

THE EFFECTS OF FGM ON GIRLS' EDUCATION IN NORTH EASTERN KENYA.

MUSLIMA SALIM SHEIKH


BDS/09/213/1371

**A RESEARCH PROPOSAL SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES
IN PARTIAL FULFILMENT FOR THE AWARD OF A BACHELOR DEGREE IN
DEVELOPMENT STUDIES MOUNT KENYA UNIVERSITY**

DECLARATION

The work reported in this research proposal is my original work and has not been submitted to any other university for the award of a degree or diploma

Student:

Signature..........

Date.....*9th April - 2016*.....

MUSLIMA SALIM

ABSTRACT

Kenya upholds education as a fundamental human right for every child and recognizes it as pivotal for the attainment of self-fulfillment and national development (GoK 2007; MoE 2006; Children Act Cap 586 2001). Consistent efforts have been made to address issues of access, equity, quality and relevance of education. At the national level, commissions of education have periodically been set up to review educational provision. Government propelled interventions such as the free primary education and tuition waiver for secondary schools have been introduced to enhance access to education to all children including girls who are many time disadvantaged in attaining education due to factors that also include cultural practices like FGM.

The aim of this research proposal was to find out the effect of Female Genital Mutilation (FGM) on education of girls in North Eastern region in Kenya. FGM is the partial or total removal of the female external genitalia (WHO, 1995). It results in immediate Physical Problems, for example, intense pain and/or hemorrhage that can lead to shock during and after the procedure, hemorrhage can lead to anemia, wound infection, including tetanus, damage to adjoining organs from the use of blunt instruments by unskilled operators and urine retention from swelling and/or blockage of the urethra (Koso-Thomas, 1987). According to Rushwan, H. (1996) it also leads to long term complications like Painful or blocked menses, recurrent urinary tract infections, dermoid cysts, and keloid scars(hardening of the scars), infertility and increases the risk of HIV infection. It is against this background that the researcher set to find out the effects of FGM on education for girls in North Eastern Kenya.

The Social Learning Theory of Albert Bandura, an American Psychologist, guided the study. Bandura indicates that a child observes his parents, teachers, siblings, peers, and copy desirable or undesirable behaviors irrespective of the consequences. The researcher used a descriptive case study design employing both quantitative and qualitative procedures. The researcher used Simple Sampling Method to arrive at the sample of 200 girls and their teachers in the study. Representative samples were arrived at through random sampling and questionnaires administered to key informants. Data was analyzed using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS)