]

“some girls become house maids because their parents cannot work.” [Std 8 Boy, Tido Primary]

“some girls stay with their grand parents and the grand parents cannot afford school fees.” [Std 8 girl, Nyamasaria Primary]

“Some girls left school because of poverty and so their parents married them off to the affluent in the village” (15yrs, Standard 8 Boy, Dago Kokore Primary School)

“Children voices on how poverty affects boys schooling”

“they are those boys who do not have school fees and other boys have no parents.” [Std 6 girl, Tido Primary]

“because he knew that if he left school he can get more money by removing sand at the river and some are truant to their parents.” [Std 7 boy, Nyamasaria Primary]

2.1.3.1.2 Child Labour

Related to poverty, Child labour is one of the key factors hindering children from attending school. It was reported that often the labour of a girl-child is required to support the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother’s small-scale business, caring the sick or accompanying the mother for a community service like attending a relative’s funeral. Because the girls labour is critical, taking her to school or keeping her there appears to be very costly to poor parents. When girls do engage in paid employment it is in the gender role stereotypical work of being housemaids. This phenomenon was reported from nearly all the schools. For the boys, they tend to go for the common “boda boda” or cycling business and once they start earning they want to work for longer hours

According to the respondents, as shown in Table 9, many children (boys and girls) of school-going age are engaged in one form of child labour or another. Such children undertake unpaid family related activities, are in paid employment or engage in petty businesses. Gender differences in child labour are discernable from the information provided. More often than not, girls were reported as being engaged in unpaid family related activities described by the respondents as ‘*helping their parents/mothers*’ in carrying out domestic chores such as cooking, cleaning and looking after younger siblings.

The factor of Child labour is therefore experienced by both Girls and Boys were as reported by a girl *“boys do not go to school because their parents do not have enough money and they start working as herds boy... girls think they are big enough and work as a maid.”* [Std 7 Girl, Tido Primary]

However, given that the labour of a girl child is required for both non-paid family related labour and income generating labour, the girl child labour is critical. As such, for many poor parents, taking her to school or keeping her there has very high opportunity costs.

The following comments were made on child labor

“Comments on child labour”

“they do not go to school because of peer pressure. Some are interested in local brew, others are orphans who are now working to get food for younger siblings.” [Std 7 boy, Tido Primary].

“They have been taken in as herders to look after the cattle” (12yrs, Standard 6 Boy, Highway Primary School)

2.1.3.1.3 Negative Parental Perception and attitudes towards schooling,

Parents’ perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education.

In general most children, and girls in particular, especially those in peri-urban areas, fail to enrol in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. There is also a ‘myth’ among most illiterate parents that “boys are generally clever and hard working in school. Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant”. The implication is that they should not be given the opportunity to go to school. Such ‘messages’ demotivating to girls, who internalize them and in return end up believing that school, is not for them.

In general most children, and girls in particular, especially those in the peri-urban areas, fail to enrol in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. The children had the following comments on attitude of parents/guardians on girls schooling.

“Attitude on girls schooling”

“Because their parents are poor and so prefer the boys to go to school” (15yrs, Standard 8 Girl, Nyamasaria Primary School).

“Girls do not go to school because their parents have made them do the house chores and also force them to be married.” [Std 6 boy, Kosawo primary]

“They do not go to school because their parents have forced them to get married” (15 yrs, Standard 8 Boy, Dago Kokore Primary School)

2.1.3.1.4 Peer pressure and truancy.

Both girls and boys were reported as staying out of school due to getting into ‘bad ways’. Many respondents indicated that children did not go to or finish school due to what they called “bad behaviour” which in the case of girls takes them to towns where they “visit bars, watch video and

disco”’. In some cases girls were reported as bending to peer pressure. The outcome is always pregnancy and thus dropout from school.

Table 10 : Teachers perception on why GIRLS are most likely to drop out?

	Percent
Peer Influence/Unplanned pregnancies	30.0
Perceived as highly vulnerable	16.7
Engage in small businesses/house helps	10.0
Their education is not valued	10.0
To take care of their siblings	3.3
Not Sure	30.0
Total	100.0

Table 11: Teachers perception why BOYS are most likely to drop out?

	Percent
Peer influence/Drug abuse	10.0
Perceived as "hardy" hence become shamba boys	6.7
Not affected	83.3
Total	100.0

Table 10 and Table 11 clearly outlines peer pressure/influence as the main cause of drop out according to teachers. 30% of the teachers said that girls are likely to drop out due to peer pressure and unplanned pregnancies that may result from it; 10% of the teachers indicated that boys are also likely to drop out due to peer pressure and drugs.

A teacher’s comment was “Peer group influence and drugs and substance abuse are some of the in-school factors that could negatively affect boys’ learning compared to girls” (Male Teacher, Highway Primary School)

In **Table 8** it was also indicated that 27.1% of the children felt that peer pressure was a major influence on the drop out of both girls and boys from school.

Pupils indicated that both girls and boys are staying out of school due to getting into ‘bad ways’. Many respondents indicated that children did not go on to or finish school due to what they called “*bad behaviour*” which in the case of girls takes them to towns where they “*visit boys houses at night, watch video and disco*”’. In some cases girls and boys were reported as bending to peer pressure. A boy from Tido Primary wrote “*They do not go to school because they have given in to peer influence and the only thing that they do is take drugs*” (14yrs, Standard 7 Boy, Tido Primary School)

“Peer pressure targeting girls”

“They are influenced by youths who do not go to school to meander up and down the village” (14yrs, Standard 7 Boy, Tido Primary School).

“Many of them are immoral and so they engage in pre-marital sex” (13yrs, Standard 7 Girl, Arina Primary School)

“Peer pressure targeting boys”

“they have gotten into bad behaviours like drinking alcohol and (smoking) bhang.” [Std 7 boy,

Mbeme Primary]

“boys do not go to school because some are addicted to drugs and these has made them drop out of school.” [Std 6 boy, Kosawo Primary]

“The boy left the school because he was rude to the teachers and the teachers were fed up with him” (16yrs, Standard 7 Boy, Highway Primary School)

2.1.3.1.5 Adolescence and Teenage Pregnancy

Dealing with the changes brought by adolescence remains a major challenge for most pupils and teachers alike. Cases of increased teenage and early pregnancy were reported with this being the leading cause of drop outs among the girls. For the boys, they often also drop out after impregnating a girl for fear of taking responsibility.

It also emerged that teenage pregnancy, although is a sensitive issue and not commonly talked about is one of the inhibiting factors for girl’s participation in school. Respondents from the schools reported that teenage pregnancy prevented girls from completing school or going for secondary education.

Below are some of the quotations from girls and boys on adolescence and teenage pregnancy

“on adolescence ”

“some of the girls, when they reach adolescent age they do not concentrate in class.” [Std 7 girl, St Florence Academy]

“Some girls feel that they are mature so they feel that they are too big to learn.” [Std 6 boy, Mbeme Primary]

“A girl may see that she is so big that she cannot go to school for fear of being abused by the teacher” (15yrs, Standard 8 Girl, Dago Kokore Primary School)

“girls undergo adolescent stage and they experience emotional and physical changes, others are ashamed of their physical appearance.” [Std 7 boy, Tido Primary]

“some boys feel shy because they have experienced wet dreams during the night. So they may not pay attention to the teacher when teaching.” [Std 7 girl, Kosawo Primary]

“on teenage pregnancy”

“Some girls become pregnant and are ashamed to come to school.” [Std 7 boy, Mbeme primary]

“they (girls) do not go to school because some are pregnant, some don’t want to be controlled by their parents and they get married while still young.” [Std 7 boy, Tido Primary]

“Some (boys) have impregnated girls thus forcing them to look for jobs to cater for the baby instead of going to school” (15yrs, Standard 7 Girl, Tido Primary School)

2.1.3.2 In school Factors

2.1.3.2.1 *Lack of information and resources for menstrual management*

A specific issue that continues to be a main challenge for girls is the menstruation period. The respondents pointed out that lack of sanitary protection makes them not attend school and in some cases drop out of school because “they feel mature and like women”. Dealing with the changes brought by adolescence remains a major challenge for most pupils and teachers alike. Cases of increased teenage and early pregnancy were reported with this being the leading cause of drop outs among the girls. For the boys, they often also drop out after impregnating a girl for fear of taking responsibility.

“menstruation & sanitary protection”

“ girls always have problems at home like when they experience their menstruation period and their parents cannot afford to buy them “always”. So girls always experience a lot of difficulty at that stage.” [Std 7 boy, Kosawo primary].

