



Lokaverkefni til MA-gráðu
í þróunarfræðum

Empowering Pokot Girls for Their Future

Context and Content of Icelandic Support to
Propoi Girls Secondary School in North Western Kenya

Kristín Rut Ragnarsdóttir

Júní 2016



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Abstract

Introduction: In the era of EFA (Education for All) and MDGs (Millennium Development Goals) in 2000-2015, access to primary education has greatly improved. Yet, access to secondary education is lagging behind, particularly in sub-Saharan Africa, and girls are left out due to poverty and gender related issues. Further, the schools are underfunded by the state, thus development agencies and NGOs play an important role in improving access to and quality of secondary education, especially in poor and marginalized areas.

Objectives: In Kenya, 1) Describe and evaluate the educational support of the ILM (Icelandic Lutheran Mission) to ELCK (Evangelical Lutheran Church in Kenya) regarding secondary education for adolescent girls in Propoi Girls Secondary School (PGSS); 2) Appraise the importance of the education for Pokot girls, the relevance of the school and secondary education for them; 3) Outline and analyse ILM's educational support to ELCK of the boarding school in Propoi and evaluate if such support matters; and 4) Identify challenges and/or benefits of the school.

Methodology: Literature review on education in low-income countries, in particular sub-Saharan Africa, and NGO support within the school system. A desk analysis was carried out with focus on the boarding school PGSS in Pokot area in North Western Kenya that has received material and financial support from the ILM and ELCK.

Results: Data indicate that the girls have benefited from the school's existence. More girls have been able to get secondary education with improved education and better employment opportunities after graduation. The financial support of the NGOs has had great impact on the school and the girls; the school has been able to enlarge rapidly in a short time, and with expanded facilities it can admit more students. Nevertheless, there are continuous challenges such as lack of space for students and the facilities need further work, including for example improved sanitation and safer water for the pupils.

Conclusion: Propoi Girls Secondary School is a small school in the global context but actively contributing to global efforts to improve education opportunities for girls and reach the gender parity goals. Education empowers girls for a better future, whether it is within the household, in further higher education, or in employment.

Keywords: Development studies, NGOs, education, girls, Kenya

Útdráttur

Inngangur: Aðgengi að grunnmenntun hefur aukist umtalsvert á tímum Þúsaldarmarkmiða (MDGs) og Menntun fyrir alla (EFA) árin 2000-2015, en á framhaldsskólastigi er minni árangur, einkum í Afríku sunnan Sahara. Stúlkur hafa orðið útundan vegna fátæktar og kynjatengdra vandamála. Auk þess eru skólar í fjársvelti frá yfirvöldum en borgarasamtök og þróunarstofnanir gegna þar mikilvægu hlutverki í að auka gæði og aðgengi að framhaldsskólum, sérstaklega á fátækum og einangruðum svæðum.

Markmið: Í Keníu, 1) Lýsa og meta stuðning Sambands íslenskra kristniboðsfélaga (SÍK) til ELCK (Evangelical Lutheran Church in Kenya) fyrir framhaldsskólamenntun unglingsstúlkna í Propoi Girls Secondary School; 2) Meta mikilvægi menntunar fyrir Pokot stúlkur, gildi skólans og framhaldsskólamenntunar fyrir þær; 3) Draga ályktun af og lýsa menntunarstuðningi SÍK til ELCK fyrir heimavistarskólann í Propoi og meta hvort slíkur stuðningur hafi haft eitthvað að segja; og 4) Bera kennsl á áskoranir og/eða ávinning sem tengist skólanum.

Aðferðafræði: Yfirlit yfir fræðigreinar um menntun í lágtekjuríkjum, einkum í Afríku sunnan Sahara, og stuðning borgarasamtaka við skólakerfið. Framkvæmd var gagnagreining (e. desk analysis) með áherslu á Propoi Girls Secondary School í Pokot héraði í norðvesturhluta Keníu, sem hefur fengið efnislegan og fjárhagslegan stuðning frá SÍK og ELCK.

Niðurstöður: Gögn gefa til kynna að stúlkurnar hafi notið góðs af tilvist skólans. Fleiri stúlkur hafa fengið framhaldsskólamenntun og þar með aukin menntunar- og atvinnutækifæri eftir útskrift. Fjárhagslegur stuðningur borgarasamtaka hefur haft mikil áhrif á skólann og stúlkurnar, skólinn hefur stækkað ört á stuttum tíma og getur nú tekið við fleiri nemendum. Samt sem áður eru ýmsar áskoranir eins og skortur á plássi fyrir nemendur og þörf á betri aðstöðu, þar með talið bættri hreinlætisaðstöðu og hreinu drykkjarvatni fyrir nemendur.

Ályktun: Propoi Girls Secondary School er lítill skóli í hnattrænu samhengi en á mikilvægan þátt í því að vinna að heimsmarkmiðum um kynjajöfnuð og aukin menntunartækifæri. Menntun valdeflir stúlkur til betri framtíðar, hvort sem er á heimilinu, í frekara námi eða atvinnu.

Lykilorð: Þróunarfræði, borgarasamtök, menntun, stúlkur, Kenía

Forewords

This desk analysis represents 30 ECTS of my MA in Development Studies at the University in Iceland. Dr. Geir Gunnlaugsson professor of global health was my supervisor in my thesis work, and I would like to thank him for his excellent directions and motivation. Furthermore, I would also like to thank my family for their valuable support and the ones that gave me valuable advice and assistance in the study process, both in Iceland and in Kenya. Last but not least I would like to acknowledge with much appreciation the role of Jamas Murray, the principal of Propoi Girls Secondary School. She has always been eager to help, replying to any request immediately, providing information and gathering data. Without her effort this would not have been possible.

My connection to Kenya inspired me to select this topic. I was born in Kenya and spent a large part of my childhood in Propoi and other parts of Pokot where my parents worked as missionaries for ILM. For this reason, the Pokot people are dear to me. As a child I played with the neighbourhood children, visited their homes and often helped with their daily chores. The Pokot people's way of life matters greatly to me. I find it unfair that some people have access to clean water while others do not. I find it unfair that some people have food while others go hungry and I find it unfair that some people have access to education while others do not. My aim with this thesis is to prove the importance of educational support for Pokot people, and girls in particular.

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Abbreviations

BOM – Board of Management

EFA – Education for All

ELCK - Evangelical Lutheran Church in Kenya

FBO – Faith-based organization

FGM – Female Genital Mutilation

FPE – Free Primary Education

GPI – Gender Parity Index

ICEIDA – Icelandic International Development Agency

ILM – Icelandic Lutheran Mission

KCPE – Kenya Certificate of Primary Education

KCSE – Kenya Certificate of Secondary Education

MDGs – Millennium Development Goals

MfA – Ministry for Foreign Affairs

NGO – Non-Governmental Organization

NLM – Norwegian Lutheran Mission

NORAD – Norwegian Agency for Development Cooperation

SDGs – Sustainable Development Goals

UNESCO – The United Nations Educational, Scientific and Cultural Organization

UNDP – United Nations Development Program

1 Introduction

1.1 Education and Goals

Education is a basic human right and necessary in realizing other human potential and rights. It builds up empowerment and individual freedom and gives development advantage. But still, many children and adults are without educational opportunities, mostly due to poverty. (UNESCO, e.d.).

In 2000, Education for All (EFA) goals and the Millennium Development Goals (MDGs) were approved and the majority of the nations of the world committed themselves to achieve them before 2015 (UNESCO, 2015a). The MDGs for the period 2000-2015 consisted of eight anti-poverty targets that focused on lowering the poverty rate, diseases, hunger and gender inequality, and to improve access to water and sanitation (UNDP, e.d.). Great progress was made with the goals and targets of MDGs but despite the progress, poverty has not ended for all people. The MDGs included goals that aimed to give everyone access to primary education and that both genders had equal opportunities in receiving this. The EFA consisted of six global educational goals (UNESCO, 2015a) but EFA asserted more extensive goals on education than the MDGs, and included: increased access for young children to primary education, increased access for young people and adults to knowledge and more skills, double adult literacy, and equal rights for both genders to education. The countries that were farthest away in reaching these goals were mostly countries in sub-Saharan Africa (Lewin, 2009; Lewin, Wasanga, Wanderi & Somerset, 2011).

The Sustainable Development Goals (SDGs) for the period 2016-2030, also known as the Global Goals or Agenda 2030, were approved at a meeting at the United Nations headquarters on September 25th, 2015 and built on the MDGs (UNDP, e.d.). The SDGs apply to all member states of the United Nations (a total of 193 states) and are a turning point because world states have never before agreed upon such extensive mutual goals. There are seventeen SDGs goals in total, but 169 sub-goals. The aim of the goals is to eliminate poverty, ensure prosperity, human rights and equality world wide, with reference to the environment on both land and sea. The main emphasis is that no one will be excluded; the goals are supposed to reach everyone with special attention being given to the poorest people (Utanríkisráðuneytið, 2015). The SDG4 is, among other things, about ensuring that children get free, equitable and quality primary and secondary education, increasing the

number of adolescents and adults who have relevant skills, expanding globally the numbers of scholarships available to developing countries, and increasing the number of qualified teachers (United Nations, e.d.). The Global Goals are supposed to finish the work of MDGs and ensure that no one will be left behind. Progress is expected to include all of the countries in the world, but many developing countries will have difficulties in achieving the global goals (UNDP, e.d.; Nicolai, Prizzon & Hine, 2016).

1.2 Educational Situation Worldwide

There has been great progress worldwide since 2000 with regard to educational goals, especially EFA. Children and adults without education have almost decreased by half and enrolment to primary schools and lower secondary school has increased (United Nations, 2015a). Despite increased access, the dropout rate of children from school is still a great problem. Universally, 58 million children do not attend school and about 100 million children in low- and middle-income countries do not finish primary school (UNESCO, 2015a). War and conflicts increasingly hinder school attendance for many children (United Nations, 2015a). The poorest children are four times less likely to attend school and five times less likely to finish primary school (UNESCO, 2015a).

Measures for education quality have improved with national examinations and international standards (UNESCO, 2015b). There is still a long way to go and the quality of education needs to be improved further. Education and training is needed for teachers and those who are involved in the education system (UNESCO, 2015b). Youth literacy (age 15-24) rates have improved as a result of increased attendance in primary/secondary schools among the younger generations (United Nations, 2015a). However, adult illiteracy is still high, with 781 million illiterate adults (UNESCO, 2015a; UNESCO, 2015b).

Inequality of gender issues continues to pose challenges (UNESCO, 2015a). It has been estimated that at the end of 2015, 69% of all the countries in the world with available data will have reached gender parity in schools. Progress is slower at the secondary school level and it is estimated that 48% of all countries will have reached gender parity by the end of 2015 (UNESCO, 2015a).

According to UNESCO (2015a), education needs to be a priority in a country's budget as the educational systems in many countries suffer from lack of funds. Yet, educational systems have not been a priority in state budgets. Contributions to education have

decreased since 2010 and have not been prioritized where the need is most. The authorities of each country and the international community need to increase appropriations to strengthen and maintain education, especially in low-income countries where the need is the most urgent. In the future there will be a need for further procedures, management, information acquisition, analysis and reports so that everyone is held accountable. Achievements from 2000 are great but improvements still need to be made to assure the quality of education and education for all. There is no better way to invest in human rights, human dignity, equality and sustainable development (UNESCO, 2015a). The experience from 2000 shows what can be learned and done better (United Nations, 2015a).

1.3 Adolescents' Education

It is important to attend to adolescents and their educational needs as this group has become a greater part of the population in developing countries parallel to decreased child mortality (UNESCO (2015a). The adolescent population in Southern and Eastern Africa has greatly increased and has had a great influence on education, health and economic development. This means that adolescents will be prominent in the development in these areas in the next two decades. According to UNESCO (2013), young people and adolescents of the age of 10 to 24 are estimated to be 33% of the population in Southern and Eastern Africa. This population, 158 million in all, is anticipated to become 281 million by the year 2050. The World Bank (2015b) estimates that there are approximately 89 million adolescents and young people aged between 12 and 24 who are out of school in sub-Saharan Africa.

In today's world there are many young people that lack various skills for their appropriate job, even after years of study (Lewin, 2009; Lewin et al, 2011). According to UNESCO (2015a), access to secondary school is a necessary factor in acquiring basic skills, such as literacy and numeracy skills. These skills are necessary to get a job with a wage that covers the cost of daily needs and further education and training. People without basic skills have fewer opportunities when it comes to appropriate employment, civic participation and entrepreneurial activity. The basic skills that adolescents receive in secondary schools can be necessary for career progress, safe decisions about health and active citizenship.

Due to increased transition rates and higher rates of children that stay in school, the participation in lower and upper secondary schools has increased fast since 1999, especially

in poor countries (UNESCO, 2015a). Another factor for increased participation in secondary schools is that over-aged enrolment and repetition rates have declined in primary education since 2000. These students are instead enrolled in lower secondary schools but not as over-aged students in primary schools. The main factor that has affected increased demand for secondary schools is the increased number of students who complete primary education in many countries. Therefore, a larger number of students qualify to continue their studies (UNESCO, 2015a). But not all students are well enough prepared for further education and progress in education is not reaching the marginalized groups. Despite some progress, millions of children do not have access to or the possibility of going to school (UNESCO, 2013).

According to UNESCO (2015a), marginalized groups do not have easy access to secondary schools. Adolescents from poor households have difficulties paying for upper secondary education and often need to work as the households do not have any disposable income. When access to secondary schools becomes simultaneously universal, advantaged students commonly utilize it, but marginalized and poor students are less likely to utilize it. When marginalized groups with a low income and a minority language group obtain access to lower secondary education, it is likely to result in further differences between higher and lower quality schools. Sometimes it can be seen in emerging private schools. This easily leads to further differentiation and inequality at the upper secondary level. This can be seen even in countries that promise education to all whether they can pay or not (UNESCO, 2015a).

The school enrolment for secondary schools is much lower than primary schools and also has a gender disparity (UNESCO, 2013). Completion rates for secondary school is very low (below 20%) in many countries in Eastern and Southern Africa. Dropout rates are high in some countries at secondary level, even where primary school enrolment has improved. Therefore, most children and adolescents complete less than 6.5 years of education and that is considered inadequate preparation for adulthood and the world of employment (UNESCO, 2013). Access to different kinds of education varies greatly. The context of secondary schools can be very different from one school to another. Many schools are either faith based or private and collect tuition fees, which exclude a large number of people from being able to send their children to school. Sub-Saharan Africa has generally high dropout rates but the rates of how many adolescents are out of school vary from one country to another. Most dropouts, about 17%, are in the first and second grade. It is concerning that in some

countries the number of adolescents not in school is extremely high, for example, in Ethiopia where 3.1 million young people do not attend school (UNESCO, 2013).

Reports from the World Bank (2015b) consider several factors to be the cause of dropout for this age group and point out six characteristics that are of varying importance within and across each country. The first characteristic is that most of the adolescents that are out of school either never attend school at all or drop out before reaching secondary school. The second characteristic is that early marriages are a hindrance to young females' education and can even affect their schooling before marriage. The third is that rural adolescents are generally more excluded from schooling than urban youth and most of them work. The fourth discusses that the education of the parents is one of the most important determinants of adolescents' educational outcomes. The fifth characteristic is that the number of working adults in a household effects decisions that are made regarding school and work for adolescents. The sixth and last characteristic is that low educational quality and a lack of formal schools prevent students from staying in school and from improved enrolment. In the World Bank report three factors are pointed out that keep adolescents in school: To look after youth that are at risk, integrate the school work with the labour market and improve the school system by using alternative education (World Bank 2015b).

