

**EFFECTIVENESS OF BURSARY FUNDS IN FINANCING EDUCATION
FOR ORPHANS: A CASE OF SECONDARY SCHOOLS IN ELDORET WEST
SUB-COUNTY IN KENYA**

**BY
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Policy Studies**

**MOI UNIVERSITY
ELDORET**

NOVEMBER, 2014

DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

To my grandmother Jepketer Cheseret (Koko), who sacrificed a lot for the sake of my upbringing and my teachers of Chemundu Primary school who sacrificed a lot through moral and financial support for the sake of my education in 1980s. To my beloved wife Nancy and Children:- Vincent Kiptoo, Victor Kipkoech, Carlos Kiprop and Faith Jerotich, for their inspiration and encouragement during my research study.

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MAY GOD BLESS YOU ALL

ABSTRACT

The Kenya Government introduced the Constituency Bursary Fund (CBF) in 2003 with the aim of cushioning the country's poor and vulnerable groups against the high and increasing cost of secondary education, thereby reducing inequalities. The fund targets orphans as well as those from poor households and urban slums. From 2003/2004, this fund was channeled through the constituencies and coordinated by the constituency bursary committees. The purpose of this study was to establish the effectiveness of Secondary Education Bursary Fund (SEBF) in financing education for orphans in Kenya with respect to equity, access, participation and retention of needy orphans in secondary schools. The specific objectives for the study were to:- establish the effectiveness of the CBC in the targeting process, determine the effectiveness of CBC in the implementation of the MOE stipulated guidelines in the process of disbursing funds and find out the extent to which CBC is able to adequately and continuously support the needy orphan beneficiaries for a full secondary school cycle. The theoretical framework for this study was derived from the systems theory of organizations developed by Ludwig Von Bertalanffy. The study was carried out in Eldoret West Sub-County in Uasin Gishu County in Kenya. The study population was all the 43 secondary schools in Eldoret West Sub-County and the sample size consisted of 19 principals of schools, 8 members of CBC and 248 orphans enrolled in various schools. The study employed simple random sampling, stratified sampling and purposive sampling in selecting the respondents. Questionnaires were used to collect primary data while document analysis was used to obtain secondary data. Test-retest method was used to determine the reliability of the questionnaires and a correlation of 0.73 was obtained. To ensure content validity, the comments and criticisms of expert lecturers were sought and incorporated in the final draft of the questionnaires. The data was analyzed using descriptive statistics, from which statistical frequencies and percentages were computed to facilitate comparisons and conclusions. The study revealed that CBC was ineffective in the targeting process of needy orphans, funding and adhering to the MOE stipulated guidelines in the disbursement of funds. Among other critical issues, the study revealed that CBF had not raised the access and retention of the needy orphans to a great extent. In view of the findings the study recommended that the government and the CBC need to sensitize and involve the relevant stakeholders in the targeting process, increase funding to the bursary scheme and strictly monitor the implementation of the MOE stipulated guidelines.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
AMPATH	Academic Model for Prevention and Treatment of HIV
ASAL	Arid and Semi-arid Land
CBC	Constituency Bursary Committee
CBF	Constituency Bursary Fund
CDF	Constituency Development Fund
DEO	Sub-County Education Officer
EFA	Education for All
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOK	Government of Kenya
HIV	Human Immuno Deficiency Virus
IPAR	Institute of Policy Analysis and Research
KESSP	Kenya Education Sector Support Programme
KIPPRA	Kenya Institute for Public Policy Research and Analysis.
KSSHA	Kenya Secondary Schools Heads Association
LATF	Local Authority Trust Fund
MDG's	Millennium Development Goals
MOE	Ministry of Education
NARC	National Rainbow Coalition
NCEOP	National Committee on Educational Objectives and Policies
NER	Net Enrolment Rate
NGO's	Non-Governmental Organizations
ODA	Overseas Development Agency
OVC	Orphans and vulnerable Children
SEBF	Secondary Education Bursary Fund
SEIA	Secondary Education in Africa
SWAP	Sector Wide Approach
UNAIDS	United Nations Acquired Immuno Deficiency Syndrome
UNDP	United Nation Development Program

UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
WHO	World Health Organization
YPLA	Young People Learning Agency

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter highlights the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope, study limitation, assumptions of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.1 Background of the Study

Education represents opportunity. It is the most basic insurance against poverty. At all ages, it empowers people with the knowledge, skills and confidence they need to shape a better future. (Sianesi, 2003).

Secondary education is a critical level in any education system. As a transitional stage to higher education, it is important for economic growth, and helps in socialization and improvement of youth, who are at risk of unemployment (UNESCO, 2005). It facilitates acquisition of attitudes, skills, and competencies needed in the labour market. It also promotes greater civil participation and support further self-development. The importance of secondary education to a country like Kenya, therefore, cannot be over emphasized. The need for a workforce that can adapt to the fast changing global dynamics is critical for sustainable growth and development. Secondary education links primary schooling to further training in tertiary institutions and forms a human capital base that is the cornerstone of firm productivity (Mingat and Tan, 1996). This level of education has both private and social returns, not to

mention the spillover effects which make it a concern of both individuals and the society (Manda, 2002).

The beginning of the 1990s was marked by several international conferences emphasizing the importance of education. It is worth noting the Jomtien, Thailand World Conference on Education for All sponsored by several international institutions, the World Bank, UNDP, UNESCO, and UNICEF and the Mexico World Congress on Educational Management and Development, both held in 1990. At the Jomtien world conference of Education for All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education. Following this declaration, enrolment expansion at the primary school level throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for secondary schools. However, it was clear then that in many developing countries, secondary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin and Caillods, 2001). That made many government bodies in the world to review how secondary education was going to benefit the poor and thus a lot of bursaries and scholarships were availed.

In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5. Eligibility is for students who are already in secondary school and whose performances are good, that is, 25% in a stream (MOE, 2012). This goes a long way to retain students who would have otherwise dropped out due to lack of school fees.

In UK, a key priority of the Government is to eliminate the gap in attainment between those from poorer and those from more affluent backgrounds, and to ensure every young person participates in and benefits from a place in the 16-19 education and training known as Young Peoples Learning Agency Bursary Scheme. The Government provides funding to tackle this disadvantage both through the YPLA's funding formula and through support to help young people meet the costs of participating in education and training post-16 19 (YPLA, 2012). This further helps students to be retained in schools.

In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor students so that they can pursue their studies in spite of poverty. The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme, since 1971-72, with the objective to achieve equalization of educational opportunities, and to provide funding to the development of talent from rural areas by educating talented rural children in good schools. The schemes were implemented as Centrally Sponsored Schemes up to IX Plan. The Department then merged these schemes to form the "National Merit Scholarship Scheme" for implementing within an approved outlay (Ahmed et al, 2007). When such schemes are ongoing there is one goal, the retention of students in schools. The parent or guardian has to swear an affidavit to establish that they are genuinely needy.