“during menstruation, some girls do not come to school because they think the blood may come out any time.” [Std 7 girl, Kosawo Primary]

“They lack things like sanitary towels during menstruation period hence they cannot sit in class and learn well” (14yrs, Standard 7 Girl, Highway Primary School)

“Something that make learning difficult for girls is that when they start their flowing blood, they feel that learning is difficult so they just remember how they can tell their parents.” [Std 6 boy, Kosawo primary]

2.1.3.2.2 *Unwarranted Punishment*

The lack of specific systems to pass onto the teachers the alternative methods of punishment has meant that the teachers continue to use corporal punishment. This continues to have a negative impact on the learning of both boys and girls. For the boys in upper classes, it was reported that they feel bad when they are punished in class and especially in front of girls. Some teachers were said to be “too harsh” to girls and therefore scare them not to participate effectively in class.

“most of the boys do not just like school because of mistreatment.” [Std 7 Boy, St Florence Academy]

“One boy left school because he saw that teachers were caning pupils violently...” (14yrs, Standard 7 Boy)

“They fear cane, because in this school caning is a lot” (13yrs, Standard 7 Boy)

This was also voiced by one of the teachers *“Heavy punishment administered to the boys and scolding”* (Female Teacher) as one of the reasons why boys drop out.

2.1.3.2.3 *Sexual harassment and abuse by Boys*

The respondents, pupils in particular, reported that the school is a very child unfriendly environment. Abuse and sexual harassment of the girls is common. Girls are often abused, beaten and humiliated in class. There were also cases of pregnancy reported in schools. Boys were said to

“stare at girls and make them uncomfortable”, they are always talking and thinking about girls. Few cases of teachers wanting “*to make love with girls and when they refuse they are chased away*” were also reported by the pupils. It was also reported that “*Boys force them to have sex with them when they are going home and when they refuse they are beaten*” (13yrs, Standard 7 Girl, Tido Primary School).

2.2 Post Election Factors

After the December 2007, there seemed to be a major shift of many of the procedures that most people had gotten used to. The education is one of the sector that was affected by these changes. However, in as much as it is important to relook and refocus efforts as stakeholders in the education sector, it is important that the pre-election factors also be factored in any planning that will lead to sustainable development.

The following section will highlight some of the issues that the rapid assessment in Kisumu East District brought out with special focus on schools around Kisumu Municipality.

2.2.1 Enrolment after Election 2007

The assessment brought to light new factors and new dimensions of the existing factors that affect primary education.

To highlight the effect of the Post Election Violence on schools in Kisumu East District (Kisumu Municipality), Table 12 and Table 13 below have been analysed.

Table 12: Enrolment of boys and girls in the 5 Month period (Oct 07- March 08)

	Oct 07		Nov 07		Jan 08		Feb 08		Mar 08	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
STD 1	569	534	570	537	49	58	412	408	518	503
STD 2	598	546	599	546	49	60	441	428	516	511
STD 3	558	523	559	524	43	46	459	462	541	537
STD 4	557	515	561	518	52	50	419	388	494	456
STD 5	556	541	556	543	65	48	398	381	492	468
STD 6	478	479	477	481	47	58	419	408	530	494
STD 7	478	422	478	422	64	56	382	361	449	403
STD 8	258	332	258	332	47	44	261	219	280	248
Subtotal	4052	3892	4058	3903	416	420	3191	3055	3820	3620
Total	7944		7961		836		6246		7440	

N=10 Selected schools.

Table 13: The Percentage changes in Enrolment between October 07 – March 08

	Oct-Nov 07		Nov 07-Jan 08		Jan-Feb 08		Feb-Mar 08	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
STD 1	0.18%	0.56%	-91.40%	-89.20%	740.82%	603.45%	25.73%	23.28%
STD 2	0.17%	0.00%	-91.82%	-89.01%	800.00%	613.33%	17.01%	19.39%
STD 3	0.18%	0.19%	-92.31%	-91.22%	967.44%	904.35%	17.86%	16.23%
STD 4	0.72%	0.58%	-90.73%	-90.35%	705.77%	676.00%	17.90%	17.53%
STD 5	0.00%	0.37%	-88.31%	-91.16%	512.31%	693.75%	23.62%	22.83%
STD 6	-0.21%	0.42%	-90.15%	-87.94%	791.49%	603.45%	26.49%	21.08%
STD 7	0.00%	0.00%	-86.61%	-86.73%	496.88%	544.64%	17.54%	11.63%
STD 8	0.00%	0.00%	-81.78%	-86.75%	455.32%	397.73%	7.28%	13.24%
Subtotal	0.15%	0.28%	-89.75%	-89.24%	667.07%	627.38%	19.71%	18.49%
Total	0.21%		-89.50%		647.13%		19.12%	

N=10 Selected schools

From the **Table 12 and 13** above, the total enrolment in October and November 2007 (the last two closing months of 2007) was 7944 and 7961 respectively; this was a 0.21% increase. However, in **January 2008** (the first school month in 2008) the enrolment was only 836 signifying a 89.5% drop in enrolment. This was directly attributed to the Post Election Violence that led to many schools not opening at all in the month of January 2008 which was the peak of the violence.

In **February 2008**, after favourable political statements ordering the opening the schools, the enrolment rose to 6,246 by the end of February 2008, a marked increase of 647.13%- most of these were just the same children who were returning back to school.

In **March 2008**, after the signing of the National Accord and Reconciliation agreement, there was a further increase in enrolment of 19.12% to 7440, most of these were either internally displaced children or children from families from the region who had relocated to their rural homes away from the Kisumu City which was considered a “hot spot” for the violence.

The above is confirmed by children as highlighted in **Figure 1** below, according to 68.2% of the girls and 61.7% of the boys, they at least between 1-5 pupils who did not report to class when the schools opened in February 2008 and are yet to report. 10.3% of the girls and 13.1% of the boys new between 6-10 pupils who are yet to report to class.

Figure 1: Estimates by Children on number of pupils who did not report to class on opening in 2008.

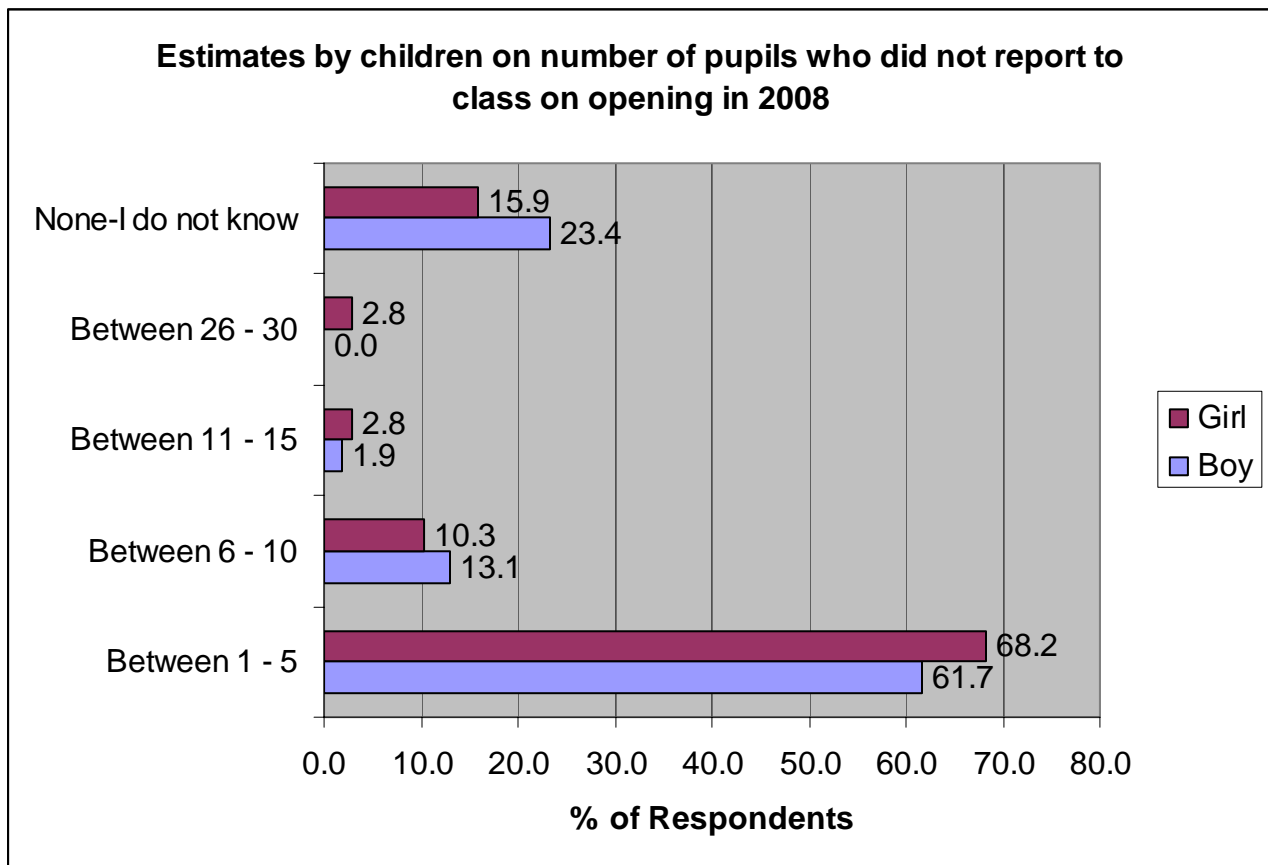


Figure 1 therefore gives the impression that at least all the classes were affected by pupils either being displaced or fearing to return to school because of security concerns.

