

An investigation on the extent to which Gender Based Violence influences the Enforcement of Gender Policies in Education in Narok County, Kenya

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Abstract

In recent years, governments in many parts of the world have been attaching importance to gender issues. The Kenya government through the ministry of education and gender has been working hand in hand to address gender issues in education. The government has put in place measures to ensure equity, access, retention, completion and transition. These efforts have not yielded much as Gender Based Violence (GBV) most of it cultural and other factors continue to deny girls education. The study was guided by cultural lag theory by William Ogburn. The purpose of the study was to establish the extent to which GBV influences the enforcement of Gender policies in Education in Narok County, Kenya. The study adopted the ex-post-facto survey and descriptive survey design. Samples were drawn using stratified, simple random, purposive and systematic sampling. Questionnaires, interview schedule and focus group discussions were used to collect data. Quantitative data were analyzed through descriptive statistics such as frequency percentages and correlation statistics. Qualitative data were transcribed and discussed based on established themes. The study found out that the main reason for girls dropping out of school was early marriage. Other factors forcing girls out of school were illiteracy among parents, early pregnancies, poverty and large families that made it difficult to provide girls with basic necessities. The study recommends full enforcement of laws made to protect girls and follow up on the implementation of Gender Policies in Education. Further the study recommends increase in human and financial support to ensure close monitoring, more funding for girls schools and more boarding schools for girls. Education for girls should also be made flexible to enable them deal with domestic chores.

Index Terms: Gender, Gender Based Violence, Gender Policies, Education, Enforcement.

INTRODUCTION

Gender Based Violence (GBV) mainly cultural remains one of the major challenges in the realization of gender equity and equality. Gender identities and gender relations are crucial aspect of culture because they shape the way daily life is lived in the family, in the community, work place and even in education institution. Cultural beliefs and practices influences the societal perception of each gender (Schlkwyk 2000). Cultural practices and unfounded norms are a more complex issues affecting girls and women thus depriving them their rights and opportunities to participate in the development process of the society.

Education refers to learning to be human and any human being in any society regardless of sex or gender must be exposed to education. Education attained by the child is valuable since it adds to the welfare of house hold and to the development of the nation. Education in general is made to promote human dignity and afford opportunity and equity in distribution of wealth. Education has also been seen as an effective weapon to fight ignorance, poverty and diseases which are the root Cause of

discontent throughout the world .It creates choices for people and gives a strong voice in the society (Millennium Development Goals 2000).

Many conferences and conventions have been held all over the world to ensure education for all with more emphasis on the girl child education. The world conference on Education for All (EFA 1990) aimed at eliminating all obstacles to enable girls and women to get quality education. The 1993 Ouagadougou declaration and frame work for action emphasized on education of the girl child and called on all government to establish it as a priority. The conference on population in Cairo 1994 emphasized on the importance of female education. In the African platform for Action 1994 outlined policies such as early childhood education, lifelong skills, adult literacy, gender equality in education and quality education.

Among the eight Millennium Development Goals (MDGs), MDG number 2 was on education. Education for All which is a global movement led by UNESCO aimed at meeting learning needs for all children youth and adults by 2015. In 2004 UNESCO report “Global human rights standards” mandated that education be free so that it can later be made compulsory to all children. The main aim was to ensure every child gets primary education which is considered basic as well as subsidized secondary education. Among the 17 Sustainable Development Goals (SDGs), goal 4 aimed at ensuring inclusive and equitable quality education and ensure lifelong learning opportunities. The 1996 OAU Conference main theme was empowerment of women through education.

Kenya is a signatory to the above aforementioned conventions and declarations and is committed to achieving the agreements of the conventions. Government policy of Free Primary Education (FPE) in 2003 gave extra support to girl child education in conformity with Education for All by 2015. FPE program seeks to empower both boys and girls hence offering female gender a fair opportunity. Free day secondary education policy was adopted in Kenya in 2008 to increase enrolment. The Kenya National Gender Policy (2007) highlights key gender concerns in education such as disparities in enrolment, retention, transition rates, negative social-cultural practices and attitudes, which inhibits especially girls' access to school and drop out of school due to pregnancy and early marriage. Its intents were to have a framework for designing and implementation of the various gender-responsive education sector, programs such as measures to raise the level of gender parity at all levels of education.

Education in Kenya is aligned with the constitution. The 2010 constitution of Kenya chapter four “the bill of Rights” affirms the right of all Kenyan to education. The constitution made free primary education a right for every Kenyan hence making it illegal for any parent who chooses not to send their children to school. The Ministry of Higher Education Science and Technology adapted the affirmative action which aims at offering more opportunities for women in higher learning institutions during admission. Vision 2030 on education and training overall goal for 2012 was to reduce illiteracy by increasing access to education and improving transition rates from primary to secondary school. Other goals include achieving 80% adult literacy, increasing the school enrolment rate to 95% and increasing transition rates from 3% to 8% by 2012. The 2030 goal on equity aims to expand access across different social and political dimension including increasing school's enrolment for girls and children from nomadic counties and poor rural and slum communities.

There has been a strong global move towards gender parity in education, particularly at the primary and secondary level. However, despite remarkable achievement in many countries over the past years girls remain excluded from education. According to Education Response (2011) worldwide 64% of the illiterate are females. World Bank (2008) indicates that girls are more disadvantaged and it is very common in Africa and parts of Asia. Equity in terms of gender parity index is an issue and it's often more prominent in secondary, technical and vocational than in primary (UNESCO 2011). Studies by UNESCO (2011) indicate that globally about 19 million girls of lower secondary age are currently not enrolled in either primary or secondary institutions. Women in Kenya form majority of the uneducated population (Society for International Development 2010). The introduction of free primary education in 2003 and free day secondary education did not mean that every child is in school. A

majority of the 1.9 million children aged 9-13 years old are still out of school and are found in informal settlements, disadvantaged homes and rural parts of the country mostly occupied by pastoralist and still most of children are girls (Ministry of Devolution 2013). Narok County is a dominant pastoral area and women literacy is at 31 percent compared to men at 69 percent (Narok County profile 2013).

Many countries despite great efforts have made little progress as girls continue to face deep discrimination in access to schooling. The goal to achieve gender parity by 2005 was missed by 122 countries. EFA global report 2004 found out that 40% of 128 countries from which data is available are likely to miss reaching gender parity in primary and secondary by 2015. In these countries policies are available that can deliver parity but several factors hinder implementation. The government of Kenya through the ministry of gender has put in measures to address gender issues. Special programmes have been initiated to facilitate girls accessing education and ensure equity. These efforts have not yielded much to increase girls access to education as combination of factors continue to deny girls right to education especially in Counties found in Arid and Semi-Arid Lands (ASAL). The minister for education as he announced Kenya Certificate of Primary Education results in 2014 noted that counties in ASAL recorded gender disparities with the ratio number of girls who sat for the exam being fewer than boys, Narok County being one of them. Most people in the County uphold their culture and are not readily giving into current changes despite efforts being undertaken by various groups.

Achieving gender parity is a problem worldwide, therefore there is a crisis that needs to be addressed by finding out factors hindering enforcement of gender policies in education, those hindering girls from accessing education and those forcing girls out of school. The study aimed at coming up with intervention strategies of improving girls participation in education especially in marginalized areas in Kenya. This study would be of benefit to policy makers and implementers in Narok and Kenya at large.

THEORETICAL FRAMEWORK

The study was based on William Ogburn's (1964) "Cultural Lag Theory". Ogburn argues that within a society as a whole change takes place in material and non-adaptive culture (beliefs and institutional practices). According to Ogburn lag occurs when one or two parts of culture which are correlated change in a greater degree than the other. The theory of cultural lag suggests that a period of maladjustment occurs when non-material culture is struggling to adapt to new material conditions. Ogburn states that independent variables causing the lag could be ideological, economic, political or social. The Maasai girls find themselves in midst of contrasting forces of two elements of non-material culture (Education and cultural practices). They ought to undergo formal schooling whereby they have to be educated according to modern school system (non-material culture) and at the same time they are culturally compelled to be socialized into societal norms and values. Through the socialization process, the social set up socialized the child into non-material culture and transmitted her to accumulating experience of her people and also socialized her to fit into membership of the group (another non-material culture). This is like parallel education.