In 1994, the government of China directed bursaries to minority areas for their educational needs. Similarly, the government of Mexico directs bursaries to help indigenous students pay for textbooks and other learning materials. Related to targeted bursaries are school improvement funds, which are used in Armenia, Chile,

India, and Paraguay. Such funds are usually provided on a competitive basis to initiatives designed locally to promote increased school participation and autonomy (Ranis and Stewaat, 2001).

In Zambia and Malawi, studies show that close to 70% of secondary school students are entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as total orphans. Bursary schemes are also favored to improve retention of girls in the schools (World Bank, 2006). Even though bursary schemes are designed to improve retention of students in public secondary schools, some students drop out because of extreme poverty levels. For instance, the bursary scheme does not address other expenses like provision of uniforms and other personal effects (Sharma, 2005).

In South Africa, schools are compelled to inform parents of the school fee exemption for needy learners. In 2006, the country undertook to develop a frame work which allows disadvantaged schools to receive subsidies if they enrolled non-fee paying learners as the number of exemptions granted to needy learners at certain schools was becoming a burden to school finances. A 2003 Review on Resourcing, Financing and Cost of Education in public secondary had revealed that parents who are unable to pay school fees were treated unfairly as schools came up with all sorts of hidden expenses. Also schools did not inform parents on their right to apply for exception and schools discriminated against learners whose parents did not pay or were unable to pay (Hurrell, 2011).

The Kenya government, right from independence recognized the role of education as a cornerstone of socio-economic development and a need of improving the levels of

individuals and the society at large (Ayot and Briggs, 1992). The greater emphasis placed on education by the government was further reflected in its allocation of more funds with respect to other sectors of the economy. To emphasize on this, the Sessional Paper No. 1 of 2005 clearly spells out the government's commitment to continue providing free and compulsory basic education for all the children (GOK, 2005).

Accordingly, in Kenya, public spending on education and training increased from 6.2% of GDP in 2007/08 to about 7.4% in 2009/10 (GOK, 2011). This represents about 25% of the total government expenditure. In 2009/10, about 88.5% of the total education expenditure was recurrent, down from 91.9% in 2007/08 (Table 1.1).

Table 1.1: Education spending as % of GDP and government outlays, 2007/08-2009/10

Item	2007/08	2008/09	2009/10
a) Education expenditure as % of GDP	6.2	6.5	7.4
b) Education expenditure as % of Government outlays	23.2	21.9	24.9
c) Education recurrent expenditure as % of government recurrent outlays	30.8	29.8	32.9
d). Education development expenditure as % of government development outlays	6.1	5.9	8.6
f). MOE recurrent expenditure as % of expenditure	91.9	91.0	88.5
g) MOE development expenditure as % of expenditure.	8.1	9.0	11.5

Source: GOK, Appropriation Accounts and Economic Surveys

In 1993/1994, the Kenya Government introduced the Secondary School Education Bursary Fund (SEBF) to deal with the inability of poor and vulnerable children to pay fees. From 2003/2004, these funds were channeled through the constituencies throughout the country and coordinated by the Constituency Bursary Committees (CBC). The objectives of the scheme include: - increase student access to secondary schools, ensure retention of students in secondary schools, promote transition and completion rates and reduce disparities and inequalities in the provision of secondary school education. According to this circular, the bursary programme targets the following groups of students: - orphans, the girl child, children in difficult circumstances (those with special needs and girls rescued from difficult circumstances), children from poor households (especially those with no income) and children from ASAL areas and urban slums (GOK, 2005). The philosophy of the scheme was to translate in to reality that no child who qualifies for secondary education should be denied access due to their inability to pay fees (Onsomu, 2005).

On the contrary, many students from poor families drop out of school even when they had performed exemplarily well in primary school .i.e. Scoring high on the KCPE (Odebero et al, 2007). The challenge that most students from poor backgrounds face is the fact that secondary schools are not actually free of charge. The high drop out rates has caused a negative economic development and resulted into wasted talents (Gachathi, 1976).This is supported by (Todaro, 1980) who stated that the major problem facing developing countries is high rate of school dropouts. School enrolment and retention in public secondary education are directly related to family income (Central Bureau of Statistics, 2004). That is, only rich families can afford to send their children to secondary school. It's against this backdrop that bursary

schemes should address reasons behind their conception that is to support needy students to stay in school.

Given the foregoing policy statements in regard to equalizing educational opportunities through bursary subsidies among children from poor households, Eldoret West Sub-County is not an exception. More so increasing numbers of orphans due to HIV/AIDS poses a great challenge for the government since these children need care and schooling to grow into productive citizens. This indicates that a good number of orphans left from this epidemic need to be assisted.

There was need for an analysis of the concrete reality in which provisions of bursaries was being carried out and determine its influence on retention of the orphaned in secondary schools.

1.2 Statement of the Problem

In Kenya, every child has a right to free and compulsory basic education. Furthermore; on the bill of rights, all the state organs and all public officers have a duty to address the needs of the vulnerable groups such as orphans in the society, (GOK, 2010). In 2004, the number of orphans in Kenya was estimated at 1.8 million and has since increased to 2.4 million (GOK, 2012a). More than half of Kenya's populations are below the poverty line, the numbers of orphans have been increasing due to HIV/AIDS and the costs of education are escalating. Majority of households, especially among the poor and the vulnerable groups, are unable to access the benefits accruing from investment in the development of quality secondary education (KIPPRA, 2003).

Despite the rationale for the introduction of such safety-nets as secondary education bursary funds in the education sector, there are increasing concerns regarding their ability and sensitivity in cushioning the income poor and vulnerable groups against adverse effects of the escalating costs of secondary education (KIPPRA, 2003). The concern of this study was to establish the ability and sensitivity of SEBF in cushioning the income poor and vulnerable groups in particular, the orphans, against adverse effects of escalating costs of Secondary Education.

Without appropriate intervention, therefore, the needy orphans will most likely fail to access and participate in education and hence drop out of school. This threatens to undermine the country's achievements in literacy, while increasing the dropout rates and the number of poorly educated children hence undermining the Education For All (EFA) goals (UNESCO, 2010). This motivated this study on the effectiveness of SEBF in financing education for orphans in Kenya with respect to access participation and retention of orphans, enrolled in secondary schools.

In regard to the above, research studies have consistently found out that there is a strong correlation between education and socio-economic status of households (Bagwati and Kamati, 1973). Akengo (2007) looked at Factors that Influence Students Drop Out in Primary Schools in Homabay Sub-County. Onginjo (2010) looked at Factors Influencing Retention of Girls in Kisumu West Sub-County. This therefore motivated this empirical study on the effectiveness of SEBF in financing orphan education in Kenya with respect to access, participation and retention of needy orphans enrolled in secondary schools.

This study is, therefore, aimed at bridging this gap in knowledge as well as contributing insights on the challenges and improvement of SEBF so as to make it effective, particularly in financing orphan secondary education in Kenya.

1.3 The Purpose of the Study

The purpose of this study was to establish the effectiveness of secondary school education funds in financing education for orphans in Kenya with respect to access, participation and retention in secondary schools.