1.4 Women's Education

Women and girls' education are basic human rights and a catalyst to increased development achievements because it leads to healthy families, increased civil participation, more productivity and prosperity (UNESCO, 2015b; UNESCO, 2014). There has been some progress in girls' education, but despite the progress a whole generation of young women have been left out. As an example, over 100 million young women that live in low- and middle-income countries are incapable of reading one sentence (UNESCO, 2014). According to UNESCO (2014), in 2011 31 million girls were outside the school system and it was estimated that 55% of them would never enrol in school. The poorest girls fall behind. With similar continuation, the universal primary completion in sub-Saharan Africa will be accomplished in 2086 for all the poorest girls and in 2069 for all the poorest boys. To be born as a girl can be like a certain sentence. Girls and women encounter various injustices that can be seen in their education (UNESCO, 2015b). Therefore, attention needs to be paid to the empowerment of girls and women.

Education can be a key factor to lift women out of poverty, avoid poverty and prevent poverty being carried on to the next generation. Education does not only give women a better chance of employment but also more secure employment, better job circumstances and income (UNESCO, 2015b; Karabo & Natal, 2013). Education becomes a certain passport into the labour market when countries develop. When more women get access to the formal labour market educated women are more likely to be paid for their work. But culture, childcare and transport still hinders women from getting paid work and in some cultures it is a source of embarrassment to receive payment for work done. All around the world women get lower pay than men for similar jobs but when women's educational levels increase the pay gap decreases, as can be seen in sub-Saharan Africa. What could help women out of poverty is by increasing their salaries (UNESCO, 2014).

As UNESCO (2014) asserts, the number of years in school does not only matter but also knowledge and skills. Literacy knowledge can have great affect on women's income. Women in Pakistan with good literacy knowledge earned 95% more than women who had little or no literacy knowledge. The difference between men was only 33%. Illiteracy is an obstacle for women's empowerment and reflects discrimination, maintains poverty and keeps girls from school (UNESCO, 2015b). All around the world, women are paid lower than men for comparable work. But when women's educational levels increase, the gap decreases. Although the salary gap has diminished in some parts of the world, it still is a matter of concern. In sub-Saharan Africa, men have approximately twice as much income than women. In Ghana, men earn 57% more than women with no education but when women have primary education the gap decreases to 24% and with secondary education to 16% (UNESCO, 2014).

According to Karabo & Natal (2013), education increases women's opportunities to pursue a healthy living style and improve their children's health. Education saves millions of mothers and children, averts diseases and is a necessary factor in decreasing malnutrition. This strengthens societies to work for stability in populations to lower birth and death rates. UNESCO (2014) gives an example, if all the women in sub-Saharan Africa would finish primary education, the frequency of maternal death would decrease about 70% from 500 to 150 deaths for every 100,000 live births. Moreover, the lives of 2.1 million children under the age of five were saved in the years 1990 to 2009 due to progress in women's education of childbearing age. Policy making that focuses on women's health often pass over the fact

that education should be looked at as an intervention per se and without it other interventions would not be as efficient. Besides, education and health compensate each other because women who are healthy are likelier to be better educated and vice versa (UNESCO, 2014).

Influence of education reaches further as it gives girls and young women more awareness about their rights. It empowers them to take decisions by themselves that improves their welfare, for example by marrying later and having fewer children (Karabo & Natal, 2013). The longer girls stay in school the probability increases that they will marry later and have their children later. Education's influence on women's empowerment is especially great in countries where girls are likelier to get married and have children early and have a large number of children (UNESCO, 2014). Mabefam & Ohene-Konadu (2013) argue that there is a relationship between cultural customs (like forced marriage) and girls' education in Ghana. Betrothed girls were more often denied access to or dropped out of school. In Karabo & Natal (2013) research looked at the dropout rate in South-Africa and found that girls' pregnancy is the main reason for it. According to UNESCO (2014), if girls' childbirth and marriage is delayed, and their self-esteem increases they therefore stay longer in school. Around 2.9 million girls marry at the age of 15 in Western Sahara and sub-Saharan Africa. That is one out of every eight girls. Because of this many girls have been robbed of their childhood and denied education. One of the most effective ways to hinder child marriage is to ensure that girls stay in school. One example is that if all the girls in sub-Saharan Africa and South- and West-Asia completed primary education, child marriages would decrease about 14% and would decrease about 64% if they had secondary education (UNESCO, 2014).

Women and girls' education strengthens the ties that bind together society and community by increasing political knowledge and empowering women. Education helps women to overcome gender obstacles that cause little participation and activity in the democratic process and encourages women to claim their rights and overcome injustice. In changing attitudes towards women's education, and men's, leads to political changes, including the democratic performance of women (UNESCO, 2014). Education is also important in helping women to defeat injustice and repressive social limits and expectations, so they can take decisions about their own lives. The MDG3, to advance gender equality and women's empowerment, took to heart the role of education to promote gender equality in

primary and secondary education. From 2016, it is important to rely upon the progress of this goal and tackle the gender discrimination in schools, which unties the power of education to help girls and women to overcome further discrimination (UNESCO, 2014).

According to UNESCO (2014), girls who have experienced discrimination are not as likely to have had good teachers and role models, like female teachers. In countries where gender inequality is in enrolment, there is a lack of female teachers. It is estimated that with the increase in numbers of female teachers, girls will more frequently stay in school and improve their academic results. Female teachers are not as likely to work in difficult and remote areas, but what can help recruitment is secure housing and facilities. By educating women from remote areas will also help. When teachers take further education and strengthen their skills it is more likely that they end up in more urban areas, especially women with fewer learning opportunities than men, so the rural areas will be disadvantaged. It is important to improve support to teachers to make them more responsible, to be punctual, turn up in class and behave well with their students (UNESCO, 2014).

Strategy on code of ethics, where gender based discrimination is included, demands that headmasters, school committees, teachers unions, parents and society support it. Teachers need to be encouraged in innovation concerning those parts of the curriculum and policies where girls are especially weak. Quality education should be accessible for girls and women regardless of their income, nationality, location, disabilities and other matters that affect their situation (UNESCO, 2015b). Girls should have access to primary and secondary education. But access itself is not enough as educational quality is also important so they can assimilate in literacy and mathematics the tools needed to obtain further skills. It is important to find successful ways in getting girls into schools and keep them there until they graduate. Also it needs to be kept in mind the factors that hinder their participation (UNESCO, 2015b). Education needs to be in the foreground because it can transform lives and societies. In brief, education is a key to a better future (UNESCO, 2014).

1.5 Sanitation and Water

Sanitation is related to education and health. When referring to sanitation, it means the services and facilities for the safe disposal of human faeces and urine (World Health Organization, e.d.a). The concept, sanitation, also includes garbage collection and

wastewater disposal. When sanitation is inadequate, it is the main cause of infectious diseases in the world and exacerbates the transmission of them. Therefore, improving sanitation can have a beneficial impact on health (World Health Organization, e.d.a). Lack of sanitation has side effects that affect the pursuit and enjoyment of other human rights. It hinders the right to life and health and restrains the right to education. According to the United Nations, more than 443 million school days are lost every year because of issues related to sanitation and water. It is alleged that poor sanitation facilities are a common obstacle for school attendance, specially for girls (United Nations, 2015b).

In today's world, there are seven billion people and six billion have mobile phones, but only 4.5 billion people have access to toilets or latrines (United Nations, 2016). That leaves 2.5 billion that are without proper sanitation or lack access to improved sanitation facilities. One billion people still defecate in the open (United Nations, 2016; World Health Organization, e.d.b). The majority of the people that are without sanitation (71%) live in the rural areas, and 90% of all open defecation takes place there (World Health Organization & UNICEF, 2013). In developing countries, it is estimated that 90% of wastewater is released untreated or partially treated (World Health Organization, e.d.b).

The MDG7 target comprised to halve the proportion of people without access to sanitation. This target has helped 1.8 billion people to gain access to improved sanitation since 1990. Still, there is a long way to go. The MDG7 also comprised to halve the proportion of people without access to improved sources of water which was met (United Nations, 2013). Now the world is working towards SDG6, to ensure access to water and sanitation for all (United Nations, 2016).

According to World Health Organization and UNESCO (2013), 89% of the world's population had access to an improved drinking-water source by the end of 2011. 55% used piped water supply on premises and it was estimated that 786 million people did not have access to a good source for drinking water. 185 million out of these had to rely on surface water for their drinking water needs. At the end of 2011 83% of people who did not have access to an improved drinking water source were living in rural areas (World Health Organization & UNICEF, 2013). Adequate sanitation and clean water is an essential part of a world which everyone should have access to because it affects other domains of life. This applies also to school facilities.

2 Education and NGOs

2.1 Education in Africa

The number of children who have access to primary education in sub-Saharan Africa has increased considerably in the last two decades, but many children are still outside of the school system. Some children do not have access to school while others enrol but drop out (Lewin, 2009; Lewin et al, 2011). According to UNESCO (2014), less than half of all children in sub-Saharan Africa enrol in secondary school and less than half of those enrolled as graduates.

Education can be defined in many ways. Lewin (2009) says that the wide definition comprehends that students are placed in grades based on age, regular attendance, achievement according to national curricula norms and the opportunity for further education. When African school children are enrolled they are often in an inappropriate grade for their age. The reason for this is because of late entry, repetition or interrupted schooling (Lewin, 2009). A matter of concern is that over-aged students increase as enrolment increases. Lewin et al (2011) argues that a wide age-in-grade should not occur. There is a strong connection between over-aged students and dropout rates, poor performance and little probability of further education (Lewin & Sabates, 2011; Lewin et al, 2011). Progress in learning relies on assignments linked to the students' age. When children are over-aged in their grade there is more chance of psychosocial problems (self-consciousness, bullying and sexual harassment) and problems that are linked to learning and cognitive abilities. Also, when children become older the demands at home increase. Children who are two or more years over-aged will be adolescents when they finish lower secondary school, which decreases the possibilities of further education (Karabo & Natal, 2013; Lewin & Sabates, 2011). Lewin & Sabates (2011) say that the enrolment data is often unavailable or unreliable. It is common that children and caregivers don't know the date of when a child was born. Since there is an age limit in entry and repeating classes the truth is often manipulated.

According to Lewin et al (2011), African girls' enrolment appears to decrease when the educational level increases. The difference between girls' and boys' enrolment in primary schools in sub-Saharan Africa was relatively low up until the 6th grade. In the past parents deemed their sons' education more important than their daughters' education. A boy had a

greater chance of getting a job after graduation. This attitude has been changing and girls' education has increased in value. In Boyle, Brock and Sibbons's (2002) research, African parents valued the education of both genders but in times of financial challenges the boys were given priority. The reason was because the girls got married and pregnant at a young age. Moreover, girls had less time to spend studying because of housework. In the same research, the Ugandan boys thought that the reason for girls not attending school was because of their fear of violence. Sometimes the secondary schools are far away from home so many children, especially girls, cannot continue their education. The girls who walk a long way to school are in danger of harassment and being raped on the way. Moreover, they fear flogging and sexual violence at school (Boyle et al, 2002). Some national systems have structural features that are not visible in the data. For example, boarding schools are sometimes built and managed in favour of boys, and the distance from home to school has more impact on female enrolment (Lewin & Sabates, 2011).

Child work and the need for earning is one of the causes for absenteeism, repetition and dropout rates in schools (Dachi & Garret, 2003). In sub-Saharan Africa, daily attendance can sometimes be under 70% and even under 50% during certain times of the year (when harvesting). Therefore, children lose a lot of time from school and are unsuccessful in their studies (Lewin, 2009). But elimination of child work can be difficult as long as poverty remains. In poor families the children are forced to work instead of going to school. The household's material lack is so deep that education is not an option in such circumstances (Dachi & Garret, 2003). Lewin & Sabates (2011) indicate that the focus should be more on the poor children that are excluded from primary education. When children's participation in school and household income are observed, it is clear that poverty is a more important variable than gender with regards to education (Lewin et al, 2011; Lewin & Sabates, 2011).

2.2 NGOs and Education

In sub-Saharan Africa many countries receive support from donors because they are unable to give adequate allocation of funds to the educational sector (Nishimuko, 2009). Staiculescu & Lacatus (2013) declare that NGOs are one of many parties that have an important effect on educational matters. Various schools have established all sorts of cooperation with NGO's to reach different educational goals. Such cooperation has a positive influence and is a gain for students and their families, teachers and society. Besides, collaboration between

organizations and the state is of benefit for both the school and the organizations. The NGOs can demonstrate the social usefulness and implement their projects but the schools can evolve and increase the service that is available for children, parents and society. The collaboration is not limited to schools or NGOs but concerns also all those who are responsible for administration and implementation such as the authorities, community health services, police, church and companies (Staiculescu & Lacatus, 2013). All parties that are involved in education need to show responsibility and contribute to improved education. At the same time they need to be aware that societies can make progress if people/individuals are active in societal life and education, and respect others and share common values. Responsibility is based on information and consciousness. By putting together the positive work in schools by NGOs, with the authorities and companies in cooperation it can lead to a better life (Staiculescu & Lacatus, 2013).

Blum (2009) highlights the important role of NGOs in providing education, especially in societies that are without schools or schools with poor service. In some societies NGOs support small schools with multi-grade classes in rural places. Isolated state schools are often without support, which affects their activity and quality of education. Thereby, the NGOs give children access to education where the state has failed or performed poorly. In some cases the NGOs provide building materials, teachers, teaching and school materials and the village provides territory and participates in the process (Blum, 2009). This can increase the participants' ownership and advance the sustainability of projects.

Shann et al (2013) argue that little data is available in assisting policy makers to decide which programs in developing countries are more likely to work as a support to children so they can stay in school and get secondary education. These projects are very important for girls because their education doesn't only affect their health and wellbeing, but also their children's and family's future. Many funds have been used to support children's school attendance. However, research has focused more on students' enrolment than students' achievements. Further, other measurements on school quality are limited for policy making in education and it's achievements in developing countries. It proves to be difficult to obtain data on students' achievements. Shann et al (2013) emphasize the importance of research on the benefits of investing in children's primary school education and in what way it is possible to support children's education in secondary schools in an effective way. Such research ought to be of benefit for NGOs.

Barungi, Kasirye and Ahaibwe (2014) give an example of development assistance for girls. They argue that school attendance is still insufficient, especially with girls, even though secondary education has become more general in recent years. High school fees are one of the reasons for this. They suggest two ways NGOs can help increase access for poor girls. One way is to give scholarships and pay the school fees for day schools. Another way is to give scholarships and provide transport for the girls, such as school buses, so they can attend day school because secondary schools are often, unlike primary schools, far away from people's homes. According to Barungi et al (2014), either way should increase school attendance considerably, but when both ways are used together the results could lead to a great success in the enrolment of girls into secondary schools.

In sub-Saharan Africa, the demand for secondary education has been growing in recent years and more pressure on expanding the secondary school system. At the same time, dissatisfaction has grown about the quality of state's schools at the secondary educational level because many have remained the same since the 1980s (Lewin & Sayed, 2005; Lewin, 2007). NGO's secondary schools have increased in many places in sub-Saharan Africa. Lewin & Sayed (2005) name the four main reasons for that. Firstly, the need of secondary schools has grown because of increased enrolment in primary schools. States have failed to meet the demand and instead the NGOs have tried to meet the need. Secondly, parents and students have been dissatisfied with the state schools because they have felt the schools have not met their educational demands. Thirdly, the labour market has been evolving because gaining access to it relates more and more to secondary and university education. Finally, the state has allowed other parties to operate in the educational system (Lewin & Sayed, 2005).

In places where demand for secondary school education is in excess of capacity, the authorities need to change their policy. Besides, secondary education that is affordable needs to be increased (Lewin & Sayed, 2005). The best solution is if the state can meet this need. Where the demand after secondary education is increasing, but the quality is poor, the challenge is clear. If the demand is generally because of a poorly operational educational state system, it questions as to the ambition and efficiency of the educational system and calls on alleviation. In these cases the NGOs can be of help (Lewin & Sayed, 2005).

2.3 Faith-based NGOs

Faith-based organizations (FBOs) are NGOs that have had a large role in providing aid in the educational sector, especially to the minorities (Ferris, 2005). The story of FBOs is a long one. They differ in size and how the work is organized. Most are occupied with different activities, like long-term development, humanitarian assistance and advocacy for justice. FBOs normally have a mission statement with reference to religious values and receive a big part of their financial support from religious people or bodies. Many do also have a governance structure where the board members and staff are selected on the basis of the religious beliefs or values (Ferris, 2005).

