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CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS' EDUCATION SUBSIDY ON GIRLS' SCHOOLING: A CASE OF DREAMS PROJECT IN ALEGO USONGA SUB COUNTY, SIAYA COUNTY, KENYA

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ABSTRACT

Education is a basic human right and therefore ought to be equally accessible to both boys and girls. However, gender disparity persists in Kenya despite the state's attempts to offer free primary and subsidized secondary education. This has opened up the education sector to NGOs to scale up service delivery, particularly to those underserved by the government system, like girls in Alego Usonga Sub County. The study examines the impact of NGOs on girls' education in Alego Usonga Sub County, Siaya County, Kenya, highlighting various dimensions of support provided by these organizations. It explores how NGOs' interventions, including school fees payment, provision of personal needs, school uniforms, and mentorship, influence girls' access to and retention in education. The research, guided by principles of Liberal Feminism (Wollstonecraft, Mill) and Radical Feminism (Atkinson), employs a mixed-method research design incorporating both qualitative and quantitative techniques. Through interviews, focus groups, and key informant discussions, data was gathered to assess the effectiveness of NGO initiatives. Key findings indicate that NGO support with school fees significantly reduces financial barriers for girls, thereby preventing dropout and promoting continuous schooling. Additionally, the provision of essential personal items and school uniforms by NGOs enhances girls' attendance and fosters a conducive learning environment. Mentorship programs emerged as pivotal, positively impacting girls' confidence and academic performance. Recommendations emphasize the importance of timely NGO support at the beginning of terms to avoid disruptions, coordination between NGOs and the government to ensure consistent provision of resources, and the introduction of mentorship programs in schools for both genders. Ultimately, the study underscores the critical role of NGOs in complementing government efforts to achieve educational equity. By addressing barriers to education through targeted interventions, NGOs contribute significantly to advancing gender equality and promoting inclusive education practices in marginalized communities like Alego Usonga.

Keywords: The independent variable is the contribution of education subsidy by NGOs: school fees, uniforms, personal effects, and mentorship programs, while the dependent variable is the girls' schooling (girls' class attendance, academic performance, class transition and retention). The theme of the study is to examine the contribution of Non-Governmental Organizations' education subsidy on girls' schooling: A Case of Dreams Project in Alego Usonga, Siaya County.

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1. INTRODUCTION

An estimated 132 million girls globally do not attend school; a total of 34.3 million are in primary school age, and 67.4 million are in upper secondary education age. Of the girls who do start primary education in many poor countries, very few will finish secondary school, and even fewer will make it to Grade 8 (The World Bank, 2021a). Women with low levels of education are frequently relegated to meagre and precarious employment with poor pay and a lack of access to the financial resources necessary for success. Additionally, it limits access to broader societal domains like technology, politics, healthcare, and leadership (Eldred, 2013).

The ability to adopt new technologies and to maintain and generate economic growth has been demonstrated to be influenced by education (Perkins et al., 2012). As a result, the absence of women's involvement in society and their lack of education severely impede the overall development of developing nations (Lechman & Okonowicz, 2014).

Contextual Focus: Siaya, Kenya

In Alego Usonga Sub-County, Siaya County, where the study was carried out, data from the Siaya Education Officer showed there was evidence that the drop-out rate among females was rampant, lower transition rates, lower class attendance, and poor academic performance of the females due to high levels of pregnancy and negative perception of parents towards girls' education. Coupled with the high rates of HIV/AIDS prevalence of 21% among youths aged 15 years and above, with females carrying the burden at 22.4% and males at 19.4%, this further exacerbates the situation for the girls, making them more vulnerable. (Siaya Education Office, 2019).

Research Justification

Education is a vital human right. Despite Kenya's ratification of several international treaties and accords, gender inequality still exists. The role of NGOs in bridging this gap should not be overlooked. In Alego Usonga Sub-County, Siaya County, where the study was carried out, data from the Siaya Education Officer showed there was evidence that the drop-out rate among females was rampant, lower transition rates, lower class attendance and poor academic performance of the females due to high levels of pregnancy and negative perception of parents towards girls' education. Coupled with the high rates of HIV/AIDS prevalence of 21% among youths aged 15 years and above, with females carrying the burden at 22.4% and males at 19.4%, this further exacerbates the situation for the girls, making them more vulnerable. The current study will reveal the extent of NGOs' contribution toward girls' schooling.