The specific objectives of the study were to:-

- i) To establish the effectiveness of the CBC in the targeting process in identifying the needy orphan students in secondary schools.
- ii) To determine the effectiveness of CBC in the implementation of the ministry of education stipulated guidelines in the process of disbursing funds to the identified needy orphans in secondary schools.
- iii) To find out the extent to which CBC is able to adequately and continuously support the needy orphan beneficiaries for a full secondary school cycle.

1.4 Research Questions

1.4.1 Major research Questions

The main research question is:- How effective is the secondary school education funds (SEBF) in financing education for orphans in Kenya with respect to participation, access and retention in secondary schools.

1.4.2 Subsidiary Research Questions

- i) Which methods does the CBC use in identifying the needy orphans in secondary schools?
- ii) How effective does the CBC disburse funds to the needy orphan beneficiaries in secondary schools?
- iii) To what extent has CBC ensured that the identified needy orphan beneficiaries are adequately funded for a full secondary education cycle?

1.5 Significance of the Study

This study is unique in that it focuses on the role played by CBF in the access and retention of needy orphans in secondary schools. The findings of this study, may therefore, shed light on the effectiveness of CBF in financing particularly the needy orphans in secondary schools.

The government and the MOE will be able to identify challenges CBC is facing in its attempt to ensure that needy orphans access secondary education. The study would enable them to come up with appropriate measures of making CBC more effective in enhancing orphan education in secondary schools.

Accordingly, the study findings may be useful to the schools as well. The findings may act as a reminder to the principals and the teachers on their roles that are of great assistance to the needy orphans. The school should be able to sensitize the orphans on the existence of CBF and the necessary requirements expected by CBC from an applicant. This would enhance the effectiveness of CBC and hence the needy orphans would be retained in secondary schools.

Consequently, the CBF committees may get an insight into the extent to which they have been able to adequately fund the needy orphans in secondary schools. The study may also provide the weaknesses of the fund as far as targeting process, funding and retention rates of the needy orphans is concerned. The findings of this study may be of great assistance to CBC, in that, mechanisms would be put in place to ensure that the weaknesses are addressed for the benefit of the needy orphan in particular.

The stakeholders such as parents, guardians and the local leadership will benefit a lot from the findings. The findings may sensitize them on their roles and the contributions they need to make, in order to assist CBC be more effective in funding orphan education.

Finally, these findings would assist the needy orphans realize that, they also have a role to play in the targeting process. They will be enlightened by stakeholders on their weaknesses and guided on their roles if they are to benefit from CBF. With the full participation of the orphans in the process, then CBC may be more effective in ensuring that they access and are retained in secondary schools.

1.6 Scope of the Study

The study focused on secondary schools in Eldoret West Sub-County, Uasin Gishu County in Kenya. The study involved the CBF committee, the school principals and the orphans in secondary schools in Eldoret West Sub-County. The study focused on the methods used by CBF in identifying needy orphans, the funding and the retention rates of needy orphans in secondary schools. The study was done in 2008/2009 and covered the orphans enrolled between 2006 and 2009 in the Sub-County.

1.6 Limitations of the Study

- i) Questionnaires were used in collecting the primary data. This yielded self-report data which made it difficult to establish the accuracy and veracity of that information. This was mitigated by the use of documentary analysis in the school and CBF offices.
- ii) The data collection was cross-sectional. The support data collected for the 4 years may not have withstood the test of the time. To mitigate on this content analysis was used.
- iii) Identification of orphans was not assured. In the African family context, an orphan is a sensitive issue and hence some of the students were not captured in the records as orphans. To mitigate this, the respondents were asked not to indicate their names on the questionnaires.

1.7 Assumptions of the Study

The assumptions of the study included:-

- a) The respondents were willing to provide the relevant information for the research.
- b) All the records on enrolled orphans were available in secondary schools.

1.8 Theoretical Framework

The theoretical framework adopted for this study was derived from the systems theory of organizations developed by Ludwing Von Bertalanffy in the early 1950s. It emerged as part of the intellectual ferment following World War II although its roots are much older.

It first originated in biology in the 1920s out of the need to explain the interrelatedness of organisms in ecosystems. The systems theory is an alternative to the classical and neo-classical organizations themes which the researcher felt cannot be sufficient because of their emphasis on organizations as fragmented and closed social units independent of external forces (Backer, 1973).

The systems theory postulates that institutions are like other open systems which of necessity in various modes of exchange with the environment (Katz & Kahn, 1966). The theory emphasizes the consideration of the relationships between the institution and its environment as well as what goes on within the institution (Hall, 1977). The systems theory is basically concerned with the problems of relationships of structures and of independence, rather than with the constraint attributes of objects (Katz & Kahn, 1966). The fundamental concept in the general systems theory is the notion of emergence and interaction.

The only meaningful way to study an organization (including institutions such as CBF) is to regard it as a system. The CBF committee charged with the processing of SEBF, should be managed more like an organization where its programmes are made to realize the importance each stakeholder makes to the whole, and the necessity of eliminating the barriers that make negative contributions.

As adopted in this theory, the systems theory holds that management actions influence the internal efficiency of an institution. The proper representation of stakeholders in the management of CBF, the targeting of the vulnerable including orphans, the allocation of bursaries and the leadership styles in the CBF committee influences the access, retention and completion rates of the orphans in a school.

In the application of the systems theory to this study in the management action and effectiveness, the variables were identified as:

- a) Management actions; are the CBF committees able to satisfactorily identify the needy cases (orphans), allocate funds fairly and as per the criteria, send the funds to secondary schools at an appropriate time, advice the MOE appropriately especially when funds are inadequate e.t.c.
- b) Effectiveness is the ability of CBF committee to keep or reduce to as low as possible the dropout rate, increase completion rates and ensuring that the orphans access education like other students from wealthier households. It is the ability of CBF committee to ensure that vulnerable students complete a particular educational cycle in the possible minimum time.

However, in adopting the systems theory of organization for this study, the researcher took cognizance of its shortcomings. The inter-relationship among parts of a system has to be recognized and understood by “all” involved. This theory also requires a shared vision so that all the relevant stakeholders have an idea of what they are trying to accomplish. It requires a cohesive effort from all participants, a task that is not easy to achieve especially where “all” is involved.

1.9 The Conceptual Framework

The overall conceptual framework for this study was a synthesized form of the systems theory of organization. The study conceives the effectiveness of CBC has the dependent variable and is operationalised in terms of access, participation, retention, drop outs and completion rates.

With regard to independent variables, the effectiveness of CBC is dependant on targeting process of needy orphans, adequacy in funding, fair allocation of funds and as per the stipulated MOE criteria and the time the funds are send to schools. These variables are critical in ensuring that needy orphans are assisted adequately. This information is summarized in the figure 1.1.