The girl child in Narok are a product of a society that resist change thus causing maladjustments. They are caught up between two opposing forces, on one hand the culture of her people which if she does not follow will result into rejection and make her an outcast therefore a social misfit. On the other hand the Maasai girl child is also at a crucial age where she is supposed to attend the formal education like all other children of her age to prepare her fit in with modern society and face future challenges. In most cases the Maasai girl chooses to identify with their long standing traditional culture which is resistant to change hence not able to continue with the fast evolving formal education. According to Ogburn (1957) one of the most important keys to understanding society is to be able to understand the motivation of both individual and groups. In cultural lag choice on both individual level as well as in a group is motivated by many conflicting factors that influence how individual perceive a given situation. Some causes for change and adjustment are ideological while others are political, cultural or based

on religious beliefs. The Maasai girl child is surrounded by several external and internal forces beyond her control, hence lag of non-material culture.

METHODOLOGY

The focus of the study was restricted to implementation and enforcement of gender policies in Education in Narok County, Kenya. Women literacy in Narok County is at 31 percent compared to men at 69 percent (Narok County Profile 2013). The study population comprised of 864 teachers and 111925 female students in public primary schools, 351 government officers, 546 Village elders and 169220 households. Samples were drawn using purposive, simple random sampling, stratified sampling and systematic sampling. A sample of 998 respondent was utilized as the sample size.

In this study, ex-post facto and descriptive survey design were adopted to establish the extent to which Gender Based Violence influencers the enforcement of Gender Policies in Education in Narok County, Kenya. Data was collected by use of questionnaire, interview schedules and focus group discussions. Secondary data was obtained from literature review, which comprised of documentary sources on similar studies and policy documents from national and international sources. Questionnaire were administered to students. Interviews were conducted to all government officers while women and village elders were put in focus groups. Data collected was analyzed quantitatively by use of descriptive statistics and qualitatively transcribed and discussed based on established themes. The data collected a wide range of views, opinions, attitudes and values, from which similarities were extracted and comparisons made.

RESULTS AND DISCUSSIONS

Social Demographic Information

The respondent had varied age groups who gave their opinion on the subject under study. Most of the teachers and top Government Officers had a bachelor’s degree and a few had a master’s degree. The majority of the chiefs and Assistant Chiefs had primary and secondary education thus they had very little knowledge of the laws and policies that protect girls. On length of service majority of the teachers and government Officers had served in the county for over 5 years an indication that they had good knowledge of the Maasai culture .The findings revealed that majority of the learners lived with both parents, this is an indication that family values are very strong in the community. Quite a number of girls were from rescue centers an indication of government efforts and NGOs to rescue girls from harmful cultural practices. On parents’ level of education majority of the mothers had never been to school, quite a number had primary education and a few had secondary education. Majority of the parents were livestock farmers due to the pastoral nature of the Maasai community.

Findings on Extent to which Gender Based Violence influences enforcement of gender polices in education

Table 1: Access and drop out

Statement		Yes	NO
Do you know of girls who have never been to school		68.48%	31.52
Do you have siblings who have never been to school	Brother	12.40%	87.60%
	Sister	23%	77%
Do you have classmates who dropped out of school	Boy	28.17	71.83
	Girl	85.56%	13.44%
Do you have siblings who have dropped out of school	Brother	22.22%	77.78%
	Sister	38.76%	61.24%

On access the study found out that 68.48% of the girls agreed that there are girls who had never been to school while 31.52 disagreed. 52.63% of the teacher agreed on the statement while 47.37% disagreed. Findings from the girls indicated that 12.40%

had brothers who had never been to school while 71.83% did not have brothers who had never been to school. 23% had sisters who had never been to school while 77% did not have. Interview with government officers also indicated that quite a number of children were out of school with the female gender more affected than the male gender.

On drop out the girls results showed that 28.17% had male classmates who had dropped out of school while 71.83% did not have and 85.56% had female classmates who had dropped out of school while 13.41 did not have. Results from the girls also indicated that 22.22% had brothers who had dropped out of school while 77.78% did not have and 38.78% had sisters who had dropped out of school while 61.24% did not have. Findings from the teachers indicated that 82.11% of the teachers agreed that there were cases of drop outs in the schools. All the teachers were in agreement with the statement that more girls than boys dropped out of school. Interview with government officers indicated that dropping out of school by learners before completing the indent course was a problem in Narok County with more girls than boys drop out of school.

Table 2: Levels at which girls dropped out of school

Statement	Respondent	F/%	Lower primary	Upper Primary	F1-F2	F3-F4
At what level do girls mostly drop out of school	Girls	%	5.43%	50.90%	32.04%	11.63%
	Teacher		-	-	76.84%	23.16%

The results from girls indicate that 5.43% dropped in lower primary, 51.90% in upper primary, 32.04% dropped in form one and two while 11.63% dropped in form three and four. Finding from the teachers indicated that 76.84% of the dropouts occurred in form one and two while 23.16% dropped in form three and four. The results therefore imply that there have been cases of drop out thus interfering with the enforcement of the policy of retention and completion. According to results from girls' responses most of the girls dropped out of school in upper primary and a large number of girls don't join secondary school. The age at which girls are supposed to join secondary is the same age at which they are circumcised and stay home in preparation for marriage. Quite a number of those who join drop at one level.

Table 3: Gender disparities in enforcing Gender Policies in Education (girls' responses)

Statement	F/%	SA	A	UD	D	SD
		%	%	%	%	%
More boys than girls access education		56.33	11.37	1.03	6.46	24.81
Most of my classmate were able to join secondary school	Female	12.40	6.22	1.03	14.42	65.56
	Male	41.35	3.36	4.91	1.03	49.35
Free day secondary education has increased girls' access to secondary education		21.45	6.20	0.52	17.31	54.52
The government has provided girls with sanitary towels		24.81	5.17	1.03	14.99	54.00
Parents prioritize boy child education compared to girls education		27.65	22,74	0.25	16.80	32.56

The finding of the study established that 56.33% of the girls strongly agreed that more boys than girls' access education the girls while 24.81% strongly disagreed. Further 65.56% strongly disagreed that all of their female classmates were able to join secondary school while 12.40% strongly agreed. 49.35% strongly disagreed that all their male classmates were able to access secondary education while 41.35% strongly agreed with the statement. 54.52% of the girls strongly disagreed that free day secondary has increased girls' access to secondary education while 21.45% strongly agreed. 54.00% of the girls strongly disagreed that the government has provided girls with sanitary towels while 24.81% strongly agreed. Quite a number of girls, 32.56% strongly disagreed that parents give priority to boy child education compared to girl child while 27.65% strongly agreed.

From the study findings there are disparities in access and transition from primary to secondary with more girls affected than boys.

Table 4: Gender disparities in enforcing Gender Policies in Education

	Response	F %	Women	Teachers	Government officers	Village Elders
a) Access	Female	F	380	90	62	52
When it comes to taking children to school which Gender is disadvantaged		%	95.24%	94.74%	100%	94.5%
	Male	F	19	5	0	3
		%	4.76%	5.26%	0.0%	5.5%
b) Retention	Female	F	14	10	1	0
Which Gender is most likely to remain in school until completion		%	3.51%	10.53%	1.61%	0.0%
	Male	F	385	85	61	55
		%	96.49%	89.47%	98.39%	100%
c) Transition	Female	F	0	12	1	7
Which gender has the highest transition to institution of higher learning		%	0.0%	12.63%	1.61%	12.7%
	Male	F	399	83	61	48
		%	100%	87.37%	98.39%	87.3%
d) Free Primary Education(FEP)	Yes	F	156	54	38	27
Free primary education increased girls access to education.		%	39.10%	56.84%	61.29%	49.1%
	No	F	243	41	24	28
		%	60.90%	43.16%	38.71%	50.9%
e) Free Day Secondary Education	Yes	F	95	36	21	19
Free day secondary education increased girls access to secondary education		%	23.81%	37.89%	33.87%	34.5%
	No	F	304	59	41	36
		%	76.19%	62.10%	66.13%	65.5%

