

**CONTRIBUTION OF CONSTITUENCY DEVELOPMENT FUND BURSARY ON
THE PROVISION OF SECONDARY EDUCATION OF OGIEK GIRLS IN NJORO
SUB-COUNTY, KENYA**

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the Award of the Degree of Master of Science in Community Studies and Extension of
Egerton University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and to the best of my knowledge has not been submitted to any University for the award of degree or diploma.

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Recommendation

This thesis has been submitted for examination with our approval as university supervisors

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DEDICATION

This work is dedicated to the immediate members of my family especially my late parents, Dad Linus Okeyo and Mum Pacifica Mosiara. They taught me virtues of hard work, patience, and tolerance. My husband Daudi Bwana Mangwa for his unrelenting support and our children for their inspiration and encouragement throughout the study period.

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ABSTRACT

In most developing countries, access to education has not been fully realized especially among marginalised communities. This is more specifically pronounced in marginalised communities as well as low income households such as the Ogiek community of Nakuru County. The Ogiek community, an indigenous people, does not give equal opportunities to boys and girls to access education. This is due to socio-cultural practices and poverty because the community lacks access to resources resulting to low enrolment of girls in secondary schools. Low enrolment of Ogiek girls continue to be reported in schools at all levels despite governments efforts to fund education. In 2003, the government of Kenya introduced Constituency Development Fund (CDF) bursary. The aim was to assist the poor and the vulnerable groups meet their basic needs such as health and education. No research has been done to find out whether Ogiek girls have benefited from this Bursary. This study therefore sought to establish the contribution of the Constituency Development Fund to the provision of secondary education of girl child among the Ogiek people in Njoro Sub-County. The target population comprised of a thousand Ogiek girls while the accessible population comprised of Ogiek girls in secondary school and those eligible to be in secondary school. Snowball sampling procedure was used to select 111 Ogiek girls. A structured questionnaire was used to collect data. Validity of the instruments was ensured by use of experts. A pilot study was conducted to ensure reliability of the instruments where a coefficient of 0.761 was obtained by using Cronbach's alpha coefficient. The study used descriptive and inferential statistics such as frequencies, means, percentages and Chi square. The study established that Ogiek girls with medium level of awareness of CDF bursary were significantly higher than the ones with high or low levels ($\chi^2= 21.5$, $df=2$, $p=0.001$), only 10 % of the girls accessed the funds. The CDF bursary had low influence in retaining the girls in school and more than 80 % of the girls perceived that the CDF bursary played a negligible role in transiting them to tertiary institutions. The reasons stated for the low access to the fund were: non application, lack of application forms, lack of knowledge of how and when to apply for the funds and lack of response by the fund administrators. The study recommended that the CDF administrators and other stakeholders create ways of training and providing the girls with knowledge on the fund and how to apply for it.

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LIST OF ABBREVIATION

ASAL	Arid and Semi-Arid Lands
CDF	Constituency Development Fund
EFA	Education for All
GOK	Government of Kenya
MDG	Millennium Development Goals
NGO	Non-Governmental Organizations
OPDP	Ogiek People Development Program
ORIP	Ogiek Rural Integrated Project
OWC	Ogiek Welfare Council
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's' Education Fund

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education is a gateway to the world of opportunities and it empowers people for prosperity (Obare, 2004). The government of Kenya recognizes the fact that education is the main pillar in the overall development process of the country (Government of Kenya, [GoK], 2005). Consequently, it has developed an education policy that is geared towards education for all. It is aimed at eliminating disparity in all levels of education by 2015, a step that is in conformity with the Millennium Development Goals (MDG) (UNESCO, 2000).

Education is the single vital key to development and alleviation of poverty in society and despite this, its potential has not been fully realized especially among the marginalised communities (GoK, 1999). In these communities, few girls enrol in schools and the few who enrol drop out early due to poverty (Towett, 2004). Consequently, these girls lack their basic right of meaningful education. The lagging behind in education of girls in these communities leads to diminished life chances in various areas such as employment, health and participation in political processes that affect their lives. This is consistent with the observation that restricted opportunity is one of the most powerful mechanisms for transmitting poverty across generations among the marginalised (Flora, 2008).

One of the marginalised communities in Kenya is the Ogiek who are few in population and not among the forty two tribes of Kenya .They do not have their own political figure and are few in formal employment. They lack access to resources and have reported low girls' enrolment in various levels of education (Towett, 2004). In this community, girls are not given the same opportunity as boys in accessing education at all levels. Given a choice, parents lamentably prefer educating boys at the expense of girls. They do not know that when you educate a man you educate an individual but when you educate a girl you educate the whole community. In addition, the Ogiek people generally believe strongly that girls are inferior to boys and should not be educated beyond knowledge of their domestic chores (Oduor, 2004). As a result there are disparities in provision of education based on gender discrimination. Other factors that inhibit girls from attending school include cultural practices

such as marrying off of girls at very early ages. This puts girls at a disadvantage in the labour market as they cannot compete with their male counterparts (Sisungu, 2009).

Lewin (2008), reports that secondary schools are available in the Ogiek community but the enrolment of Ogiek girls in secondary schools is worse than in primary schools. This is so despite the Government of Kenya subsidy of secondary education. Moreover the amount of money the government provides in subsidized secondary education is insufficient to cater for operational costs such as tuition fees and maintenance and parents may be required to meet other expenses that include food, uniforms, learning materials and special equipment. Girls from poor Ogiek households whose parents cannot meet these extra costs are unlikely to participate in secondary education. These disadvantage girls in their quest for secondary education.

The Government of Kenya has put in place several interventions to provide schooling opportunities for the poor and vulnerable. It is not confirmed whether the Ogiek are aware of these interventions. Among these interventions include free primary education, subsidized secondary education, education bursaries and Constituency Development Fund bursary (CDF). The CDF bursary as one of the interventions aims at achieving four objectives: - increasing access to secondary schools, ensuring retention of students in secondary schools, promoting transition and completion rates and reducing disparities and inequalities in the provision of secondary education. The bursary scheme targets to assist orphans, children from arid and semi-arid lands, children in difficult circumstances especially those with special needs and girls rescued from difficult circumstances such as early and forced marriages, children from poor households especially those without income and generally the girl child (GoK, 2002).

There are three thousand seven hundred and seventy eight girls in secondary school in Njoro Sub County of which about three hundred are Ogiek while there are five thousand nine hundred and seventy five boys in secondary schools in Njoro Sub-County of which six hundred and fifty are Ogiek. Moreover, the drop out rate of girls stands at 30% (Njoro Sub County Education Office, 2013). These Ogiek girls of Njoro Sub-County are eligible to this fund because they come from a community with limited resources, cultural traditions maintain that women should always play a second role to men, early marriage is common among them and less value is placed on their education. This study therefore sought; to

establish how the CDF bursary scheme has assisted the Ogiek girls in the provision of secondary education in Njoro Sub-County.

1.2 Statement of the Problem

The Ogiek community has limited access to resources due to their way of life since they are inhabitants in the Mau-forest where their main activities are hunting, gathering and bee keeping. This has exposed them to high levels of poverty making them unable to provide education needs to their children. This affect the education of girls most since this community places less value on the education of daughters as compared to their sons. Moreover they place high value on marriage and motherhood and their accompanying gender specific roles. These facts make Ogiek parents unwilling to invest in the education of the girl child contributing to low enrolment of Ogiek girls in secondary schools. As a result, majority of the girls have not fully accessed secondary education, the few who enrol are not retained in schools and their transition rates to higher levels have been curtailed. This has increased illiteracy levels especially among girls and women in this community.

In 2003, the government of Kenya initiated the CDF bursary with the objective of improving such situations (GoK, 2002). It could be assumed that, with CDF bursary, Ogiek parents could enrol and retain their daughters in school. However, no research has been undertaken to establish how this bursary has assisted Ogiek girls in their education, (Ogiek People Development Program (OPDP, 2011). This study therefore was aimed at establishing the role of CDF in providing education to Ogiek girls living in Njoro Sub-County.

1.3 The Purpose of the Study

The purpose of this study was to determine the contribution of CDF in providing education to the Ogiek girl child in Njoro Sub-County.

1.4 Objectives of the Study

This study was guided by the following objectives:

- (i) To determine the awareness level of Ogiek girls on availability of CDF bursary for their education in Njoro sub-county.
- (ii) To establish the access to CDF bursary by Ogiek girls in secondary schools in Njoro Sub-County.
- (iii) To determine the influence of CDF bursary on retention of Ogiek girls in secondary schools in Njoro Sub-County.

- (iv) To find out the Ogiek girls' perception on the contribution of CDF bursary in promoting their transition rate from secondary to post-secondary institutions in Njoro Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- (i) What is the level of awareness of Ogiek girls on availability of CDF education bursary for their education in Njoro Sub-County?
- (ii) Do Ogiek girls in Njoro Sub-County have access to CDF bursary for their secondary education?
- (iii) Has CDF bursary influenced retention of Ogiek girls in secondary schools in Njoro Sub-County?
- (iv) What is the perception of Ogiek girls on CDF bursary in promoting transition rate from secondary schools to other learning institutions in Njoro Sub-County?

1.6 Significance of the Study

The recommendations drawn from this study if applied by the CDF Committee will be useful in their execution of their mandate fully and be able to mitigate the negative effects to enable the Ogiek girls to realize their potential in education. The challenges that were identified can be used by the stakeholders in the education sector to device better ways of addressing them. The information contained in this thesis can be used by organizations related to the Ogiek community such as the Ogiek People Development Program (OPDP), Ogiek Rural Integral Project (ORIP) and Ogiek Welfare Council (OWC) to assist them in planning and fostering partnerships, synergies and collaborations with other stakeholders so as to attain their goal of educating Ogiek girls.

1.7 Scope of the Study

The study was carried out amongst Ogiek people in Njoro sub-county and focussed on the contribution of CDF in the provision of girl child education in Njoro Sub-County. The study targeted Ogiek girls in secondary schools and those that were eligible for secondary education.

1.8 Limitations of the Study

- i. The Ogiek language was a problem to the researcher and a translator who was versed in English, Swahili and Ogiek languages was engaged to assist in communication.

- ii. The research findings cannot be generalized to Ogiek girls in other areas of Kenya since it targeted Ogiek girls in Njoro Sub County only.
- iii. Some parts of the research area were difficult to access by use of a vehicle due to the terrain of the area but the researcher used a motorcycle.

1.9 Assumptions of the Study

- i. The study assumed that the respondents provided honest, pertinent and relevant answers to research questions.
- ii. That all the respondents in the study were a reasonable representation of the targeted people in Njoro Sub County.

1.10 Operational Definition of Terms

Access to education:

The Oxford Advanced Learners Dictionary (2003) defines access to education as the right to gain, obtain, make use of or take advantage of something such as services, or membership. Flora (2008) defines access to education as the availability of opportunities at secondary schools for those who are eligible. In this study the term was used to refer to the Ogiek girl child gaining, obtaining, taking advantage of available opportunities at secondary schools.

Awareness

It is having knowledge or cognizance. It is the knowledge gained through one's own perception or by means of information. In this study it is used to mean the Ogiek girls having knowledge of the availability of CDF bursary for their education in secondary school.