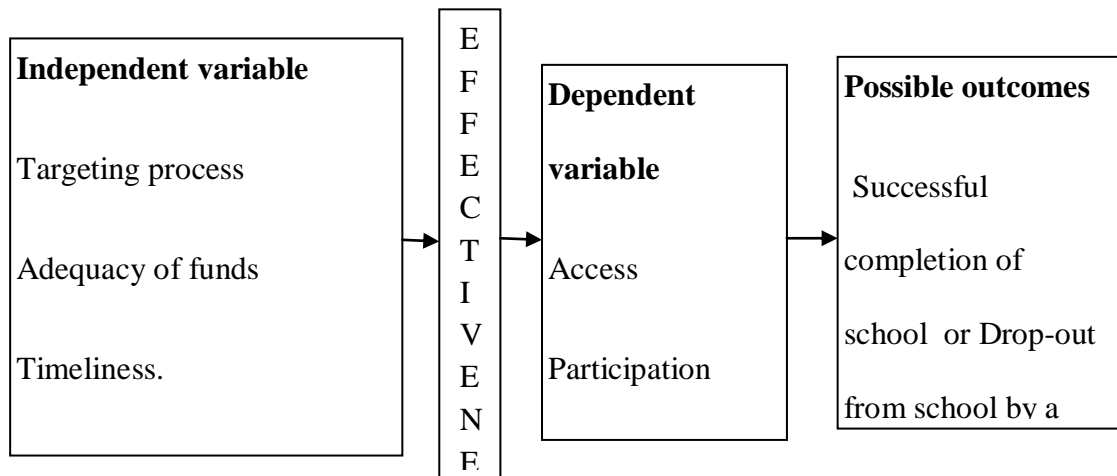


Figure 1.1: Conceptual Framework
Source: Derived for this Study, 2009

The conceptual framework shows that the effectiveness of CBC in enhancing access, participation and retention rates of needy orphans in secondary schools is dependent on the operations of the CBC as far as the independent variables are concerned. The possible outcome of this is either a needy orphan completes or drops out of school.

1.10 Operational Definition of the Key Terms

The commonly encountered terms and phases in the study are defined:

Orphan

This refers to a child below the age of 18 years who has lost one or both parents through death. (Skinner, 2006). Such a child is assumed to be unable to pay fees and

other levies to enable them access and participate in education, though they have a right to education. A total orphan refers to the student who has lost both parents.

Constituency Bursary Committee (CBC)

This refers to a team of people who are in charge of constituency bursary fund at the constituency level. The members are a representative of the stakeholders in the constituency such as the local leadership, the school principals, and the churches, NGO's, trade unions and MOE officers. The CBF committee members are 15 in number.

Effectiveness

This refers to the ability of an individual or institution to produce the result that was intended given an assigned activity with a definite objective. For example, CBF is expected to achieve access and retention for the needy orphans.

Targeting Process

This refers to the method used in identifying and selecting the needy orphans in secondary schools. This assists the CBF in effectively allocating funds to the deserving cases. This process demands that all the stakeholders must participate honestly.

Constituency Bursary Fund (CBF)

This refers to money allocated to every constituency every financial year for the sake of assisting children who are needy, to access and be retained in schools. This money is managed by the Constituency Bursary Committee (CBC). This money is also referred to as the Secondary Education Bursary Funds (SEBF).

Financing

This refers to the process of providing funds to the needy orphans in secondary schools to enable them pay their fees. This is done by the Government of Kenya through the Ministry of Education and the implementation is done by Constituency Bursary Committee at the constituency level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the review of related literature. It focuses on the sources of materials reviewed, highlights the previous/related studies, a critical review of major issues concerning targeting process and funding of needy orphans in secondary education and identifies the existing gap which the study bridged.

2.1 Targeting Process in Identifying Needy Orphans in Secondary Schools

Targeting is a tool that is meant to concentrate the benefit of transfer programmes to the poorest sequence of the population. All targeting mechanisms aid at correctly identifying which households or individuals are poor and which are not (Manason and Cuence, 2007).

There are four categories of targeting:-

Proxy- means testing

This generates a score for an applicant individual or household based on a small number of easily observable characteristics such as quality housing, assets, education of household members or the demographic structure of the household.

Means testing

It assesses the eligibility of an individual or household to access the programme by directly examining income. This can be carried out through verification of data

through third party sources (wage information, taxes) or through documentation provided by the potential beneficiary.

Targeting by communities

In this case, a community leader or a group of community members decide who in the community should receive benefits. This method takes advantage of local knowledge about the circumstances of beneficiaries, and allows local definition of needs and welfare. In general, community inputs is used to fine-tune targeting as a mechanism to identify specific categories of beneficiaries such as school committees identifying eligible children or as a means of carrying out proxy-means testing.

Self – targeting

This is a program open to all, but their design encourages only those who are the poorest to take advantages of the transfer. Low wages, a requirement to queue and inferior quality of in- kind transfers are elements that discourage the non-poor to participate. It is often used in combination with a number of other targeting mechanisms.

Targeting approaches can be well designed successfully but targeting fails because it is poorly implemented. When targeting approaches are inappropriate or poorly conceived, targeting is likely to fail, no matter how thorough the implementation is. The most common targeting choices that low income countries face are constrained by both financial and technical capacity, resources for social transfer programmes are limited and compete with other public expenditure requirements. Targeting effectiveness is a measure of how far targeting approaches and mechanisms succeed

in making social transfers to intended beneficiaries. (World Development Report, 2009). This is one of the main objectives of this study.

2.1.1 Targeting Process of Needy Orphans in Countries Outside Africa

Policy makers have good access to evidence on what targeting approaches have worked well elsewhere and under what conditions. In addition, adequate data on the nature and distribution of poverty and the vulnerable children are rarely available. Unsurprisingly, therefore, targeting is always an imperfect process and errors occur in both the design process and during implementation whatever the approach. During implementation, there is a possibility that people who should not be in the programme are included and people who should be in the programme are excluded (Rachel et al, 2009).

Galasso and Ravallion (2003) noted that:-

Across all programs for which we could obtain information on targeting performance, we find that the median programme provides approximately 25% more resources to the poor than would random allocation. The best programs were able to concentrate a high level of resources on poor individuals and households. Argentina's Trabajar public works program, the best program in this regard, was able to transfer 80% of the program benefits to the poorest quintile.

In Mexico, targeting combines geographical, poverty and social criteria. Small rural communities are identified on the basis of marginality namely limited access to/utilization of education and health infrastructure. Given the conditions, targeting is also categorical; it focuses on families with children aged 7-14 years. A contribution of community based and proxy-means of testing mechanisms are then used; the poorest households are identified based on socio- economic data from census

gathering and then community feedback mechanism is used to re-classify households (Graham, 2003).

In Brazil a targeting program known as Bolsa familia is used. The program has numerous objectives; it aims both to reduce hunger, poverty and inequality through a cash transfer conditional on guaranteed access to education, health and nutrition services; and to reduce social exclusion by facilitating the empowerment of poor and vulnerable households. This is a highly institutionalized targeting system compared to poorer countries: targeting policy is defined at the federal level; monitoring and implementation at the state and municipal level including verification of conditionality. Beneficiary identification takes place through means testing by municipal social workers who complete federal forms (Sharp et al, 2006).