This is confirmed by a teacher “*It (the post election violence) reduced the number of pupils enrolled because some of the pupils went back to their own communities and never came back*” (Female Teacher, Highway Primary School)

Table 14: Children views on Reasons why pupils did not report to school in 2008

	Girls	Boys
Got Pregnant/ To Marry	28.0	3.7
Indiscipline/Truancy	0.0	28.0
PEV - Different ethnic community	22.4	22.4
PEV – Transferred to a different school	17.8	14.0
Displaced and went to a camp	10.3	12.1
I do not know	21.5	19.8
Total	100.0	100.0

Asked why their fellow pupils did not report to school, the children responded with a variety of reasons as highlighted in **Table 14** above. Whereas 28% and 3.7% of the children mentioned that the girls got pregnant and the boys went to marry; 28% of the children mentioned that the boys just failed to come to school because they became indiscipline and were truant and could not come back to school.

2.2.2 Emerging Issues in the Post Election Period affecting Education in Kisumu

The post election period was specifically challenging in Rift Valley, Western and Nyanza provinces with regard to education. In Nyanza province, Kisumu municipality was the epicentre of the violent protests that reverberated throughout the whole of Nyanza province and parts of Western province.

Table 15: Changes noticed by children in school since January 2008

	Percent
Pupils have left the school	26.2
Teachers have left the school	15.9
Increased number of pupils	12.1
Change of the school programme	12.1
The school has been vandalised	10.3
New teachers in the school	2.8
Nothing has changed	20.6
Total	100.0

The post election crisis brought a lot of changes to schools, according to the children, as presented in **Table 16**, 26.2% of the children have noticed that other pupils have left the school; this is the most significant noticeable change amongst the pupils. The second most significant change noticed by children is the teachers who have left school with 15.9% of the children stating this. The other changes noticed by pupils included increased number of pupils (12.1%), change of the school programme (12.1%), the schools having been vandalised (10.1%). A small fraction of the pupils (2.8%) noticed new teachers in the school while others (20.6%) indicated that they had not noticed any changes.

The following sections will detail some of the issues that were noted during the assessment both out of school factors and in school factors.

2.2.2.1 Out-of school Factors

2.2.2.1.1 Insecurity (and distance from school)

Insecurity and distance from school are ‘twin’ factors, which were cited by both teachers and pupils as inhibiting their children participation in school. Teachers and children in both urban and peri-urban areas indicated that distance from school coupled with insecurity in their regions made them hesitate to go to school. This was because the post election violence made the school a key target for the hooligans and protesters alike. The bitter youths chanted slogans such as “No Raila, No school” and in some cases stormed schools and threw children out and teachers out. The school represents the government to these youths and therefore the easiest target for them.

Distance and insecurity in many schools visited erodes parents’ confidence in sending their children to school. All schools were closed in January until the politicians declared them open and even then, the teachers and pupils were on various occasions forced out of the schools when the political climate became tense and riots were exhibited. Most parents delayed the bringing the their children’s enrolment to school until after the signing of the National Accord in late February whereas some brought them in late March and even early April – these were those parents who had relocated from town/urban centres to their rural homes despite being of the same ethnic community. Because of the lack of political stability, some parents pull the children out of school when they sense that insecurity is becoming acute. A teacher simply put it as follows “*Lack of security has led to exposure to harassment and rape*” (Male Teacher, Tido Primary School)

Table 16: Children perception on how they have been affected by the PEV out of class

	Percent
Increased insecurity on the way to school	57.9
Friends houses were burnt	10.3
Expensive food/ school food programmes stopped	8.4
Do not know	23.4
Total	100.0

From **Table 16** above 57.9% of the children believed that there was increased insecurity on the way to school. This was one of the major fears that the children brought out as affecting the enrolment rates for the children who are from the region and were not displaced.

Table 17: Teachers views on how the post election violence Out Of School factors could negatively affect girl's education?

	Percent
Rape/Defilement	56.7
Taking care of the siblings	10.0
Parents' Separation	6.7
Peer Pressure	3.3
Household chores	10.0
Not Sure	13.3
Total	100.0

From **Table 17**, the teachers were of the opinion that the vulnerability of girls has increased with the recent post election violence. In fact 56.7% of the teachers believe that rape and defilement are likely to increase and should be considered as an important post election factor.

Teachers in Kisumu indicated that distance from school coupled with insecurity in light of the recent post election violence made parents not to send or withdraw their children from school. They fear that their children are exposed to dangers of being raped, kidnapped and even killed by the rioters. A teacher explained that *“Boys’ enrolment is higher than girls since girls were vulnerable during the post-election violence therefore they had to be taken back to their rural homes”* (Male Teacher, Mbeme Primary School)

Table 18: Children’s views on how they have been affected by the PEV where they live

	Percent
Traumatized by the riots and noise	38.3
Friends from other ethnic communities chased away	24.3
Lack of food	23.4
Expensive goods	4.7
Nothing happened	9.3
Total	100.0

Asked how they have been affected *“where they live”* by the post election violence, from **Table 18** above, 38.3% said they had been *“Traumatized by the riots and noise”* while 24.3% said that *“their friends from other ethnic communities were chased away”*, 23.4% complained about *“lack of food”* during and after the post election crisis.

Some of the comments the children made on this issues include:

“ It was difficult to buy food, we did not even have money to buy food to eat. My father was not able to go to work because of the violence.” [Std 6 girl, Mbeme Primary]

“there was shortage of food and you could not relax and every time people were just running in and out of the house and some were chased away from their houses.” [Std 7 girl, St Florence Academy]

“I would not move away from our house compound. I was affected because my friend was a Kamba and was chased away during the violence. I could not eat when I remember that my friend was away.” [Std 7 girl, Kosawo`Primary]

“We had less food and when one of our neighbours house was burnt down, they came to live with us. The food we had got finished due to that” (12yrs, Standard 7 Boy, St. Florence Mini Academy)

Below are more comments by pupils commenting on insecurity and other issues?

“insecurity on the way to school”

“Some people scare me on my way to school by telling me that I will be beaten on the way.” [Std 8 girl, Mbeme Primary].

“It affected me when I was beaten by a stone from the rioters, it also affected me because I didn’t like to go home and it was very sad how my friend was also beaten.” [Std 6 boy, Kosawo primary]

“We were afraid to pass through the road because they (rioters) were there and they carried “pangas” (machetes) and very harmful tools that can kill.” [Std 7 boy, Wandiege Primary]

“ I was chased by the people who were demonstrating when they came to our school and said “ no school without justice”.” [Std 8 boy, Nyamasaria Primary]

“I could see people with pangas, tyres and they were threatening to burn down the whole school if the headteacher didn’t release us.” [Std 6 boy, Kosawo Primary]

2.2.2.1.2 Peer pressure, truancy and Feel Mature.

The boys were said to be influenced by peer pressure and were more prone to truancy. The big boys were said to be “just concentrating outside for the noise so that they can go and steal (loot)”. These boys were reported to be more violent and like playing war like games. They feel mature and do not want to be punished – this was attributed to the fact that they had joined the youths in the hooliganism and therefore felt that they were “men” not “school boys”.

Table 19: Teachers views on the post election violence In School factors that could negatively affect BOYS education?