Bursary

Obare (2004) defines bursary as non-profitable grants donated by the government to secondary schools. According to this study, it is non-profitable grant given to Ogiek girls by the government to enable them access secondary education.

Challenges

Koech (1999) defines challenges as hindrances or obstacles. In this study, it is used to mean obstacles that hinder Ogiek girls from accessing CDF for their education provision.

Contribution

The Oxford Advanced Learners Dictionary (2003) defines contribution as an action or service that helps to cause an increase or improve on an existing state of affairs. According to this study, the term means benefits that CDF has brought about to Ogiek girls. This includes access to education, retention of the girls in school and promoting their transition rates from secondary schools to post-secondary institutions.

Constituency Development Fund (CDF)

This is 2.5 percent of all collected ordinary government revenue in every financial year that is distributed to all the 290 constituencies in Kenya and is designed to enable balanced development across the country (GoK, 2002).

Girl child education

A girl child is a biological female offspring from birth to eighteen (18) years of age (Ocho, 2005). This is the age before one becomes a young adult. Education is a process of acquiring adequate and appropriate knowledge, skills, attitudes and values to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning.

Therefore girl child education is the process of acquiring knowledge, skills, attitudes and values in a learning institution by a female offspring.

Influence

According to Onyango (2011), influence is the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviour, opinions of others. In this study it is the power of CDF to produce effects on Ogiek girls in secondary schools.

Marginalize

According to Oxford Advanced Learners Dictionary (2003) marginalize means to put people in a position in which they have no power. In this study the term means that the Ogiek people are few in population and not the forty two tribes of Kenya. They do not have their own political figure and are very few in formal employment. They lack access to resources. Therefore they feel neglected, inferior and therefore not influential in decision making or any other events in Njoro Sub County.

Provision

The Oxford Advanced Learners Dictionary (2003) defines provision as the act of supplying people with what they need or want. In this study it means the act of CDF enabling Ogiek girls get education.

Retention

Obare (2004) defines retention as the ability of girls to remain and progress in school. In this study retention means the ability of Ogiek girls to remain and progress in school until they complete secondary school life.

Socio-cultural

Lokuruka (2004) defines socio-cultural as beliefs, principles or practices which the society uses as guides to their development. In this study, socio-cultural means beliefs, principles and practices the Ogiek community uses as guides to their development.

Transition

Onyango (2011) explains transition as being the movement, passage or change from one position, state, stage, concept etc. to another. In this study it is the ability of Ogiek girls to complete secondary school life and join higher institutions of learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that is related to the contribution of Constituency Development Fund on the provision of girl-child education among the Ogiek people. It is divided into sub sections which include: Education in relation to the girl child, education and empowerment of women, challenges facing girls' access to education and funding girls' education. This chapter closes with an exposition of the theoretical and conceptual framework that guided the study.

2.2 Education in relation to girl-child

It is universally agreed that education is the single most important key to development and so fundamental in poverty alleviation in any community (World Bank, 2000,GoK, 2005). Education opens up a world of opportunities and empowers people and opens doors to economic and social prosperity of nations (GOK, 1999). It gives voice to the disadvantaged and is fundamental in constructing democratic societies (Obare, 2004). World Bank (1995), identifies education as an objective in developing countries over the past two decades, because total education multiply when schools open doors to girls and women.

Education is a basic right and has been recognized as such since the 1948 adoption of the universal declaration on Human Rights (UNESCO, 2005). The study further observes that numerous human rights treaties have reaffirmed this issue and have supported entitlement to free compulsory primary Education for All (EFA). This commitment was launched in the world to ensure that by 2015 all children particularly girls from difficult circumstances and those from minority communities like the Ogiek girls of Njoro Sub county have access to and complete free and compulsory y education of good quality.

Achoka *et al* (2010), on their study on access to basic education in Kenya asserted that although secondary education expanded considerably since independence 1963, access to secondary education remains restricted. For instance among marginalised communities, only 47% of pupils who start class one completed primary level education, which represents only 27% of the eligible age group. Among the Ogiek of Njoro sub county only 20 percent of

those that start class one complete primary level OPDP. These restricted transition rates of less than 50% are due to many challenges of concern. Therefore, to make basic education free and compulsory, the government should intensify the fight against demeaning culture, improve provision of health services and tighten bursary disbursement procedures.

Participation in education is influenced by the access, retention and completion in the respective cycles of education (Onyango, 2011). According to UNICEF (2003), in Kenya secondary school gross enrolment rate was only 21.7%, hence posing a great challenge to achievement of education for all. This is compounded by declining transition rates to high wastage levels totalling to 44.8% for primary to secondary and yet girl's primary school completion rates still lags way behind boys at 76% compared with 85%. This big gender gap means thousands more girls than boys are dropping out of school each year.

Since independence Kenya has achieved an impressive national literacy rate of 86 percent for male and 70 percent for female (Lokuruka, 2004). There are however serious gender disparities in some regions where boys are preferred against girls in accessing education. Of concern is the high dropout rate of girls as compared to boys. The national completion rate for girls in primary schools is 35 percent against 55 percent for boys. Hence, there is need to address some of these problems given that education for girls and women correlates with lower fertility rates, better child health and nutrition and a better quality of life for the family. Based on these, special emphasis should be made in education for marginalised communities such as the Ogiek whose illiteracy level stands at 80 % (OPDP, 2011) as the prevailing hard economic times may compel some families to invest their limited resources in education of their sons at the expense of their daughters. Moreover among the Ogiek community the opportunity costs of educating girls seem higher. Customs demand that girls must be married for a bride price, do household chores and care for younger brothers and sisters while it demand less from boys. It is believed that more intensive efforts of financial assistance among Ogiek community will help increase girls enrolment in secondary schools (Oduor, 2004).

The Government of Kenya (GoK, 2003) introduced free primary education; enrolment in primary, secondary, tertiary colleges and universities has not addressed the existing gender disparities and inequalities thereof. This study further affirmed that regions promote gender disparities by favouring boys to girls in provision of education. For instance, the national enrolment in the year 2002 portrays serious inequalities between boys and girls. Female

representation were as follows: - pre-primary 46.2%, primary 49.4%, secondary 46.3% national polytechnic 29.2% and public universities 31% (GoK, 2002). This trend is more evident among the Ogiek community in Kenya. Towett (2004) asserts that out of a population of about six thousand, the Ogiek community has fewer than five university graduates. Unemployment is common even among those who have gone to school because their level of educational attainment is inferior to that of children from communities well served with educational facilities. It is on this wanting situation that this study was aimed at finding out whether CDF education bursary has influenced the access to secondary education.

Nyangori (2004), states that cultural traditions and stereotypes maintain that Ogiek women should always play a secondary role to men. Further, Odour (2004) notes that under Ogiek culture women are perceived as perpetual minors and inferior, properties and there is a belief that it is disrespectful for a woman to stand in front of men to address them. This cultural stigma sidelines women. The same study continues to observe that boys are believed to be pillars of their families but girls are married elsewhere thus if educated will take away family wealth. This means that for many women their capacity to effectively participate in decision making is impaired from early childhood. This study sought to establish if CDF has been used objectively to maintain girls in schools as they pursue education as the boys.

Women in Kenya remain disadvantaged with opportunities for educational, social and economic advancement, inferior to those of men. Women are under-represented in modern sector wage employment, political and judicial decision making in all major public services appointment (Sisungu *et al.*, 2009). Numerous socio economic and cultural barriers like poverty, pregnancy, early marriage and initiations limit women participation in the above areas. Women's underrepresentation in education is a primary factor. This study investigated if the Ogiek girls benefit from CDF despite the above shortcomings.

Towett (2004) recommended that efforts be made to equalize the Ogiek indigenous minority tribe with other communities as they have been marginalised for a long-time. The government should reserve for them opportunities in employment and education. Their mean grades in examinations for instance, should be lowered to enable them get to top schools, colleges and universities. Education should be made a fundamental right to them all. Consequently, no girl should be denied education on grounds of inability to pay fees. This

study sought to establish if CDF has helped these girls who are financially handicapped access education in secondary schools.

2.3 Education and Empowerment of Women

Abena (1991) noted that women's education has always lagged behind that of men in all African societies and there are several reasons for this. It has been explained that in traditional society the major role of a woman was to ensure the continuity of the lineage and she was expected to marry soon after puberty. She did not need formal education to perform this function. Moreover, a woman was expected to be provided for by her husband and since education became a means for securing high paid jobs in the formal sector, it was considered more important for boys to have formal education since they were to be breadwinners in the families. In addition to that fact, the Ogiek belief strongly that girls are inferior to boys and they should not be educated beyond their domestic chores Ogiek People Development Programme (OPDP, 2011). It is on this ground that this study examined the education of Ogiek girls in Njoro Sub County given that Njoro constituency receives CDF from the government kit.

Investing in education has significant rate of return (Ocho, 2005). Education produces a big payoff for the recipients and by extension that of his or her family regardless of the source to finance it. There is a positive correlation between education and individuals earnings. The more an individual acquires education the more productive she becomes not only in the market place but also in the household. In this regard measures should be put in place to assure the Ogiek girls of education especially in the light of free education programme. This should be coupled with provision of more schools and ensuring that children remain in school by stemming early marriages as investing in education has benefits to individuals such as it has to society as a whole. Improving access to education of the marginalised like the Ogiek should be accorded priority in the policies of third world countries, in accordance with the global recognition of the contribution that education makes to development.

Longwe (1998) defines empowerment as the process by which those who have been denied ability to make strategic life choices acquire such ability. This means empowerment is the ability to make choices. Therefore, women empowerment is a process by which women individually or collectively increases their initiative to assert their independent right to make choices and control resources which assist in challenging and eliminating their

insubordination and develop awareness of existing discrimination and inequality between men and women and how this phenomenon affects their lives. Kabeer (1999) notes that empowerment deals with how power structures, processes and relationships produce and reinforce gender equality. Education is the greatest tool of empowerment. In developing countries the means of empowerment is linked to one's gender (Boserup, 1970). The Ogiek girls of Njoro Sub County need empowerment by getting formal education that is essential for any development to occur. They need all available assistance in order to acquire education. CDF is one of such assistance that this study aimed to establish its benefits.

Government of Kenya (GoK, 1999) asserted that girls' education is the key and must be a priority. Educating a girl is an investment in a family, community, society and most importantly to herself. The study further stressed that girls should not miss out on education because of short term distractions like pregnancies and early marriages that ultimately will not assist them in their future. The greatest investment girls can make and that will thus yield the greatest returns is investment in themselves through education. Education plays a key role in overall development process (GoK, 2005). This is contrary in the Ogiek community because cultural practices like initiation ceremonies place emphasis on adulthood. Young boys of school going age begin to take adult responsibility and girls are often pressurized to get married. The high level of poverty makes most parents get their daughters betrothed at an early age, some as early as ten years. This hinders the progress of women in areas that require education (Towett, 2004).

It is anticipated that once Ogiek girls are equipped with formal education they will be instrumental in the development of their families and community at large, thus, breaking the norm that girls are inferior to boys among this community. This is because the more girls are empowered the more communities are reached through them. Ultimately they will have the potential of breaking the vicious cycle of poverty, illiteracy and ignorance in Njoro Sub County. This is because women with formal education are more likely to send their children to school and keep them there, seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements and adopt improved sanitation practices. Similarly, the education a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of children marriage especially among the marginalised groups.

Education provision is a good opportunity aimed at building unity beyond ethnic differences and traditional enmity or gaining political loyalty (Zemichael, 2005). This shows that positive development results will be achieved in society if more money was allocated toward girls' education especially among the marginalised communities. It is in this regard that this study was aimed at finding out if CDF was being utilized to ensure educational advancement for the Ogiek girls in Njoro Sub-County.

In a similar study, Cheboi (2007) observed that community development among the Njemps, another marginalised community related to the Ogiek is a partnership between the government and several NGOs. The Kenyan government in collaboration with combined efforts of the parents, local communities and NGOs are committed in providing educational services to Kenyans. Their efforts include government bursaries, scholarships, Municipal and local government bursaries. However, more imperative is free primary and secondary education. In this study one objective was to establish if the Ogiek girls have benefited from CDF educational bursaries

The Ogiek community has a weakness in terms of fighting against marginalisation because it has been difficult for them to develop since they are a small group yet scattered. Groups like Ogiek Welfare Council and Ogiek Development Program have made some efforts to assist them in development but the community looks at them as a source of employment and finance. Men in particular are uncooperative and have refused to change from their traditional bee keeping, hunting and gathering of wild fruits to adopt to the new lifestyle of mixed farming after eviction from the Mau forest. They spend most of their time doing nothing instead of farming and therefore children do not go to school due to lack of support from fathers.

2.4 Challenges of gaining access to secondary education

The challenges that girls face in accessing secondary education in Kenya include: poverty, social cultural practices,

2.4.1 Poverty

Tecla *et al.*, (2011) in their study on factors inhibiting education access, retention and completion by children from vulnerable communities in Kenya revealed that, community

schools are constantly expanding their contributions to the achievement of the goal of basic education for the all country, despite many challenges facing them. Dropout rates are low and many students remain in schools until they complete standard eight or form four, their last year in school. This schools offer lunch to students which helps to keep them in school and therefore provide opportunities for increasing access to education.

World Bank (2000) and GoK (1999) show that poverty remains the largest barrier to access education by girls while education is indeed the cornerstone of overcoming poverty. This studies further, notes that demand for education continues to be lowest in areas where poverty is deepest and most wide spread. Gachukia (1995), laments that the new concept of cost-sharing policy fuelled by the unrelenting economic crisis in Kenya further exacerbates the effects of poverty. This means already impoverished households have to spend more for their children education. For others, paying school fees is an extra burden as they struggle to make ends meet during tough economic times occasioned by the food crisis. These realities are more pronounced among the Ogiek of Njoro Sub County.

Lewin (2008) notes that in Africa when families have to make a choice, due to limited resources of educating either a girl or a boy child, it is always the boy that is chosen to attend school. Therefore many girls are denied access to their educational entitlement because families always send their daughters to work at a young age, so that they can earn additional income needed to supplement their subsistence income and finance education of sons.

Nyangori (2004), notes that one of the greatest challenges of gaining access to secondary education is affordability. This is because secondary education is part of a fee paying sector. This means that parents are required to meet some operational cost such as tuition and maintenance and may be required to meet the cost of food, uniforms, learning materials and special equipment. Consequently, children from poor and marginalised communities whose parents cannot meet the costs are unlikely to participate in secondary education. Migingo (2004) further observes that Ogiek families enrol their children in school but the only hindrance other than ignorance is lack of funds to support the expenses that goes with the kind of education.

The Ogiek Community being one of the indigenous Communities who traditionally depended on forest for their livelihood, their economy is based on subsistence mode of production in addition to hunting wild fruits and roots and traditional bee keeping within Mau forest. This

according to OPDP (2011) is not enough to cover for education expenses. Furthermore, since colonial era to date, Ogiek groups have been displaced from their ancestral land without consultation, consent, or compensation. They have been excluded from development plans and pushed onto land that is not suitable for their way of life. The loss of their ancestral land has resulted in high rate of poverty, illiteracy and poor health. Provision of education to Ogiek children is adversely affected. In most cases girls are affected by this phenomenon and as a result get married at age ten to fifteen.

2.4.2 Socio cultural practices

Flora (2008) identifies socio-cultural practices and attitude has major influence on education especially for girls. It is culture that moulds society, however, some cultural practices are so out-dated that drastic changes are needed. African communities largely have a male preference attitude. Even when schools exist parents do not take their children to school and it has been observed in several countries that in certain groups and communities girls do not participate in education. Parents fail to send their children to school or take them out of school for reasons totally unrelated to physical accessibility and economics.

Mwangi (2004) argues that patriarchal view point favours boys over girls, because boys maintain the family lineage. Furthermore their mothers were not educated so that makes them feel that their daughters do not need education. Some families do not believe in the education of girls and some parents justify the denial of girls of their rights of education to prevent them from bringing shame to the family through early pregnancy. Others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married or if they do, it will be to a foreigner. For such parents early marriage is the best way to prevent this and at the same time preserve traditions.

Oduor (2004), notes that among the Ogiek community, both girls and boys are initiated into adulthood at the same age which is about 14 years but in different ceremonies. Four ceremonies mark the different stages of initiation. The first ceremony is the largest and most dramatic. Its climax is circumcision and excision for girls. After that, those initiates are secluded from the opposite sex for several months and taught the secret knowledge of adult women or men. The final ceremony brings them out of seclusion again ready to start new lives as young adults. Young boys who are still in school going age begin to take up adult responsibilities and girls often are pressurized to marry at an early age depriving them a chance to go to a school. Also, a study by Lekalgitele (2002) in Samburu shows that most

girls who underwent the circumcision rite did not go back to school. These facts are rampant among the Ogiek community of Njoro Sub-County and compelled the government to introduced CDF to get the girl child out of such circumstances. This study sought to establish whether CDF is assisting Ogiek girls to continue with schooling in Njoro sub-county.

2.4.3 Distance to school

Lokuruka (2004) observes that walking long distances to school disadvantages girls, who have care giving responsibilities that keep them close to home. Sisungu *et al.*, (2009) notes that in Guinea-Bissau, distance and transportation to schools which are often far away for children have been identified as drawbacks to school attendance. In Pakistan for example the fear that girls would be teased or harassed on the way to school is seen as a constraint for households that could not spare an adult to accompany the child to school. In Bangladesh, the problem of educating children is identified as the highest priority in some areas. It was observed that women were particularly concerned about sending children to schools that were far away from home, across rivers and unsafe hilly terrain. As highlighted in the Pakistan case, distance is noted as one of the hindrances to educational access of children.

Hunt (2008) observes that some children are often hindered by distance from gaining access to secondary education. This is particularly so in rural areas where population density is low and households are widely scattered. In such context, access to secondary education may mostly rest on accessibility of schools. For other children schools they wish to attend and the poor quality of education become the reason for none attendance to secondary education. Furthermore, Nyangori (2004) identifies that primary and secondary schools located within Ogiek areas are scattered at a distance of twelve kilometres and pupils are forced to walk this long distances to and from those schools. Furthermore there is no secondary school specifically serving Ogiek children among the fifty secondary schools in Njoro Sub County. Those who pass their primary school examination are forced to go to schools far away .Girls find it difficult to walk the long distances and end up dropping out of school. He further asserts that drop outs are high in secondary schools.

2.4.4 Parents' level of education

Lekalgitele (2002) argues that parents' level of education has a positive and significance impact on the probability of enrolment. The level of the mothers' education exerts a particularly strong influence on the likelihood of girls enrolling in schools. Parents' level of

education and nature of their occupation have an impact on girls' education, career and professional advancement. Parents who have attained high formal education appreciate education for their daughters and often encourage them either to acquire the same educational qualification or higher. Flora (2008) on his study on socio-cultural factors notes that there is a significant relationship between the mothers' level of education and their children level of aspiration. The economic statuses of the parents determine female education participation and aspiration for higher education. Kratz (2002) observes that poverty is rampant among the Ogiek community because they have no access to resources .More than 90 percent of the Ogiek can barely afford one proper meal a day. The level of illiteracy is very high at 80 percent and women are seriously disadvantaged. This means that the Ogiek girls lack role models and people to motivate them in their quest to access education.

2.5 Funding of Girls' Education

Kenya's commitment to achieving education for all entails reaching out to disadvantaged and vulnerable children and those in difficult circumstances which include girls. Bursaries targeting the poor, bright and the needy are allocated to both secondary and university students. This aims at improving access and retention for vulnerable groups (Mwangi, 2004). Hunt (2008), identifies that marginalised communities continue to face significant challenges in meeting the cost of education. Moreover, government bursaries for secondary schools are awarded to children enrolled in boarding schools only. Children whose households cannot raise the initial and ongoing costs required for even low cost secondary schools face substantial challenges in accessing secondary education. Therefore government policies aiming to expand access to secondary education for the poor and vulnerable must strive to identify socially disadvantaged children who are in need of financial help to access secondary education. This is mainly because fees charged at secondary schools are a major obstacle for some children to access secondary education resulting in low transition rates from primary to secondary education.

UNESCO (2008), shows that children particularly girls from the marginalised communities have the lowest opportunity to enrol in secondary schools at their official age. Given the massive increase in enrolment after the introduction of free primary education, governments are concerned that if secondary schools are not funded the majority of those who successfully enter and complete free primary education will be unable to continue to secondary education. In many cases these are the children from the poor and marginalised communities whose

parents are unable to afford the costs of secondary education. The denial of secondary education for the marginalised communities is likely to limit their chances of escaping poverty. This is because of social, political and economic benefits associated with secondary education (World Bank, 2005)

The Ogiek community has been displaced from their ancestral land Mau forest from colonial time onwards. Their inhabiting areas have been destroyed through logging, allocating land to influential individuals and establishing development projects. They have lost their traditional occupation honey production which could provide them with sustainable income especially if the honey was processed locally instead of being sold raw to middlemen. This could empower the community economically. Currently bee keeping has been compromised by charcoal burning and the fume from burning kills bees .This has disposed the Ogiek to high level poverty therefore necessitating financial assistance.

UNESCO (2008) observes that only one in five children who completed primary school had access to secondary education and majority of those were from wealthy households. This lead to the introduction of universal secondary education aiming at shifting access patterns from limited elite to the majority of children in the country as close to 50% of Kenyans live below the poverty line (GoK, 1999). There was need to address this glaringly evident inequality. The government of Kenya created the Constituency Development Fund (CDF) through an Act of Parliament (GoK, 2002). The national objective of the CDF was intended to empower members of parliament to respond to the needs and priorities articulated by their constituents, thereby achieving improved governance at their respective constituencies throughout the country. Consequently, the CDF Act was designed to enable balanced socio-economic development across the country (GoK, 2002).

The Act therefore provides that at least 2.5% of all revenue collected from the government in every financial year is reserved for the CDF fund. This fund is disbursed under the direction of the National Constituency Fund Committee and out of this 75% of the amount is distributed across the 210 constituencies, while the balance is disbursed based on the poverty index rate among the 210 constituencies as stipulated within the CDF Act (GoK, 2002). CDF is meant to cater for various constituency development projects including the educational bursary scheme. In education, this fund is meant to help the needs of local communities. It essentially targets orphan children from arid and semi arid lands, in difficult circumstances

and from poor households especially those with low income and generally the girl child. The Ogiek girls of Njoro are eligible to this fund therefore the study seeks to find out whether Ogiek girls have benefited from CDF because majority of them are poor and vulnerable.