Generally, across Latin America, conditional cash transfer (CCT) programme are the most prevalent source of support for the poor and vulnerable households. The conditions are generally related to 'desired' social behaviour. The key factor making CCTs politically acceptable are the condition, commonly requiring school-age children to enroll in schools and achieve a minimum attendance level, or women attendance at post-natal clinics. These conditions have implications for targeting such that CCT programmes such as Progress in Mexico, Bolsa Familia in Brazil and Red Solidario in El Salvador primarily targeting households with infants or children of school-age which are also means-tested. In these cases, the targeting approach is social categorical, but means-testing or proxy-means testing is generally used as the mechanism to reach people (Graham, 2003).

Bangladesh provides evidence of a strong targeting methodology: using communities to identify the neediest beneficiaries in the lowest wealth quintile. However, targeting

by communities in Bangladesh creates significant leakages with many non-eligible children benefiting from vouchers and cash for education and communities siphoning off funds. But all the same, in general Bangladesh does reach the poorest households (Lewin et al, 2007).

Despite the successes noted in several countries as far as targeting process is concerned, there are some inherent exclusion errors in targeting criteria to be addressed. Community targeting in Cambodia appears to be successful, despite considerable freedom to interpret selection criteria; 70% of beneficiaries are from the most eligible groups.

India uses the Below Poverty Line method of identifying the poor and vulnerable children. But this method is criticized for using the same indicators for widely different circumstances, and being open to manipulation due to political affiliation, nepotism and corruption. Therefore its relevance as an effective targeting mechanism for poverty reduction programmes is questioned (Bray, 2002).

In China, means testing method is used to identify the vulnerable which has proved challenging due to inadequate data checking or reviewing. In China, inadequate resources have led to many local governments to adjust the poverty line, resulting in poor targeting outcomes; only 20 – 25% of the urban poor are reached. Significant undercoverage is noted in Colombia where only half of the eligible households received grants because the vulnerable were not registered in the system. Statistics regarding El Salvador indicate effective identification of beneficiaries, although there appears to be lack of transparency in the proxy-means testing. In Mexico, geographical targeting with schools and health centres, excluded the communities' vulnerable groups without these facilities. Since extremely poor households do not

send their children to school, all programmes that target households through education automatically exclude some of the poorest households (Graham,2003).

In Thailand, targeting in two stages has been found to be an effective approach to supporting children affected by HIV/AIDS. The first stage is to geographically target areas where families and communities are having the greatest difficulty protecting and providing for the needs of their children. The second stage is to identify individual families in need. This stage is best carried out by communities themselves, who often know better than outsiders, the local factors that contribute to vulnerability and which individuals are at greatest risk (Sharp et al, 2006).

2.1.2 Targeting Process of Needy Orphans in African Countries

Targeting seeks to ensure that the resources of social transfer programme are directed only to intended beneficiaries, so as to minimize the coverage of those not intended to be beneficiaries and the non-coverage of intended beneficiaries. It is therefore crucial to the efficient use of scarce resources in social transfer programme. Given concerns about levels of capacity to implement social protection, particularly in low income countries where poverty levels are high, the increased commitment make a particularly good comment to take stock of current knowledge on the targeting of social transfers (McCord, 2009).

In Malawi, the targeting outcomes were unsuccessful due to the lack of sensitization on methodology or criteria. Community response to differentiating between vulnerable groups and non-poor played a role as did favoritism of family or friends and the lack of correlation between selection criteria and poverty levels (Sharma, 2005)

In South Africa, targeting has been more successful; beneficiaries are from the lower socio-economic segments of the population with human education and literacy levels. The Department of Education, keeps the record of the orphans and the vulnerable children. However, the identification, support and monitoring of increasing numbers of orphans in secondary schools in South Africa, requires a concerted effort on the part of the department of education and other relevant stakeholders including foreign development partners (Cecilia, 2012).

In Zambia, there is a concern about the elite capture and nepotism, although other relations suggest that beneficiaries matched entry requirement and nepotism was limited. One evaluation found out that community based targeting was highly effective in some areas in Zambia and no better than random selection in others (Watts, 2007).

In Uganda targeting of the vulnerable groups has been decentralized to the local government in sub-counties. The officers in charge facilitate the targeting of vulnerable children using the OVC management information System (OVC-MIS) as a guide and also based on community criteria for prioritization of most vulnerable children that need support. The local councils participate actually in the community consensus building exercises to identify OVC and then households. However, the absence of accurate information and reporting has been a serious impediment to planning, monitoring and evaluation of the national OVC response (Government of Uganda, 2010).

The Food Subsidy Programme implemented in Mozambique used means testing method of targeting in identifying particularly the vulnerable households by targeting children, pregnant women, disabled people and the chronically ill. The targeting

process was characterized by multiple, stringent eligibility criteria, potentially in reaction to the previous closure of the programme due to corruption. Limited capacity and financial constraints also necessitated a highly targeted approach to avoid creating demands that could not be satisfied. (Rachel and Farrington, 2009).

Given the multiple factors within the social context where children become orphaned or vulnerable, definitions require flexibility so that they can be both context dependent and context specific. The broad categories of material, emotional and social challenges added on the child's social status on an orphan improves the understanding of the vulnerability of this group of children and can define the targeting process within efforts to provide assistance. There is a growing consensus to move away from a too narrow targeting of OVC interventions both because not all orphans are vulnerable and because targeting orphans specifically risks identifying and consequently stigmatizing children with this social status and consequently lead to discrimination in both educational and community setting (Skinner, 2006)

2.1.3 Targeting Process of Needy Orphans in Kenya

In Kenya the main methods used in the targeting of the needy orphans are community-based and proxy-means testing. Regardless of the targeting method used, most safety nets in Kenya involve communities in the targeting process which has significantly increased the likelihood that the right people are selected for the programme. A number of programmes have established community-based committees to help to manage the programme on the ground (GOK, 2012). The CBF mandates members of the community, through a committee of officials to select recipients of the fund. The rationale for this arrangement is that, members of the community know best and those in their midst deserve financial support. The fund is administered under

the guidelines of the MOE. These guidelines specify application procedures, evaluation criteria and allocation ceilings. In addition the ministry has provided further guidelines as to the minimum amounts to be awarded to applicants from the various categories of secondary schools (MOE, 2007).

The CBC is charged with the responsibility of issuing and receiving bursary application form, a FORM A, as well as vetting and considering bursary applicants using the established criteria in FORM D. In form A, the applicant provides information on the amount of money required for fees and information on their family's socio-economic status. This form provides for the verification of the information by the chief/pastor and the principal. The applicants rating form (Form D) gives the guidelines on how to rate a bursary applicant based on the information provided in the application form (Form A). As provided for in the evaluation criteria , applicants who are classified as either total orphan needy or partial orphan needy or with both parents but needy are given preference in that order. (Form A and D are attached as appendix V and Vi respectively). These forms are aimed at reducing subjectivity in the identification of needy students and their evaluation and subsequent allocation of bursaries. The current process of targeting and identifying of beneficiaries involves: awareness creation on the school regarding the application process, evaluation and award process, and communication of results (GOK, 2003).