For Orthodox and Protestant churches, the ministry of *diaconia* was established to take care of the Christian service, which still is central to the mission of the church. This was and is based on the Christian values of mercy and charity as well as a belief in the value of the human person as God's creation (Ferris, 2005). Mission organizations were very active in the 18th, 19th and 20th centuries, emphasizing both evangelism and humanitarian assistance and raised awareness of both in their home countries. Some major secular organizations started in the 19th century and flourished in the 20th. Many small and big Christian organizations were formed in the first part of 20th century as well (Ferris, 2005).

The special characteristics of FBOs is to be motivated by faith and having a constituency broader than humanitarian concerns. Normally the faith is an important motivation for the work. Christian missionary tradition is long and often accused of its complicity in colonialism, but has left many places where churches are now active in social services, especially within the field of education and health (Ferris, 2005). The advantages of FBOs development work have been the long-term commitment which is deeply rooted in the communities; work among the most marginalized, links with other organizations that provide funding, emphasis on the “golden rule” and increased self-esteem among marginalized people. Weaknesses are mentioned as lack of professionalism, religious mandate being prioritized and top-down attitude in policymaking (Nishimuko, 2009).

James (2009) tries to answer the question “What is distinctive about FBOs?” as FBOs have during the last decades and century been at the forefront in many projects of development, but some donors have been suspicious or hesitating towards them. Many FBOs have as a result downplayed their religious identity. Recently this is changing and many stress how faith affects their work and add value to it. Faith is playing an important factor in

the development of the world. At the same time it is a difficult topic and care is needed in engaging with it. In development work there can be a huge difference from one FBO to another in terms of structure and theology and the role of religion is different in the Western world than in the development world. In James's (2009) article, it is pointed out that it can be difficult to eliminate poverty without taking into consideration people's spiritual dimension and different aspects of the religions. Religion, belief and spirituality are a key factor in the lives of millions of people.

James (2009) indicates that FBOs are often closer than other NGOs to the poor and provide efficient development work. Many of the local FBO's partners have members who are more motivated than those of secular NGOs as their identity is rooted in their faith. In FBOs the faith can affect the structure of the organisation and its strategy, cultural and decision making, the values and motivation of the staff as well as to who are their partners.

Religion is not the taboo it used to be in these matters. At the same time there is a growing interest in understanding the role of faith in development. But still, there is tension and ambivalence about this, most likely because each FBO differs from the others. Clear identity is important and best for everyone involved to know what motivates for action and why. Faith can, but should not be used to gain and exercise power or control (James, 2009).

Normally Christian organizations tend to reach out to people regardless of religious affiliation. Most mainstream organizations have the humanitarian work and evangelization separated in their approach. Some evangelical churches or groups have run evangelism alongside humanitarian help and mixing them together. This has led to criticism that has affected all Christian NGOs (Ferris, 2005). During the last decades the FBOs have met more competition from secular NGOs, and at the same time the professionalism is growing. Some Northern Church based organizations have lately started to work more with secular organizations, preferably the bigger ones, and less with the churches as was before, thus creating tensions among Southern churches. This is partly due to increased professionalism, and requirements of more accountability (Ferris, 2005).

Many ministers and presidents of African countries have been educated in Protestant or Catholic schools (Ferris, 2005). In African countries, education has been a priority for Christian Missions as the need was huge, and still is. Sometimes schools are established by FBOs but are government-assisted. The government, for example, pays salaries, provides teaching materials and construction of schools and offers scholarships. But this is not

enough and NGOs and FBOs have had an important role in assisting the development of education in many countries. FBOs are in some cases asked by the government to assist in implementing projects by funds and using their networks in the local communities, because they often have served in a certain community for a long time. In Sierra Leone, as an example, NGOs and FBOs have had great part in making progress towards achieving Education For All in the country (Nishimuko, 2009).

2.4 Education in Kenya

Education and educational systems vary across sub-Saharan Africa, partly depending on colonial history and political realities in each country. For the purpose of this study, the educational system in Kenya needs some description.

Kenya has been a sovereign state in Africa since 1963. The country is a former British colony and is situated in the eastern part of Africa. The total land area in Kenya is about 582,650 km² but around 80% of the land area is arid or semi-arid and only 20% is arable (Official Government Website, e.d.; Republic of Kenya, 2014). Kenya is one of the larger and more advanced economies in central and eastern Africa, but despite that the country remains a low-income country. Half of the population lives in absolute poverty and the Human Development Index (HDI) rating is 145 out of 188 countries (UNDP, 2015). In 1969, the population of Kenya was 10.9 million, in 1999 it was 38.6 million, at present it is 45.5 million and it is estimated that in 2030 the population will have reached 66.3 million (Official Government Website, e.d.; Republic of Kenya, 2014). The population in Kenya is diverse and it has most of the major ethno-racial and linguistic groups that can be found in Africa. Increased life expectancy and rapid population growth over the last century have resulted in a young population where 73% of the total population is 30 years old or younger. Infant mortality and fertility rates have halved and school enrolment has doubled at both primary and secondary levels (The World Bank, 2015a).



Figure 1 - Map of Kenya (Ezilon Maps, e.d.).

In Kenya, human resource development is at the centre of the country's development strategy because many Kenyans, especially the poor, still confront challenges in getting sufficient public services, including education and health (World Bank, 2015a). The Kenyan education system has developed fast during the past decades. When the country became independent in 1963, there were only 50 secondary schools in Kenya. Before that missionaries were the main providers of education with the help of the colonial government. What was done was mainly by local initiative from local communities in the spirit of the national motto of Kenya, *Harambee* (Kiswahili word for "pull together" where the people unite in the effort), or by church groups and other NGOs (Nikolai et al, 2014). The impact of *Harambee* can be witnessed throughout hundreds of communities in Kenya where volunteers build clinics, schools, and other facilities each year and find ways to help one another (Republic of Kenya, 2014). Between independence and the 1990s, there was significant evolution across all levels of the education system. The first Kenyan President,

Jomo Kenyatta (1964-1978), introduced Free Primary Education (FPE) with the four first school years being free from 1974 and the first seven school years a few years later. Most secondary schools continued to be *Harambee* schools and by that the communities filled a gap that existed at secondary level but enrolment was limited. Education continued to expand and Kenya was considered to be one of the best performers at the 1990 Education For All conference in Jomtien in Thailand (Nikolai et al, 2014). In the following decade, however, Kenya experienced falling enrolment rates at all levels, caused by cost-sharing policies. Fees were reintroduced as a condition from the World Bank. The government was still responsible for teachers' training and salaries in public institutions but non-state factors were mainly in charge of infrastructure development (Nikolai et al, 2014).

A number of international NGOs and national NGOs support the financing of basic education in Kenya. Their contribution is for example support to schools with equipment or scholarships to support students. In some cases the contribution is in the form of research and advocacy for further development of basic education for all. The NGOs are also involved in the adult literacy program of the Ministry of Education. Information on finances involved from these NGOs' contributions is available only from their own financial reports and in some cases from the NGOs Co-ordination Board for the major NGOs. They are the most relevant sources for getting their expenditure to education (Republic of Kenya, 2014).

According to the school system in Kenya, a community can ask to register a school when it has built one (generally with support from NGOs), started to hire teacher(s) and created a school committee. When the registration is recognized the school can ask for teacher(s) and governmental support. The teachers' salary from the local community is often low and irregularly paid but they are willing to continue in hope of the government's engagement. The schools started up are managed by committees who mobilize parents to pay teachers and at the same time apply for governmental registration and support. The government has during the years sent an increasing number of teachers to these schools. Parents have continued local support for new teachers while requesting the government for more (Kristensen & Nairesiae, 2009). The Kenyan government has by laws and policies made it an offence to deny children the right to attend primary school. By that the pressure is on both parents and the community to do everything they can to enable children to go to school. On top of that the government has introduced different programs that have the goal to strengthen universal primary education, a policy that is reflected in a "national vision

2030” for development, agreed upon by the government. The element of school constructions, however, was not included in the universal primary education scheme. In that matter the trust is laid on beneficiaries and other partners with the hope that they will continue to step in and bridge the gap (ELCK, 2010).

In 1981, the Kenyan government introduced the so-called 8-4-4 educational system (Nicolai et al, 2014). The first eight years stand for primary school, Standards 1-8. The next four years stand for secondary education, Forms 1-4, and the last four years are university education. Four years of secondary education correspond to upper-secondary in the International Standard Classification of Education. The secondary schools are divided into boarding schools, day schools and schools that have a mixture of both. Data from (2007) (the latest available) indicate that 63% of secondary schools are day only and account for 46% of students, 19% are boarding only with 34% of students. The rest of the schools are a mixture of both day and boarding schools (Nicolai et al, 2014).

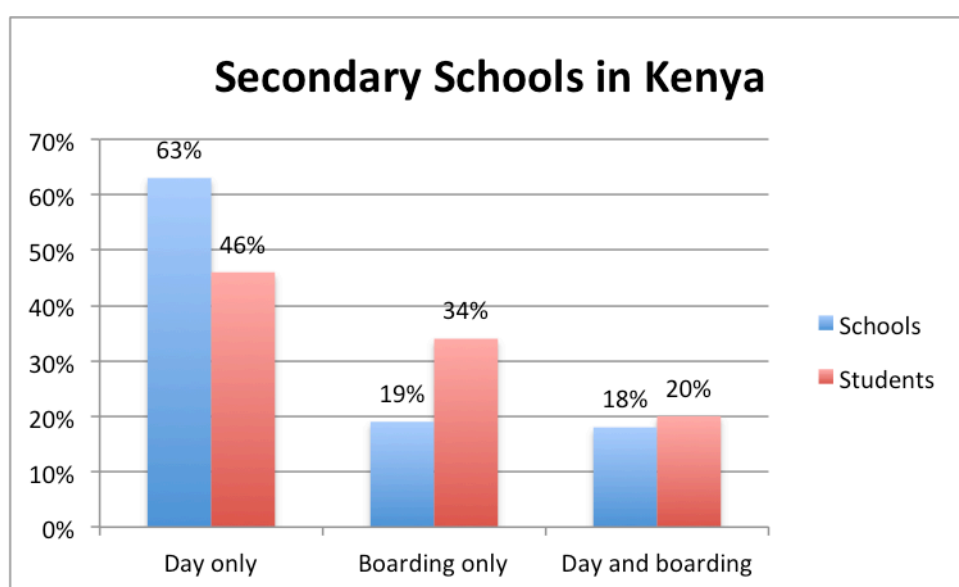


Figure 2 - Secondary schools in Kenya by type and student enrolment. Source: Nicolai et al, 2014.

In all of Kenya, the quality of secondary schools is monitored in two ways. Firstly, by the examinations, Kenyan Certificate of Secondary Education (KCSE), which are taken at the completion of secondary education, Form 4. Secondly, Kenya has come up with four additional tools as parameters in meriting schools nationally to supplement the KCSE. The tools have been designed with verifiable indicators to ensure systematic coverage of each of the four additional criteria; that is leadership and governance, co-curricular activities,

physical facilities and environmental management, and peace education and integration (Ministry of Education, 2014). Together these factors reflect in a good way the situation in each school, even though it is obvious that the emphasis on each different criteria, and capacity to do so, are different from one school to another.

Access to education in Kenya has greatly improved after the reintroduction in 2003 of FPE. For example, enrolment in primary education increased from 8.56 million in 2008 to 9.99 million in 2012. From 2009 to 2013 the primary education enrolment increased annually at a rate of 3.2% and secondary education at 9% (World Bank, 2015a). The gross enrolment ratio from the year 2014 is shown by UNDP with level of education. The ratio means the total enrolment in a given level of education, regardless of age, is expressed as a percentage of the official school-age population for the same level of education. Pre-primary level ratio was 60% of preschool age children. In primary school age population, the ratio was 114%, which means there must be children over age (UNDP, 2015). Secondary level ratio has increased by 50% in 10 years. In 2000 it was 40%, in 2009 it was 60% and in 2014 it was 67% but sub-Saharan Africa and low-income country averages are both about 40%. The progress is due to the rapid expansion in the transition rate from primary to secondary level, from 46.4% in 2002 to 74% in 2012 (Nikolai et al, 2014). In tertiary school age population the ratio was 4% (UNDP, 2015).

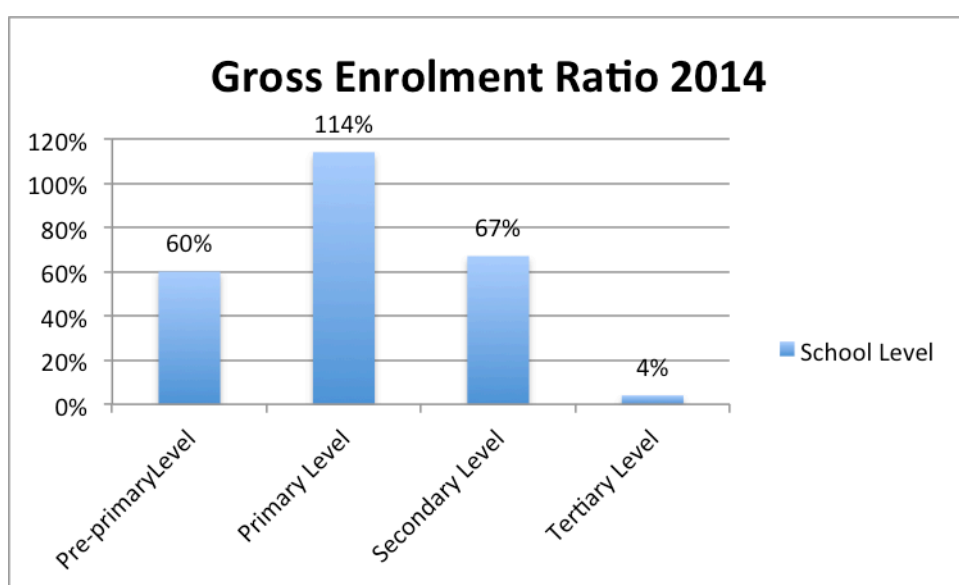


Figure 3 – Gross enrolment ratio in 2014 in Kenya by level of education. Source: UNDP, 2015.

As a consequence of increasing numbers of primary school leavers completing the first level, there has been a 50% increase in secondary enrolment in 10 years, as mentioned before. After 2008 there has been a significant increase in students attending secondary school (Nikolai et al, 2014). The reason is the introduction of the Free Day Secondary Education (FDSE) program in that year. In numbers, the enrolment in secondary schools rose from 1.2 million in 2007 to 1.7 million in 2010. The FDSE program included payment from the government for each student, and by covering the tuition costs for them. The amount was KES 10.265 per student but did not include all costs. The amount has been the same in spite of inflation. As years go, this same amount is by each year a smaller part of the total cost. A proposal from 2012 to almost double the amount and have it higher for girls than boys has still not been passed in the Parliament (Nikolai et al, 2014).

In Kenya, the expected years of schooling is 11 years. It means that a child of school entrance age can expect to receive 11 years of schooling if prevailing patterns of age-specific enrolment rates persist throughout the child's life. In 2000 it was 8.4 years (Nikolai et al, 2014). When this group is separated by gender, the numbers are 10.7 years for females and 11.3 years for males. But the mean years of schooling or the average number of years of education received by people aged 25 years and older is 6.3 years, when converted from educational attainment levels. When the group is separated by gender, the numbers are 5.9 years for females and 7.3 years for males (UNDP, 2015).

When looking at educational achievements, one can see the numbers for literacy rate. The adult literacy rate (15 years and older) in Kenya is 72.2%, which means that they can, with understanding, both write and read a short simple statement on their everyday life (UNDP, 2015). When looking at the youth group, ages 15-24 years old, the rate is separated by gender: 81.6% for females and 83.2% for males, i.e., not a big difference. Another factor related to education is population with at least some secondary education, aged 25 years and older. The outcome is that 28.6% of the group has reached (but not necessarily completed) a secondary level of education. When the group is separated by gender, the rate is 25.3% for females and 31.4% for males (UNDP, 2015). These numbers are rather low.