2.6 Theoretical Framework

The study was guided by the Classical Liberal Theory of equality of opportunity and social Darwinism Theory. The classical liberal theory of equality of opportunity was used to explain the importance of CDF. The social Darwinism theory was used to explain the importance of education.

2.6.1 Classical Liberal Theory of Equality of Opportunity

The classical liberal theory of equality and opportunity is a theory which was formulated by Jewston and Mason in the 1970s. The theory asserts that each person is born with a given amount of capacity which to a large extent is inherited and therefore cannot be substantially changed. Therefore, the educational system should be designed to remove external barriers of any nature namely economic, cultural or geographical that prevents students from lower economic background from taking advantage of inborn talents which accelerates them to social promotion. Liberal Progressivisms' termed education as the "greater equalizer". They recognised education as the main instrument that could enhance life chances of those born into humble circumstances. The theory advocates that education of secondary and higher institutions should be determined on the basis of individuals merit and not socio-economic background. This should ensure that ideal conditions are created to implement the vision of equal opportunity, where everybody has access to the kind and amount of education that suits his or her inherited capacity.

2.6.2 Social Darwinism Theory

Social Darwinism theory emphasizes that every citizen should be given social status to which they are entitled by their inherited aptitude through education (Obare, 2004). Social Darwinism observes that providing formal equality of access to education, by putting everybody on the scratch guarantees that people are in the same level. This documents who deserves to gain because of his or her achievement which are determined by inherited capabilities and the will to use them and not by arbitrary conditions like economic status. A system of financial aid (CDF) is expected to set in motion an intensive social mobility by facilitating an open condition where the able access careers that they deserve.

By making secondary education available to girls from all social classes it is hoped that one removes the handicaps that are inherited in being born poor. On the level of educational policy in Kenya, the problem is providing grants for the poor but able pupils. These policies were found relevant because the bursary is a policy effort to enable children from poor families, discriminated groups especially girls' access and complete secondary education. In conformity to the arguments of these theories, the CDF bursary is meant for needy students only.

2.7 Conceptual Framework

The figure below illustrates the relationship between CDF and the provision of girls' education in Njoro sub-county.

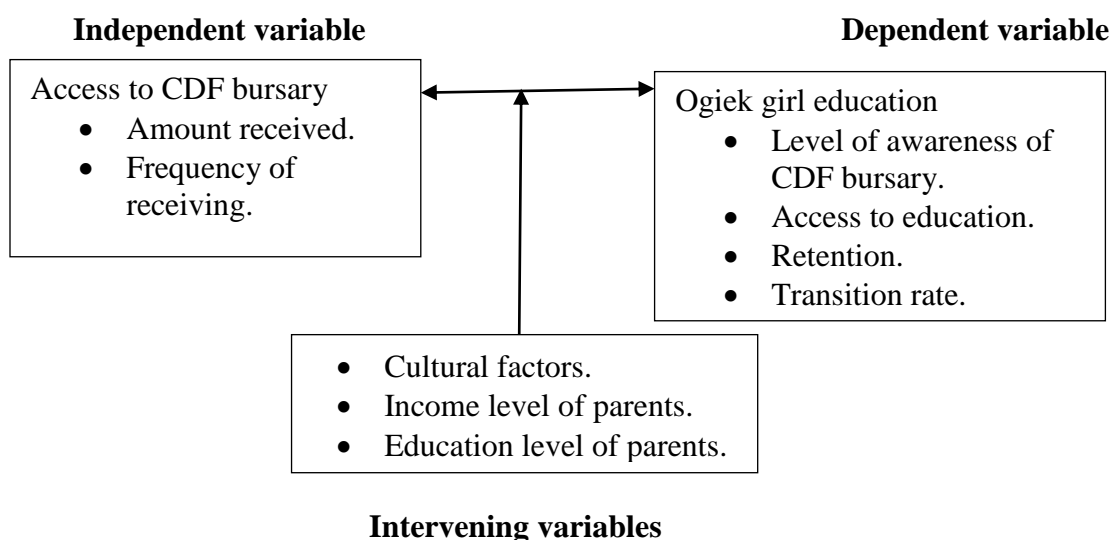


Figure 1: Contribution of CDF on Education of Ogiek Girls.

The Constituency Development Fund education bursary was established by the government to cater for the poor and the marginalised communities such as the Ogiek. It is conceptualised that if the Ogiek girls were aware of CDF bursary and they apply and be awarded sufficient amounts of the bursary yearly, they will access secondary education hence complete and join institutions of higher learning. The CDF bursary fund may not benefit all Ogiek girls since some will get married early as their culture demands. Girls whose parents have low income may not benefit from CDF bursary because there are other expenses like food, uniforms and learning materials required before one is registered in secondary school. Parents with high education level will motivate their girls to acquire education and will pursue the CDF bursary for them and therefore benefit from the bursary.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods that were used in conducting the study. It is divided into sub-sections that provide information on the research design, study area, sampling procedure and sample size, methods of data collection and analysis.

3.2 Research Design

The study adopted *ex-post facto* (Causal comparative) research design. *Ex-post facto* research determines and reports the way things are (*status quo*). The data collected are analysed and described using percentages, means, medians and correlation (Mugenda and Mugenda 1999). *Ex-post facto* design is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they cannot be manipulated. This design was appropriate for this study because the manifestation of independent variable, that is access to CDF bursary by Ogiek girls, had already occurred without any manipulation. Frankel and Warren (2000) identified three types of causal comparative research design. The first type explores the effects caused by membership in a given group, the second explores the consequences of intervention and the third explores the cause of a group membership. The current study fell into the first category where exploration of effects caused by membership in a given group on the contribution of CDF bursary on provision of secondary education of Ogiek girls.

3.3 Study Location

The study was carried out in Njoro Sub-County in Nakuru County. This is one of the most recent Sub- Counties created in the year 2008. Njoro Sub-county constitutes of four Divisions namely: Njoro, Mauche, Mau Narok and Lare. The study focused on Njoro and Mau Narok Divisions where many members of the Ogiek Community are found. Lare and Mauche had no genuine Ogiek families. The government repossessed the Mau forest, and forced the Ogiek living in Mauche and Lare to relocate to Njoro Division. The data was collected from the Njoro Sub-County, the area was purposively chosen since it is considered as the main area of residence for the Ogiek people. The Ogiek community settled in this area and have

continued to maintain the residence in the same place, with very little movement and migration. Many of the Ogiek girls attend school within the Njoro Sub-County.

3.4 Population of the Study

The target population in the study was all the Ogiek girls in Njoro Sub-County who were 1,000 (GoK, 2009). The accessible population consisted of 300 Ogiek girls in secondary schools and those that were eligible to be in secondary schools in Njoro Sub-County (Njoro Sub-County Education Office 2013). The age of the Ogiek girls in secondary schools and those eligible to be in secondary school ranged between fourteen and twenty three years. Among these girls, some could not communicate fluently either in English or Kiswahili hence, the use of an interpreter. Njoro Sub-County has a diverse population background with people from different communities some of whom are civil servants, business people and farmers. The majority of these people practice farming as an income-generating activity and they produce milk on a small scale, cereal crops, oil crops and legumes among others (Towett, 2004).

3.5 Sampling Procedure and Sample Size

Snowball sampling was used to select the sample which was preferred because it helped the researcher identify the initial girls in Njoro and Mau Narok Divisions, who identified others until the required sample was obtained (Mugenda & Mugenda 1999). The respondents were Ogiek girls in secondary schools or out of school. There are 300 Ogiek girls in secondary school and those eligible to be in secondary schools in Njoro Sub-County (OPDP, 2011). One hundred and twenty Ogiek girls (120) were selected from Njoro and Mau Narok Divisions to form the sample size. This sample was selected based on the recommendations of Frankael and Wallen (2000) that the minimum sample size for a survey research should be one hundred (100) cases. In this case, 20 more respondents were added to cater for the spoilt questionnaires and non-responsive cases. One hundred and eleven Ogiek girls responded to the questionnaire while nine never responded. The following organizations assisted the researcher in identifying the genuine Ogiek girls: Ogiek people Development Program, Ogiek Rural Integrated project and Ogiek Welfare Council. The organizations knew the areas inhabited by genuine Ogiek families because they belong there and have worked in the community for a number of years.

3.6 Instrumentation

A questionnaire was used as an instrument of data collection from the Ogiek girls due to the fact that it saves time, allows collection of data from a large population and is less expensive (Mugenda and Mugenda, 1999). The questionnaire had five sections consisting of both closed and open ended questions. The first section solicited for demographic information of the respondents. The second section was on awareness level and sought to establish whether Ogiek girls were aware of the education bursary provided by the CDF. The third section was on the access to education and assessed the influence of CDF on Ogiek girls' education. The fourth section was on the retention of the Ogiek girls in school. Finally, the questionnaire investigated the influence of CDF in retaining Ogiek girls in secondary schools. The fifth section was on the transition rate and the study determined the perception of girls on the transition rate from secondary schools to other institutions of learning in Njoro sub-county.

3.6.1 Validity

According to Gay (1987) content validity is established by use of expert judgment. Two experts in the Department of Applied Community Studies and Extension were relied on in the representation of the questions whether the items measure the variables being studied. Pilot testing was also conducted on twenty (20) Ogiek girls from Marioshoni Division in Molo Sub-County representing a population of Ogiek girls in secondary schools and those eligible to be in secondary schools. The responses from respondents were then checked against the research questions as recommended by (Mugenda & Mugenda 1999). The Pilot-testing also assisted in testing whether the content of the instrument was adequate and relevant and whether the language was clear and understandable by the respondents. Other qualitative aspects of the instrument like question structure; question sequence and development of appropriate procedures for administering the instruments in relation to conditions in the field were covered during the piloting.

3.6.2 Reliability

Reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Neumann, 2000). To ascertain the reliability of the questionnaire, Pilot-testing was conducted on the Ogiek girls in Marioshoni Division Molo Sub-County. The reliability of the data collected in this study was tested using Cronbach's alpha

coefficient. The data yielded a reliability coefficient of 0.761, which was above the accepted threshold for social science research.

3.7 Data Collection Procedure

Upon approval by Graduate School of Egerton University and after receiving research permit from the National Commission for Science, Technology and Innovation (NACOSTI), the researcher sought authority from the County Commissioner, the County Officers, the Chiefs, Assistant Chiefs and the village elders to carry out the research in their locality. The researcher selected an interpreter from the local community who was well conversant with the local community's way of life and spoke English, Kiswahili and the Ogiek language and inducted her to assist with the research. The researcher and the interpreter visited individual girls in their homes and administered the questionnaires for a period of one month. The researcher clarified any issue that the respondents did not understand and emphasised on the issue of confidentiality of the information provided (Mugenda & Mugenda, 1999; Mutai, 2000).