	Percent
Indiscipline cases/Violent nature	33.3
Peer pressure/Drug Abuse	16.7
Not sure	50.0
Total	100.0

In the **Table 19** above, it can be seen that 33.3% of the teachers indicated that there has been a rise in indiscipline cases and that there were more incidences of violent nature meted out by the boys. Indeed there was rising concern by the teachers, including all the head teachers, on the the change in the nature of games that children were playing during break times. The boys were said to be playing more violent games, “war like” games and seemed to be excited. However, this was not the case initially in early February when the schools reopened but has changed and is increasingly being felt as emerging issues. A teacher commented and said “*Some boys have become violent as a result of what they saw during the post election violence*” (Male Teacher, Mbeme Primary School)

The other issue is the sudden psychological changes in the boys, this aptly presented by a 14 year old boy who presents a case of some of the new challenges that may face the boy child in the post election era: “*As there was war within the country, some of the boys decided to steal things from others then sell them. After selling, they felt that it was better than going to school since you do not get anything*” (14 yrs, Standard 7 Boy, Tido Primary School)

Below are more quotes on the three issues of peer pressure, truancy and “feel mature”:

“peer pressure on boys”

“*some boys are leaving school because they don’t want to go to school because they don’t want to be corrected. They feel they are big.*” [Std 6 boy, St Florence Academy]

“*The boys have dropped out of school as a result of drug abuse, they have also joined criminal groups....the girls are being influenced by other youths who do not go to school and keep on roaming with them in the village.*” [Std 7 Boy, Tido Primary]

“truancy for boys”

“*...On their way to school they branch to video shows*” (11yrs, Standard 7 Boy, St. Florence Mini Academy)

“*Some decided to leave school because they were involved in bad behaviour and opted to become street boys*” (12 yrs, Standard 7 Girl, Arina Primary School)

“feel mature for boys”

“they find it difficult when his voice become deep and when he has a deep voice he cannot even answer questions in class.” [Std 6 girl, Kosawo primary]

“They think they are big enough and cannot be controlled by teachers and would like to be ‘boda boda riders’ instead of learning” (13yrs, Standard 7 Girl, Tido Primary School)

2.2.2.2 In school Factors

Some of the in school factors that were deduced from the assessment are described below: These included Psychological trauma (mainly fear and anxiety); Ethnic labelling; Food insecurity; Strained School Resources; and Readjusted School Programmes.

2.2.2.2.1 Psychological trauma

The learners and teachers alike reported that the anxiety created by the events of the post election violence continues to hinder their full participation in school. They fear that “war” can brake out again or they fear for their relatives and friends living in other towns. For some teachers, they are forced to visit their ancestral homes every weekend so as to assure their families that they are safe.

Table 20: Children views on how they have been affected by the PEV in class

	Percent
Frightened and not able to concentrate	56.1
Few pupils in class	4.7
Too many pupils in class	1.9
Did not go to school	26.2
Do not know	11.2
Total	100.0

Table 20 above shows that over 56.1% of the children confirmed that “*they were frightened and not able to concentrate in class*”, this is an indicator of psychological trauma.

Some of the quotes that the children and teachers made in relation to psychological trauma are highlighted below:

“Fear and anxiety”

“All of a sudden, pupils just started making noise in class and we heard tear gas canisters being fired all over the school compound. It has affected my learning now that I’m in class 8. We stayed home for a month instead of being in school” (14yrs, Standard 8 Girl, Highway Primary School)

“it was not easy to concentrate in class because our school is just near the road and we were afraid of them coming into the school.” [Std 8 boy, Kosawo primary].

“I was affected because the violence that happened made some of my friends to die and some were gone (displaced).” [Std 7 boy, Kosawo primary]

“I was not attentive to the teacher because I was thinking those people would reach at school and start fighting with teachers.” [Std 7 boy, Wandiege Primary]

“I thought people will come and burn our class and steal the school properties” (11 yrs, Standard 5 Boy, St. Florence Mini Academy)

“Some of our classmates are not there and we are few in class and this makes us unhappy that our friends are not there” (13yrs, Standard 7 Boy, Arina Primary School)

“While in class, I found it difficult to concentrate and take in what the teacher is teaching and also when I am studying by myself” (14yrs, Standard 8 boy, Highway Primary School)

“Some of our friends we were with in class are displaced and some we are afraid they might have died. We miss them very much and it is painful to us” (11yrs, Standard 6 Boy, Arina Primary School)

“Games that we used to play outside the classroom were hindered because of fear that something horrendous may happen to us” (14yrs, Standard 8 Boy, Kosawo Primary School)

2.2.2.2 Ethnic Labelling

Schools, through formal, hidden- and extra-curriculum activities tend to contribute and reinforce the ethnic differences. However, this has been hidden for a long time until now. It was reported that children were now calling each other by their ethnic decent than before. The Kisiis and Kikuyus were reported to be the most affected.

The same case was with the teachers, in one of the schools – a teacher refused to fill a questionnaire because he had been called an IDP teacher- she was from an ethnic community whose members had been ejected from the area. The teacher who had called her an IDP teacher did not see anything wrong with that and was furious that she had refused to take the questionnaire and reported the case to the head teacher.

Among the children, it was noticed that most of the children had responded positively to taking up the displaced children but a few children mentioned cases of animosity against the few remaining non “locals” as stated by the following head teachers;

“The pupils shout anti-ethnic sentiments like, "Kikuyu, tuchome yeye" ” (Head teacher, Tido Primary School)

“The pupils are aping the anti-ethnic language” (Head teacher, Wandiege Primary School)

Table 21: Teachers' opinion on how issues of ethnicity have affected enrolment?

	Percent
Some pupils were displaced due to their ethnic background	83.3
Low enrolment in schools.	6.7
Parents transferring their children	3.3
Not sure	6.7
Total	100.0

From the **Table 21** above, its clear that ethnicity was a major factor affecting enrolment. An overwhelming 83.3% of the teachers interviewed cited that some pupils were displaced due to their ethnic background (most were from the Kikuyu and Kisii community), whereas 6.7% cited that some of the parents feared bringing their children to school because of the uncertainty of the ethnic

issues in school (these were mainly from the Arab or non Western region communities). 3.3% of the parents from the “sympathetic ethnic” communities (such as Luhya) or ethnic communities with similar general political affiliations with the local community still decided to transfer their children. Some of the comments made by interviewed teachers included:

“Learners from certain communities such as Kikuyu and Kisii had to quit school and they formed the majority of the pupils” (Female Teacher, St. Florence Mini Academy)

“Most of the pupils enrolled this year were from one ethnic group” (Male Teacher, Kosawo Primary School)

While on the other hand the children had the following comments on how ethnicity affected enrolment in 2008.

“ethnic displacements”

“She was a Kisii and during the post-election violence, she went back to Kisii because she feared that they could kill her and her family” (11yrs, Standard 7 Boy, St. Florence Mini Academy).

“They belonged to the Kikuyu tribe and so due to the post-election violence; they feared that they might be killed” (12yrs, Standard 7 Girl, Arina Primary School)

“Gideon was a Kikuyu and did not come back because of the violence while Seblina was just a Mluhya whose parents decided she stay at home” (13yrs, Standard 7 Boy, Arina Primary School)

“He left because of the violence that erupted after the presidential election. He was a Kisii and not a Luo. They were chased and their things taken. Up to now he has not returned” (13yrs, Standard 7 Boy, Kosawo Primary School)

“If you are a Kikuyu, your classmates beat you up” (12yrs, Standard 6 Girl, Nyamasaria Primary School)

2.2.2.2.3 Food Insecurity

The respondents, pupils in particular, reported that the school should work on providing the lunch programme. Because of the challenges of the post election violence, most of the parents/guardians can no longer contribute towards existing food programmes or generally provide for their children lunch. This is affecting the participation of children in school because they survive on one meal (dinner) a day. In one of the schools, the Internally Displaced Children living with a relative seem not able to adjust to this situation and the head teacher of the school is sometimes forced to use personal resources to provide for the younger ones a meal, but this is not sustainable.

“need for food programme”

“some boys don’t have food to eat and cannot learn without eating.” [Std 7 girl, Wandiege Primary]

“I have been affected by the recent post-election violence in class by seeing some pupils going without food” (14yrs, Standard 7 Girl, Highway Primary School)

“Nowadays our family is starving for there is no money” (14yrs, Standard 7 Boy, Tido Primary School)

2.2.2.2.4 Strained School Resources due to IDP learners

Teachers, boys and girls mentioned that the internally displaced children had brought in new challenges that the schools are forced to deal with. For instance, all the schools enrolled the children without the normal requirement of bringing a desk, these learners have no uniforms (making them conspicuous) and some have no shoes and come in slippers; the learners often lack full concentration both in class and extra curricula activities.

The teachers on the other hand, are forced to guide and sometimes counsel these children despite some of them not being trained. There are also few male guidance and counselling teachers despite the relative parity of the girls and boys displaced.