Widespread ineffectiveness in the beneficiary's selection has been reported at the local level (MOE, 2006, Ministry of planning and National Development, 2004). According to the World Bank Report (2007), the new method of channeling funds through CBF is challenged on the effectiveness of targeting process in order to identify the needy students and /or households. There have been numerous complaints

on the ability of the Constituency Bursary Committee (CBC) to effectively target the intended beneficiaries. During the KSSHA National conference in Nairobi (Daily Nation, July 2003), the chairman Peterson Muthathai, commending on this new system of awarding bursaries noted.

While we appreciate the government's intention to involve more people in selecting students who get bursaries, CBC may not give the best results. Even with clear selection guidelines, political, regional and even religious pressures will come to bear on the committees, leading to a situation where the undeserving will end up getting bursaries, while the needy ones are left out".

From the foregoing, it is possible that there are pupils in primary who are financially challenged and who do not attempt to report to the school they are admitted to (Form 1) due to information asymmetry, and lack of money for transport and personal effects. Most of these groups who are unable to join secondary schools could be the vulnerable groups such as orphans and girls. It has also been noted that, even where the criteria for selection is highly designed, it is possible too to experience inefficiency in the implementation of the targeting mechanisms (Samson, et al, 2006; and Coady, et al, 2004). It is also noticeable that the policy decision did not affect the way the CBC transacts its business and may, therefore, be compromised on the competing and objectivity of the CBF.

There have been debate on whether targeting is worthwhile since it can be divisive among community members ,highly complex in implementation, least applicable in a context of limited administrative capacity and unjustifiable in the presence of mass poverty of the population(Hanlon et al, 2010). However, the general consensus is that better targeting can increase the cost-effectiveness of a program by channeling more benefit towards the poor within a fixed program budget (coady et al, 2010).This calls for research to get more insight into the effectiveness of CBF in targeting the orphans

and the vulnerable children for proper allocation of bursary funds to the deserving needy cases.

2.1.4 Implementation of Various Interventions for the Orphans and Vulnerable Children

The success of the implementation of various interventions for the OVCs is dependent on the effectiveness of the targeting process because of limited funding available to programmes. With regard to efforts to address, mitigate and resolve children's vulnerability and the barriers to participating in education that arise from this, a large range of interventions have been documented (Subbarao, 2006).

During the implementation of interventions, priority should be given to the most vulnerable households, rather than targeting the children alone. Singling out orphans runs the risk of perpetuating and exposing them to further stigma and discrimination. The focus of education interventions should ensure access to education and retention of all orphans and vulnerable children in school improve the relevance and quality of education and protect and care for orphans and vulnerable children in school and ensure their integration with other students (UNICEF, 2009)

Despite many challenges faced by various countries in the world, several interventions are being implemented with mixed levels of success.

2.1.5 Implementation of Various Interventions in Countries Outside Africa

In 2004, various international organizations established a global strategic framework to guide the OVC responses. The framework outlined five strategies to structure the country' responses for children affected by HIV/AIDs and formed a basis for the National Action Plan. The strategies included the following: strengthening family capacity, increasing access to services, creating awareness of the needy for a

supportive environment for children, mobilizing community-based response and government actions (UNICEF, 2004).

Interventions for OVC comprise provision of shelter, economic support, ensuring access to health care and education and nutrition improvement. Tracing is the first step in protecting vulnerable children and generally is a one-time investment in the developed countries (Deininger, 2003).

Effective targeting in Brazil has contributed to a significant reduction in Gini index. Overall the programme was responsible for a 12% reduction in poverty, and although there is no significant effect on household consumption, there is increased expenditure on food and education (Vawda, 1997).

In India, the implementation of the intervention programmes exhibited high inclusion and exclusion errors. Access to the scheme can be determined by social status, nepotism, religion and politics, and discrimination due to caste, age and gender, is evident. However, in some parts of India, where the local administration is exceptionally strong, the targeting and implementation of the interventions for the poor is quite effective (Sharp et al , 2006).

The experience in Indonesia showed that the intervention succeeded in improving access to the most vulnerable to social services especially education and health. However, the complex design and less specific targets for the nutritional component reduced its impact to the OVC. Welfare outcomes were also positive in Jamaica both for education and health components (Ahmed , 2007).

In Nicaragua the effectiveness of implementation of intervention for the OVCs led to increased school enrolments, reduced child labour, and has been associated with a rise in immunization rates and improvement in nutrition. Bangladesh made significant contribution to reducing malnourishment, and benefits to participating poor families have been assessed to five times the original investment by developing partners (Lewin and Calloids , 2007).

The programmes in Chile and Uruguay are effective in reaching their targeting populations, due to robust mechanisms. Some concerns arise regarding the transparency of the targeting process, and confusion amongst non-beneficiaries results. While China's interventions programme for the poor has been found to play an important role as a last safety net for alleviating urban poverty but low coverage, limits its impact on welfare (Sharma, 2005).

Argentina's disjointed pension system and lack of transparency result in errors of inclusion and promote inequality. However despite the lack of vigorous enforcement of criteria pensions appear to target the needy, and have used the incidence of poverty in extremely poor household to 67 % (Patrick, 2010).

Finally, the complex influences of orphanhood and/or vulnerability on childhood well-being and development are not yet completely understood nor is there one agreed upon conceptual model of the main pathways, thus complicating effectiveness in the evaluation. The evidence regarding differential impacts of poverty on orphans, compared to non-orphans, is conflicting and complicates any conceptual framework to design and evaluate effectiveness of intervention (Watts et al, 2007).

2.1.6 Implementation of Various Interventions in African Countries

Responses to children orphaned or made vulnerable by HIV and AIDS have been developing for almost two decades. Defining what type of children these interventions target has been an evolving challenge. To be conceptually useful, sub-categories of vulnerable children needed to be identified and specifically traced in order to understand how vulnerability arises and is perpetuated in the lived experience of a child. Interventions need to be designed to target households which are poor, and children who are vulnerable, so that policy is non-stigmatizing and fair to the poor children and households (Boler and Carroll, 2003).

In South Africa and Swaziland, one of the most complicated challenges is how to support the growing number of orphans and vulnerable children. In particular; there have been many individuals and institutional efforts to assist OVCS through schools and other educational services and institutions. For instance, in South Africa, state grants provide a crucial social safety net for orphans, particularly the old age pension and the Child Support Grant. But there has been little research into the actual impact of most of these interventions because they have not been adequately documented or evaluated rigorously enough to ascertain their impact on the targeted children. Given the increasing number of OVCs across the region, any intervention is quickly overwhelmed and then faced with the dilemma of how to continue providing support for as long as it is needed (Masiela Trust Fund, 2007).

In Lesotho, there are many volunteers such as LGGA supporting orphans and vulnerable children. LGGA has had many successes in its educational based interventions to assist OVCs. Many children have been able to proceed through primary school to high schools and even as far as tertiary education. But despite its

achievement, LGGA faces a significant challenge in funding for its interventions to assist OVCs (Nyabanyaba, 2009).