3.8 Data Analysis

Data was analysed using descriptive and inferential statistics. The Statistical Package for Social Scientists (SPSS version 22) aided in data analysis. In descriptive statistics the data was analysed using frequency distributions and percentages, means, standard deviations and t-test. The chi-square test was the inferential statistic that was used to compare relationships between CDF bursary and girls education among the Ogiek in Njoro sub-county. Table 1 shows the summary of the statistical tests that were performed for the different study objectives.

Table 1: Summary of Data Analysis by Objectives

Objective	Independent variable	Dependent variable	Statistical analysis
To determine the awareness level of Ogiek girls on availability of CDF bursary for their education in Njoro sub-county.	CDF bursary	Level of awareness of CDF	Frequency distributions, <i>Chi-square</i> test
To establish the access to CDF bursary by Ogiek girls in secondary schools in Njoro sub-county.	CDF bursary	Access to secondary education	Frequency distributions <i>Chi-square</i> test
To determine the influence of CDF bursary on retention of Ogiek girls in secondary schools in Njoro sub-county.	CDF bursary	Retention of Ogiek girls in secondary schools	Frequency distributions,
To find out the Ogiek girls perception on the contribution of CDF in promoting their transition rate from secondary schools to post-secondary institutions in Njoro sub-county	CDF bursary	Contribution of CDF in promoting the transition rate of Ogiek girls to post-secondary institutions	Frequency distribution t-test,

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions on the contribution of CDF bursary in the provision of girl child education among the Ogiek people in NjoroSub-County. The findings are presented in the form of percentage scores, frequency distributions tables, and pie charts.

The chapter is divided into six sections, which include: (i) characteristics of the respondents, (ii) awareness of availability of the CDF bursary fund by Ogiek girls, (iii) influence of the CDF bursary fund on access of secondary education, (iv) influence of the CDF bursary on retention of Ogiek girls in secondary school, (v) the contribution of CDF bursary towards transition of girls to post-secondary education. The sample size was one hundred and twenty Ogiek girls but only one hundred and eleven girls responded. The response rate was 92.5 percent.

4.2 Characteristics of Respondents

Various characteristics of the respondents were measured, for the purpose of determining how they affected the secondary school attendance and access to the CDF bursary fund. These included the age, school going respondents, type of school, type of parentage, income of parents, source of income, type of housing, land ownership, educational level and siblings attending school.

4.2.1 Age of Respondents

Age is closely related to the class one is currently attending. The secondary school level of education starts in form one and ends in form four and the age of the students ranges between 14 and 18 years UNESCO, (1990). In this study, the youngest respondent was 14 and the oldest was 23 years. The respondent's age was determined by asking the girls from the Ogiek community who answered the questionnaire for this study to state their ages. The resulting data is given in Table 2 in the form of frequency distributions and percentages.

Table 2: Age of respondents

Age (Years)	Frequency	Percentage
14.00	1	0.9
15.00	15	13.5
16.00	29	26.1
17.00	25	22.5
18.00	17	15.3
19.00	12	10.8
20.00	7	6.3
21.00	2	1.8
22.00	1	0.9
23.00	2	1.8
Total	111	100.0

Mean 17, Std. dev. 1.782, minimum 14, and maximum 23

A quarter of the respondents (26.1 %) were aged 16 years, while 22.5 % were 17 years, 15.3 % were 18 years and 6.3 % were 20 years. Few of the respondents (0.9 %) were aged 14 years and 22 years respectively.

The youngest respondent was found to be 14 years of age, while the oldest respondent was 23 years of age. The respondents mean age was 17 years; the standard error was small meaning the variation in age between the Ogiek girls was not big. The median was 17 years and the mode was 16 years. 21.6 % of the respondents were above the age limit for secondary school students; an age of 19 and above years. This figure was high and could be attributed to the students starting school late, dropping out of school due to school fees or repeating of classes. Children particularly girls from marginalized communities have the lowest opportunity to enroll in secondary schools at their official age due to finances UNESCO (2008).

4.2.2 Girls Eligible to be in School

The study sought to determine if the respondents were still students or not. This variable assisted in determining if the students required accessing the CDF fund in the future. Respondents still in school would probably apply for and require accessing the fund. The frequency distribution and the percentages of the girls who were attending school and the ones who were not attending are given in Table 3.

Table 3: School Attendance by the Respondents

	Frequency	Percentage
In school	100	90.1
Not in school	11	9.9
Total	111	100.0

The results presented in Table 3 indicate that 90.1% of the respondents were still attending school, while 9.9% of the respondents were at home due to lack of school fees. These are the problems CDF bursary was meant to solve. The government bursaries come as an intervention of curbing girl child dropout. However this can be achieved if the bursary is substantial enough to reduce the girl high cost and counter the negative effects of poverty at household level Flora (2008). Letegitele (2002), noted that cost sharing policy in education has led to the escalation of education costs at secondary education level to individuals. This is because the government transferred its financial responsibility to the community and parents as it cut back national expenditure on education. Hence fees and other school related direct costs were and are supposed to be met by parents. Most parents are overburdened consequently they are unable to keep their children in school especially at secondary school level with their low income and high secondary school costs. This implies that parents and especially poor parents avoid enrolling or withdraw their girls when faced with increasing demand on household income.

4.2.3 Type of Schools attended by the Respondents

The respondents were asked to state the type of school they were currently attending or the one they attended for the girls who were not in school. The respondents identified three types of secondary schools, which included: mixed boarding schools for boys and girls, mixed day schools, and girls' only boarding schools. Girls' only day schools were not found in the study area as shown in Figure 2.

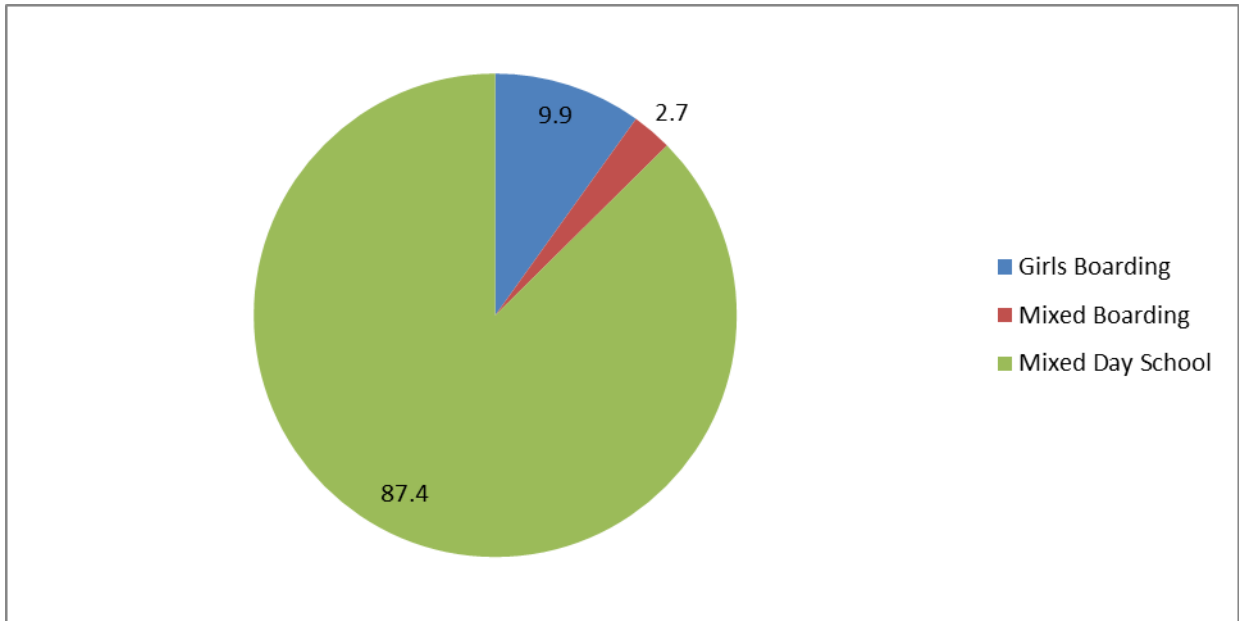


Figure 2: Type of schools attended by the respondents.

The results presented in figure 2, showed that the majority of the respondents (87.4 %) attended day schools that were mixed for both boys and girls, while few of the respondents (9.9 %) attended boarding schools that were for girls only and even fewer (2.7 %) of the girls attended boarding schools that were mixed for boy and girls. Mixed day schools tend to be more common within the community as they are cheaper for the parents and easy to establish within the locality .The bursary awards more too little to sustain girls in boarding schools which charge fees of more than thirty thousand per year resulting to majority joining day schools (Obare, 2004).

4.2.3 Family Status

The CDF fund is mainly targeted to meet the needs of the students who are total orphans, partial orphans, single parents, or needy parents. The study aimed at identifying the number of parents the respondents were living with and to determine if the loss of a parent had an effect on the access and knowledge of the CDF funds. The respondents were asked to state whether the mother and the father were living in the home or were away. The respondents were then divided into three categories: the student living with both the parents, the student living with the mother only and the student living with the father only, as given in Figure 3.

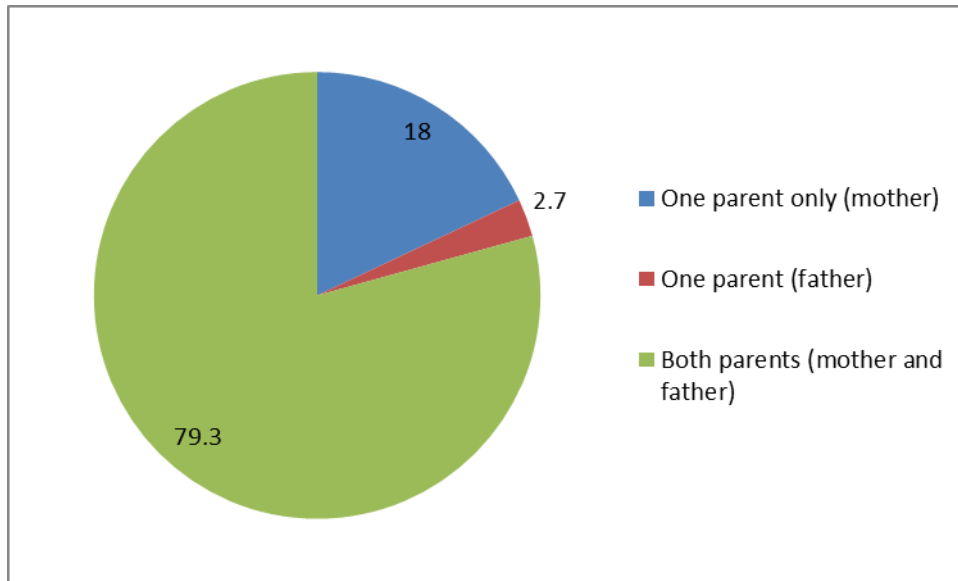


Figure 3: Number of parents in the Home

The majority of the respondents (79.3 %) were living with both the parents (mother and father), while 18 % were living with their mothers only without their fathers and 2.7 % were living with their fathers only without their mothers. The eligibility of the girls to the CDF bursary based on the family status loss of a parent could only affect 20.7 % of the respondents as the remaining 79.3 % of the girls had both parents. The female-headed homes accounted for 18 % of the population, a significant figure because these homes are more vulnerable to poverty and they also need more support to enable them provide for needs of their children. According to Njeru, (2014) children whose parents especially fathers have refused to adapt to new lifestyle of farming are not going to school because they lack financial support from their fathers .This means that Ogiek mothers alone are unable to provide education needs for their children.

