

Alternative Learning Pathways: Participation of Girls in Education in Public Primary Schools in Kajiado County, Kenya

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Abstract

2015 deadline for achieving the Education for All (EFA) Goals of Education, revealed many countries were not on track to achieving the education targets rolled out in the Jomtien and reaffirmed in Dakar, Senegal in 2000. Today, the Sustainable Development Goal (SDG) 4: ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, is a roadmap to achieving the SDGs and ensuring that no one is left behind; especially girls and women. While the SDGs ensure prosperity for development for all, education has a multiplier effect on all other SDGs. The purpose of this study was to find out the participation of girls in education in Kajiado County. The study's objective was to find out: the extent to which a school facilities, safe and protective school environment and distance enhances the participation of girls in public primary schools in Kajiado County. A descriptive survey research design for data collection was used. Simple and purposive sampling techniques sampled the respondents. Collected data was analyzed using SPSS software (Statistical Package for Social Sciences). The research findings revealed that a safe and protective school environment is fundamental for the holistic participation of girls in education while advocating for an enabling environment for lifelong learning that empowers people especially girls to allow them make life choices and increase their chances of employability to improve their livelihoods. The study concluded retention of girls at primary school has to be improved significantly to enhance their transition to secondary school and meaningful participation in higher education and particularly in TVET courses. It recommended the construction of facilities, establishment of more schools, better learner friendly school environment and establishment of innovative and specialized programs that increase participation of girls and women in education. The research findings will be valuable to the government, education stakeholders and education policy makers to inform and provide a basis for special focus on Women and Girls participation in education while contributing to sustainable development in the 21st century that is characterized by industrial revolution

Key words: Sustainable Development Goals, Learner friendly environment, Participation, Inclusive and equitable quality education

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