Despite progress in the educational system, there are many children outside the school system in Kenya. The estimated number of children that are out of school in basic education is two million (World Bank, 2015a). Within this number there are children included with disabilities and children who are hard to reach due to location or for other reasons. About

60% of children who are out of school are in hard to reach, and hard to stay areas. Moreover, what characterizes these areas are high school dropout rates, inadequate number of teachers, early marriage of girls, poor roads and infrastructure, inadequate hospitals, and extremely low annual rainfall. If no effort is made in reaching these areas, they will remain behind (World Bank, 2015a). From UNDP (2015), there are only dropout numbers available for primary schools, not secondary schools in Kenya. The primary school dropout rate for students enrolled in primary school, but dropped out before reaching the last grade of primary education, is 22.4%. This rate assumes that observed flow rates remain unchanged throughout the cohort life and that dropouts do not normally re-enter school.

The rapid extension of the educational system in Kenya is more and more affecting the country's capacity to advance and maintain the quality of education (World Bank, 2015a). There are challenges that include low skills in early grade mathematics and reading and declining results in public schools in Kenya Certificate of Primary Education (KCPE). These findings indicate that Kenyan children are not learning adequately because of various factors. Besides, the poorest learning levels are in arid and North Western counties in Kenya. Several factors affect the low learning achievement of children in Kenya (World Bank, 2015a):

- Low levels of teacher effort, and teacher absenteeism which is regarded a serious problem;
- Low teacher pedagogical competency; insufficient and unequal distribution of resources (like textbooks and learning material);
- Lack of instructional related resources (like textbooks);
- Lack of systematic data to inform planning, implementation and monitoring, and education data (crucial for resource allocation, accountability and transparency) is weak; and
- Lack of support and accountability at the system level and ineffective management at the school level.

The situation is different with well performing schools where the emphasis is on the curriculum and good coverage of the syllabus and teachers who are normally better equipped. As the national examination (KCPE) is at the end of the primary education and no

indicators before that, it is difficult to identify problems in the system and do something about it in matters of learning and teaching (World Bank, 2015a).

UNDP (2015) looks at educational quality. The percentage of primary school teachers who have received the minimum organized teacher training required for teaching at the primary level is 97%, which ought to be considered a great number. The pupil-teacher ratio in primary schools, that is the average number of pupils per teacher in primary education in a given school year, is 57 students per teacher. Data about secondary schools is lacking. The public expenditure on education that is current and capital spending on education expressed as percentage of gross domestic product is 6.6% (UNDP, 2015).

Until the final years of the colonial period in Kenya, relatively few girls started primary education and even fewer reached the final grade and got the chance to enrol in secondary schools (Lewin et al, 2011). Over the years in Kenya, the situation of the girls has improved a lot. FPE and FDSE was a great change. Girls have certainly better access than before and more of them are surpassing (Nikolai et al, 2014).

According to Lewin et al (2011), when Kenya got independence the Gender Parity Index (GPI) for final grade primary students (see Figure 4) was 21, that is for every 100 boys there were only 21 girls. The years after independence saw rapid changes in social attitudes regarding the education of girls which led to extraordinary improvements in participation rates. In a short time, from 1963 to 1970, the GPI for final grade students had more than doubled, from 21 to 49. During the next two decades the increase was remarkable with the index rising to 74 in 1980 and to 83 in 1990. In 1994 the GPI had reached 87. The index increased during the next seven years by one point per year, with 94 in 2001. The index began to decrease after the great increase (cost sharing until FPE in 2003) and was 89 points in 2006. In 2007 the index increased again and in 2010 it reached 92. The FPE could have affected these GPI numbers because many children, mostly boys, had delayed entrance before 2003 and therefore completed their primary education in 2010 (Lewin et al, 2011).

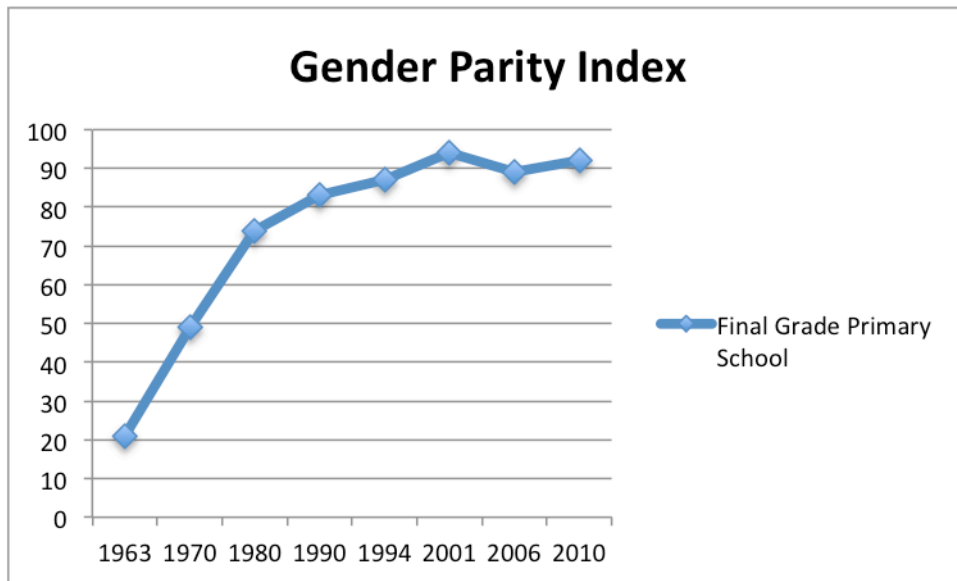


Figure 4 – The development of the Gender Parity Index (GPI) in Kenya for final grade primary students in the period 1963 to 2010. Source: Lewin et al, 2011.

In Kenya in 2010, 12 out of 47 counties had achieved the gender parity in primary schools (with GPI 100 or higher), while others had lower rates. Some factors affect the GPI such as geographical position, finances and other social, cultural and possibly historical factors (Lewin et al, 2011). No proper data was available about secondary GPI but availability of education data in Kenya is often a problem, particularly at secondary level (Nikolai, 2014). The statistics and information above, give a good perspective into the educational situation in Kenya.

3 Background to the Study

Plessis (2005) says that it can be difficult to envision another culture one is not familiar with. Therefore it is important for the purpose of this assignment to give some insight into the culture and area of Pokot in Kenya to better envisage the field. The school system in Pokot is a part of the Kenyan school system, which will be discussed along with ILM's support to it.

The information given above provides an overview of the situation when it comes to the importance of education, sanitation and other facilities which leads to the core of this study. It is about educational support given by the Icelandic Lutheran Mission (ILM), a NGO, for adolescent girls' education. ILM has in the name of the Evangelical Lutheran Church in Kenya (ELCK) worked in Pokot district, in North Western Kenya in Africa since 1978. ELCK has, with support from ILM and other organizations, built up many primary and secondary schools in Pokot. The area was isolated and the state had not been able to build up the school system in the district. The church and missionary organizations were the key providers of education during the colonial time, and they still play an important role in the area. When ILM started its work, there were some public schools in Pokot and some others had been built by NGOs, but they could not enrol all of the children in the area that needed to attend school. In the beginning the people in Pokot did not see much of a purpose in education for their children but today most of them are going to primary school and many to secondary school in the district.

Propoi Girls Secondary School is one of the schools that ILM has supported through ELCK. The school is a boarding school for 14-18 years old girls, even though some girls are older due to late entry into the school system. The school has expanded since its establishment in 2007, initially with few students, but today the school has around 500 students. There, young women can stay without any daily domestic duties and protected from outside influences that would otherwise have hindered their education. Since the school has expanded greatly in a short time, some challenges have arisen. The school has not room for all of the students and better facilities are needed. Facilities are important and part of that is good and secure sanitation. The focus of this study is on this girls' school, its students and the educational support from ILM.

3.1 Pokot

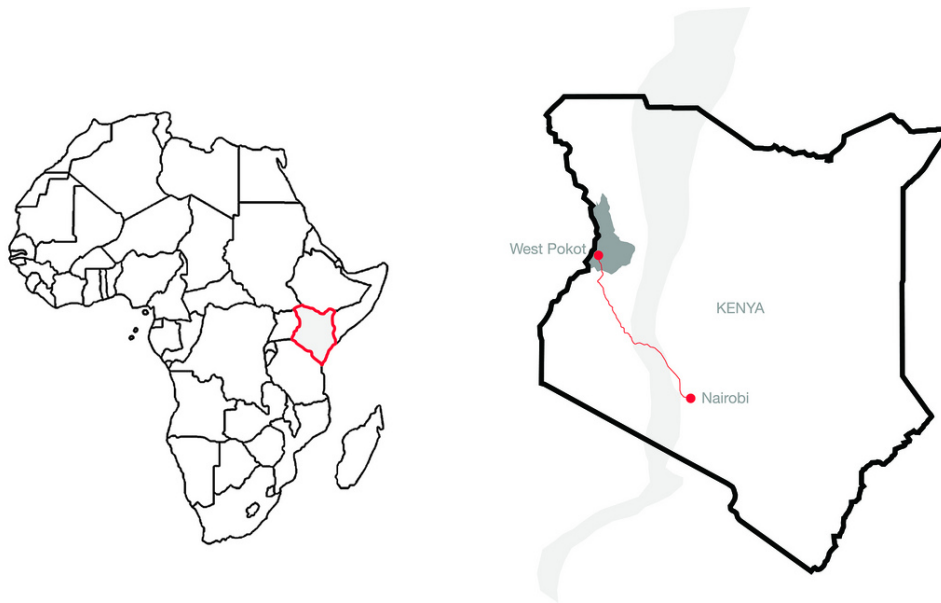


Figure 5 – Geographic location of Kenya in Eastern-Africa with Pokot District in the North Western Kenya. Source: Jacob's Well, e.d.

Kenya is divided into 47 counties, one of them being Pokot (County Government of West Pokot, e.d.b). The district is located in North Western Kenya in the Rift Valley Province, and is an area of 9100 km² along the Ugandan boarder (Nangulu, 2009). About 90% of the area is semi-arid to arid land. The area of Pokot consists of plains that are 900 meters above sea level and extends to mountaintops that reach over 3.000 meters above sea level. Its landscape contains numerous mountains, valleys and hills that to some degree have hindered transportation development in this part of the country making many areas of Pokot isolated and difficult to access. Before the Kitale-Lodwar road was constructed at the beginning of the 1980s, which passes through the district, the area remained a closed district for many years. Therefore, Pokot has been regarded as a remote district that has not yet been efficiently incorporated into the post-colonial state (Nangulu, 2009). One of the reasons why development did not affect Pokot at the same time as other parts of the country is because of the tribe's distrust towards others. The Pokot people have a history of much conflict with other tribes and are inherently suspicious of outsiders. The area was therefore considered closed to the general public until around the independence of Kenya, because the colonial authority thought that they could not assure the safety of the people who went there (Svavarsson, 1992).

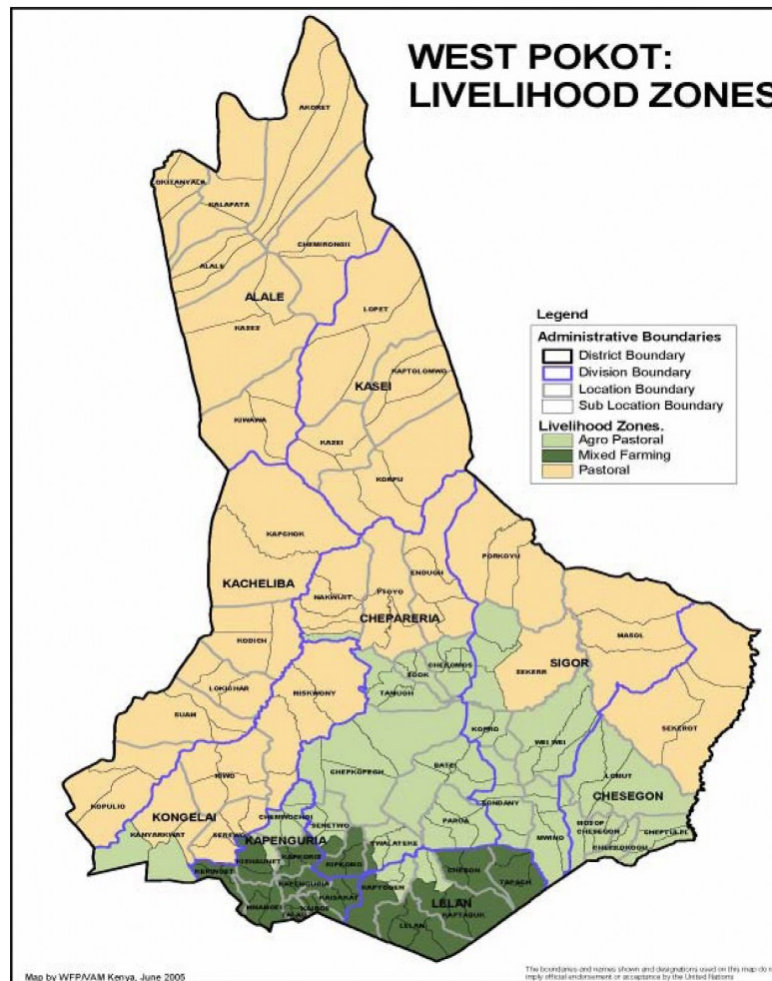


Figure 6 - Map of Pokot district since 2005. Source: Krakow Cultural & Development Organization, 2012.

3.1.1 The Pokot People

The 2009 census in Pokot indicated that there were more than 500,000 inhabitants; ten years earlier, in 1999, the census was approximately 300,000 (County Government of West Pokot, e.d.a; Jónsson, 2006). The language spoken in Pokot is called “Pokot”. About 700,000 people speak Pokot in Kenya and Uganda. The age distribution in Pokot is uneven. More than half of the Pokot people (52.2%) are 0-14 years old, less than half (45.1%) are 15-64 years old and only 2.7% are 65 years old or older (Soft Kenya, e.d.). The colonial authorities thought of Pokot-land as a very isolated area and not worth being developed. The infrastructure was simple and until 1964 there was a signboard at the boarder where one could read: “From now on you drive on your own risk” (Jónsson, 2006).

The Pokot tribe lives in close proximity with other Kalenjin groups, that is the Nandi, Tugen, Sebei, Elkeyo, Marakwet and Cherangany. Interaction among them is common and

each considered a subgroup of the Kalenjin, the third biggest ethnic group of Kenya, that most think came a long time ago from Sudan or Ethiopia (Jónsson, 2006). The Pokot are considered part of this group, based on history, i.e. development, and linguistics, i.e. background, as well as archaeology and ethnographic material. Some point out that physical appearance varies a lot, indicating a mixed origin. The known history of the Pokot is only about one hundred years, so identity is more based on same religion, values and language. One part of this is circumcision introduced in the 19th century (Jónsson 2006).

The Pokot people are separated into two sub-groups based on their livelihood (World Bank, 2015a). Their main source of livelihood is pastoralism, mixed farming and all forms of small businesses (ELCK, 2010). One of the sub-groups, the pastoralists, lives on the plains in the northern and western part of the district. This area of the district is hot and dry and makes survival difficult. The pastoralists move from place to place searching for pasture and water (Svavarsson, 1992). The people live mainly off the products of their herds, such as milk products, meat and blood. They keep cattle, sheep, goats and sometimes camels (Jónsson, 2006).

The other sub-group consists mainly of farmers. They have a mixed economy, agriculture and animal husbandry. They live at higher altitudes where the climate is cooler, with more rain than on the plains and droughts are not as frequent as at lower altitudes. The condition for farming is good on the small fields and they grow maize, beans, millet and vegetables, and keep cattle, goats and sheep. Some of them have started to grow coffee and tea as it yields more income (Jónsson, 2006). Rain is important and can often be unpredictable and inadequate. When the rain fails it leads to drought and famine which affects the whole society. Moreover, what makes the environment insecure like the aridity and famine, are crop and livestock diseases and human and cattle raids (Nangulu, 2009).