Table 22: Total number guidance and counselling teachers per school

	Number	Female	Male	Total
	1	4.0	44.0	8.0
	2	24.0	8.0	12.0
	3	20.0	12.0	20.0
	4	20.0	4.0	20.0
	5	8.0	0.0	12.0
	6	4.0	0.0	4.0
	7	4.0	0.0	8.0
	8	8.0	0.0	12.0
	None	0.0	24.0	0.0
	Not indicated	8.0	8.0	4.0
	Total	100	100	100.0

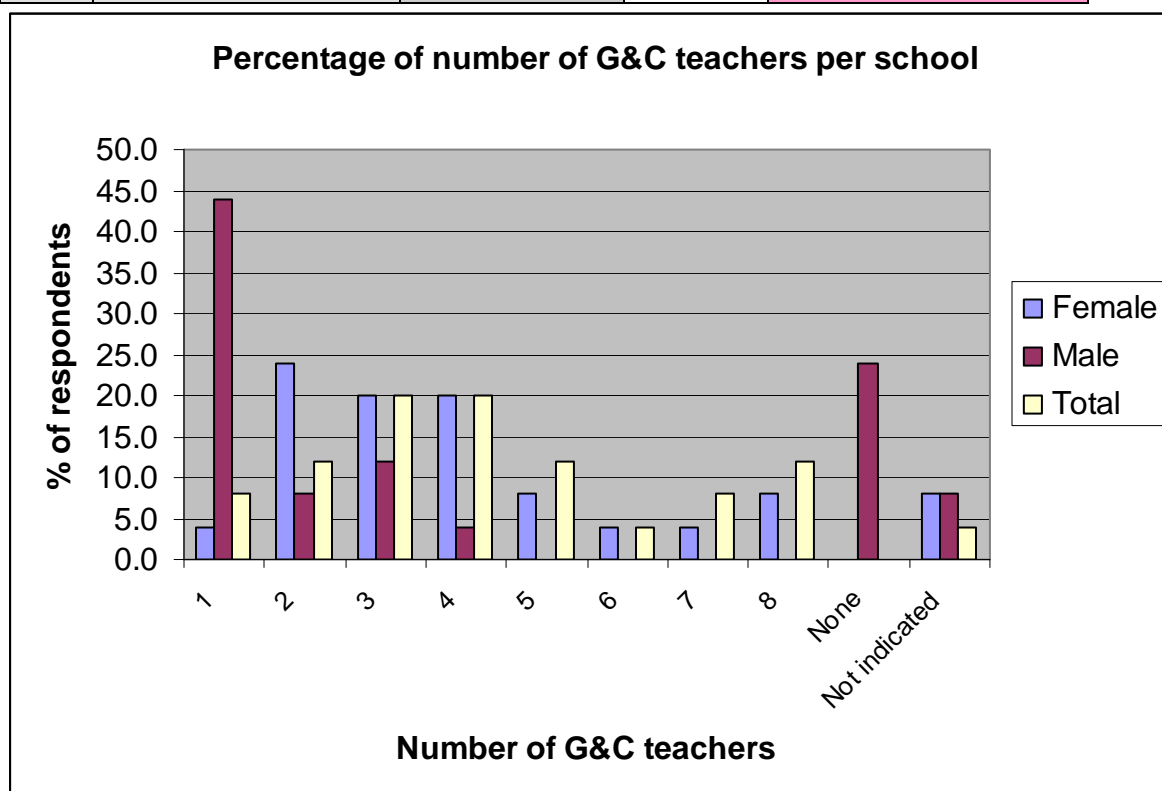


Table 22 and Figure 2 give an example on the disparity of gender and counselling teachers with 44% (compared to 4% for female) of the responding that there schools had only one male Guidance and Counselling teacher compared to the females who were to be at least 2 (by 24% of the respondents compared to 8% for males), at least 3 females (by 20% compared to 12% for males) and at least 4 females by (20% compared to 4% for males) of the respondents.

“increased activities for teachers”

“Providing psycho-social support to the affected pupils” (Male Teacher, Mbeme Primary School)

“The added responsibilities include guiding and counselling of the affected parents, teachers, training of peer educators and a close scrutiny of the most affected children, mainly the IDPs” (Female Teacher, Ogango Primary School)

“Fostering unity mainly among pupils who were abused and the ones alleged to have abused their fellow pupils and the whole school in general” (Female Teacher, St. Florence Mini Academy)

“They had a lot of cases to settle, for example, a pupil whose home was looted, found another pupil with some of their properties” (Female Teacher, Nyamasaria Primary School)

2.2.2.2.5 Readjusted School programmes

The delayed in opening schools has resulted in a readjustment of school programmes. Some schools opted to readjust the day programmes and include weekend learning (those in relatively less affected areas) whereas those in acutely affected areas decided to take up more of the vacation time and extend the school term by up to three weeks into April.

Whereas these readjustments are supported by pupils in mainly class 8, the other pupils seem not to like this because it has led to different school closing times. The teachers were also perceived to be demotivated, especially the ones who are from other home districts.

“Changes relating to teachers”

“What has changed since I opened school is that some of our teachers have disappeared because of the things that were done.” [Std 6 girl, Mbeme Primary].

“Our teachers who were Kikuyu are now displaced and there houses are burnt and now they cannot come and teach us.” [Std 6 girl, St Florence Academy]

“changes relating to pupils?”

“Most people are not cheerful most of the time as they recall what happened. We used to come at the school early but nowadays we come a bit late.” [Std 7 girl, Kosawo Primary]

“Last year there were more pupils in our class. This year the number of pupils have reduced. Also our books have reduced.” [Std 6 girl, Tido Primary]

“other changes”

“We do not come to school as early as we used to because there is fear that may be something bad can happen to us on our way to school” (13yrs, Standard 7 Girl, Arina Primary School)

“Since we opened school this year, a lot has changed for we have lost so many pupils, their parents and we are going to school from Sunday to Sunday for we have no time to waste...” (14yrs, Standard 6 Girl, Arina Primary School)

“Some of my friends have not come back and that has made me lonely. The price of things has become more expensive, and some of the teachers and pupils from other schools have come to our school.” [Std 7 girl, Kosawo Primary]

“when we come to school you can see shops burnt and things look very strange. Some of our friends in school went away and even teachers.” [Std 6 boy, Nyamasaria Primary]

“Families that looted during the post-election violence, especially uniforms, their children have been spotted wearing the uniforms. And we had a case where a child reported, “Mwalimu, I do not have uniform because it’s being worn by child X” This looting was christened, “ODM – Shopping” We also had an incident of an IDP child refusing to answer questions in class”. These are some of the challenges we face everyday”. (Head teacher, Nyamasaria Primary School)

2.3 Initiating Peace Building Processes for the Community to Support Education

One of the key overriding issues that this rapid assessment brought forth was that there is need for communities to begin to start a peace and reconciliation process that will re-establish the school system as one of the common point of rallying community support towards supporting education.

The assessment showed (in **Table 23** below) that parents were awaiting a marked peace process for them to bring back children to school. 32% of the teachers indicated that after the signing of the national accord, the parents who had relocated from the city and its environs to their rural areas came back. A second category of parents had withheld their children even after the politicians gave “an order” for the schools to re-open and these parents only released the children after the signing of the accord, this was mentioned by 12% of the teachers. However, 48% of the teacher respondents indicated that by the time the national accord was being signed parents had already released their children back to school.

Table 23: Teachers' opinion why enrolment INCREASED after signing of national accord?

	Percent
Some parents came back from their rural homes	32.0
Parents allowed children back to school	12.0
IDC enrolment	8.0
Not affected	48.0
Total	100.0

On the other hand, **Table 24** below indicates that 12% of the teachers perceived that after the signing of the agreement, some parents decided to finalise their relocation to rural homes by taking advantage of the relative calm. However, 88% of the teachers indicated that there was no reduction in enrolment but rather an increase in enrolment after the signing of the accord.

Table 24: Teachers' opinion why enrolment REDUCED after signing of national accord

	Percent
Migration/relocation to their rural homes	12.0
Not affected	88.0
Total	100.0

The two Tables above (**Table 23 and Table 24**) confirm the importance of peace in facilitating the education system. Most of the parents naturally put the safety of their children first and this was valued more as they were ready to allow them to miss school rather than risk their security. The teachers noted that “*Some pupils migrated back to their rural homes*” (Male Teacher, Mbeme Primary School)

Another aspect that was affected by the post election violence was the Teacher-Community relationship. Teachers have always had a high level of authority and respect by community people. However, the post election era brought in focus this relationship because most of the community persons regarded schools as part of “government” and therefore the teachers were also seen to be “government sympathisers” and especially those that attempted to resume teaching in January 2008. The table below brings into focus this teacher-community relationship.

Table 25: How post election violence has affected Teacher-Community relationships?

	Percent
Mistrust	64.0
Not affected	36.0
Total	100.0

In **Table 25**, 64% of the teachers recognised that there was an increase in mistrust amongst community members towards teachers. This was mainly from the fact that the teachers were working in schools and schools were being recognised as government facilities. 36% of the teachers indicated that their relationship with the communities had not been affected.

In addressing some of these challenges, the teachers had already embarked on various initiatives that they thought would enable re-instate the Teacher-Community relationship; this is indicated in the table below.