Despite a strong community involvement in Ethiopia, communities are largely implementing others' decisions, rather than being empowered to identify beneficiaries themselves. The goals of transparency and accountability also underachieved due to inadequate appeal processes. However, the stipulation of at least one woman in each task force at every level had a positive gender impact. There was evidence of exclusion errors, as beneficiaries account for 17% of the total *Wareda* sub tribes' population, whereas food insecure populations are reportedly much higher (Sharp et al, 2006).

In Zimbabwe, targeting has been assessed to be imperfect, and proxy-means testing has largely been sidelined for demographic targeting. There is evidence of community resistance to providing benefits only to some sections of the population and evaluations recommend more community verification and self-targeting to improve targeting performance (Manduvi and Lewin, 2001).

In Mozambique, welfare outcomes are minimal despite improved targeting performance due to the limited geographical scope and low value of the transfer - 5% of the minimum wage. Strict transparent targeting criteria have covered the support of the community for the programme and the small amounts of the transfer limits dependency and reduces any possible jealousy from non- beneficiaries (Sharma et al, 2005).

In Malawi, community-managed programmes were established. For instance, food transfers to households caring for orphans was undertaken and proved successful.

Such programmes were quite important in upholding education levels of orphans, since it is exactly during crisis times that children are taken out of school and placed in the labour market to augment family income. However, the most challenging link in reaching out to orphans is ascertaining that resources received by the household actually reach the orphans (Gillespie, 2006).

In Uganda, the Local Government Councils (at higher and lower levels) prioritize concerns, allocate resources and monitor implementation of the interventions. The greatest support was mainly in education (70%) whereby bursaries and scholastic materials are provided for the OVCs, mainly done by NGO's. Despite the existence of policies, legislations and institutional frameworks, the overall institutional capacity for co-ordination and implementation of the national OVC interventions is still weak. At lower local government levels, there is an absence of coordination structure and where they exist, they are dysfunctional. Local governments also lack sufficient staff and other resources to ensure coordinated OVC responses and to monitor quality care and support services (Government of Uganda, 2010).

In Nigeria, the government involves the concerned leaders, child welfare organizations, support groups of persons living with HIV and the faith-based organizations for effective implementation of interventions to the OVCs. Despite the availability of opportunities for education through universal basic education due to poverty, high school levies, caring for sick parents, lack of education materials, cultural and traditional practices and lack of/ low political commitments to OVC educational issues (Government of Nigeria, 2007).

The need for social transfers in the poorest countries is acute. Countries in Sub-Saharan Africa in particular are characterized by high poverty headcounts and large poverty gaps, but governments have limited funds to pay for social transfers. Donors and NGOs remain reluctant to support long-term recurrent budget items so their funding of social transfers rarely extends beyond 5 years. It therefore follows that, apart from current support needy orphans were getting, other stakeholders in the broader social environment should all get involved in finding long term sustainable solutions to the needs of the OVCS. (Cecilia, 2012).

Interventions of OVCs appear to have had an impact on secondary school enrolment in older children, with an increase six to seven percentage points larger than in the control areas. It is possible that secondary school attendance is more often limited by cash, since fees are substantial, and the payments help families meet their costs (Patrick et al, 2010).

2.1.7 Implementation of the Ministry of Education Guidelines by CBC in Kenya

In Kenya, the main strategies outlined within the national OVC action plan are to strengthen the capacity of families to protect and care for OVCs; provide economic, psychosocial and other forms of social support; mobilize and support community-based responses; and increase OVC access to essential services including food and nutrition, education, health care, water and sanitation and housing shelter. Although the National Council for Children Services (NCCS) has the overall responsibility of coordinating children's issues in the country, it does not have the capacity to respond effectively to OVC issues. It is limited by lack of clear policies and resources (Kenya Ministry of Health, 2005).

Fees and hidden costs of schooling are often the greatest contributors to school abandonment by OVCs. Interventions to reduce school abandonment among OVC include payment of fees or financial assistance for school supplies (Stover et al, 2007). In Kenya, SEBF is the main intervention for the needy orphans and vulnerable children to access secondary education.

The MOE provided guidelines to streamline the disbursement of bursaries at the constituency level (GOK, 2003). This followed the government policy of decentralization and empowerment of committees which decided that from 2003/2004 financial year, the funds would be administered at the constituency and Sub-County levels. Since then, all secondary education bursary funds were being sent to constituency bursary committees. The philosophy of SEBF was to translate into reality that no child who qualifies for secondary education should be denied access due to the inability to pay school fees (KIPPRA, 2003).

There are concerns that have been raised that students from poor families are unable to access secondary schools even after showing good performance in KCPE (Odebero et al, 2007). This is despite the availability of government bursary scheme. Another study by Njeru and Orodho(2003) on the bursary scheme, found out that although there were students who benefited from bursaries, this had no significant impact on enrolment and retention of the poor. They concluded that because the scheme targeted students already enrolled in secondary school, it missed students who failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility.

Further findings reveal that the level of funding is also not adequate to the school fees requirements. An estimated 83% of the bursary beneficiaries got Ksh. 5000 or less as bursary. This is way below the government approved fees for day schools , boarding provincial secondary schools and national schools which is Ksh. 10000, Ksh.22,900 and Ksh.28,900 respectively .This makes students from poor families especially orphans to drop out of school; a situation that warrants research (Oyugi, 2010).

A lot of government effort has gone into attempts to improve implementation, management and performance of the fund. To improve the efficiency of the fund, the government has developed and circulated relevant guidelines in the form of circulars. Between 2003 and 2010, five such circulars had been issued by the MOE. However, these efforts are yet, to yield the desired results in terms of improved efficiency in the performance and equity in implementation of the fund (MOE, 2012).

Following persistent complaints of the inadequate allocation to a beneficiary, the ministry issued guidelines for minimum allocation to a beneficiary. To avoid token bursary awards which may not adequately sustain retention and completion, the minimum allocation to beneficiaries in National, Provincial and District Schools were set at Kshs. 15,000, Kshs. 10,000 and Kshs. 5000 respectively (GOK, 2006 a). However, the criterion for allocation of the funds was not strictly adhered to (Ministry of Planning and National Development, 2004).

Similarly, the members of parliament influence the composition of the committees by nominating their supporters contrary to the guidelines given by the Ministry of Education (Daily Nation, 2003). This was interfering with the targeting process and the allocation of funds to the needy students.

The SEBF in Kenya is expected to address the income inequalities in society and moreover preferential policies for the needy students. However, the persistent low participation rate indicates that either the policy initiative had minimal impact on enhancing access or the partial bursary allocation had minimal impact particularly on ensuring the beneficiaries are adequately supported for a full secondary school cycle (KIPPRA, 2007). Furthermore, because safety net programmes currently have a range of different objectives and there is generally limited information on their effectiveness, it is difficult to determine the exact form that safety nets should take in Kenya (GOK, 2012). From the foregoing, there is need to further research on the effectiveness of CBF on access and retention of the vulnerable children especially orphans.

2.3 Adequacy of Funds in Financing Education for Orphans in Secondary Schools

Psychropoulous and Woodhall (1985) noted that the World Bank Strategy on educational investment support was generally towards providing education to all the children. It recommended that, for increased productivity and promotion of social equity, educational opportunities should be provided without distinction of sex, ethnic background or social and economic status. Similarly, Vandyke (2001) pointed out that, for parents, sending a child to school had become relatively costly.