Purpose of the Study

The purpose of the study was to examine the contribution of NGOs' education subsidy on girls' schooling: A Case of Dreams Project in Alego Usonga, Siaya County.

Objectives of the Study

This study sought to:

1. **To evaluate the effect of school fees payment by NGOs on girls' schooling.**
2. To d**etermine the extent to which the provision of other personal needs by NGOs influences girls' schooling.**
3. To **assess the influence of school uniform provision by NGOs on girls' schooling.**

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4. To d**etermine the influence of mentorship services offered by NGOs on girls' schooling.**

Research Questions

The study, therefore, aimed at answering the following research questions:

1. How does the assistance through the payment of school fees by NGOs affect girls' schooling?
2. To what extent does the provision of other personal needs by NGOs influence girls' schooling?
3. In which way does school uniform provision by NGOs influence girls' schooling?
4. How do the mentorship services offered by NGOs affect girls' schooling?

Limitations and Delimitations of the Study

The study's limitations included both the uncontrollable factors and the boundaries defining the scope of the study and interpretive capacity. Proactive measures included the researcher randomly selecting other girls to replace those who did not attend school on the day of the interview. To address the respondents' hesitancy, the researcher assured the respondents about confidentiality and clarified that the research's purpose was purely academic.

2. LITERATURE REVIEW

The researcher reviewed related literature on the four objectives of the study as highlighted below:

Effects of NGOs Paying School Fees on Girls' Schooling

Glewwe et al. (2013) conducted research in Kenya, Uganda, India, Bolivia, Guatemala, and the Philippines, and affirmed that the Compassion sponsorship program considerably raised the number of years that students have attended school overall and the percentage of students who complete all education levels.

Kremer et al. (2009) examined the effects of an ICS Africa offering merit-based scholarships to female primary school children in Kenya. The program raised test scores for both boys and girls and boosted student attendance by five percentage points.

Influence of Provision of Personal Needs on Girls' Schooling

Oster and Thornton (2010) studied the actual quantity of time that girls miss from school when they are menstruating as well as the relationship between modern sanitary technology and school attendance in Nepal. According to official attendance data, the menstrual cup causes a negligible 1.0 percentage point drop in attendance on days when girls have their periods. As a result, the menstrual period-related attendance gap is extremely minimal—less than one day annually. That improved sanitation technology closes this tiny gap was refuted by the study. The majority of those who said they had ever missed school during the year—43.8%—cited cramps as the primary reason for skipping class during their menstruation.

Scott (2009) carried out a study on the effects of giving sanitary towels to underprivileged girls in Africa. Qualitative research revealed a clear indication that post-pubescent girls were missing up to five days of school per month as a result of painful cramps and poor menstrual hygiene. Quantitative results after six months of free pads revealed that females missed much less school than they had before the test. When utilizing pads in class, 98.4% of the females who received

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them said they were able to focus better. 96.5% of the girls claimed that using pads improved their ability to play and take part in other activities like sports.

Influence of School Uniform Provision on Girls' Schooling

A study by Chris Baumann and Hana Krskova (2016) investigates whether uniforms influence student discipline by looking at exam scores and behavior from students in the US, Canada, and 37 other nations. The results demonstrate that five regional clusters, with East Asia at the forefront, have varying degrees of school discipline. The researchers show how the discipline of low-, medium-, and high-performing pupils differs significantly. The most disciplined students are those who are performing at their highest levels. With shorter wait times for teachers, students who wear uniforms pay attention better.

According to a study in Ecuador by Hidalgo et al. (2013), giving primary school students uniforms has been shown to lower attendance. According to their findings, students who attend schools where uniforms are given away for free are less likely to do so than students whose parents purchase the uniforms. The impact is approximately equal to four percentage points. This is rather significant in comparison to a base attendance rate of 0.92, as it suggests an almost 50% increase in absenteeism.