3.1.2 Culture, Religion and Rituals in Pokot

As in patriarch societies the division of duties by men and women is clear. Almost everything that relates to everyday life in the home is in women's hands. They cook, clean, grow herbs for cooking, look after their children day and night, get water and firewood, milk and so on. The women receive help from their children. The men are responsible for all tasks deemed important within the society and they tend to the animals (Jónsson, 2006).

In Pokot the elders rule in the community. They have meetings under big trees with plenty of shade and their discussions are about problems and other matters. Only men are allowed to attend these meetings but sometimes women sit nearby and watch and get permission to participate in important discussions (Jónsson, 2006). Patriarchy in Pokot allows polygamy and some men have several wives. In order to get married, the bridegroom needs to pay the bride's family. He pays with cattle, goats or camels. A bridegroom's first bride is the most expensive. The idea behind a price for the bride is that the girl abandons her family and becomes part of the bridegroom's family. Therefore, he or his family needs to pay the bride's family back for raising her, feeding her, clothing her and for her education in her later years. This explains why boys are regarded as more important than girls, because they maintain the family (Visser, 1989). The families have an opportunity to get wealthy because of the tradition of marrying off their daughters when they are between twelve and fourteen years old. A marriage can give the daughter's family about twenty cows, increase their wealth and can, for example, help the family to pay the school fees for a son. But when families send a daughter to school they may need to sell a cow so they can afford to pay the school fees. The Pokot value is that a woman should have many children and should therefore begin bearing children at a young age (Kristensen & Nairesiae, 2009).

The religion in Pokot is, to a great extent, the foundation for the culture and touches every facet of life, like in various places in Africa (Plessis, 2005). The Pokot tribe believes in *Tororot* (meaning god in Pokot language) and the existence of many spirits, including the spirits of ancestors. The spirits live in nature, trees, water and in special places. The adoration of these spirits hinges on appeasement through sacrifices. At times of hunger and sickness, the tradition has been to visit the sorcerer to get instructions on what to do, for example to sacrifice animals. Other instructions can follow that express belief in magic. The fear of death and the belief in their ancestors' spirits is strong among the Pokot people and explains many of their rituals and outlook on life (Visser, 1989). Pokot have been known as being resistant to external changes. *Tororot* has given them cattle, goats and sheep, and so they are afraid of losing the fundamental principle of the Pokot society, *pöghishyö* (meaning peace and harmony in Pokot language) if they are introduced to new animals and crops. Peace and harmony are preserved by conforming to the laws of the tradition, guarded by the gods and the ancestors. The colonial authorities had difficulties in introducing schools and

modern agriculture and some considered the Pokot to lack intelligence and interest in their own welfare (Jónsson, 2006).

Cattle play a major role in the lives of the Pokot. They are the supreme form of religious offerings, are used to pay dowry and sign of traditional wealth. There is a long history of cattle raids between the Pokot and the Turkana, and in fact other tribes like Karamojong in Uganda. Cattle are a sign of wealth and give a man respect among others. Those who own many cattle, distribute it according to a certain system among other family members. By that they secure themselves from losing them all at one time. Another sign of *Tororot's* blessing is many children, especially many sons (Jónsson, 2006).

Various rituals are practiced among the Pokot tribe. Circumcision of adolescent boys and girls is viewed as an important rite of passage to adulthood. According to the custom, girls and boys cannot marry unless they are circumcised (Plessis, 2005). A preparation phase of three to four months before circumcision is an important part of this process, but that was before schools were established and common in the county. During the preparation, girls were taught how to behave like women and boys are taught how to behave like men. This preparation has been a tool for the elders to hinder changes (Visser, 1989). Participating in the preparation phase has become more difficult to maintain since the school year for both girls and boys has become longer. Additionally, it is becoming more and more common for girls to refuse to be circumcised. They run away from their homes before the preparation period begins (Kristensen & Nairesiae, 2009). This is greatly due to external influences from healthcare staff and NGOs. Individuals who are against circumcision have been persecuted. This group has become larger and now many people are fighting against girls' circumcision and that boys' circumcision ought to be carried out in hospitals (Ragnar Gunnarsson, personal communication, February 27th, 2016).

3.1.3 Schools in Pokot

The first school in Pokot was established in Kapenguria in 1928, the Government African School, and was for a time the only one in the area (Jónsson, 2006). The first British missionaries arrived in Pokot in 1931 and left the area and the country at the time of independence in 1963. Roman Catholic missionaries came later and have contributed considerably to education, health care and linguistics. In 1977 the first Lutheran missionaries

came to Pokot from Norway and two years later from Iceland. They have as well contributed considerably to education, the health service and community development (Jónsson, 2006).

In 1964 there were only 27 schools in Pokot, 17 lower primary, 8 full primary and one so-called intermediate school (Jónsson, 2006). The total number of students enrolled that year was 3,205. In 1973 the government declared that primary education was to be free. School enrolment increased as a result from 4,832 in 1972 to 8,232 the following year. By making primary school education compulsory for all in 1979 the challenge became greater. The government asked church leaders to help build the schools needed and in 1980 the number of schools jumped to 193 from 93 in 1979, and enrolment grew from 17,079 to 28,637. Since then the education system has expanded further. The number of secondary schools has increased and polytechnics have been established as well. Christian churches with help of FBOs have built most of the schools (Jónsson, 2006).

In 2007 there were 318 primary schools and 34 secondary schools (Soft Kenya, e.d.). Data from 2016 indicates that that number of primary schools in Pokot today is 537 and the number of secondary schools is 87 (Ambrose Pyatich Merian, personal communication, April 30th, 2016). Some of these schools are incipient and with few students and teachers, but in nine years the number of secondary schools has doubled. In 2007, enrolment in primary schools in Pokot was 105,452 and in secondary schools 9,897, total 115,349 students (Soft Kenya, e.d.). The total enrolment for both school levels for 2016 is 177,520 (Ambrose Pyatich Merian, personal communication, April 30th, 2016). Enrolment for the school levels was not available in separated numbers but indicate that the enrolment has increased significantly.

3.2 Icelandic Lutheran Mission

Christian mission is about providing aid and evangelizing other nations. ILM is one of the Christian FBOs operating in Kenya since 1978. ILM has operated around the world since the 1920s but has mainly been in Kenya, Ethiopia and some parts of Asia (Kristniboðssambandið, e.d.). Missionaries offer comprehensive education, nursing, health care and various development projects as in agriculture, protection of water sources and more alongside witnessing to their faith and laying the foundation for national, independent churches. Before missionaries enter the field they learn the local language and about the customs and culture of the people and live with the people in their own surroundings. The aim is always

to let the evangelizing and other projects to be sustainable, to let the local people take over the responsibility as soon as possible (Kristniboðssambandið, e.d.).

ILM has worked as part of the ELCK in Pokot, nearby regions and districts. Part of their work has been to support the educational system. The organization has supported several primary schools in the area (since 1979) but the main focus is now on the secondary schools. From 2005 ILM has supported ELCK's construction of four new secondary schools, i.e., in Propoi, Riwo, Chepkalit and Sook (Samband íslenskra kristniboðsfélaga, 2009). In two of the schools the Government of Kenya supported the construction as well. These projects were effective and the communities were co-operative. Most of the support for the secondary schools is related to construction of dormitories, classrooms, kitchens and dining halls. Icelandic International Development Agency (ICEIDA) and Ministry for Foreign Affairs (MfA) have supported the building of several secondary schools. Access to secondary schools is very important and so are secure circumstances, not least in the areas where the schools have been built. School attendance is associated with good things and encourages, for example, the positive development of a society and democratic thinking (Samband íslenskra kristniboðsfélaga, 2009).

ILM is not the only Christian FBO working in Pokot. Another one is Norwegian Lutheran Mission (NLM), which has been ILM's collaborating partner in Kenya under a joint umbrella, so to say. NLM has agreed upon Codes of Conducts for Norwegian mission organizations with international involvement and applies to ILM due to its close cooperation. The code emphasizes human value being given from outside, from God, independent of anything else like culture, race, gender and age (NORME, e.d.). The organizations and their staff shall respect international ratified human rights. Special attention shall be given to the weakest and be speakers for them. All kind of expressions of cultural arrogance are disapproved as these can give reasons for or cause ethnocentrism or racist attitudes. Instead they should work bearing in mind cultural sensitivity and respect for local traditions. Personal and professional qualifications are essential as well as high ethical consciousness (NORME, e.d.).

NLM has since 1991 to 2014 instituted several development projects in Pokot (Kristensen & Nairesiae, 2009). ILM has for some part supported these projects by sending money through these ELCK/NLM projects. ELCK has implemented these projects in the district with support from NLM and NORAD. These projects have been multifaceted with a broad perspective on the society. The aim of these projects has been to reach out to the

most remote villages in the area and some have been almost inaccessible. Some places have not had roads or even bad ones, especially during the rainy season. These projects are built up on many domains that relate to one another like education, health, agriculture and issues that concern women. All of the project components aims are to support the Kenyan government in facilitating long-term poverty reduction strategies (Kristensen & Nairesiae, 2009). The school factor has been an important factor in these projects. One of the objectives of the educational projects has been to strengthen primary and secondary education with the aim of providing good learning opportunities for both boys and girls. These school projects include funds, in addition to those of local communities, the building of classrooms, desks, housing for teachers and dormitories. The schools that have been created by the educational projects and the community have ELCK as their sponsor. Besides, the projects have paid for organized training sessions for teachers and local school committees, and paid for some textbooks. Moreover, a lot of scholarships have been for pupils in secondary schools and for further education. One part of these educational projects is to inform the Pokot people about the importance of sending their children to school (Kristensen & Nairesiae, 2009). In 2009 ELCK and the locals had, in cooperation with missionary associations and NGOs in the Nordic countries, built about 70 primary schools in Pokot and six secondary schools, which were in construction or almost finished (Samband íslenskra kristniboðsfélaga, 2009). The collaboration between these partners has been effective.

The reason why ILM has supported educational projects in Pokot is because there has been a great need and the locals have requested support to start up schools in their communities (Jónsson, 2006). This is part of the humanitarian emphasis or so-called *diaconia*, which comprehends to love your neighbour whoever they are without any conditions (Ferris, 2005). The reasons why the locals have asked for schools is because the population has increased rapidly, the nearest schools often far away and there has been an increasing demand from the labour market for educated workforce. Besides, the government puts pressure on the parents that all children must enrol in school but the community of Pokot has in a way been overlooked by the state. The locals have also asked for schools in order to protect their children from cultural rituals like female genital mutilation (FGM), cattle rustling, early marriages etc. Education will help them cope well in

the future society of Kenya. (Wilson Mirmoth Losowayan and Jamas Murray, personal communication, January 28th, 2016).

Among many schools that ILM has supported is Propoi Girls Secondary School that was started in 2007 under the sponsorship of ELCK. The school is located in the village Propoi that is about 5 km from the town Chepareria, but the highway Kitale-Lodwar runs through the town. The road from Chepareria to Propoi is rugged and can be impassable during the rainy season (Propoi Girls Secondary School, 2015).

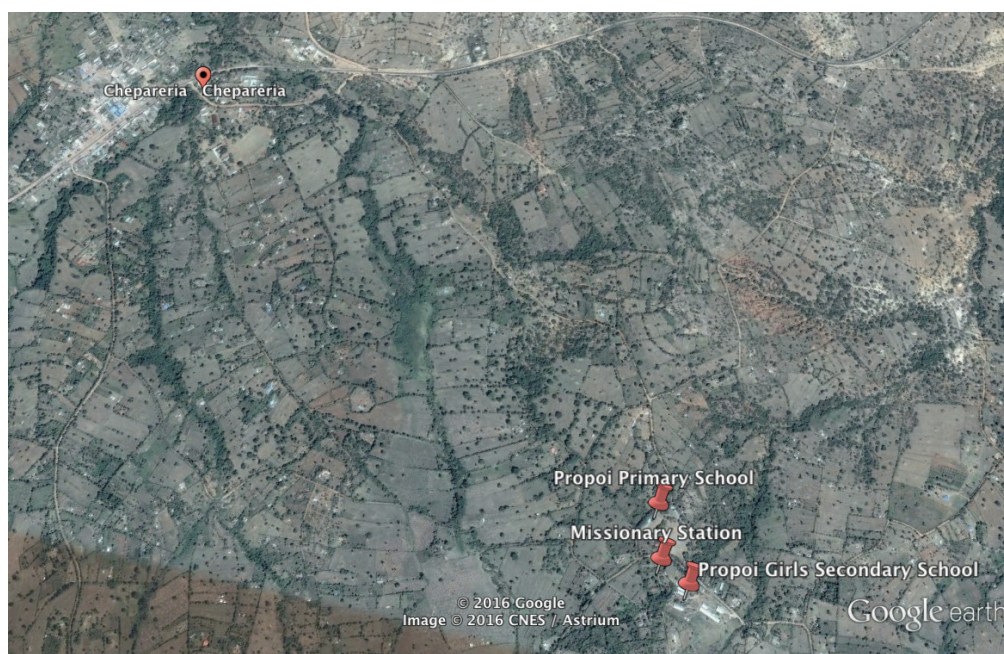


Figure 8 – Map with the location of Chepareria town and Propoi school, supported by ILM, and the ILM missionary station. Source: Google Earth, retrieved April 30th, 2016.

The school is for adolescent girls who can live and study in the school's dormitories. They study there for four years, in Forms 1-4, in order to finish their secondary education. The request for a girls' secondary school came from the local community and the church, as a consequence of the problems that the girls were facing (Propoi Girls Secondary School, 2015). Before the school was built, many girls had to travel a long way from home in order to go to secondary school. Some girls went to Chepareria Mixed Secondary School in Chepareria. They had to rent a place in the town and many girls were harassed, were victims of sexual violence, became pregnant and dropped out of school (Skúli Svavarsson, personal communication, January 27th, 2016). The request for the school was also the need for a safe haven to protect girls from cultural practices like FGM and early marriage. The school has

therefore operated as a rescue centre for girls who do not want to go back home during the holidays because of these cultural customs. Besides, there was a need for a facile transition of girls from the primary section to the secondary level of education. As a result of the free primary education from 2003, there has been an influx of pupils and few secondary schools in the area are able to absorb all of them (Wilson Mirmoth Losowayan and Jamas Murray, personal communication, January 29th, 2016).



Figure 9 - Students in Propoi Girls Secondary School. Photo: Ragnar Gunnarsson.

The school has sought to be a leading educational institution in the region that provides excellent but affordable girl-child education that is based on regulations and the curriculum of the government. It has been able to admit over 400 students and the demand for more admission rises every year. The school is two-streamed but three streamed from 2016 in Form 1 and admits students from different counties but the majority is from the Pokot community. The school is managed by a Board of Management (BOM) and the church (ELCK) that have the experience and knowledge to steer the proposed project to implementation or when the government takes over (Jamas Murray, personal communication January 29th 2016; Propoi Girls Secondary School, 2015).

3.3 Aims of the Desk Analysis

The aim of this desk analysis is to

- Describe and evaluate the educational support of the ILM to ELCK regarding secondary education for adolescent girls in Propoi Girls Secondary School;

- Appraise the importance of education for Pokot girls, the relevance of the school and secondary education for them;
- Outline and analyse ILM's educational support to ELCK for the boarding school in Propoi and evaluate if such support matters; and
- Identify challenges and/or benefits of the school.

In reaching these goals the following two research questions are represented:

- What impact has education had on the girls in Propoi Girls Secondary School, their lives and opportunities?
- Has the educational support been important for the development of the school?

3.4 Methodology

The research method is a desk analysis, also known as secondary research. The research technique is mainly acquired by sitting at a desk instead of going to the field. Desk analysis collates gathering and analysing data that is already available in print or published on the Internet in order to come to a conclusion (Management Study Guide, e.d.). According to Stewart and Kamins (1993) and McCaston (2005), data used in desk analysis is information that has been collected by others (e.g. researchers, institutions, other NGOs, etc.) and archived in some form, also called secondary data. The data comes in many forms, ranging from statistical information published by the government and other organizations to unpublished papers. The technique is to find documents and other sources that point in the direction of the information you want. There is always a chance that the information you are looking for does not exist (Stewart & Kamins, 1993; McCaston, 2005). Therefore it is necessary to have a broad view of information you are looking for.

The advantages of desk analysis is that information already exists and is easily available, that means if the data is good, the research can be both low in cost and quickly carried out. But it is important to keep in mind that data collection methods may vary in quality from one researcher, country or department to another (McCaston, 2005; Do, e.d.). It can be easy to monitor change over time if enough data is available. Besides, there is no need for much training in all cases of collecting information in desk analysis. The limitations in desk analysis are several. There can be lack of specificity regarding the information, or the information can be too general and some data can be out-dated, or be of suspect quality. It can be difficult to determine the quality of some data in question. Besides, sources may

conflict with each other. Information might be lacking, especially in the developing countries because of limited research or lack of routine for storage. Secondary data can help understanding the condition or status of a group, but can give imperfect reflections of reality. The data does not give an understanding of why something has happened unless proper interpretation and analysis occurs. Finally the researcher must be selective if the data is of great volume (McCaston, 2005; Do, e.d.). Desk analysis can be gathered either in an organization that carries out the analysis, and is then internal, or it can be gathered outside the organization, and is then external (collected from governments, the internet etc.) (Management Study Guide, e.d.).

This analysis is both external and internal because data is collected from both the organization involved and also from others like the government, in this case in Kenya, the Internet and other sources. The data collection occurred from January to April 2016. The data was mostly gathered through the Internet and by email correspondence. Most of the data are statistics about Propoi Girls Secondary School with information on grades, enrolment, dropout rates, etc. Also, reports, applications and contracts from the school, ILM and NLM were collected. Some data was available on the Internet but much data from Pokot was either out-dated or of poor quality. Email communications with Jamas Murray, the principal of Propoi Girls Secondary School, was influential and she was a great help in sending data from Pokot because most, if not all, of the data regarding the school is neither available on the Internet nor in electronic format, only as printout. Therefore the access to data was quite difficult for this research. Besides, there was a lack of data about the school from some of the years, especially from the beginning of the school because information was not taken care of or filed for proper storage. The credibility of the data was trustable; it came from The Ministry of Education in Kenya, the school itself or organizations. After the data collection the data analysis started to find relevant findings and the data was linked together into categories by topics of discussion. At this step it was important to look at the research questions to see if all of them had been answered, or if any new questions had risen. Some ideas about the research came up during the brainstorming process that occurred before the research started, but during the research some more ideas came up and new questions were asked.

DAC (Development Assistance Committee) Criteria was used from the Organization for Economic Co-operation and Development (OECD) to evaluate the development assistance

from Iceland. This DAC Criteria are useful when evaluating projects and programs, and used or recognized by many. Criteria that are emphasized are relevance, effectiveness, efficiency, impact and sustainability of a project or a program (OECD, e.d.).

Some ethical concerns arose in the study process. Some individuals are quoted with their names after personal communications. All of them understood the purpose of the study and gave permission for their quotations, regarding common facts about the school or the culture. Otherwise, this analysis is an evaluation of financial support, school structure and the situation of girls in Propoi Girls Secondary School, but not on particular individuals. This analysis aims to benefit ILM, other NGOs implementing similar projects in Pokot, the school itself, among other ELCK schools, and the community as a whole. This evaluation is important for the present and the future, and can increase awareness of where improvements are most needed. It should also be pointed out that the researcher is not quite objective in the discussion of this thesis because of personal relations to the topic of discussion. There is always a possibility that the personal experience of the researcher might influence the outcome.

4 Results

The overall goal of the ILM's development project in supporting Propoi Girls Secondary School is to improve adolescent girls' access to education in the district. The objectives of the project are that girls have more opportunities and a safe environment to study in secondary school.

In this chapter the findings of the research on Propoi Girls Secondary School will be presented. The data will be divided into several topics. The following sections will discuss general data about the properties of the school and students' progress, how the government has assessed the school with standards other than academics, and data about the financial support ILM has given to the school. Obtaining data about the school was difficult because much of the data did not exist, it could not be found or was not available in a digital format. Keeping data about the school from the beginning seems not to have been important until recently when a new principal started this work.

4.1 Data about the school

Propoi Girls Secondary School started in 2007. In the beginning, there was no building ready so the school used some rooms in Propoi Primary School (started by ILM in 1979), on the same plot, for teaching and sleeping.



Figure 10 – The location of Propoi Girls Secondary School and Propoi Primary School. Source: Google Earth, retrieved April 30th, 2016.

In 2008 the school moved into new buildings with a dormitory and classroom. Since then the school has expanded and today the school has five dormitories to house the students but as the number of students has increased, these facilities are not enough. The facilities that are listed in Table 1 show what has been constructed in the school and what facilities are lacking. Classrooms, dormitories and toilets have been given priority when it came to construction. With over 400 students enrolled there will be the need for more space as the school in the future will have up to 540 or more students, i.e. 45 in a stream, three streams for each year, making a total of 540 for all four years. Information about properties, enrolment, dropout rates and grades give a good example of the school's condition and the students' success and opportunities after graduation.

Facilities	Numbers
Classrooms	8
Laboratory	1
Library	0
Administration Block	0
ICT Laboratory*	1 - need 2
Bathrooms	1 - other are temporary structures
Toilets	8
Dining Hall	1
Kitchen	1
Staff Quarters	0
Staffroom	0
Dormitories	5

Table 1 - Number of facilities in Propoi Girls Secondary School. Source: Jamas Murray, principal.

*ICT - Information and Communication Technology

4.1.1 Enrolment and dropout rate

As Table 2 indicates, data about enrolment and dropout rates was only available from the year 2010 but that was the first year when all four classes of Forms 1 to 4 were in operation. According to Wilson Mirmoth Losowayan, former principal of Propoi Primary School and currently in BOM for the secondary school, 25 girls enrolled at the beginning of the school in 2007. Soon, more girls came from Kitale (70 km away) as they had been moved from another school in the area because they were of the Kisii tribe. At that time tribal strife occurred because of the presidential elections and the girls were not believed to be safe in Kitale. Also, some more girls enrolled from other schools who had for example taken Form 1 in another school. Many girls in the school have only one or neither parents alive, and girls that have not been able to go home because of cultural practices and therefore stay in school

during the holidays. These girls have had help from the school because they have not been able to get any other financial help.

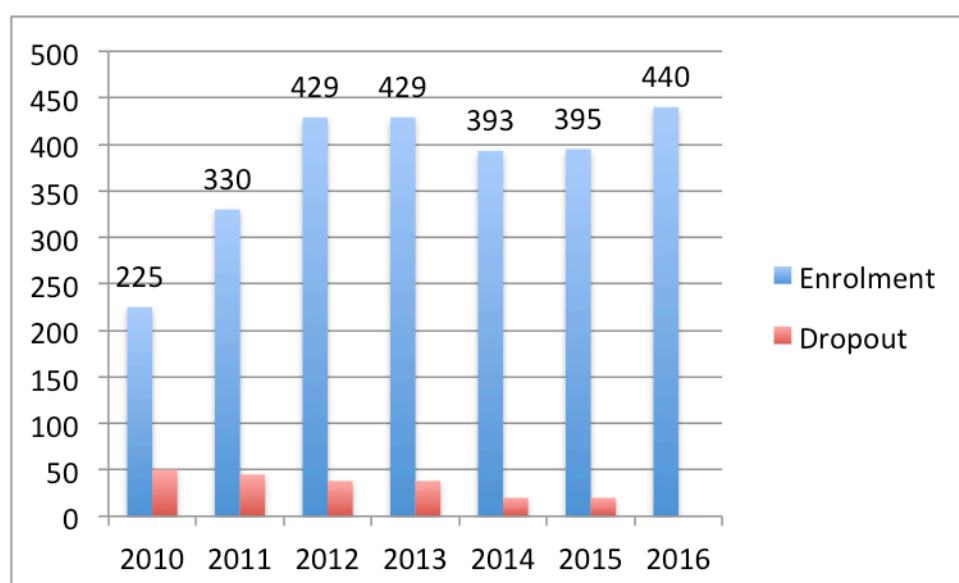


Figure 11 – Enrolment and dropout numbers in Propoi Girls Secondary School in the period 2010-2015, with preliminary data for 2016. Source: Jamas Murray, principal.

The enrolment has risen during the last six years. The decrease in enrolment from 2013 to 2014 is unexplained and is difficult to obtain any proper clarification. The same is with the increase between the years 2010 and 2011 and again between 2011 and 2012. There are no explanations but the school has become better known over time with a good reputation. The trust of government officials in the schools has something to say as they assign students to the different schools according to the reputation of each school and the grades of the students in the final examinations of Primary School (KCPE). The number of enrolments for the year 2016 in the table is a little higher than the year before, with 440 students, because the school now has three streams in Form 1. However, that number is not final because after the 2015 examinations' results, the school has had an influx of students this year. The reason is due to the results of examinations for 67 students being made invalid, who now have to repeat the class for another year. Also, the school does not have enough facilities to accommodate all of its students. The dropout rate has decreased considerably. Dropout in the school is due to unwanted pregnancies, fee problems, and the transferral of some girls to other schools. Some years ago few girls in the school gave birth and then came back to finish their education. Today, however it is possible for girls to resume their education after

childbirth. When a dropout does occur the school takes in another pupil to maintain a reasonable number of girls.

Some of the girls receive financial support from different organizations, but this is never enough. The school gets ELCK funds from the Secondary Education Fund. This fund is around KES 65,000 per term for 13 students. That means that each student gets around KES 5,000 per term and yet the total cost is KES 43,000 per student per year. Some girls also get bursaries from the County Government but not exceeding KES 5,000. These bursaries are hard to get because it seems that the girls most in need do not receive them. The school has girls with huge negative fee balances of up to KES 100,000. The school normally holds charitable contributions to help them out where the students themselves donate some things to help those girls who are in need. Further, few students receive help from private donors from abroad.

The school currently employs 13 government teachers, but the BOM needed to employ five extra teachers for the year 2016 that parents had to pay to cater for the shortfall. Five of the 13 government teachers are female and one of the five female teachers is paid by parents, the remaining eight teachers are male. All the teachers are professionally trained. So with 18 teachers and 520 students the teacher student ratio is approximately 29.

4.1.2 Grades and further education

The highest possible grade in an examination is A or between 11.51-12.0, A- is between 10.51-11.50, B+ between 9.51-10.50 etc. In table 3 are the grades from the last years for the final Kenya Certificate of Secondary Education (KCSE) that is taken at the completion of secondary education. They are the only grades available since 2010 because that is the first time some students from the school took national examinations. These numbers of girls that entered the national examinations can give a clue as to how many girls enrolled four years earlier in the school. According to table 3, one can see that there are improvements in grades from year to year, except in 2012 when the students' numbers increased. Since then the grades have increased and have done so until 2015.

The school sets goals for every year to be met by students in their academics and strategies are made to help the students achieve these targets. When Principal Jamas Murray started work at the school, the mean grade from earlier national examinations was 3.875 so the target for the next year 2013 was set at 5.0 and above. This goal was achieved

and the mean grade was 5.0364. In 2014 the target was set at 6.5 and this was achieved with 6.629. The target for 2015 was set at 7.8 and is quite higher than the year before. Unfortunately, overall grades and the mean score for the year 2015 could not be represented.

Year	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	AB	W	P	Total Points	Mean Score	DEV
2010	32	0	0	0	1	1	3	3	8	8	4	4	0	1	0	0	148	4.6250	-
2011	42	0	0	0	0	2	7	11	7	5	8	0	0	2	0	0	207	5.1800	+0.5550
2012	72	0	0	0	0	0	2	11	6	17	29	7	0	1	0	0	276	3.8750	-1.3050
2013	55	0	0	0	0	1	4	12	18	19	1	0	0	0	0	0	277	5.0364	+1.1614
2014	64	0	0	1	2	10	18	23	7	1	0	0	0	2	0	0	411	6.6290	+1.5926
2015	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 2 – Number of students in Propoi Girls Secondary School entering KCSE, their mean grades, total points and mean scores for the whole school and deviation from previous years. Source: Jamas Murray, principal.

In 2014, the school was number 14 out of 57 schools in the district that have students who graduate (Form 4). Most of the girls graduate at 18 years but the majority in Pokot finish at 20 years of age. The reasons are varied, some of them start their education late, others have to repeat one or two classes (even in primary school) and it has happened that girls become pregnant and finish their education after childbirth.

Regarding opportunities for further education, it has not been easy for the girls to attain enough points and a mean grade high enough for them to get a place at university due to the many challenges they have faced. When Principal Jamas Murray started at the school, no girls had ever gone to university through the government sponsored program, which is only given to girls who have attained the cut off points to public university. It was in 2013 after the examinations that the school managed to send one girl to public university and that girl is currently studying for a Bachelor of Education in Biology and Chemistry. The grade needed for university was plain B through the governmental sponsored program. But in 2014 the grade was lowered to B minus for girls that are from marginal areas like Pokot. This enabled eight of girls to join different public universities. The principal is hopeful that in the next years more girls will get the opportunity to enter a public university and as a government sponsored student. Girls can still enter university with the minimum grade being C plus but then they must be privately sponsored which is paid for by family or friends. To pay the school fees is very expensive and so most girls who have merits to register in university as privately sponsored students do not do so, so they cannot continue into higher

education. It is more likely that boys in the same situation get support from their families. According to Wilson Mirmoth Losowayan, some of the girls have enrolled at a teacher training college and have become teachers. Others have gone to Youth Polytechnics Training and learnt sewing or some technical skills. This education can help them and some have tried to start small businesses and opened a little shop. Otherwise, the education they are given helps them to become responsible women, to take better care of their homes when they marry and have children.

The results from 2015 (Table 3) give a summary of all the subjects and how the girls performed in the examinations. The girls performed exemplary well in most of the subjects. Mathematics is the subject that the girls seem to have most difficulties with and chemistry is the subject that was cancelled. The reason for the cancellation was because all the students, total 67, were accused of colluding during the examination period. How the girls did this is not understood because they first accessed the chemistry paper in three different examination rooms and there was a supervisor and a security officer guarding the examination rooms. Also, the examination was delivered under high security and verified by a police officer, supervisor, invigilators and two candidates along with the principal, and was seen to have been completely sealed. When such an accusation takes place the students are given a second opportunity to repeat the class for another year. Then they have to repeat all the examinations, not only in the chemistry examination which was cancelled. The school has appealed against this decision to have the examination cancelled and sent Kenya National Examination Council a letter to revise their decision. Besides sitting another year and taking all the examinations again, the girls are supposed to pay another year of school fees, KES 43,000 plus KES 6,100 for the national examinations. Normally, the students have problems with paying the school fees so many of them may drop out.

Subject/ Grade	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	Mean Score	Mean Grade
English	67	0	0	0	10	27	21	5	1	0	0	0	7.7716	B-
Kiswahili	67	0	1	15	19	14	13	2	0	0	0	0	8.5074	B
Math	67	0	0	0	1	2	6	9	19	8	21	1	4.6716	C-
Biology	67	0	0	7	25	28	7	0	0	0	0	0	8.4776	B-
Physics	6	0	0	0	1	3	1	1	0	0	0	0	7.6667	B-
Chemistry	67	-	-	-	-	-	-	-	-	-	-	-	-	-
History	56	10	18	22	5	1	0	0	0	0	0	0	10.607	A-
Geography	11	0	1	1	2	4	0	2	1	0	0	0	8.0000	B-
*C.R.E.	67	0	4	27	25	10	1	0	0	0	0	0	9.2835	B
Agriculture	34	5	6	10	8	4	1	0	0	0	0	0	10.000	B+
**B/ST	26	2	3	9	5	5	2	0	0	0	0	0	9.3461	B

Table 3 – The results from KCSE 2015 in Propoi Girls Secondary School as subject grade distribution. Mean scores and grades are shown for every subject. Source: Jamas Murray, principal.