Table 26: How the situations relating to changes in Teacher-Community relationships have been handled?

	Percent
Guidance and Counselling	32.0
Regular Sensitisation	28.0
Nothing has been done	4.0
Not affected	36.0
Total	100.0

In **Table 26**, of the 64% teachers who had indicated that their relationships with the community has changed (see **Table 25** above), 32% of them indicated that they had used their guidance and counselling skills to address some of the issues that had caused the communities to mistrust them; 28% of the teachers indicated that they had held regular sensitisation meetings on peace issues to address the causes of mistrust whereas 4% indicated that they had not done anything.

The teachers had the following comments on the handling of post election related conflicts with communities:

“*Regular sensitization of the community and counselling*” (Male Teacher, Mbeme Primary School)

“*We’ve been encouraged by our head teacher to work as a team hence fostering unity amongst us*” (Male Teacher, Mbeme Primary School)

“Through guidance and counselling which has made teachers realize that they all belong to one nation irrespective of their ethnic background” (Female Teacher, Kosawo Primary School)

The response to the initiatives by teachers (teaching fraternity) in **Table 26** above had results. 60% of the teachers indicated that the initiatives had brought about “positive” response with 12% of the teachers indicating that the initiatives had not made any changes. 4% of the teachers had experienced no change whereas 24% of the teachers indicated that they had not been affected. This information is tabulated in **Table 27** below.

Table 27: The response to the interventions to improve Teacher-Community relationships?

	Percent
Positive	60.0
No Change	12.0
Negative	4.0
Not Affected	24.0
Total	100.0

2.4 Recommendations

It is important that the pre-existing factors that have affected education are not left out as most organisations focus on peace building and reconciliation efforts. The balance between pre-existing factors and emerging factors affecting education system need to be addressed.

For instance, during the assessment the following recommendations were made by the children to address some of the pre-existing factors/ hindrances to education.

Table 28: Changes recommended by children for GIRLS to learn better

	Percent
More education on sexuality	51.4
Provide sanitary towels	20.6
Provide more facilities (eg library) to school	17.8
No changes	10.2
Total	100.0

Table 28 above shows that 51.4% of the children recommended more education sexuality as an important factor that needs to be addressed for girls to participate more effectively in education; 20.6% of the children identified “provision of sanitary protection (towels/pads)” as an important factor hindering girls’ participation in education that needs to be addressed. The other factor mentioned by 17.8% of the children was the provision of more facilities to the school. The library facility was highlighted as one major facility that will greatly improve the participation (and especially performance) of girls and boys.

Some of the comments by the children on how to enhance girls participation (generally) are:

“To make girls learn better, they should be taught how to use “always” so that they cannot be shy when they are in menstruation period.” [Std 7 girl, Mbeme Primary]

“I would like girls to be provided with books and they should not worry about their monthly periods” (12yrs, Standard 7 Boy, Arina Primary School)

“There should be a guiding and counselling teacher to counsel them and even provide (sanitary) pads.” [Std 8 girl, Wandiege Primary]

“They should be taught so that they abstain and should be provided with (sanitary) pads.” [Std 6 boy, Tido Primary]

“They should be counseled on ways of preventing unwanted pregnancies” (12yrs, Standard 7 Boy, St. Florence Mini Academy)

Table 29: Changes recommended by children for BOYS to learn better

	Percent
More education/guidance on sexuality & peer pressure	72.9
Provide more facilities to schools eg Library	15.0
Provide feeding(Lunch) programme	5.6
I do not know	6.5
Total	100.0

For the changes recommended to improve participation of boys, **Table 29** above also reiterates the importance of guidance and counselling on sexuality & peer pressure with 72.9% of the children identifying it as a major recommendation, 15% of the respondents identified the provision of school facilities (with emphasis on library) while 5.6% of the children thought that boys will do much better in school if lunch was provided.

Some of the comments by the children on how to enhance boy’s participation (generally) are:

“they should be advised not to walk with other boys who are involved in taking drugs because they might start taking drugs and lead them to drop out of school.” [Std 8 girl, Wandiege Primary]

“they should be encouraged and they should be told the meaning of education and also should counsel them and teach them about boy-girl relationships. They should also be provided with necessities such as clothes and food.” [Std 8 girl, Nyamasaria Primary]

“If we could get programmes that teach us on abstinence since there is the dreaded disease AIDS which has no cure” (15yrs, Standard 8 Boy, Dago Kokore Primary School)

“For boys to perform better, they should not be rude to teachers and should behave well in school so as to perform better” (15yrs, Standard 7 Boy, Arina Primary School)

“They should be told the changes they are undergoing in adolescent stage so that they should not feel that they are adults and neglect studying altogether. And should be provided with male teachers who they can speak freely about the way they feel” (14yrs, Standard 8 Boy, Highway Primary School)

“Boys should be taught on how to relate with girls and the dangers of bad behaviour...” (13yrs, Standard 8 Girl, Kosawo Primary School)

Recommendations in the Post Election Violence Period

As indicated in Section 2.3 above, it is important that a peace building process commences and for those already existing initiatives by schools, they need to be supported.

As part of way forward for the process of peace building, the assessment also sought the opinion of the various first line stakeholders in education (*teachers and pupils*) on what should be done to improve and protect the education system in light of the post election violence and the resultant challenges.

The following are some of the recommendations that have been highlighted.

Table 30: Teachers’ Recommendations on what should be done in the school system to address effects of PEV?

	Percent
Emphasis of unity to children	64.0
Re-adjusting the school programs	20.0
More male teachers in Guidance and Counselling department	8.0
Not Sure	8.0
Total	100.0

From **Table 30** above, the teachers highlighted that emphasis should be on peace building and unity messages being passed on to children, 64% of the teachers were of this opinion. 20% of the teachers recommended re-adjustment of the school programmes, with special mention on the need to catch up on the lost two months (January and February) when learning was not efficiently. The teachers gave examples of the children being more ethnically aware – “there is more mention of Kikuyu and Kisii” than before.

“Creating awareness for unity in the schools” (Female Teacher, Dr. Robert Ouko Primary School)

“School’s education system should be given more time to enable the completion of the syllabus” (Female Teacher, Mbeme Primary School)

“Being in a mixed school, male teachers should also be trained as counsellors so as to counsel boys” (Male Teacher, Mbeme Primary School)

Table 31: Children’s’ recommendations on what should be done to IDPs in the school system to address effects of PEV?

	Percent
Provide basic needs for them	42.1
The be treated well	24.3
Provide uniforms & materials for them	19.6
Provide guidance and counselling	14.0
Total	100.0

On the other hand, as shown in **Table 31** above, the children made the following recommendations, specifically addressing the plight of the internally displaced children in schools. 42.1% recommended that these children should be provided with basic needs, 24.3% of the children recommended that these children should be treated well “not disturbed and asked too many questions”, whereas 19.6% were of the opinion that they should be provided with “uniforms and learning materials”. Another group of children, 14% of those interviewed, were of the opinion that these children should be provided with “guidance and counselling.”

Table 32: General recommendations to improve schools

		Percent
	Provide more facilities	46.7
	Provide more teachers	12.1
	Provide guidance and counselling	12.1
	Repair or rebuild vandalised or destroyed facilities	12.1
	Support the internally displaced children in schools	12.1
	Children to participate in activities	4.6
	Total	100.0

In general, as indicated in **Table 32** above, The Children prioritised provision of more facilities (46.7%) and provision of more teachers, provision of guidance and counselling to all pupils, repair or rebuilding of destroyed facilities and support for the internally displaced children in schools all having 12.1% response. Interestingly, 4.6% felt that children should participate in activities (air their views) and this will help them improve the schools (and performance in education).

Below are some of the specific recommendations that were made to The Community (School Management Committee and Local Community); The Education officers; and The Civil Society Organisations:

2.4.1 Recommendations to the Community

Table 33: What the community can do to improve the schools?

		Percent
	Contribute in provision of school equipment & facilities	32.7
	Support the teachers and School management committee	22.4
	Advice the school/ guide the children	15.0
	Have community peace & reconciliation meetings	12.1
	Allow children to go to school	9.3
	Support the orphans & displaced children	8.4
	Total	100.0

Asked to make recommendations on what the community can help in improving the schools (and education), the children made the following recommendations as highlighted in **Table 33** above. 32.7% of the children recommended the “provision of school equipment & facilities”; 22.4% recommended that the community should “give more support to the teachers and school management committee”; 15% recommended that the community should “advise the school and help guide the children”.

The children also made recommendations directly touching on what role the community can play in schools with regard to the post election crisis; for instance, 12.1% of the children recommended that there should community peace & reconciliation meetings, 9.3% of the children recommended that the community members still holding children should “release them to go to school” while 8.4% of the children urged the community to “support the orphans & displaced children.”