4.2.4 Income of Respondents' Parents

The income of the parents was an important variable in this study because as it was one of the factors considered before a student was given a bursary through the CDF bursary fund. The parents with low or no income were given priority when the funds were being allocated. The income of the parents was operationalized as the monthly income the parents received. The respondents were asked to state an estimate of the monthly income of their father and mother which they sourced their parents. The resulting data was then averaged to get the total mean income of the parents. The frequency distributions of the parent's income are given in Table 4.

Table 4: Average Parental Income per month (in Kshs)

Income categories in Kshs	Frequency	Percentage
No regular income	6	5.4
501 – 1500	21	18.9
1,501 - 3,000	28	25.2
3,001 - 4,500	3	2.7
4,501 - 6,000	20	18.0
6,001 - 8,000	14	12.6
8,001 -11,000	9	8.2
11,001 - 16,000	8	7.2
16,001 and Above	2	1.8
Total	111	100.0

Mean 5,123, Std. dev. 4315.16, median 3,500, mode 1,500, min. 0, and max 20,000

The average household earning per month were Kshs 5,123 the standard error was large indicating that there was a great variation between the least and maximum monthly income got by the respondents' parents. The median was Kshs 3,500, the mode was Kshs 1,500, the standard deviation was Kshs 4,315, the minimum income was Kshs 0 and the maximum income was Kshs 25,000. Close to half the respondents, that is 49.5 % indicated that parents' income was below K.sh. 3000. The World Bank (2000) reports stated that most of the families in rural farming communities earned and lived on less than a dollar a day. This is in agreement with the data collected where families earned and lived on less than Ksh. 3000 that is around a dollar a day, which is below the poverty line.

4.2.5 Sources of Household Income

The study also sought to determine the main source of income for the household. The source of income is one of the factors the CDF committee considers when awarding funds to the students. The respondents were asked to state the main source of their family income. Six main income sources were identified, these included: mixed farming, crop farming, casual employment, business, livestock farming, and formal employment. The frequency distribution and the percentages of the income sources are given in Table 5.

Table 5: Main sources of income for the households

Income Source	Frequency	Percentage
Mixed Farming	58	52.3
Crop Farming	26	23.4
Casual Employment	15	13.5
Business	7	6.3
Livestock Farming	3	2.7
Formal Employment	2	1.8
Total	111	100.0

The majority of the households (52.3 %) where the girls come from were mainly involved in mixed farming, where they kept both livestock and grew crops. This can be as a result of mixing with communities like the kikuyu and the Kalenjin who practice the same activities. This was followed by crop farming (23.4 %), where the families grew only crops. Casual employment formed a significant income source for 13.5 % of the households. This is where the households were involved in working in farms belonging to other communities especially Kikuyus who border them and in nearby flower farms as labourers. Households dealing in business formed 6.3 %, the businesses were mainly trading in crop produce, charcoal, livestock and shops. The households that practiced livestock farming were 2.7 % of the population, these were households that did not own land for crop production and mainly grazed animals in the government forested areas. They lost their ancestral land through eviction by the government to preserve the Mau forest. The remaining 1.8 % of the households were having one of the household members employed in government offices earning a monthly salary.

This is in agreement with Towett, (2004) findings that unemployment is common among the Ogiek community even in those that have gone to school because their level of educational attainment is inferior to those of children from communities well served with educational facilities. One common thing with the six income sources identified in the study area apart from salaried employment is that they all relied on rainfall, which can be unpredictable causing the income sources to be unreliable. Moreover the Ogiek have lost their traditional occupation bee keeping and have been forced into cultivation farming. They lack cultivation skills and are exploited by middlemen when they seek to sell their produce. This can affect the parent's ability to pay fees for their girls Towett (2004).

4.2.6 Type of Houses

Type of housing can indicate the socio-economic status of the families. The main investment for families is usually the house that they live in. Therefore, the type of housing was considered an important variable. Type of housing was described using two main indicators that included: (i) the type of roofing material used (whether iron or grass) and (ii) the material used in the making of the walls of the houses. Five different types of materials were used, they included: earth bricks, timber, iron sheets, stones and mud. The roofing materials and the type of walls is given in Table 6 and 7 respectively.

Table 6: Type of Materials Forming the Walls of the Houses

Material used on the wall	Frequency	Percentage
Mud	98	88.3
Brick	1	0.9
Stones	1	0.9
Timber	6	5.4
Iron sheet	5	4.5
Total	111	100

Table 7: Type of Materials Forming the Roofs of the Houses

Materials Used for the Roof	Frequency	Percentage
Iron sheets	42	37.8
Grass	69	62.2
Total	111	100

The majority of the houses (62.7 %) were grass thatched, while the remaining 37.3 % were iron sheet roofed. 88.2 % of the houses in the study area were mud walled. These two factors imply that the majority of the households were of low socio-economic status. This data is true reflection of the Ogiek community as asserted by Njeru (2014) that the Ogiek are considered as the guardian of the forest since time immemorial. This is because they solely depend on the forest for food, medicine shelter and preservation of their culture.

4.2.7 Land Tenure

Land tenure or land ownership by the households was another variable used to indicate the socio-economic status of the household. Land is considered an asset, and therefore the type of land ownership among the respondents would be crucial in determining the stability and level of socio-economic wellbeing. The girls were asked to state the type of land ownership they had. Three different types of land tenure were found to exist in the study area. The type of land ownership in the area and their frequency distributions are given in Table 8.

Table 8: Type of Land Ownership

Land Tenure	Frequency	Percentage
Rented	62	49.6
Borrowed	38	30.4
Purchased	11	20.0
Total	111	100.0

The majority of the respondents (80 %) did not own the land they were living on. This results are true as attested by Njeru (2014) that Ogiek community has faced several evictions from their dwelling place the Mau forest rendering them landless.49.6% of them had rented the land that they were living on, while 30.4 % had borrowed the land. The remaining 20 % of the households owned the land they were living in having purchased it. The results show that more than three quarters of the households did not own assets in form of land, implying a low socio-economic status and that they would find it difficult to pay school fees for the girls.

4.2.7 Education Level of the Respondents' Parents

The education level of the parents was another factor that was assumed to affect the academic life of the girls as this could act as a motivating element to them. The motivation to pursue academic goals would go hand in hand with the pursuance of bursaries from the CDF fund. The education level of the parents was operationalized as the highest level an individual attained in formal schooling, quantified by the number of years in formal school. The highest education level for the parents is given in Table 9.

Table 9: Highest Academic Level Attained by the Parents

Number of years in formal school	Frequency	Percentage
None (0 years)	43	39.0
1-4 (Lower primary)	18	16.0
5-8 (upper primary)	41	37.0
9-12 (secondary)	9	8.0
Total	111	100.0

The parents who had not gone to school or had no formal type of education were 39 % while those that had received the first 4 years of formal schooling were 16 %. Those that had received between 5 and 8 years of formal schooling were 37 % while those with more than 10 years of formal schooling accounted for 8%.

Twelve years of formal education is equivalent to one completing secondary school education. This means that none of the parents had progressed beyond the secondary level of education. Also more than a third of the parents had not attended any type of formal schooling. This data is a true reflection of the situation within the Ogiek community as it is confirmed by Towett (2004) that illiteracy level among the Ogiek community is 80%. Parents' level of education has significant impact on the probability of enrolment. The level of mother's education exerts particularly a strong influence on the likelihood of girls enrolling in school. Parents' level of education and nature of their occupation have an impact on girls' education career and professional advancement. Parents who have attained high formal education appreciate education for their daughters and they often encourage them to acquire educational qualification either equivalent or higher (Obare, 2004). Lelkgitele (2002) also noted that there was a significant relationship between the mother's level of education and their children participation and aspiration for higher education.

4.2.8 Siblings Attending School

Respondents were asked to state the number of siblings in their family who were attending school. This variable determined the economic state of the family. Students with siblings in school were more likely to rely fully on the CDF fund for their school fees, drop out of school for lack of fees or experience severe difficulty in accessing and managing their own school fees.

Table 10: Siblings Who Are Attending School

Number	Frequency	Percentage
0.00	101	91.0
1.00	8	7.2
4.00	1	0.9
5.00	1	0.9
Total	111	100

The majority of the respondents that is 91% of the girls had no siblings who were attending school at the time of the research, while 7.2 % of them indicated that they had one sibling in school and only 0.9% of the respondents indicated that they had either 4 or 5 siblings who were attending school. These findings agree with the assertion of Flora (2008) which found that families with low income are unable to maintain two or more of their children in secondary school if they cannot fully be assisted by government bursaries.

4.2.9 Reasons for Siblings Not attending School

In order to gauge the true socio-economic status of the respondents' family, they were asked to state reasons why their siblings were not able to attend school. The results were analyzed on each response using frequencies which are presented in Table 11.

Table 11: Reasons Siblings Are Not In School

Reasons	Frequency	Percentage
Parents Cannot Afford the fees	101	91.0
They Don't Want School	4	3.6
Working and doing business	3	2.7
They Got Married	3	2.7
Total	111	100.0

A significant majority of the respondents that is 91% indicated that their siblings could not attend school because their parents lacked the money to take them to school. Inadequate income was cited as the main reason for siblings lacking access to education. However 3.6% of the respondents indicated that their siblings did not want to attend school, while 2.7 % were working in farms and selling of farm produce and firewood. Another 2.7 %, of the

respondents stated that their siblings had gotten married and could therefore no longer attend school. This result concurs with the assertion of Hunt (2008) that children whose households cannot raise the initial and ongoing costs required for even low cost secondary schools face challenges in accessing secondary education. Therefore, he recommended that the government policies aiming to expand access to secondary education for the poor and vulnerable should identify socially disadvantaged children who are in financial need to access secondary education.

4.3 Level of Awareness on the Availability of CDF Funds

This section discusses the first objective of the study, which aimed at assessing the awareness level of Ogiek girls on the availability of the CDF bursary and how the bursary can be used towards their education.

The Ogiek girl's level of awareness on the availability of CDF bursary funds was operationalized as an index combining five variables that were assigned as indicators of awareness of the fund. These indicators were statements that were designed to test the respondent's knowledge on the source, acquisition and eligibility of the CDF bursary. The test variables included the following six items: (i) who qualified for the funds, (ii) where are the funds were obtained, (iii) how one could access information on the fund, (iv) who owned the fund, (v) how were funds disbursed and (vi) awareness on the availability of the fund.

The Ogiek girls who responded correctly to each of the awareness statements were summed up and their frequency distribution are given in Table 12.

Table 12: Multiple Response Table on level Awareness of CDF availability

Awareness Questions	Frequency	Percentage
Where are the funds obtained?	76	68.5
Who owns the fund?	74	66.7
Who qualifies for the fund?	78	70.3
Do you have information on how one can access the fund?	71	64.0
How are the funds disbursed	37	33.3

n=111

The Ogiek girls who answered the awareness questions correctly meaning they were aware of the fund were generally the majority when compared to the ones who answered the questions wrongly meaning they were not aware of the fund. The girls who knew of the fund constituted 68.5 % of the population, while 66.7 % knew who owned the fund, 70.3 % knew

who qualified to receive from the fund, 64 % knew how one could access the fund and 33.3 % of them knew how the funds were disbursed.