Group discussion with women indicated that 95.24% of the women involved in the study agreed that the female gender is disadvantaged when it comes to taking children to school while 94.5% of the village elders also agreed with the same. 94.74% of the teachers agreed that the female gender is disadvantaged when it comes to taking children to school while interview with government showed that all of them agreed with the statement due to a number of reasons like the community does not value girl child education. The same was also indicated by teachers in their questionnaire. 96.49% of the women involved in study stated that more boys than girls are likely to complete school at any given level while all the elders agreed on the same. This was also supported by teachers (89.47%) who indicated that more boys than girls are likely to complete education as girls are affected by early pregnancies and early marriages. Results from interviewing the government officers showed that the male gender is most likely to complete education at any given level compared to the female gender due to a number of factors such as early marriage and priority given to boy child education.

Group discussion with women showed that more boys than girls join secondary schools and colleges because most girls drop out of school after class eight a time at which majority undergo FGM in preparation for marriage. Group discussion with the village elders showed that 87.3% of the elders agreed on the same. 67.37% of the teachers agreed that more males than females' transit to secondary and other institutions of higher learning. Interview with government officer showed that majority agreed that the male gender has the highest transition to secondary school and other institutions of higher learning due to restriction put on girls.

Further findings from the study showed that 60.90% of the women disagreed that free primary education has increased girls access to education due to factors such as FGM and early marriage and girls drop out of school before completing primary level. The village elders 50.90% disagreed that free primary education has increased girls access to education. They further added that education is not free as there are many levies being charged in schools. 56.84% of the teachers agreed that free primary education has increased girls access to education but not to the expected level as girl child education is affected by many challenges. Majority of the government officers agreed that free primary education has increased girls access to education although implementation of the policy is being affected by factors within the family and the community.

On free day secondary education most of the women in the study disagreed that it has increased girls access to secondary education as many girls drop out before or after completing primary level. 65.5% Of the elders disagreed with the statement. Most of the teachers 76.19% disagreed that free day secondary education has increased girls access. Interview with government officers showed that 66.15% disagreed that free day secondary education has increased girls access to education as the girl child in Narok faces so many challenges that forces her out of school such as preference of educating boy child as security for old age and poverty.

Table 5: Factors influencing enforcement of Gender Policies in Education

Statement		SA	D	UD	D	SD
FGM is a reason for many girls dropping out of school	Girls	239	57	6	25	60
		61.76%	14.73%	1.55%	6.46%	15.50%
	Teachers	42	30	7	12	4
		44.21	31.58%	7.37%	12.63%	4.21%
Early marriage forces girls out of school	Girls	291	26	2	13	55
		75.19%	6.72%	0.52%	3.36%	14.21%
	Teachers	58	31	2	0	4
		61.05%	32.63%	2.11%	0.0%	4.21%
Domestic workload reduces girls' opportunity to attend school	Girls	228	41	6	27	85
		58.91%	10.59%	1.55%	6.98%	21.97%
	Teacher	39	26	8	10	12
		41.05%	27.37%	8.42%	10.53%	12.63%
Customs and beliefs affect girls schooling	Girls	198	51	12	29	97
		51.16%	13.19%	3.10%	7.49%	25.06%
	Teachers	50	7	0	5	33
		52.63%	7.36%	0.0%	5.27%	34.74%
Insecurity affects girls schooling	Girls	54	55	11	76	191
		13.95%	14.21%	2.84%	19.64%	49.36%
	Teacher	45	6	5	15	24
		47.37%	6.32%	5.26%	15.79%	25.26%
Long distant to school affects girls schooling	Girls	78	71	7	73	158
		20.16%	18.35%	1.81%	18.86%	40.82%
	Teachers	32	9	12	0	42
		33.68%	9.48%	12.63%	0.0%	44.21%