These and other recommendations are summarised below as recommendations to the School Management Committee and The Local Community:

The School Management Committee

- The MoE, in consultation with other stakeholders including parents and pupils (girls & boys), should initiate consensus building and the development of guidelines that articulates what constitutes a safe and secure school environment and how such environment can be established and sustained. Civil society organizations should work with the ministry to actualize this activity. The role of the School Management Committee in implementing this should be pivotal to ensure sustainability.
- The School Management Committee should work with parents to ensure that they make contributions towards maintaining the facilities in schools and improving these facilities. Establishment of libraries or reading rooms should be given key emphasis.
- The School Management Committees should collaborate with the Provincial administration and education officers in organising peace and reconciliation meetings amongst parents, initially.
- The School Management Committees in collaboration with the Civil Society Organisations should be informed and involved in establishing the needs of the internally displaced children and the requisite assistance to be accorded to them. The community should also have a contribution towards sustaining the internally displaced children in their localities.
- The School Management Committees should be trained on guidance and counselling so that they can be enjoined in helping both the children and parents.



School facilities: The children recommended that the community be involved in rebuilding and replacing vandalised school facilities

“The affected schools should et more facilities in terms of desks, chairs, cupboards, books just to mention a few” (Head teacher, Mbeme Primary school)

“We should try to have many meetings with the parents so as to address the school’s welfare and if our resources improve, we’ll need to beef up our security by having 2 to 3 watchmen in the event of interference” (Head teacher, Arina Primary School)

The Local Community

- Provide security to the school. The local community should take charge of ensuring that all the children and teachers are part of the community and therefore need to be secure.
“people around the school should contribute to the school by protecting them from thieves.” [Std 7 boy, Tido Primary]
“They should protect the school from threats directed to them by the school dropouts and also help stop the ongoing skirmishes” (13yrs, Standard 8 Girl, Kosawo Primary School)

- Have ownership of the school. The local community need to be sensitised on the importance of education and that the school is for the community and not the government.
“ they should be taking care of our school and talking to us so that we can learn better.” [Std 7 boy, Mbeme Primary]

“The parents should make sure his/her child is in school. He/she has a right to go to school and he should be asked why his/her child is not in school. The people around must also show good behaviour to the pupils so that they can also be good pupils.”[Std 8 boy, Kosawo Primary]

“They should help in the development of the school by providing money for books and other amenities” (12yrs, Standard 7 Girl, Arina Primary School)

“Sensitize parents and the community on the importance of learning so that next time such a calamity arises, it will not be affected” (Head teacher, Arina Primary School)

- Peace and reconciliation meetings. Have chief barazas and sensitise the community on importance of not politicising education of their children and ensuring peaceful co-existence as a precursor to improved or sustained education standards for their children.
“They should unite as one people, one community and one country so that the young upcoming nation will follow their footsteps. They should not treat the other communities with hate instead treat them with love and care” (14yrs, Standard 8 Girl, Highway Primary School)

“Reduce tribal animosity and accept every community as Kenyans for this will help the children concentrate better in class” (Head teacher, Highway Primary School)

2.4.2 Recommendations to Education Officers

- There is need for a closer, responsive and formal collaboration and multi sectoral approach to address the post election issues in education in general and the education of girls and other vulnerable groups in particular. A coordination secretariat chaired by the local Education Officers should be established, bringing together representatives of NGOs, financial partners, UN bodies, the private sector, and faith based organizations. The Secretariat would be responsible for planning, coordinating, lobbying, resource mobilization, supporting post election crisis in education initiatives and evaluating such initiatives and scaling them up.
- The Education Officers should look at the existing policies and begin a process of incorporating issues relating to internally displaced children. The officers at the grassroots should share their specific challenges and recommendations to the senior officers as these will inform the amendments to the existing policies in the education sector. In the meantime, there should be flexibility in applying the existing policies.

"Children should be sensitized on matters concerning ethnicity in terms of its negative effects and foster unity amongst themselves regardless of their ethnic background" (33yrs, Male Teacher, Mbeme Primary School)

- Practical and sustained modalities and initiatives should be put in place and enforced to deal with the emerging issues of delinquency and truancy amongst the children. The alternative methods of punishment should be disseminated to the teachers and their input and feedback actively sought to enhance their application.
- A guidance and counselling policy should be put in place, this should incorporate the emerging challenges after the post election crisis such as separated families, orphans, displaced children- change of environment/conditions etc.

Some of the children were not displaced but are psychologically affected by the violence that occurred; some quotes from children are below:

"I had a Kikuyu friend who was chased away; I enjoyed his company so much. Now, he is no longer with me, I feel so lonely. I really miss him." [Std 6 boy, Kosawo Primary]

"I feel lonely because my best friends were displaced ..." (12yrs, Standard 6 Boy, Highway Primary School)

"We were threatened, our items stolen and even chased away because our parents did not help them chase the Kisii away" (13yrs, Standard 7 Boy, Kosawo Primary School)

"We were beaten by a rowdy mob when we were coming from Ahero going to Kisumu and our father's car was burned" (11yrs, Standard 5 Boy, St. Florence Mini Academy)

"My mother's sister was killed and we did not have anything to eat and even we did not find her body." [Std 6 girl, Tido Primary]

"Offer serious training, on counselling victims of the just concluded post-election violence, to teachers" (30yrs, Female Teacher, Kosawo Primary School)

- Revisiting the existing policies, directives and legislation in light of the recent occurrences and making recommendations. At the same time, being flexible in the application of existing policies relating to issues such as teacher transfers and to an extend application of the Free Primary Education funds.

2.4.3 Recommendations to Civil Society Organisations

Table 34: What children think should be done to internally displaced children

		Percent
	Provide them with good shelter, food and clothing	67.3
	Take them to school	26.2
	Take them to children homes	6.5
	Total	100.0

According to **Table 34** the children recommended that the priority for internally displaced children is provision of basic needs (food, shelter and clothing) with 67.3% of them recommending this. 26.2% recommended taking the internally displaced children to school with 6.5% of the children suggestion enrolment into Children's Homes.

The following is a summary of the recommendations to the Civil Society Organisations:

- There are several partners, agencies, NGOs and CBOs supporting the internally displaced children in the country. Rift Valley, Nyanza, Western and Nairobi provinces in particular are receiving such support. However, projects / initiatives supported by such organizations are scattered and their impact in enhancing the education of these affected children and other disadvantaged groups is not known. There is need for such organizations to work with the government and other partners to evaluate their initiatives in order to map-out the ‘best-practices’ that can be scaled-up and what changes are needed so as to create impact.

“As a school we are unable to cope with the rising number of IDPs. Most of the IDPs lack uniform and look withdrawn while some are unable to fit in to our system and therefore want to go back to their former schools” (Head teacher, Kosawo Primary School)

- Support the Internally Displaced Children (IDCs) by liaising with the schools to identify them. The Civil Society Organisations (CSOs) should desist from making the IDCs relive their stories every time, *“they should act and not only come with their big cars to talk to the children and take photographs, never to be seen again.”*(Headteacher, Ogango Pry School). *“Thy should liaise with schools so that they are involved in identifying IDPs and at the same time support the IDPs”* (Head teacher, Arina Primary School)

“I think they should be provided with food by the government, provided with clothes and given education because they were also created by God. I think they should also be built homes and provided with materials which people use to sleep.”[Std 6 boy, Kosawo primary]

“They should be sent to Children’s Home and be taken to school to learn. They should also be shown love.”[Std 8 girl, Tido Primary]

“The internally displaced children should be resettled quickly so as they go to school and be helped to forget all that had happened. They should also be properly counselled so that they have settled minds”(14yrs, Standard 8 Boy, Highway Primary School)

“They should be helped to allocate their parents. And as for those who lost their parents, they should be taken to children’s homes where they can be provided with the basic needs and better education”(12yrs, Standard 7 Girl, Arina Primary School)

“The internally displaced children should be allowed in class with us and as for us we should stop criticizing them and accept them as our own. If not, they should then learn in a school where they feel comfortable” (13yrs, Standard 8 Girl, Kosawo Primary School)

- Help support the food programme. One of the most affected areas in the schools is the Food (Lunch) programme, this programme is increasingly becoming the second meal of the pupils, after dinner, and the lack of such a programme in schools supported by either CSOs or government will affect the learning of the children.

“... Introduction of feeding programmes with the help of the government to support the IDP learners” (Female Teacher, Arina Primary School)

“They (parents) are not able to meet their children’s needs as the poverty rate has really accelerated. Some homesteads have no peace as the children are going hungry and the school lunch programme has stalled because the parents aren’t able to submit in their contributions” (Head teacher, Nyamasaria Primary School)

- Identify and support parents whose businesses were affected. The income and livelihoods of both local and displaced parents/guardians has been severely affected. The CSOs can begin projects that will enhance the income of the community members and thereby increasing their support to schools.