Influence of Mentorship Programs on the Girls' Schooling

Ozler (2020) conducted a study in Liberia to assess Girl Empower, an intervention designed to give teenage girls the tools they need to make sound decisions in life and protect themselves from sexual abuse. It was established that there were positive standardized effects on Gender Attitudes at GE manifesting β at 0.206 SD, and the p-value at $p<0.05$ while GE+ showed β at 0.228 SD and the p-value at $p<0.05$). On Life Skills GE showed β at 0.224 SD with the p-value at $p<0.05$ while GE+ had β at 0.289 SD with the p-value at $p<0.01$). In addition, regarding SRH, GE had β at 0.244 SD with the p-value at $p<0.01$ while GE+ had β at 0.372 SD with the p-value at $p<0.01$. The F-test for GE = GE+ was at $p = 0.075$.

According to a study by Herrerra et al (2011) in the United States of America on the School-Based mentoring program-Big Brother Big Sister School, academic achievement and mentoring are positively correlated. In comparison to their colleagues who were not mentored, the teachers of the treatment group reported far superior overall academic performance at $p<.05$, and the treatment group itself had more positive perceptions of their academic ability at $p<.05$ at the 9-month assessment.

3. RESEARCH METHODOLOGY

Research Design: A mixed-method design was used to explore the contribution of NGOs on girls' schooling in Alego Usonga, Siaya County. This design is ideal because it offers the potential to provide a more comprehensive perspective on research questions, combining the strengths of both qualitative and quantitative methodologies (Creswell & Plano Clark, 2007).

Population and Sampling: A total of 278 Adolescent Girls and Young Women (AGYW) were targeted, utilizing simple random sampling for the selection of the participants. This ensured that each beneficiary had an equal chance of taking part in the study, thereby eliminating bias. Additionally, simple random sampling ensures that the samples vary as much as the population since it uses random numbers.

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Data Collection: The study employed three sets of methods of collecting data: Individual Interviews, Focus Group Discussions (FGDs) and Key Informant Interviews (KII). Individual interviews were utilized because of the following: they increase levels of accuracy, have high response rates, allow for probing and ensure that the respondents answered all the questions. Focus Group Discussions were used because they allowed the researcher to explore the respondents' opinions, feelings, ideas and beliefs. Key informant interviews were used because they allowed the researcher to obtain data from people who were thought to be experts on the subject of the study.

Analysis Plan: The Statistical Package for Social Sciences (SPSS) was used to analyze data for closed-ended questions to unearth patterns. The researcher used content analysis to examine the open-ended questions from focus groups and key informant interviews in order to quantify new problems and ideas. The dual analysis gives a balanced view, denoting numerical patterns and the participants' distinct perceptions and experiences.

Ethical Considerations: Ethical clearance was ensured through participant anonymity and data confidentiality. This emphasizes the researcher's commitment to ethical research standards and cultivating integrity and trust.

4. RESEARCH FINDINGS

Age of respondents

The study sought to find out the age of the respondents. Table 1 entails the respondents' ages.

Table 1: Age of Respondents

	Frequency	Percent
15-19	241	90.1
20-24	26	9.9
Total	267	100.0

The majority of the respondents at 241(90.1%) were between age 15-19, with the minority at 26(9.9%), between age 20-24. This high number between 15-19 could be attributed to the increased enrolment and access to schools, hence children start schools by the age of 4 years and complete by approximately 18-19 years.

Form of Respondents

Table 2 presents the results obtained by asking the respondents to specify their class.

Table 2: Form of Respondents

	Frequency	Percent
1	34	12.9
2	53	19.8
3	85	31.7
4	95	35.6
Total	**267**	**100.0**

Majority of the respondents at 95(35.6%) were in Form 4, 85(31.7%) were in Form 3, 53(19.8%) were in Form 2 with the minority of the respondents at 34(12.9%) in Form 1.

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Influence of School Fee Sponsorship on Girls' Schooling

The first objective was to evaluate the effect of school fees payment by NGOs on girls' schooling. In this section, the study sought to find out; whether respondents were accessing Fee Sponsorship from the DREAMS Project, the number of terms the respondents had received fee sponsorship, the amount of fees advanced to respondents on an annual basis, loss of school days when sent home to get school fees, number of days wasted in a year when sent home to get school fees, occasions of being sent back home to get fees since receiving fee sponsorship, number of days wasted in a year when sent home to get school fees after fee sponsorship, the relationship between fee sponsorship by DREAMS Project and Retention in School, and Fee sponsorship by DREAMS Project and class transition.

			School fees by NGOs	**Girls' schooling**
Spearman's rho	**School fees by NGOs**	Correlation Coefficient	1.000	.531**
		Sig. (2-tailed)	.	.001
		N	101	101
	Girls' schooling	Correlation Coefficient	.531**	1.000
		Sig. (2-tailed)	.001	.
		N	101	101

Correlation between School fees by NGOs and Girls' Schooling

Table 3 presents the Spearman Correlation between school fees by NGOs and girls' schooling.

Table 3 : Correlation between school fees by NGOs and girls' schooling

It was discovered that the school fees paid by NGOs and the education of girls exhibited a moderately significant positive correlation. Spearman's rho=0.531, p=0.001, C.L=95%. Thus, NGOs' support of school fees improved girls' education.

The results differed from research conducted in Kenya by Kremer et al. (2009), where girls in the Busia and Teso Districts exhibited an increase in test scores of 0.19 Standard Deviation as a result of the program. In Teso or Busia, the program had no statistically significant effect on school dropout during the competitive year.

The findings aligned with a study conducted in Bolivia, Guatemala, India, Kenya, the Philippines, and Uganda by Glewwe et al. (2013), when compared to an average baseline of 44.5 percent, secondary school completion increased by 12–18 percentage points. Child sponsorship resulted in 1.03–1.46 more years of completed education for sponsored children as compared to a baseline of 10.24 years for unsponsored children. For the influence on primary schooling, 4.0–7.7 percentage points are added to the 88.7 percent untreated baseline. The impact on secondary school completion, which ranges from 11.6 to 16.5 percentage points over a baseline of 44.9 percent, is

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greater and extremely substantial after taking account of slightly significant spillover effects. 13.7–18.5 percentage points were added to the final score.
The findings were in divergence from a study in Pakistan by Barrerra-Osorio et al (2017) where the program raised exam scores in the treated villages by 0.63 standard deviations. The findings aligned with the Key Informant Interview, DREAMS Project Field Coordinator, Respondent A stated, Class attendance, retention and class transition of the beneficiaries have improved. However, academic performance has not improved much.

Influence of personal needs assistance from the DREAMS Project on Girls' Schooling
The second objective is to determine the extent to which the provision of other personal needs by NGOs influences girls' schooling. In this section, the study sought to find out: The number of girls accessing personal needs as help from the DREAMS Project, the number of terms they had received personal effects from the DREAMS Project, the types of personal effects items received, the monetary value of personal items in Kenyan Shillings received termly, whether there was loss of some school days due to lack of personal effects, number of days wasted in a year because of lack of basic personal items, occasions of staying away from school due to lack of girls' personal items since the onset of the DREAMS Project, number of days wasted yearly due to lack of personal effects during the DREAMS project, the relationship between provision of personal effects by DREAMS Project and retention in school and provision of personal effects by DREAMS Project and class transition.

Correlation between Personal Effects and Girls' Schooling
The findings in Table 4 present Spearman's correlation between personal effects and girls' schooling.

Table 4 : Correlation between personal effects by NGOs and girls' schooling

			Personal effects by NGOs	**Girls' schooling**
Spearman's rho	**Personal effects by NGOs**	Correlation Coefficient	1.000	.512**
		Sig. (2-tailed)	.	.002
		N	101	101
	Girls' schooling	Correlation Coefficient	.512**	1.000
		Sig. (2-tailed)	.000	.
		N	101	101

It emerged that the personal effects provided by NGOs and girls' education had a moderately substantial positive correlation. Spearman's rho=0.512, p=0.002, C.L=95%. Thus, the provision of personal effects by NGOs enhanced Girls' schooling. These findings are divergent with research by Oster and Thornton (2010) regarding the actual amount of time that girls missed school when they are menstruating and the relationship between contemporary sanitary technology and attendance. As a result, the menstrual period-related attendance gap is extremely minimal—less

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than one day annually. Therefore, the notion that improved sanitation technology closes this tiny gap was refuted by the study. The majority of those who said they had ever missed school during the year—43.8%—cited cramps as the primary reason for skipping school during their menstruation.

