

priority linkages (Geneva: WHO, 2005)

World Health Organization: (2002. Preventing HIV/ AIDS and promoting sexual health especially among vulnerable young people. WHO

**E2012-20: A Study of the Effects of Home – Based Lunch Provision on Child Retention in Primary Schools in Mbita District, Kenya**

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**Abstract**

Child retention rates in the Public Primary Schools in Mbita District has dropped to 70%. The 30% attrition rate is quite a concern among the Education officials and the community in the district. The purpose of this study therefore is to establish the effects of Home – Based lunch provision on child retention in the public primary schools. To achieve this, the study is focused on determining the problems, effects and intervention measures to curb the declining child retention rates in the primary schools in Mbita District. The study adopts a descriptive technique and utilizes a combination of Stratified Random Sampling and Precision rate and Confidence level derivative  $n = z^2 \cdot P \cdot q / N / e^2 (N-1) + z^2 \cdot p \cdot q$  to define the study sample size of 42 schools from a target population of 98 public primary schools. The data is collected using closed ended questionnaires and interview schedules sent to Head Teachers, Class Teachers and Class Prefects to standard six class. Two post graduate research assistants have volunteered to assist in the distribution, interviewing, collection and editing of the responses. Data analysis involve descriptive statistics done using the Statistical Package for Social Sciences (SPSS) computer programme. The study findings will be presented using tables, frequencies, percentages and charts.

**E2012-22: The Plight of The Kenyan Male: Searching for a Pedagogy that is Relevant to the Nature of the African Male Child**

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**Abstract**

The plight of Kenyan men is a major social concern that needs urgent attention. This paper does not address deeper social issues with regard to the status of men in the Kenyan society, but rather attempts to describe what is happening to men in respect to their social roles and responsibilities, and how their female counterparts are reacting. In this paper the researcher diverts blame from the males, and puts responsibility on the education system which through its feminine characteristics has socialized the males into a state of role conflict and ambiguity. Attention is drawn to the contradictions between the nature of the males, the cultural expectations and the characteristics of the Kenyan education system- specifically the school setting, the curriculum, classroom environment, expectations in terms of behavior and rules. A new pedagogy, inclusion, which considers the nature of the male child, social-cultural expectations, and the changing roles of the male in the society, is proposed. This pedagogy embraces the concept of inclusion, critical and constructivist theories. Implications for curriculum planners, education policy makers, teachers and