*C.R.E. stands for Christian Religious Education.

**B/ST stands for Business Studies.

4.1.3 Finance and resources

Propoi Girls Secondary School is run by the government and financed by school fees. The school receives from the government KES 10,000 each year for each student. Currently the school gets payment for only 350 students because the government has not updated its records concerning the school's current enrolment. As mentioned before the school fee is KES 43,000 per student.

The school was given a school bus in 2015 as have other secondary schools in the district. The aim is to enable the students to visit different sites that are related to their education and to visit other schools with better equipment to strengthen practical studies in subjects like chemistry. This makes it easier for different schools to work together and make use of each other's facilities, as some schools are still in construction or lack equipment and laboratories. It also helps the schools to participate in sports events at district level. According to Jamas Murray the school bus cost nearly KES 6 million. The support from the government for the bus was KES 2 million through the Constituency Development Fund. The school needs to pay a loan of KES 4 million that is paid by parents every year through the school fees. But the fee balance is huge so not all students have been able to pay the same. The school built a shelter or a simple garage for the bus as well.

4.2 Merits of School

One can see the merits of the school by looking at the grades and other information, but the Ministry of Education in Kenya has come up with four additional tools as parameters in meriting schools nationally to supplement the KCSE. The tools have been designed with verifiable indicators to ensure systematic coverage of each of the four additional criteria, that is leadership and governance, co-curricular activities, physical facilities and environmental management, and peace education and integration. Each tool is worked out independently out of 100. The Propoi Girls Secondary School has only been assessed once since Jamas Murray started as principal. Results are given in Table 4 for the year 2014 as no standard is available for the year 2015 because of a teachers' strike and no standard could be found for earlier years.

Criteria	Max score	Out-come
A. Leadership and governance		
<i>Community involvement</i>	10	9
<i>Involvement of people</i>	15	14
<i>Effectiveness and ownership of Strategic Plan</i>	10	7
<i>Principal</i>	10	9
<i>Staff development</i>	10	7
<i>Student's welfare</i>	30	24
<i>Other factors</i>	15	10
Total	100	80
B. Co-Curriculum activities		
<i>Variety of co-curricular activities in school</i>	100	48
Total	100	48
C. Infrastructure, physical facilities and environment		
<i>Condition of buildings</i>	10	7
<i>Appropriateness of school buildings</i>	10	5
<i>Other physical facilities</i>	20	11
<i>Sanitation facilities</i>	10	7
<i>Water source</i>	5	3
<i>Security</i>	10	8
<i>Other factors</i>	35	23
Total	100	64
D. Peace and education		
<i>Peace education and its integration into curriculum</i>	30	11
<i>Promotion of culture of peace in school</i>	10	2
<i>Evidence of sensitization of members of the school community on peace education</i>	10	5
Total	50	18

Table 4 – Evaluation outcome for Propoi Girls Secondary School with four supplemental tools to KCSE used nationally to merit schools in Kenya. Source: Jamas Murray, principal.

The first tool, leadership and governance, got total 80 out of 100 points (Table 4). One of the factors that is mentioned in this tool is community involvement in the school. It got 9 out of 10 and is divided into several categories; pastoral care, motivational talks, community policing, guidance and counselling, and career guidance. Another factor measures the degree of involvement of students, parents, Head of Department and BOM. Everyone seems to be involved as well as students and BOM get full points. This factor got overall 14 out of 15 points. When it comes to effectiveness and ownership of strategic plan, the school was credited 7 out of 10 points. The principal's leadership competencies, managerial and instructional competencies, got 9 out of 10 points. This is important for the school as much depends on the principal. Another factor is staff development, which refers to if there are any systems in place to address the development of staff, both teaching and non-teaching staff. The result was 7 out of 10. Students' welfare got 24 out of 30. Part of this is to look at discipline and counselling/pastoral care of students. Besides, it looks at if students are involved in community work around the school which seems to be the case because they get full points. The last factor in this tool is the combination of validity of school registration and functionality of guidelines for school internal quality. This is listed as "other factors" in table 4, and gets 10 out of 15 points.

The second tool is co-curriculum activities (Table 4). The variety of co-curricular activities offered in the school is divided into five categories; games, athletics, music, drama, and Kenya science and engineering fair. This tool looks at participation in these activities, if the school for example participates only in the sub-county, the county, in other regions or at a national/international level. This second tool got a total 48 out of 100. One explanation is that there is no drama at the school. It looks like the school focuses mainly on the preparation for the KCSE.

The third tool is infrastructure, physical facilities and environmental management (Table 4). The tool got a total of 64 out of 100 points. The condition of school buildings got 7 out of 10. Appropriateness of school buildings for administering and delivering the curriculum got 5 out of 10. The sub-categories are; administration block, specialized teaching area, sporting facilities, facilities catering for special needs, and catering facilities. Every category got 1 out of 2. For the time being the school uses two classrooms as an administration block by dividing them into smaller sections. The plan is to build specially for

this and free up classrooms for what they were intended. This will be more demanding in the coming years as the school is growing and 2016 is the first year there will be three streams in Form 1. The category, other physical facilities for learning, got 11 out of 20, for example an appropriately stocked library and laboratories and equipment. The school does not have a library which affects the points. Another factor is water source to the school, which got 3 out of 5. Next factor is sanitation facilities, which includes availability, adequacy, safety, and maintenance. This factor got 7 out of 10. Availability is good but the maintenance could be better. The school is secure according to the points, 8 out of 10. Storage facilities, source of energy, adherence to safety requirements, cleanliness of the compound and approved school site plan are listed as “other factors” in table 4, with 23 out of 35 points.

The fourth and the last tool is peace education (Table 4). The category, peace education and its integration into the curriculum, got 11 out of 30. Promotion of a culture of peace in the school got 2 out of 10. Evidence of sensitization of members of the school community on peace education got 5 out of 10 points. The school got a total of 18 points out of 50 for this tool. The only explanation is that there is no effort or curriculum used especially for this, as this falls outside the traditional curriculum and does not count for the preparations towards KCSE, where the main focus is. On the whole, these additional tools are helpful in seeing how the school can be developed and what else it has to offer apart from pure academic preparations for the KCSE. This outcome is from the year 2014 and a lot has happened since then.

4.3 Sanitation, Sewerage and Environment

The school is located in a remote area with rugged topography. It is about 8.2 acres of land on a hilly and rugged terrain. The digging of school pit latrines have been both difficult and expensive because the base rock is about 15ft deep, instead of 30ft which is the norm making it difficult to dig pits deeper than that. Therefore, the pits get filled up in a short time which makes the provision of a sanitation service difficult and expensive for the school. If the pits are taken deeper the latrines may collapse and become environmentally hazardous.



Figure 12 – Sanitary facilities in Propoi Girls Secondary School with open latrines (left) and the bathroom as it was at the beginning of 2015 (right). Photos: Ragnar Gunnarsson.

The school management has put up makeshift structures that can be used as bathrooms for the girls (Figure 12). Yet, without a proper system, the sewage from these structures stagnates and can contribute to the outbreak of disease. The school management has helped by building a permanent latrine (Figure 12) but it is not sufficient to accommodate the increasing number of students who seek admission into the school. The community has continued to construct pit latrines every year and lately they have constructed a latrine with a permanent septic tank. However, this pollutes the environment from the smell of the sewage. It needs to be emptied either manually or by a special car that comes from Kitale, 70 km away, which is expensive. Also, the problem is that the school does not have a proper way to dispose of sanitary towels so the latrines fill up fast. The smell has made the school environment challenging for both teaching and learning. The students have avoided using the latrines and those who do take off their outer garment to avoid carrying the stench away on them. Besides, the latrines are located far from the dormitories so the girls are unable to access them during the darkness of night and the rugged terrain does not make it any easier to access them.



Figure 13 - Two dormitories of the Propoi Girls Secondary School built in 2013. Photo: Ragnar Gunnarsson.

Disabled students are having difficulties in moving from one place to another because of the rugged terrain. Therefore it is difficult for them to be fully integrated to fit into the school system. Moreover, the Ministry of Education has started to rank schools, not only in terms of their academic performance, but also concerning infrastructure and how the environment is suitable for all students, including students with physical disabilities.

The water used in the school is part of a water system built in 1978 when the first missionaries from ILM came to live in Propoi. The water is taken from an open well in the mountains, which are 2 km away, through pipes. Since then the water has served both the church/mission and the community but is not safe as it is from an open source and can be polluted and is not the best solution. Also, this source of water is not reliable because the pipes get blocked by mud during the rainy season. Recently, the school had to connect to another source of water in order to get a constant supply. This water source is more expensive per month unlike the open well. The school has four tanks where water can be collected in the rainy season. With the increase in the number of students four tanks are no longer enough, as a result more tanks are needed. When all water sources fail, the students have to fetch water from a river about a kilometre away from the school.

4.4 Financial Support

ILM is capable of supporting different projects, like Propoi Girls Secondary School, as it receives support from individuals and different groups and organizations for this work. Part of their income is because of different fund raising programs like collecting and selling used stamps, the project *Látum skóna ganga aftur* in collaboration with *Sorpa*, and through the second hand shop *Basarinn – Nytjamarkaður* where people give things and volunteers help to raise money out of them.

The school support assumed for Propoi Girls Secondary School has mostly been about buildings and infrastructure, as the government expects support to come from NGOs and the local community because of its limited funds. Staff from ILM have either lived in the area or travelled to Propoi to monitor the project, to visit the schools and to look after how things have been going. Besides, ILM has received reports on how the school constructions have been progressing as well as audited the financial reports. The Propoi community has been willing to give Propoi Girls Secondary School support from the beginning. The community and the parents have helped with the digging of the foundations, collecting stones, levelling the area etc. The Assistant Chief in the area, Mr. Isak Obadiah, has been very helpful and good at mobilizing the community. By this it is clear that the community owns the school.

Organization/Individuals	2006	2012-2014	2016
ILM	65.000\$	10.810\$	3.200\$
ICEIDA	98.000\$		
MfA		43.042\$	
Locals		8.000\$	

Table 5 – Financial support from different organizations/individuals to ELCK, for Propoi Girls Secondary School. Source: ILM.

In 2006 ILM received an application from ELCK about the financial support for school construction in Pokot. Four schools were in focus and one of them was Propoi Girls Secondary School. The support requested was ISK 10,750,000 (USD 163,000) for all the schools. About one fourth of the amount was earmarked for Propoi, to be used for a dormitory, two classrooms, one kitchen and one dining hall. The application was successful and with 60% of costs contributed by ICEIDA and 40% by ILM and collaborators. The construction started in 2006 and was completed in 2008. This support improved the facilities

of the school, for example with a new inside refectory and expanded the premises to accommodate more enrolled girls in the classrooms and dormitories.

The demand for more dormitories continued to be high. In 2012 ELCK and the BOM applied to ILM for additional financial support to build dormitories in two buildings with 128 beds in 32 rooms. The purpose of this application was to strengthen the secondary education of girls as some of them were sleeping in part of the dining hall as a temporary solution to address such high demand. The application aimed to have funds for physical structures as the school was considered sustainable on other domains with running costs covered by school fees. It was argued that with increased and improved facilities for education the school could take in more students and thereby improve the educational level of girls in the district. According to the application from 2012, the contribution from ILM was to be ISK 1,394,870 (USD 11,249), the contribution from MfA in Iceland was to be ISK 5,336,000 (USD 43,042), and the local's contribution ISK 950,000 (USD 8,000), in total ISK 7,620,000 (USD 61,852). The application review was positive and the money was transferred to ELCK's account in Kenya in 2013 and 2014. The funds were all used for construction materials, while the locals financed the rest including the salaries of the craftsmen. In total, the local contribution to the school building was labour for digging the foundation, produce and/or obtain 30,000 bricks, guarding of the construction site, providing beds for the rooms, and sand, rocks, fence and more for the site. The construction work started early in 2013 and was mostly finished in September the same year. Since the buildings were finished it was possible to stop using the dining hall as a temporary dormitory. The school was then better equipped to meet the requirements of the society for a good school and offer safety for the girls in dormitory of Propoi Girls Secondary School.

The school has recently applied for support through ELCK for eco-friendly sanitation, a sewerage system and school landscaping project. The funding amount for the project is KES 5,500,935 (USD 44,000). In January 2016 the school also applied for an extra dormitory and classroom because of the 67 extra students that have to repeat the school year. The cost will be about ISK 3 million (USD 24,100). ILM has approved and already sent ISK 400,000 (USD 3,200) for the latter project. This was an unexpected situation and has been given priority over the sanitation, sewerage system and landscape application. The school has asked for support from other organizations and the government. Also, the BOM has asked the parents for help to improve the facilities of the school, but they do not have a lot of money

themselves and need to pay the school fees for their children. However, parents and the local people have been willing to give as much money as they can for these projects.

4.5 Future Perspectives

The school has sought grants to improve the facilities of the school. The object of this modern ablution block, a proper sewerage system and landscaping project is that after construction the students will have a place where they can take a bath and worry less about any outbreak of diseases, snake bites and so on. The school can then admit all students, including those who are disabled. The school is in an area where snakes are common so there is some risk when the girls try to go to the pit latrine during the night which is located a distance from the dormitories. The BOM is working on finding other ways to raise funds for this project, but is for the time being mainly focusing on a desperate need for a new dormitory, which will delay this particular project. ILM has not been able to raise funds for the whole project and the state has limited funding for educational projects. What has been available is money from development funds, distributed through the whole country from a Constituency Development Fund. The school has applied and received some support for building classrooms from the government through that program.

The desperate need for a new dormitory and classroom is another fact that needs to be met. Because of the 67 girls needing to repeat the final school year and all the examinations, problems have arisen due to lack of space in the dormitories and classrooms. The “extra” girls are for example sleeping in beds with other students. The school has started to construct a new dormitory and classroom but has only so far dug the foundation for the building. Therefore, all money available goes into that project. In the future this new dormitory will serve the increasing number of students coming as from 2019 all four years will each have three streams.

Other facilities in the school need to be improved when the budget and support allows. As can be seen in Table 1, there is a great need for staff buildings. There is no proper facility for teachers and other staff, so some of the classrooms are being used as a staffroom and a teachers’ office has been set up in a corridor that was between two classrooms before, and was enclosed with walls and a roof. As there are no staff quarters the staff must rent a place or housing in the neighbourhood if they do not live nearby. The house in which the principal lives in was originally built for one of two Icelandic families living in the area and

has for the last few years served as a house for the principal of the school. Only one bathroom is accessible for all the students because the others are temporary structures. There is one information and communications technology room, but according to the principal there is a need for two more because of high enrolment in the school. No library is in the school, which limits a lot independent study by the students and reading for pleasure which would in turn help the students to improve their English and Kiswahili skills. All this is important, but of course the school committee is for the time being occupied by solving the problems of accommodation and classrooms first.



Figure 14 - New classroom for Propoi Girls Secondary School in construction at the beginning of 2015. Photo: Ragnar Gunnarsson.

5 Discussion

The aim of this desk analysis has been to evaluate the educational support from the non-governmental organization ILM through ELCK. The aim has also been to evaluate the situation of the schools and what relevance the school and the secondary education has for the adolescent girls in Propoi Girls Secondary School. The girls have benefitted from the school's existence. More girls have been able to get secondary education and increase their educational and employment opportunities after graduation. The financial support has had great impact on the school and the girls. The school has been able to enlarge in a short time. With more construction the buildings have increased which enables the school to take in more students and improve the facilities. Nevertheless, some challenges have come up in the school. Firstly, there is lack of space for the students and a great need to improve the sanitation facilities, both for the girls' safety and because of the increasing number of students. The water source is insufficient; the water can be polluted and is not reliable. In this chapter the main results will be discussed in context with literature. The findings refer to the DAC Criteria even though they are not set up systematically in the thesis. The main focus is on impact, sustainability, efficiency, effectiveness and relevance of the support from Iceland and the project itself (OECD, e.d.). It is also important to keep in mind the researcher's personal relation to the topic of discussion when it comes to the outcome. The research questions that were outlined in the beginning will be answered and discussed further.

5.1 The Girls in Propoi

Pokot is characterized by the patriarchy and boys have an advantage in society compared to the girls. Although in Propoi and wider in Pokot, the attitude of the community towards girls' education has changed. The parents want their girls to be educated, although sometimes they have to differentiate between their children if household income is low. As Lewin (2011) says, before boys had more opportunities to get an education compared to girls, mostly because of custom and culture. Yet, the attitude is changing and girls' education is increasingly valued. The important thing is that education overcomes gender obstacles and encourages girls and women to claim rights and overcome injustice. Moreover, education leads to political changes and builds a foundation for democracy (UNESCO, 2014). That is important for the girls in Propoi and may improve their position in the community and

society as a whole. The side effects of increased education for girls may also lead to healthier families, increased civil participation, productivity and more prosperity (UNESCO, 2015b). Although the gender parity increases, it is still a challenge on the secondary level. The higher the levels are in education the number of girls in enrolment decreases. Furthermore, the exclusion from secondary schools is more in rural places (UNESCO, 2013). Propoi Girls Secondary School has enabled more adolescent girls to enrol in a secondary school in the area. As the school expands, more girls are given the opportunity to enrol into higher levels of education.

Quality education needs to be offered in every school so the students obtain basic skills after years of schooling (UNESCO, 2015a). The school in Propoi has a clear goal in becoming one of the top schools in the district. The girls' academic performance has greatly been improved and the dropout rates have reduced a lot. The girls improve their basic skills to help them to study further and get better employment. Through secondary education, girls from the school have had an opportunity to advance to further education and venturing into other fields and professions. With higher grades the opportunities increase. The chances of getting better employment and appropriate income augment (UNESCO, 2015b). Besides, the pay gap between genders decreases when the educational level gets higher (UNESCO, 2014). This will be better seen in the coming years as the quality of the education and the grades get better each year.

With increased education in the area, the attitude towards some cultural practices, like early marriages and FGM, has changed and the practice reduced. The Pokot girls have, by custom, married at a young age. The most effective way to hinder child marriage is to ensure that girls stay in school (UNESCO, 2014). The girls who stay in Propoi school and finish their education get married later. Education delays marriage and many of the girls now are married after graduation. After being educated the girls will be in better position to take care of their children and their families because education empowers girls to take decisions about their own life and health, and decisions that improve their welfare, such as having fewer children and increase the likelihood for a better life (UNESCO, 2014; Karabo and Natal, 2013).

The girls' safety has increased with the school's existence. Boyle et al (2002) argue that girls did not attend school as much before because of the distance from their homes to the school. Without boarding facilities it can be difficult for them to attend and some have lived

with strangers far from their families and have experienced violence and harassment from men. That happened to some girls that were in the day-time secondary school in Chepareria where they had to rent a room or a place in the town far away from their families. Therefore their parents asked for support in order to build a boarding school only for girls for their safety. Now the community knows that the girls are safe in the boarding school and are getting quality education. They do not have to worry about them living on their own and in danger of violence and harassment.

The context of secondary schools can be very different from one school to another. Many are either faith based or private and run by fees, which limits the opportunities to attend these schools (UNESCO, 2013). Propoi Girls Secondary School is run by the government and by school fees, but many girls have difficulties with paying the school fees. Some of them get financial support from organizations or the church, which is often not enough to cover the total cost. The County Government gives bursaries but it seems as the girls who most need the support do not get it. Sometimes the girls do not get enough support and therefore have to drop out. That is especially a concern with the girls who have to repeat the previous year's examination, after the national examinations in 2015 were made invalid. In that case the families were not prepared for this sudden extra expense and this puts some of the girls in danger of dropping out. Besides, the number of students that have to repeat a year is so high that there is not enough support for everyone. In some cases the school can help with contributions but many girls are in debt with the school. This is according to UNESCO (2015a), i.e., marginalized groups do not have easy access to secondary school education because poor households have difficulties paying the school fees resulting in the student dropping out of school. Education is one of the important factors in eliminating poverty and builds a foundation for a better future. But sometimes the household scarce resources are too demanding and therefore education is not an option. Hence, special focus needs to be on the poor (Dachi and Garret; UNESCO, 2015b; Karabo and Natal, 2013).

Secondary education that is affordable needs to be increased and the need is more in rural places rather than urban places (Lewin and Sayed, 2005). School attendance is still insufficient in some places, especially with girls and Barungi et al (2014) blame high school fees to be the main reason. They emphasize that NGOs can be a key factor in helping to increase access and that is the experience with ILM. With other organizations it has

contributed to a large part of the educational system in Pokot and elsewhere in Kenya. But the school fees are still a problem for many students. Last year ELCK agreed to sponsor a new secondary school a few kilometres from Propoi in still a more remote area. The aim of the new school is to run a day secondary school with school fees being as low as possible and therefore giving poor students in the area access to secondary education.

5.2 Sanitation and Water

Sanitary facilities need to be sufficient. Lack of sanitation can affect life, health and school attendance, especially for girls (United Nations, 2015b). The majority of people that are without sanitation live in rural areas, like Pokot (World Health Organization & UNICEF, 2013; World Health Organization, e.d.b). In Propoi Girls Secondary School the sanitation has not been satisfying. The digging of latrines has been difficult and they fill up in a short time. The sewerage system is deficient and can threaten the girls' health and their achievements in school. It is important to react to this situation as soon as possible. With better sanitation and sewerage system, it will bring a lot of changes to the lives of the students and the school. Many school days are lost every year because of issues that are related to sanitation and water (United Nations, 2015b). It is important for the girls to have appropriate access to sanitation, especially in times of menstruation. The problem of the disposal of sanitary towels needs to be addressed so they do not fill up the latrines.

Access to improved drinking water is normally more limited in rural areas (World Health Organization & UNICEF, 2013). The water that is used in the school needs to be improved. The area uses water from an open well, which can be polluted and unreliable when the pipes block up with mud in the rainy season. Polluted water can threaten the girls' health and have a comprehensive influence. The water tanks can collect rainwater from the roofs but there are not enough for the needs of all the students and staff in the school. All the water needs to be treated for safety and with over 500 students and staff it can be a lot of work. It would be wise to drill a water hole or close the water source from the open water well to secure safe water.

5.3 School Support

FBOs have a long story of assisting the development of education in many African countries (Nishimuko, 2009). ILM in cooperation with ELCK have an important role in supporting the

educational system in Pokot that had mainly been neglected by the state because of financial problems. According to Blum (2009), NGOs have an important role in providing education in isolated societies that are without services or when services are poor. This affects the schools' activity and quality of education. ILM's support, as from other organizations, has been important for the school and the community, in this remote area.

Financial constraints are found in many educational systems and that is something that needs attention (UNESCO, 2015a). While the situation is difficult in many states, support from NGOs is important. The support from ILM in Propoi has mainly been in the construction and infrastructure these projects have succeeded and are mostly sustainable after their completion. The construction of classrooms, dormitories, kitchen and dining hall have been low in cost using cheap, raw materials, and generally the local people have given their work and assistance in these projects. The sustainability of the support is that the school continues to exist with full management. Students will benefit from it during the next years and coming decades. What matters is that the government pays most of the teachers' salary and contribute KES 10,000 for every student. The parents pay (if they are able to) the school fees for food, the dormitory and other costs. The school is dependent on these payments.

Good dormitories and facilities are one of the prerequisites so students can concentrate on their studies and obtain better results. The building of the dormitories was a good investment, which has resulted in a better school where the numbers of girls who succeed are increasing every year. Better facilities mean better educational attainment and this seems to have encouraged the ambition of the school management, which in turn increases the girls' opportunities for university education in the future, as a long term aim. As the development has been in recent years, it is most likely that more and more girls from this school will be able to enrol in university.

The parents have asked for support to build schools because the state has not been able to do so. The demand for secondary education has been growing and more pressure on expanding the secondary school system, especially in rural places (Lewin and Sayed, 2005; Lewin, 2007). Influxes of students into secondary schools indicate interest and shows evidence of the great need for them (UNESCO, 2015a). Many children are now in primary education and the parents want their children to advance further with quality education (Lewin, 2009; Lewin et al, 2011; UNDP, e.d.). Besides, adolescents are increasing in numbers (World Bank, 2015b; UNESCO, 2013). In Pokot the demand for secondary education has

increased and is visible in Propoi Girls Secondary School where the enrolment has increased in recent years. Not all girls that apply to the school are approved because the school cannot accept all of them. Often the state cannot meet the need for secondary schools and that is where NGOs come in, as can be seen in Propoi Girls Secondary School's case.

NGOs help to obtain educational and developmental goals that deal with increased access to education, quality education and gender parity in schools (Lewin, 2009; Lewin et al, 2011, UNDP, e.d.). In Propoi Girls Secondary School, adolescent girls have been the focus. With this school, girls in Pokot have had better access to secondary education as the school gets larger and enrolls an increasing number of students. The quality of education seems to increase each year, as can be seen with better grades. Besides, the teachers get professional training which is an important foundation for quality teaching. As UNESCO (2014) claims, quality education should be accessible for girls and women regardless of their income, nationality, location, disabilities and other matters that affect their situation. The school in Propoi has been a significant help in reaching that goal in the area.

Shann et al (2013) emphasize the importance of having data available about students' achievements and measurements on the school's quality in order to estimate the gains of educational support in an effective way. Yet, often the data is lacking, which makes this process more difficult. The standards that the Ministry of Education in Kenya uses to merit schools as a supplement to the national examinations can be useful in estimating the school's quality. By fulfilling these standards means that the school becomes better and considers other factors than examination results. It is important for the school to pay better attention to these factors and remain in a position among the best schools in the district in all fields being monitored. Education is more than what is revealed in examinations. At the same time, it is important to remember that the school is only nine years old and because of that one cannot expect them to place as much emphasis on co-curriculum activities as older schools do.

5.4 Collaboration

From the beginning the Propoi community has been willing to give Propoi Girls Secondary School support which leads to the community's ownership of the school. The community has benefited because of new jobs that have come with the school's construction. The participation of parents and other people from the community in the school construction

and management of the school seems to have led to improved quality. In this way people look at the school as their school, not only that of the church, the mission or the government. The attitude of ILM is that they do not build the school for the community but with them. This is in line with the philosophy of *Harambee* by the government, where the communities are encouraged to “pull together” in order to achieve the goals set.

Staiculescu and Lacatus (2013) say that NGOs are often in collaboration with schools and other parts of the civil society. That kind of positive work can lead to a better life for the students, their families, teachers and societies. Such cooperation has occurred with ILM in Pokot with schools, the church (ELCK), the communities and the authorities in the area. The influence has been constructive and will continue to be. The communities have asked for support in order to increase and improve access for their children to school. Parents, the local people, ELCK and the schools have been active participators in the constructions. The co-operation of ILM, ELCK and Propoi Girls Secondary School is an example of successful development collaboration.

ILM and NLM’s collaboration has made it easier for ILM staff to work in different countries, being as a small organization a part of the structure of NLM, as well as the local church. Part of that collaboration is that both organizations adhere to Codes of Conducts (NORME, e.d.), which helps them when confronted with challenges when it comes to providing aid and evangelizing other nations.

ILM has also been in collaboration with the MfA, where the latter organization has contributed to development projects implemented by ELCK. With support from the Icelandic government ILM has been able to send more money for construction in Propoi Girls Secondary School. The support from the government towards projects of NGOs has grown throughout the years. Ten years ago this was about 50% paid in accordance with agreements made by ICEIDA. It was then decided to raise the support to 60% as 10% was to cover administration and auditing costs. With new rules from the MfA in 2011 (Ragnar Gunnarsson, personal communication, April 30th, 2016), the portion of the government was changed to 70% and again with new regulation it can now be up to 80%. This shows growing understanding of the government for channeling funds through the NGOs (Utanríkisráðuneytið, 2015b).

5.5 Recommendations

ILM's role in these projects has not been to decide what constructions should be undertaken but the organization has reserved the right to accept or refuse applications from the school, and give advice. It is important that the school recognizes where the need is most every time. A lot has happened with the Propoi Girls Secondary School's construction. The facility has become better by the year and the school has expanded faster than expected yet no new constructions have been planned for the future. Some things could have been planned better to ensure sustainability. The space every girl gets is not much but this is a poor area with a large population growth so education for all is the deciding factor. Looking ahead there will come a time when maintenance needs to be taken care of but there is no plan to reserve money for that.

As the situation is today, more construction needs to take place in order to plan for more students because in Form 1 there are now three streams. In 2019 all the forms will have three streams with 500-600 students altogether. Therefore it is important for the school to organize itself with sanitation facilities. On top of that there is a lack of laboratories for chemistry, physics and computer studies, and an administration block and more are needed. Another challenge is the unexpected situation regarding the students who have to repeat this school year. The colluding of the girls is surprising and bad for them because of the risk of dropping out at the final level. The school was not prepared to have to cope with an unexpected incident like this. Construction is ongoing but money is lacking for this project. The school has been effective in looking for financial support from other organizations, all due to them.

The school has become well known and there is a pressure that more students get access. Still the school has to recognize how many students it can support. The school needs to be aware of the pressure for more and more students as it is important to have the facilities needed as they change from one time to another.

Conclusion

The results indicate the importance of education for adolescent girls in Pokot and give insight into ILM's development support through ELCK, the sponsor, for educational affairs in the district. By graduating from secondary level, the girls get more opportunities to continue their studies and be better employed. Education can help them to take better care of their families and themselves, marry later and have fewer children. Their status in the society becomes stronger with education and enables civil participation. With increased education, the thinking of the Pokot people changes and gender equality increases, although culture and customs continue to rule.

The construction of the Propoi Girls Secondary School has been important for the local people and the area. The school has increased access to secondary schools for girls in the community and will continue to do so. The school has improved each year, the facilities have become better, the grades of the students have risen and applications to the school have increased considerably. But due to the fast expansion the school has not been able to improve all facilities, like sanitation. This school is one of many that the Pokot people have asked for in order to have their children educated. It is noteworthy how efficient the local people have been in participating in the projects and it is quite certain that the motto *Harambee* or "pull together" characterizes the community.

The focus of this study was on one school that ILM has supported, but the schools ILM and other organizations have supported are numerous and have mattered for increased access both to primary schools and secondary schools. These organizations have answered the demand from the people who want to have their children educated. Without support from NGOs the situation of schools in Pokot and Kenya would have been very different. This shows how important the role of NGOs is in developing matters.

The analysis has both strengths and weaknesses. The weakness of the analysis is that data was limited but more data might have given a better view on the school's situation from the beginning. The data was mostly from recent years and the lack of data is due to a limited file and storage system in the first years of the school and the available data was not on digital format. However, this has improved in the recent years. Another weakness is the school's age, it is only nine years old but it would have been optimal to estimate if the school had been established longer. The strengths of the analysis is that the data was reliable,

comes first hand from the field, confirms that the school is on the right track and the support given to it is in line with the main emphasis of Icelandic and international development aid where girls and women are in focus.

The results of the analysis indicate in many ways what is typical for NGOs' support to education in remote areas. The desk analysis is an addition to other research on development support, especially within education and for girls in particular. The results will be useful for ILM and its collaborators. Moreover, the results will serve ELCK and other organizations that are participating in building up the school system in Pokot, and even other parts of Kenya and sub-Saharan African countries. More research is needed on NGOs' support to education and school attendance of children in developing countries. It is important to assess the long time influence of the NGOs projects to evaluate the benefits and challenges.

Propoi Girls Secondary School is a small school in global context but actively contributing to global efforts to improve education opportunities for girls and reach the gender parity goals. Education empowers girls for a better future, whether it is within the household, in further higher education, or in employment.

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