These findings align with a 2009 Scott study about the influence of distributing sanitary towels to poor African females. There were two stages of the evaluation; one qualitative and the other quantitative, throughout Ghana. Qualitative research revealed a clear indication that post-pubescent girls were missing up to five days of school per month as a result of painful cramps and poor menstrual hygiene. Quantitative results after six months of free pads revealed that females missed much less school than they had before the test. When utilizing pads in class, 98.4% of the females who received them said they were able to focus better. 96.5% of the girls claimed that using pads improved their ability to play and take part in other activities like sports.
The findings were concurrent with those of **Respondent A,** a DREAMS Project Field Coordinator, who said:

> *Personal effects provision has improved class attendance, especially among the very needy girls.*

Influence of school uniform as help from DREAMS Project on Girls' Schooling
The third objective was to assess the influence of school uniform provision by NGOs on girls' schooling. The study aimed to explore: the number of girls accessing school uniforms as help from the DREAMS Project, the number of years the respondents had received school uniforms, whether girls had experienced loss of some school days because of lack of uniform, the number of days lost in a year because of lack of school uniform, absence from school due to lack of school uniform since they started getting them, provision of School uniforms by DREAMS Project and Retention in school and provision of school uniforms by DREAMS Project and class transition.

Correlation between School Uniforms and Girls' Schooling
Table 5 shows Spearman's Correlation between school uniforms and girls' schooling.
Table 5 : Correlation between school uniforms provision by NGOs and girls' schooling

			School uniform provision by NGOs	**Girls' schooling**
Spearman's rho	**School uniform provision by NGOs**	Correlation Coefficient	1.000	.434**
		Sig. (2-tailed)	.	.013
		N	101	101
	Girls' schooling	Correlation Coefficient	.434**	1.000
		Sig. (2-tailed)	.013	.
		N	101	101

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It emerged that there was a moderate substantial positive correlation between girls' education and the school uniforms provided by NGOs. Spearman's rho=0.434, p=0.013, C.L=95%. This indicated that providing school uniforms through NGOs enhanced the education of girls.

These results align with a study by Evans, Kremer, and Ngatia (2009), which found that increasing school attendance was a result of lowering the expense of education through the provision of uniforms, among other resources. The researchers found that wearing a school uniform had a significant favorable effect on students' attendance at school. According to the researchers, the provision of uniforms to children lowers school absenteeism by 6.4 percentage points (43%) compared to a baseline of 15%. The introduction of a uniform lowers absenteeism by 62% for children who didn't already have one. Additionally, the researchers discovered that the program had an average effect on improving school involvement by 0.064 years per treated child. These results, however, differ with regard to test scores because Evans, Kremer, and Ngatia's study improved recipients' average test scores immediately after it was launched by a standard deviation of 0.252.

The results correspond with a study conducted in Kenya by Duflo et al. (2015), which found that dropout rates were 2.5 percentage points lower for girls attending schools where uniforms were provided for free. This translates to a reduction of 15%. The results differ from a study conducted in Ecuador by Hidalgo et al. (2013), which discovered that students who attended schools where uniforms were given away for free were less likely to attend class than pupils whose parents had to pay for the uniforms. It has about a four-percentage-point impact. When compared to a base attendance rate of 0.92, this indicates an approximately 50% increase in absenteeism, which makes it fairly significant.

The findings were consistent with those of **Respondent A**, a DREAMS Project Coordinator, who stated,

> *Providing school uniforms boosts the confidence of girls, hence they attend school more and are active both in class and in extracurricular activities. Hence, this leads to their retention and transition from class to class.*

Influence of mentorship program as help from DREAMS Project on Girls' Schooling

The fourth objective was to determine the influence of mentorship services offered by NGOs on girls' schooling. The study sought to find out: the number of girls accessing the mentorship program implemented by the DREAMS Project, the number of terms the respondents had been in the mentorship program, the number of mentorship sessions attended every term, motivation to attend school after joining the mentorship program, motivation to continue with school beyond high school after starting mentorship, absenteeism from school since they started attending the mentorship program, the number of school days missed, Mentorship services and retention in school, and Mentorship and class transition in school.

Correlation between Mentorship services and Girls' schooling

Table 6 shows Spearman's Correlation between Mentorship services and girls' schooling.