The finding indicated that 61.76% of the girls strongly agreed that FGM is a reason for many girls dropping out of school while 15.50% of the girls strongly disagreed with the statement. Results from the teachers indicated that 44.21% of the teachers strongly agreed that FGM is a reason for many girls dropping out of school while 4.21% strongly disagreed with the statement. Group discussion with women indicated that girls are forced out of school after undergoing FGM as it is a rite that transformed young girls into women in preparation for marriage. The village elders agreed that girls drop out of school after FGM girls in readiness for marriage. Interview with government officers indicated that most girls get circumcised at tender age when they are in primary, in most cases before reaching class six and then drop out. They added that very few even complete the primary

circle, thus hindering achieving 100% completion through the free primary education and transition of girls to secondary schools.

The study also sought to find out if early marriage forces girls out of school and the results showed that 75.19% of the girls strongly agreed that early marriage forces girls out of school while 14.21% strongly disagreed with the statement. All the women involved in the study agreed that early marriage forces girls out of school because after FGM the girls have bride grooms ready to marry them thus bringing an end to their education. This was further supported by the village elders who stated that girls only attend school until they are ready for FGM that prepares them for marriage. They further added that education of girls after primary school will make them lose their moral values and also educating girls is a waste of resources as they will eventually benefit another family. 61.05% of the teachers strongly agreed that early marriage forces girls out of school while 4.21% strongly disagreed. Interview with government officers indicated that enrolment of girls decrease in upper classes and quite a large number does not join secondary school. Early marriage was the main factor forcing girls out of school and the marriage arrangement are done so secretly that even the law enforcers are unable to realize it and save the girls.

The study also sought to find out whether domestic workload reduces girls' opportunity to attend school. The result indicated that 58.91% of the girls strongly agreed that domestic workload affects girls schooling while 21.97% strongly disagreed. Most of the women agreed that domestic workload reduces girls' opportunity to attend school as they have to help with household chores before and after school. The village elders strongly disagreed that domestic workload reduces girls' opportunity to attend school because it's part of their education as they prepare to take their adult responsibilities of taking care of the family. 41.05% of the teachers strongly agreed that domestic workload reduces girls' opportunity to attend school while 12.63% strongly disagreed. Interview with government officers indicated that domestic workload reduces girls' opportunity to attend school because the chores given to girls before and after school affect their ability to complete their assignments and they are always late for school. Some of the girls miss school occasionally as they babysit at home. The chores affect their studies and eventually drop out.

Further findings indicated that 51.56% of the girls strongly agreed that customs and beliefs reduce girls' opportunity to attend school. The women involved in the study stated that the custom and beliefs discriminate women and girls. The community believes that educating girls is a waste of resources. The village elder did not agree that customs and beliefs reduces girls opportunity to attend schooling but stated that educated girls are likely to become prostitutes and are likely to look down on their husbands. The village elders also added that the community prefer educating boys as security for old age. Results from the teachers indicated that 52.63% of the teachers strongly agreed that customs and beliefs reduces girls' opportunity to attend school while 34.74% strongly disagreed with the statement. The government officers stated that the beliefs about education of girls is discriminative as parents prefer educating boys. They also added that girls are married off and the bride price used to educate their brothers.

The study also showed that 49.36% of the girls strongly disagreed that insecurity affects girls schooling while 13.95% of the girls strongly agreed with the statement. The women involved were not very sure whether insecurity affects girls schooling. Results from group discussion with village elders indicated that there is no insecurity in the county so they disagreed with the statement. Results from the teachers indicated that 47.37% of the teachers strongly agreed that insecurity affects girls schooling while 25.20% strongly disagreed with the statement. The government officers stated that insecurity affects schooling of girls due to the nature of routes the girls follow to school and there were cases of defilement reported.