“Help identify parents whose houses were looted and burnt down and help them rebuild themselves for this will ensure that their children won’t drop out of school” (Head teacher, Wandiege Primary School)

- Start IGA programmes in schools to help the affected pupils. The CSOs can also have Income Generating Activities within the schools that will be utilised by the school to support the internally displaced children and other destitute children

ANNEXTURES

Annex 1: Case Studies and Human Interest stories

Case I: Ruth Wanjiru, A girl, different ethnic community, but still in school in Kisumu.

Ruth Wanjiru², is a thirteen year old girl who is in Class 7 (Highway Primary School). She is the only girl from Central Province in the school and hails from the Kaloleni informal settlements in Kisumu town. Ruth has only the father and an older sister. Her two brothers and mother passed away.

Ruth has witnessed first hand members of her community being chased away and their houses looted. " I saw one of the flats of a Kikuyu woman who was my neighbour being burnt down," she narrates, "they also tried to break into one of the shops owned by a Kikuyu man but managed only to break the outer door- they could not break the inner metal door."

Ruth continues to narrate how all her Kikuyu friends have left the school and now she and another boy are the only Kikuyus in the school.

Ruth's father has been unemployed for some time now as he had previously worked for Kenya Breweries Ltd before coming to Kisumu to work for another wine retailing company. Her elder sister, who is in Form Four this year (2008), has been chased away from school because of school fees.

As Ruth continues to narrate her story you can tell her innocence, her confusion, her fear, her anxiety all mixed up. Yet you can also see her hopes and aspirations, " I did not perform well last term but this term I must make sure I perform better," she exclaims. She declares that she will make sure she adds 50 marks every term until she passes her KCPE examinations next year.

Despite her circumstances, Ruth is all praises for the school that she says she is being taught well and that the other children are not treating her any different from last term.

² Not her real name

CASE II: Timothy Ochieng, a displaced boy orphaned due to post election violence

Timothy Ochieng³ is 14 years old and in class 7. For the last three years, up until last December, Timothy has been living happily in Salgaa area in the outskirts of Nakuru,(Rift Valley province)with her parents, two sisters and a brother.

His mother was a second hand clothes dealer while his father was operating a kiosk. They lived a pretty independent life. That was before the chaos erupted in December 2007 that left both his parents dead.

Timothy and his siblings were rescued by an aunt who took them and brought them to Kisumu where they were enrolled in school. Luckily for Timothy, Highway Primary school was the school that he had been from class 1 to class 4 before they relocated to Nakuru. The father had been working in Nakuru and the children and their mother in Kisumu and in order to be together they moved to Nakuru in 2004.

The aunt that took them up is a fish monger in Kisumu and lives in Kondele. She had to talk with the head teacher to take all the three children in school and they were admitted without all the requirements.

Timothy says " *indeed I will miss my friends in Nakuru but I have already made new friends here, some of whom we were in class 4 together, one of them gave me a sweater today because it was raining and I did not have one*". Timothy is also happy with the school environment but says that life is challenging and his aunt has to struggle to take care of them.

³ Not his real name

CASE III: Ogango Primary School, Overwhelmed by the changes?

During the assessment, we also visited Ogango Primary School, about 5 Km in the outskirts of Kisumu Town.

The school was preparing to close the next day and there was activity all over the place with children collecting and handing in their work, teachers busy finalising their reports.

The school seemed to be a bustle of activity and looking at it generally would have not brought out any specific or unique issues within the school.

After waiting for around five minutes, we were ushered to the head teacher's office to find a firm but very friendly man who was on top of everything. After pleasantly declining to a formal interview questionnaire due to the pressure of work which was obvious and understandable, we just got talking informally about the challenges that the post-election violence has brought to school managers.

The head teacher could not mince his words and categorically put it that everybody (all stakeholders) need to do their part " *I as the school manager have taken in these children, at first I used to keep a list and they had reached 35 but then they started streaming in every day and I lost count. I know there is a teacher whom I left in charge of them but it is not easy work.*"

The head teacher continued to lament " *my main problem is feeding them, it seems that the families/relatives that have taken them in cannot cope with them and they are going hungry.*" He narrated how a group of the children enrolled in the school who always seem not to want to leave school, when they reach the school gate they always stand seeming confused and unsure of what to do. During one of the days, the young-lower class- children in the group came back after they had been dismissed and they were crying "Mwalimu (teacher) we are hungry." That was when he realised that the problem had not been necessarily psychological but that the whole group was not having enough food. That day, he made for them a meal from his own money.

" *What more can I do?*" he paused, " *I am a teacher and have my own commitments and cannot afford to feed 100 plus children every day on my payslip that has loans and other charges.*"

" *Why don't the Provincial Commissioner's or District Commissioner's kitty support these children with food? Sometimes I feel that they (the children) would have been even better off in the camps (IDP camps), where at least they would not go completely hungry.*"

When I asked about the non governmental organisations, his response was shocking "*those ones (NGOs) have come here so many times in their big cars, talked to children, asked me about the problems and then driven off never to be seen again. In fact the children are tired of talking to them and are now refusing to talk to them - they keep on reliving the bad memories of their stories and hoping something will be done, but nothing happens.*" The head teacher mentioned some of the international organisations that have visited the school.

On inquiring about what the education office has done or can do, his answer was short and precise "*what can they do, they are just as overwhelmed as I am.*"

I pressed on for more information and enquired if they had the freehand to use part of the Free Primary Education kitty to tackle any emergencies. "*What do you mean?*" he replied, shocked at my suggestion, "*as we talk, we are closing tomorrow and I have not received the money, I have to run the school, no matter what, so I have been using my money - if there are games or extra curricula activities the teacher in charge comes to me, and I can not let down (the teacher), and more so the pupils, so I am forced to find the money, my money!*"

He went on to inform us that there was a teacher that was at the time admitted in hospital and he had to give transport to two teachers to go visit her, and of course that meant he had three less teachers at his disposal that day.

As he walked us out of the school, he pointed out some of the displaced children in the school, some wore tattered clothes, some wore worn out uniforms from their previous schools, others were in sandals, others bare feet. A few of the bigger boys were in a group that was being given instructions by a teacher but they seemed oblivious of what the teacher was saying because they were deep in thought.

As we left the school, we could not help to think of the school, the displaced and hungry children in the school, and more importantly the head teacher - who against all odds was trying to remain afloat, amidst all the demands in the school- and more that have come due to the post election violence.

CASE 4: Tido Primary School, What? NGOs?

One of the other schools that we visited was Tido Primary School where we met a luke-warm reception. The head teacher, whom we had made an appointment with, was out on official duties and therefore we settled down to discuss with a kind but very suspicious deputy head teacher. She seemed to be giving us the expression "not again?" as we introduced ourselves and explained who we are and what we do, despite the fact that one of us had already done that to the head teacher earlier on in the week and given them the questionnaires.

After a few minutes of discussion, the deputy head teacher told us to discuss with the "teacher in charge of NGOs", this turned out to be Madam Wilfrida A. Oluoch and she was straight talking and hard hitting.

Madam Wilfrida outlined to us how many NGOs had come to the school made her mobilise support from parents, women and other community members for their contribution only for them (NGOs) to disappear without doing anything substantial.

A case in point is an NGO that came up with a project that involved mobilising the women groups around to cook for children but sell the food at a subsidised rate of Ksh. 5 for lower primary and Ksh. 10 for the upper primary children. The programme kicked off well (in May 2007) but towards the end of 2007 the NGO stopped giving their support.

She tried to struggle with the women so that the programme scaled down and only gave the children porridge at lunch time instead of the porridge at 10 o'clock and maize & beans at lunch that was being offered before. However, due to the post election crisis, and with the increase of grain prices, it was not possible to continue supporting the programme. "*Now the children are only having a meal a day because most of the families are poor and cannot afford the high prices of the staple food such as maize and beans*", she lamented.

In other similar cases, one NGO had promised to drill a borehole but disappeared after she had done the ground work, another NGO made her plant trees with the club in the school but then disappeared soon after without informing her.

Madam Wilfrida said that there were many orphans in the school that could be supported by NGOs and more have come in due to the post election violence.

She reiterated that with little support, the school can very easily be connected with electricity, "all it needed was the cabling within the school," she concluded.

Indeed Tido Primary School was a classic case of how the Civil Society Organisations can quickly lose credibility with the same communities that they purport to serve. This can indeed curtail the efficiency of the CSOs in addressing some of the emerging factors in the post election period.