Table 6: Correlation between mentorship services by NGOs and girls' schooling

	Mentorship services by NGOs	**Girls' schooling**

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Spearman's rho	**Mentorship services by NGOs**	Correlation Coefficient	1.000	.701**
		Sig. (2-tailed)	.	.009
		N	101	101
	Girls' schooling	Correlation Coefficient	.701**	1.000
		Sig. (2-tailed)	.009	.
		N	101	101

It was established that there was a highly substantial positive correlation between Mentorship services by NGOs and Girls' schooling. Spearman's rho=0.701, p=0.009, C.L=95%. Thus, Mentorship services by NGOs improved Girls' schooling. The findings were in divergence with a study by Herrerra *et al* (2011) in the United States of America on the mentorship program called the Big Brother Big Sister School-Based program, whereby, in comparison to their colleagues who were not mentored, the teachers of the treatment group reported far superior overall academic performance at p<.05, and the treatment group itself had a more favorable opinion of their academic ability at p<.05 at the 9-month assessment. The results contrasted with those of a study conducted in the United States by Herrerra et al. (2011), in which young people showed improvements in their behavior and academic achievement following a year of mentorship. Little's teacher gave him/her an overall academic achievement rating of 2.73 as opposed to 2.62 for the control group. There was a statistically significant difference in Little's scores in Science (2.84) and Written and Oral Language (2.77) when compared to the controls (2.68).

The findings were in harmony with a study by Guryan et al. (2016) in the United States of America, which found that, among students who started the program in grades 5-7, participation reduced absences by 3.4 days (20.2%). The participating pupils in grades 1-4 did not show a statistically significant benefit, according to the researchers.

These results contrast with those of a study conducted in Liberia by Ozler (2020), which assessed the impact of the Girl Empower program and found that, at 2 years, the standardized effects of both GE and GE+, when compared to control, on psychosocial wellbeing, schooling, sexual violence, and protective factors were not statistically significant at the 95% confidence level and were small (β, ≤ 0.11 standard deviations [SD]).

However, it was established that there were positive standardized effects on Gender Attitudes at GE manifesting β at 0.206 SD, and the p-value at p<0.05 while GE+ showed β at 0.228 SD and the p-value at p<0.05). On Life Skills GE showed β at 0.224 SD with the p-value at p<0.05, while GE+ had β at 0.289 SD with the p-value at p<0.01). In addition, regarding SRH, GE had β at 0.244 SD with the p-value at p<0.01, while GE+ had β at 0.372 SD with the p-value at p<0.01. The F-test for GE = GE+ was at p = 0.075.

The findings were concurrent with the assertions of the DREAMS Project Field Coordinator, **Respondent A** stated:

> *During mentorship, girls are encouraged to work hard in school and taught about HIV/AIDS, girl/boy relationships, and life skills. This enables them to have life goals that then bolster their class attendance, retention, and transition. Academic performance, however, has not improved*

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as anticipated. We have started a coaching program engaging volunteer and retired teachers to assist in tutoring on the science subjects, where the girls cited their core challenges lie.

5. CONCLUSION

It was concluded that school fee advancement by NGOs enhanced girls' schooling. It is also the conclusion of this study that the provision of basic personal needs such as sanitary pads and soaps by the NGO enhanced more regular school attendance by local girls. The researcher is confident to make yet another conclusion that the provision of uniforms was another positive initiative of the DREAMS NGOs, which encouraged more girls from the area of study to regularly attend school. Lastly, it can be safely concluded from the study results that mentorship programs provided by NGOs as part of extracurricular activities greatly enhance local girls' schooling. It can be concluded without fear of contradiction that the provision of school fees, personal basic needs of girl students, uniforms provision, and mentorship services by the DREAMS NGOs should be emulated by other NGOs operating in the county and beyond to push education of the girl child to new frontiers in the near future.

6. RECOMMENDATIONS

1. **Timely provision of school fees:** There is a need for NIGEE and other NGOs like Community- Based Organizations, National NGOs, and International NGOs providing school fees to beneficiaries to ensure that fees are provided during the first weeks of the term to ensure that the students don't miss school when sent home for fees.
2. **Fee waivers by the Kenyan Government:** In addition to the capitation fee, the Kenyan government, and especially the Ministry of Education, should support or waive school fees for the neediest kids so they can attend school.
3. **Timely provision of personal needs:** NGOs like Community-Based Organizations, National NGOs, and International NGOs specializing in Basic personal needs provision should be given at the start of the term to ensure that students do not miss school for lack of such.
4. **Government provision of school uniforms:** To help underprivileged pupils feel more confident and to increase their involvement in class and attendance, the Kenyan government, in particular the Ministry of Education, should give school uniforms to these students, especially those from low-income homes.

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