The responses to the questions were converted into scores, the correct or positive response was given a score of 1 and the negative or wrong response given a score of 0 to create a 0, 1 type of variable (or a dummy variable). The individual scores for each of the five variables were then added together to form an index of level of awareness of CDF bursary by Ogiek girls. The index was then divided into two categories depicting the level of awareness as follows: (i) high level of awareness, for scores between 4 and 5, (ii) medium level of awareness for scores between 2 and 3 and (iii) low level of awareness, for scores ranging between 0 and 1. The frequency distribution and descriptive statistics of the index are given in Table 13.

Table 13: Frequency Distribution of the Level of Awareness of Availability of CDF Bursary by Ogiek Girls

Level of Awareness (Score)	Frequency	Percentage
Low (0-1)	24	21.6
Medium (2-3)	60	54.1
High(4-5)	27	24.3
Total	111	100

The Ogiek girl’s level of awareness of CDF had a mean of 2.52 with a standard deviation of 1.27, median of 2, and a mode of 2. The lowest awareness score for the girls was 0 indicating a very low level of awareness and the highest score was 5 indicating a very high level of awareness of CDF bursary. The majority of the Ogiek girls (54.1 %) had a medium level of awareness, while 24.3 % had a high level of awareness of the CDF bursary and 21.6 % had a low level.

The chi-square test was used in testing which of the three categories (high, medium and low) of level of awareness was the highest. The frequency distribution, the chi-square and *p* values are presented in Table14.

Table 14: Chi-square test on the Ogiek girl's Level of Awareness of CDF bursary

Level of awareness	Number of girls	Expected n.	Residual
Low (0-1)	24	37.0	-13.0
Medium (2-3)	60	37.0	23
High (4-5)	27	37.0	-10.0
Total	111		

Chi-square=21.568, df=2, p-value 0.001

The results of this study indicate that the number of Ogiek girls that had a medium level of awareness of CDF bursary were significantly higher than the ones with either high or low levels of awareness. The difference were found to be significant at $p < 0.05$ (Chi-square=21.568, df=2) and therefore, it was concluded that the Ogiek girls had a medium level of awareness on the availability of CDF in Njoro sub-county for their education. Since majority of the respondents were aware of the availability of CDF bursary means many girls would benefit from the bursary. Flora (2008) asserted that heightened awareness about the availability of Ministry of Education Science and Technology bursary in enhancing girl child access to secondary education in Kajiado Sub-County drastically increased the numbers of girls in secondary school which is not the same among the Ogiek girls.

4.4 The Ogiek girls Access to CDF Bursary for their Secondary School Education

The second objective of this study aimed at establishing whether the Ogiek girl had access to the CDF bursary for their secondary school education.

4.4.1 Access to CDF bursary by Ogiek girls

The access to CDF bursary by Ogiek girls for use in paying school fees for their secondary education was determined by comparing the number of girls that were in school and had applied for the fund and the number that received the bursary from the fund for their secondary education. The frequency distribution of the Ogiek girls that were currently in school and had applied for CDF bursary is given in Table 15.

Table 15: Ogiek girls applying for CDF bursary

Access to CDF bursary	Frequency	Percentage
Girls who applied for the CDF bursary	27	24.3
Girls who did not apply for the CDF bursary	84	75.7
Total	111	100

The Ogiek girls applying for the CDF bursary in Njoro Sub-County were few (24.3 %) this could have caused the low level of access to the funds by the Ogiek girls. This findings disagrees with the assertion by Flora (2008) in the study on effectiveness of government bursary which showed that most students applied for the Ministry of Education bursary regardless of whether they were needy or not.

The actual access to CDF bursary by the Ogiek girls was determined by asking the girls who had applied to state whether they had received any funding from the CDF bursary, the responses are given in Table 16.

Table 16: Access to CDF bursary by the Ogiek girls and their siblings

Access to CDF bursary	Frequency	Percentage
Girls who applied and accessed the CDF bursary	11	40.7
Girls who applied and did not access the CDF bursary	16	59.3
Total	27	100

The results show that a high number of the girls (59.3 %) who applied for the funds were not successful, meaning that they did not have an access to CDF. The difference in the number of girls that accessed the funds and the ones that did not was not significant statistically (chi-square .926, df 1, $p \geq 0.05$) as shown in Table 17.

Table 17: Chi-square test on the Ogiek girls' Access to CDF bursary

Awarded	Number of girls	Expected n.	Residual
Accessed the funds	11	13.5	2.5
No access to the fund	16	13.5	-2.5
Total	27		

Chi-square=.926, df=1, p-value 0.336

4.5 The Influence of the CDF Bursary on the Retention of Ogiek girls in Secondary Schools

This section deals with the third objective of this study which was to determine the influence of CDF bursary on retention of Ogiek girls in secondary schools in Njoro Sub County. The retention of Ogiek girls in school due to the availability of CDF bursary was determined by assessing the following: (i) amount of CDF bursary received by the Ogiek girls in Njoro sub-county, and (ii) how frequent the Ogiek girls received CDF bursary.

4.5.1 Amount of CDF bursary received by Ogiek girls in secondary schools

The Ogiek girls were asked to state the amount of bursary they had received from the CDF for a period of 4 years from 2010 to 2013. The total number of the girls receiving the fund each year and the amount of money received was calculated for the four years and the results are given in Table 18.

Table 18: Number and Amount (in Kshs) of funds provided by the CDF for Ogiek girls education

	Years			
	2010	2011	2012	2013
Number of Ogiek girls receiving CDF bursary	2	2	7	3
Total amount of bursary given to Ogiek girls	3,500	3,000	21,500	7,500

The highest number of girls receiving CDF bursary was seven in 2012, and the lowest number was two in 2011. This means that the percentage of the girls that could have been retained in school due to CDF bursary ranged between 1.8 % and 6.3 %, these figures are very low. The total amount of the CDF bursary given to the Ogiek girls in secondary school for four years (2010 -2013) ranged between K.shs. 3,000 and K.shs. 21,500. This meant that individual girls were getting an average of K.shs 3,000 per year. This figure is low compared to the amount of fees required for a student for a year in a day secondary school, which is above K.shs 20,000. This shows that the influence of CDF bursary in retaining the girls in schools was low. These results are in tandem with postulations of Flora (2008) which observed that government bursaries have played a small role in assisting girls participation and retention in secondary education. Furthermore the bursaries are insufficient in meeting access and participation in secondary education especially in catering for whole tuition fees.

4.5.2 Ogiek girls Frequency of receiving CDF bursary

The frequency of receiving CDF bursary by Ogiek girls was determined by asking the girls to state the number of times they had received funds from the CDF bursary. The responses of the girls and their frequency distributions are given in Table 19.

Table 19: Ogiek girls Frequency of receiving CDF bursary

Number of times Ogiek girls received funds	Frequency in a period of 4 years(2010-2013)	Percentage
0	100	90.0
1	8	7.2
2	3	2.8
Total	111	100.0

The frequency of receiving of CDF bursary by the girls was found to be low as can be seen in Table 19. The majority of the respondents (90 %) had not received the CDF bursary at all and only eleven of the Ogiek girls (10 %) reported that they had received from the CDF bursary. Among the ones that had received from the fund, only three (3) of them had received more than once from the fund. These findings are in line with Obare (2004) who asserted that bursaries to schools are irregular and inconsistent. Girls who receive bursaries still have problems of paying extra levies introduced to schools and the awards are little. These girls are sent away or drop out of school if parents are unable to clear school dues.

4.6 Ogiek girls' perception on CDF Bursary contribution to their Transition to Tertiary Institutions

The section deals with the fourth objective of this study which was finding out the Ogiek girls perception on contribution of CDF Bursary in promoting their Transition to Tertiary Institutions in Njoro sub-county. The Ogiek girls' perception of the contribution of CDF bursary on transition from secondary school to tertiary institutions was gauged by asking the respondents to rate six statements describing the contribution of CDF to different activities related to the transition to tertiary institutions using a 5 point Likert scale (SA=Strongly Agree, A= Agree, U= Undecided, D=Disagree, SD= Strongly Disagree). The Ogiek girl's responses are given in Table 20.

Table 20: Ogiek girls perception on the contribution of CDF to their Transition from Secondary to Tertiary Institutions (n=111)

Statements on Perception	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean score
Many Ogiek girls have joined secondary school due to CDF bursary	0	0.9	9.9	7.2	82	1.29
No drop out of Ogiek girls due to CDF bursary	1.8	0.9	0	17.1	80.2	1.27
Majority of Ogiek girls complete secondary education due to CDF bursary	0	0	0.9	21.6	77.5	1.23
Girls have joined higher learning institutions due to CDF bursary	0	0	10.8	14.4	74.8	1.42
CDF bursary promotes girls from one class to another	0.9	2.7	9.0	12.6	74.8	1.36
CDF has positively contributed to girl child secondary school education	11.7	0	0	0	88.3	0.11
Grand Mean Score						1.11

SA=strongly Agree, A= Agree, U= Undecided, D=Disagree, SD= Strongly Disagree

The results in Table 20 show that the majority of the respondents' perceptions were that CDF contribution in promoting the transition rate of Ogiek girls to tertiary institutions was very minimal. The majority of the Ogiek girls strongly disagreed with all the positive statements that were made on CDF as a source of funding for Ogiek girls transition from secondary to tertiary institutions. The results, showed that majority of the respondents that is 88.3%, felt that the CDF did not contribute positively to the transition of Ogiek girls from secondary schools to tertiary intuitions. With regard to retention, none of the respondents agreed to the statement that Ogiek girls are likely to complete school due to the CDF bursary. In fact a significant majority that is 77.5 % strongly disagreed with this statement. The mean scores for all the statements were found to be below 1.5, indicating a negative response on a scale of 1 to 2 are negative ,3 is neutral and 4 and 5are positive contribution. The study concludes that majority of the respondents disagreed with the statements that CDF contributes to the promotion of the transition rate of Ogiek girls to tertiary institutions based on the grand mean

score of 1.11. The grand mean of the contribution of CDF was then compared with the neutral mean of 3 using the one sample t test and the results are given in Table 21.

Table 21: Mean Comparison using the One-Sample t-test

One sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
Ogiek Girls Perception	111	1.1171	0.46362	0.4401

One sample t-test

	Test Value=3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Ogiek Girl's Perception	-42.788	110	.000	-1.88288	-1.9701	-1.7957

The grand mean (1.11) was found to be significantly different ($t=-42.788$, $df= 110$, $p=0.001$) from the test mean of 3, indicating the overall perception of CDF in promoting the transition rate of the Ogiek girls to tertiary institutions was negligible. According to Flora (2008) and Obare (2004), most government bursaries are insufficient in meeting the objective of enhancing access, participation and retention in secondary education especially in catering for whole tuition fees and assisting girls eligible to be in school. There is therefore need to set up new bursary fund at local levels and strengthen the existing bursary fund at divisional levels. Girls who receive bursaries still have problems of paying extra levies introduced by schools. These girls are sent away or drop out of school if parents are unable to cater for them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter outlines the summary and conclusions made from this study and states the suggested recommendations made by the researcher based on the data that was analysed. The first section provides a summary of the study, followed by the conclusions made from the analysis of the data and finally outlines the recommendations that were suggested in order to increase the impact of CDF in improving the Ogiek girl child education in Njoro Sub-County. This research was undertaken in Njoro Sub-County, Kenya to establish the influence of CDF on the education on of Ogiek girls in the district. The assessment was based on the following four research questions: (i) the level of awareness by the Ogiek girls on the availability of the CDF education bursary, (ii) whether Ogiek girls access to secondary education has been influenced by CDF bursary, (iii) whether the retention of Ogiek girls in secondary schools has been due to the provision of education bursaries by CDF, and (iv) the contribution of CDF in promoting Ogiek girls transition from secondary schools to other institutions of higher learning. The study used a snowball sample of 111 Ogiek girls in Njoro and Mau Narok Divisions of Njoro Sub-County and sourced information using a questionnaire.