The study findings indicated that 40.82% of the girls strongly disagreed that long distant to school affects girls schooling while 20.16% strongly agreed with the statement. Group discussion with women were in agreement that long distant to school affects

girls schooling as schools are far from homes. The village elders also agreed that distant to school affects girls schooling but just to a small extent. 44.21% of the teachers strongly disagreed that distant to school affects girls schooling while 33.68% strongly agreed that distant to school affects girls schooling. This was confirmed by results obtained from interviewing the government officers who were for the opinion that distance did not affect girls schooling but rather the pastoral nature of the community.

The study sought the opinion of the teachers and government officers on other factors that affect girls schooling. The teachers gave early pregnancies, poverty and illiteracy among parents as the main factors forcing girls out of school. Other factors given by teachers were, culture and lack basic necessities required to keep girls in school. The main factors mentioned by government officers was culture that does not value girl child education, poverty and early pregnancies. Other factors mentioned by government officers were, large families that makes it impossible for parents to provide girls with basic necessities thus forcing them to drop out of school, extra levies and illiteracy among parents. The government officers indicated that Narok County is one among the counties that has reported many cases of early pregnancies and this may be due to the education given to girls prior to FGM as a rite that transformed girls into women and after the cut they can take adult responsibilities.

Table 6: Relationship between GBV and Enforcement of Gender Policies in Education

Correlations		Gender	Gender disparities in enforcement on Gender policies in education	Influence of GBV on enforcement of gender policies in Education
Gender	Pearson Correlation	1	-.105*	-.174**
	Sig. (2-tailed)		.039	.001
	N	387	387	387
Gender disparities in enforcement on Gender policies in education	Pearson Correlation	-.105*	1	.466**
	Sig. (2-tailed)	.039		.000
	N	387	387	387
Influence of GBV on enforcement of gender policies in Education	Pearson Correlation	-.174**	.466**	1
	Sig. (2-tailed)	.001	.000	
	N	387	387	387

*. Correlation is significant at the 0.05 level (2-tailed).

The study found a statistically significance positive and high correlation coefficient between GBV and enforcement of gender policies in education ($r = 0.174$, p - value = 0.001). GBV and enforcement of Gender policies in education in Narok County are correlated. This evidence that GBV hinders enforcement of Gender Policies in Education. Were by girls are withdrawn from school after undergoing FGM which is gives the girls signal that they are ready for marriage and adult responsibilities.

CONCLUSION AND RECOMENDATIONS

The study established that there were cases of girls who had never been to school and more girls dropped out of school than boys. Girls were disadvantaged in terms of access, retention, completion and transition to institution of higher learning. The study concludes that the main factors hindering enforcement of Gender Policies in Education were early pregnancies, poverty and early marriages. Other factors were illiteracy among parents, domestic chores, culture that discriminates the female gender and large families that makes it difficult for parents to provide girls with basic necessities. No value was attached to girl child education and parent gave priority to boys than to girl child education. Girls had more domestic chores at home before and after school which made them abandon education and went for marriage. Illiteracy among parents made it difficult for them to

understand the value of girl child education. Due to high illiteracy rate among parents it was evident that the same trade will continue in the next generation. The uneducated girls and women are likely to be exploited and brainwashed by traditional education and most likely become vulnerable to violence and poverty as well as their children. The uneducated girls have also been socialized to believe formal education is secondary to their culture and traditional education.

The study recommends that parents should be sensitized to change their attitude and embrace girl child education. Cultural practices that discriminate and forces girls out of school should be dealt with. To increase girls' access to education girls to be provided with basic necessities and education to be made flexible to allow girls deal with domestic chores and attend school. The study also recommends involvement of all stakeholders to ensure access, retention, completion and transition. Use of chiefs and assistant chiefs to follow up on drop outs and also work on door to door campaigns. The study also recommends increase in human and financial resources to ensure close monitoring. Girl child education in ASAL to be made free at all levels and government to give extra support to schools providing boarding facilities to ensure girls receive all the basic necessities in their learning. More boarding schools to be built so that girls could be away from home and also free from pressure of house chores. Girls who have dropped out of school and those affected by early marriage and early pregnancies to be readmitted back to school and school work to be reduced to enable them deal with school work and domestic work load. The education policy must have the interest of girls who had never been to school and who dropped out of school before acquiring necessary skills and knowledge.

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