5.2 Summary of the study findings

The analysis of the data revealed that even though the Ogiek girls were aware of the availability of the CDF education bursary, the percentage of the girls benefitting from the fund was very low and the fund played insignificant role in maintaining them in school. This observation was enhanced by the girl's poor perception of the contribution of the CDF bursary in promoting their transition from secondary school to other institutions of higher learning.

5.2.1 Characteristics of the respondents

All the respondents in the sample were Ogiek girls, with 90 of the respondents still attending school, while the rest were not in school. In addition, above 50% of the respondents came from low income households, as characterized by the low income of parents, siblings'

dismissal from school and the housing conditions of the family. Furthermore, 20.7% of the respondents lived in single parent homes.

5.2.2 Awareness of availability of CDF funds

Majority of the respondents showed high levels of awareness with regard to the CDF bursary fund. This meant that at least 54.1 % of the respondents understood the CDF bursary requirements, process of application and had knowledge on exactly what the bursary was directed at. The respondents understood completely the qualification process for the CDF bursary and how to get the funds.

5.2.3 Influence of CDF bursary on access to secondary school education

A high percentage (90 %) of the girls had little if any access to the CDF bursary fund. This meant that only 10 % of the girls had obtained, made use of or gained any advantage that came from the access of CDF bursary. Despite the needs presented by these girls with regard to requiring assistance to pay school fees, very few actually accessed the fund that is set for them. Access was mainly diminished by lack of application for the CDF bursary. With more than 70% of the girls indicating they had not applied for CDF, and as such could not access the fund.

5.2.4 CDF bursary and retention of Ogiek girls in secondary schools

More than 75% of the respondents faced poor retention or challenges in retention, while pursuing secondary school education. Such challenges were indicated as increased absenteeism which meant that students could barely catch up in the syllabus, increased repetition of the same class and increased rates of transfer to cheaper schools. The study also investigated some of the reasons that could be cited as affecting the retention rate including: income level of parents, education level of parents and cultural factors such as early marriages and preferences of the boy child.

5.2.5 Perceived contribution of CDF to the transition of the Ogiek girls to tertiary institutions

More than 80 % of the respondents perceived that CDF had made no contribution (or the contribution was low) towards the translation of Ogiek girls from secondary schools to tertiary institutions.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

- i. The Ogiek girls were highly aware of the availability of the education bursary fund provided by the government through the CDF for their education but only a few made use of the funds.
- ii. The Ogiek girls that had accessed the education bursary funds provided by the CDF were very low. The reasons that were given by the girls for this low response were two fold, the reasons that applied to the girls (not applying for the funds and not knowing when to apply) and the reasons that applied to the administrators of the fund (never giving response to the girls who applied, lack of application forms).
- iii. The input of the CDF education bursary in maintaining the Ogiek girls in schools was very low and when compared to other sources of funding available to the girls the CDF ranked number three to parents and guardians. The impact based on the amount of funds given to individuals and all the girls in the community was low. The number of girls benefiting from the fund over the last three years was also negligible.
- iv. The perceived contribution of CDF in promoting the transition of Ogiek girls from secondary to other institutions of higher learning was poor. The girls felt that the contribution of the fund was very low and hence had no input on their academic achievements.

5.4 Recommendations

The following suggestions can be implemented to enhance the input of the CDF education bursary in promoting the education of Ogiek girls in Njoro sub-county:

- i. The administrators of the CDF education bursary need to educate the Ogiek girls the procedure and the regulations regarding the funds.
- ii. The girls that apply for the funds and are found to be unsuccessful should be given the reasons that caused their not being successful in obtaining the funds. Such reasons would enable girls to understand the process better and increase their chances for success the next time they apply.

- iii. The administrators of CDF, leaders of the secondary schools and other Ogiek organizations involved in education in the area should provide the Ogiek girls with information and training in filling the CDF forms, so as to enable them gain on this resource available for them.
- iv. A special education fund within the CDF should be established to specifically provide for the funding of Ogiek girls in the district.
The county / national government, through various stakeholders, should establish why needy Ogiek girls were not applying for CDF bursary yet they were aware of it.

5.5 Areas for Further Research

- i. This study was limited to Njoro sub-county and thus similar studies should be carried out at the National level in form of rapid assessment on the contribution of Constituency Development Fund Bursary to secondary education of especially girls.
- ii. A comparative study of the Ogiek girls in Njoro sub-county needs to be done in the future to find out other factors causing the low academic achievements of the girls other than funding.

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APPENDICES

Appendix 1: Questionnaire for Ogiek Girls

I am Prisca Okeyo, a student at Egerton University pursuing a Master of Science degree in Community studies and Extension, conducting a study through this questionnaire to establish the extent CDF has contributed on the provision of education to Ogiek girls in Njoro District. Your response is important because it will help the researcher to obtain information necessary to be awarded a Masters degree. The questionnaire will take fifteen minutes to complete and will be collected from you by the researcher after three days. You are requested to respond to the questions as appropriately, precisely and honestly as may be required since the identity of the respondent and information will be confidential.

SECTION 1: Demographic information

Please provide the following information by writing or ticking where appropriate

1. How old are you? _____
2. Are both your parents alive?
Yes No
a) Mother is alive b) Father is alive
3. If alive, what is your father`s source of income?
a) Salaried employment b) Casual employment
c) Business d) Mixed farming
e) Livestock farming f) Crop farming
g) Others (specify) _____
4. What is your mother`s source of income?
a.) Salaried employment b) Casual employment
c) Business d) Mixed farming
e) Livestock farming) Crop farming
g) Others (specify) _____
5. What is your father`s average monthly income? _____
6. What is your mother`s average monthly income? _____
7. What is your father`s highest level of education? _____
8. What is your mother`s highest level of education? _____

9. Do your parents own land? YES NO

10. If yes, what is the land size? _____

11. Do your parents tend animals? YES NO

12. If yes, please give the number of the animals.

	Type	Number
1	Cows'	
2	Sheep	
3	Goat	
4	Poultry	
5	Donkey	

13. What type of house do you live in?

Type of roof

Iron sheet

Grass

Tiles

Others (specify) _____

Others (specify) _____

Type of wall

Mud

Bricks

Stones

Timber

Iron sheets

SECTION 2: Awareness level of CDF information

14. Do you attend school? YES NO

15. If YES, which form are you? _____

16. If NO, why don't you attend school? _____

17. What type of school are you in?

a) Mixed Boarding school

Mixed Day school

b) Girls' Boarding school

Girls' Day school

18. Indicate number of your siblings attending secondary education.

Brothers _____ Sisters _____

19. If some of your siblings do not attend school, give the main reasons

a) Parents cannot afford b) They don't want

b) Other reasons (please specify) _____

20. Have you ever heard about CDF bursary? YES NO

21. If YES how did you learn about it?

a) Through School b) Through electronic media (TV / Radio)

c) Through print media (newspapers) d) Meetings (Public or Church)

e) Parents f) Friends

g) Any other (Specify) _____

22. Do you know what CDF stands for?

YES NO

23. Is CDF a government fund? YES NO

24. Where in Njoro District is CDF bursary obtained?

a) In the CDF Office b) In the DEO's Office

c) At Njoro Post Office

25. Do students from needy families qualify for CDF bursary? YES NO

26. How is CDF disbursed to secondary school students in Njoro District?

a) Through parents' accounts

b) Through Head teachers' accounts

c) Through school fees accounts of respective schools

27. Who qualifies for the award of CDF bursary? List as many as you know?

28. Are any of your siblings benefiting from CDF? YES NO

29. If YES, indicate the number. Brothers _____ Sisters _____

30. Have you ever applied for CDF bursary? YES No

c) CDF bursary

d) Any other _____

41. What happens to those who have school fees arrears?

a) They drop out of school

b) They are assisted by CDF to clear their arrears

c) They engage in casual labour to raise their fees

d) Their parents sell animals and crops to clear the arrears

42. How much do you pay for your school fees? _____

43. Apart from school fees how much money do you require for the following per term:

a) Travelling _____

b) Personal effects (soaps, oils, pads etc) _____

c) Books _____ d) Pocket money _____

e) Others (specify) _____

44. What problems do you face in accessing secondary education? List as many as you can _____

45. Do you think CDF has contributed in any way to your secondary education?

Yes No

SECTION 4: RETENTION OF OGIEK GIRLS IN SECONDARY SCHOOLS

46. Have you ever been absent from school?

Yes No

47. Approximately how many times have you missed school in a term? _____

48. Have you ever missed school due to lack of school fees?

Yes No

49. How did you clear the arrears to enable you be in school? _____

50. Have you ever repeated a class in your secondary school life?

Yes No

51. Have you ever repeated a class due to lack of school fees?

Yes No

52. If yes, how many times have you repeated? _____

53. Have you ever transferred from a school? Yes No

54. If yes how different was the school from the current one?

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| a) Boarding | <input type="checkbox"/> | b) Day school | <input type="checkbox"/> |
| c) Mixed school | <input type="checkbox"/> | d) Girls school | <input type="checkbox"/> |

55. Which school do you prefer of the above? _____

56. Why did you transfer from your previous school? _____

57. Please tick appropriately.

- a) Parents prefer educating sons more than daughters.
- b) In my community both girls and boys are given equal opportunity to attend school
- c) In my community a parent would rather ask a girl to do a domestic chore and allow a boy attend school.
- d) In my community girls prefer to drop out of school in order to get married.
- e) Given an opportunity, I will choose marriage against schooling.

I agree

I disagree

SECTION 5: CONTRIBUTION OF CDF IN PROMOTING TRANSITION RATE OF OGIEK GIRLS FROM SECONDARY TO HIGHER INSTITUTIONS OF LEARNING

58. Rate your perception of the following using a scale in which 1= highly agree 2= agree 3 = moderately agree 4= disagree 5= highly disagree

CDF and promoting transition rate indicator	Scale of measurement				
Many Ogiek girls have joined secondary schools due to CDF bursary	1	2	3	4	5
There is no drop outs of girls in secondary schools due to CDF bursary	1	2	3	4	5
Majority of Ogiek girls complete secondary education due to CDF bursary	1	2	3	4	5
Many have joined higher institutions of learning	1	2	3	4	5
CDF bursary promotes Ogiek girls from one class to the other	1	2	3	4	5

59. Do you think CDF has positively contributed to girl-child education in secondary school amongst Ogiek community? YES NO