This explains why countries worldwide have adopted various strategies to reduce unit costs and finance secondary education with the aim of improving access, participation and retention in education to all the children. The following case studies provide a valuable insight on these strategies.

2.3.1 Financing of Secondary Education in Countries Outside Africa

Experiences from different countries outside Africa, shows that, a lot of policy reforms have been initiated in secondary education system, to allow sustainable and affordable expansion so as to improve access and participation in basic education (KIPPRA, 2006).

In most OECD countries demand side financing mechanisms such as vouchers, stipends and capitation grants are frequently employed. These mechanisms are used to help the poor families invest in schooling. This is accomplished by reducing official tuition charges (World Bank, 2003).

Sri-Lanka has a policy of free education from grades 1 to 13. The central government provides the bulk of all funding, though small facility fees are charged per month but on a discretionary basis. Textbooks at secondary level are subsidized, free uniforms are provided and there are noon-time meals provided to students. (Assie-Lumumba, 2005). Despite these measures put in place in Sri-Lanka, some of the programmes do not take place in all the schools, as the fees are very discretionary (Lewin and Mallawarachi, 2007).

In Costa Rica, secondary education is provided to all the citizens as stipulated in the country's constitution though not compulsory. The bulk of the education is provided through public funds and education sector allocation of around 6% of GDP every year. However, there are high direct costs from uniforms, text books, stationary, contributions for teachers' supplies and transport. This represents almost 44% of an average monthly income for one student. This has contributed to low participation levels in secondary education by citizens of Costa Rica. (KIPPRA, 2007).

Another method of financing education, employed by the United States of America, is the use of the Human capital contract. This financing option enables students to commit part of their future earnings for a fixed period of time in exchange for capital for financing education. Through this approach the vulnerable groups have been able to access education (World Bank, 2003).

In Sweden, the management and governance of the education system was decentralized, allowing secondary schools to become autonomous and only made context- specific decisions regarding programs, curricular and financing. The independent schools are responsible for their own activities, but their costs are covered by municipalities or by the state (OECD, 1998).

Generally in Europe, the role of the private sector as provider, manager and financier was enhanced and pro-actively encouraged, by governments. For instance in Netherlands, 78% of the schools are private but publicly funded. Most private schools received public or contributions from business, especially for technical and vocational programs. This enabled all the children and specifically the vulnerable groups access education in private institutions. (Ngware et al, 2006).

In Thailand, secondary education was re-conceptualized as basic education, leading to expansion of existing compulsory education from 6 to 9 years, to make the system less restrictive and also promote access. The highly competitive admission policy of the exclusive secondary school was revised so that there were opportunities for students from different backgrounds to enroll. In addition, tuition fees, which hindered access was gradually abolished starting with the extended primary schools and rural secondary schools (SEIA, 2007).

Korea has managed to mobilize resources from both public and private resources. The central government education budget is about 20% of the total budget (Gray, 2002). The private sector is provided with incentives by the Government such as tax exemption to promote their participation in education thus because of the subsidy and measure of equalization, there has not been any significant difference between private and public schools. The Korean government has been keen to ensure equal opportunity for all because of the government egalitarian ideas. Secondary entrance exam was abolished and replaced by a lottery system based on residence, which virtually eliminated elite secondary schools (KIPPRA, 2007). Traditional loans are also offered to students; however, it requires collateral security which most of the poor students do not have and hence benefits the wealthier in the society only (Kosimbei et al, 2006).

2.3.2 Secondary Education Financing in Africa

Many studies carried out in developing countries reflect a common trend in the financing of their education systems and the rising costs of education at all levels (Karani et al, 1995).

As the countries strive towards the achievement of UPE, the demand for secondary education has been increasing. This has forced countries to carry out reforms in the secondary education system so as to improve transition from primary to secondary schools, access, participation and retention of all secondary school going children (Muthaka et al, 2007).

In Zimbabwe there is a policy of automatic progression from grade 1 to form 4. The government policy is that no child should be denied access to secondary education as long as he/she can afford fees. The government has been the main provider of

secondary education throughout the country. It provides grants to all registered schools both governments as well as non-government schools. Despite the heavy government funding, attention throughout secondary especially among the poor and girls, remains a problem due to the high fees charged (Manduvi and Lewin, 2001).

In Burkina Faso, tuition is free for those who pass the entrance examination to secondary level. Where the government could not sustain the current costs of significant expansion in secondary school enrolment, partnerships are being nurtured with the private sector, through distance learning and provision of good quality secondary education (Onsumu et al, 2001). However, every student is expected to contribute towards the school parents association to enable it buy materials or pay salaries for temporary teachers. On the other hand, the students who did not pass the entrance exam pay tuition fees though with some government support. This limits the access of children especially the vulnerable, in secondary schools (KIPPRA, 2007).

Cote D'Ivoire spends nearly 30% of its government budget on secondary education because of the relatively high educational unit costs. There are no fees charged in all public schools. The government has encouraged partnerships with the private sector, for instance pupils who passed the entrance exams but failed to be accommodated in public schools; the government secures places for them in private schools and pays for their fees. However, students pay for text books, uniforms and transportation. Therefore, the strategies put in place in Cote D'Ivoire may not be giving equal opportunities to all the children to access education (Caillods, 2001).

Apart from the government funding in Madagascar, the government subsidizes some private schools numbering about 2/3 of those registered. This led to a well developed private sector in Madagascar which enrolls nearly 1/2 of the students at the upper

secondary level because of the incapacity of the government to offer sufficient places in state schools. This has led to a significant increase in access and participation in the country (SEIA, 2007).

In Malawi, the school fees are heavily subsidized in government schools estimated at between 5 – 15% of the actual costs, with other costs borne publicly. The fee charged is acting as a barrier to access to secondary education by the vulnerable groups. Most of the schools in Malawi are boarding schools, which increases education costs and makes secondary education a bit expensive (Tan and Mingat, 1998).

2.3.3 Secondary Education Financing in Kenya

The concern for equity, access and social class bias has been and continues to be a strong motivating factor underlying governments' intervention in educational sector. The Kenya government has demonstrated its commitments to addressing these issues through various policy documents such as the Sessional Paper No. 1 of 2005. The principal objective of these government policy documents has been to provide an effective and efficient education system that serves well the wider interests of society (Boit, 1998).

Currently, education financing in Kenya is based on the cost-sharing policy introduced in 1988 in the provision of social services, including education and consistent with the structural adjustment programs introduced in the 1980s (Onsomu et al, 2006). The cost-sharing policy requires that parents/communities meet the costs of key non-school inputs like infrastructure, tuition, textbooks and uniforms, thus the government and other stakeholders have been having specific financial responsibilities as dictated by the cost-sharing policy (GOK, 2005d) as shown in Table 2.1.

Table 2.1: Role of education stakeholders in Kenya

Government responsibility	Responsibilities for government partners
1. Provision of grants for specialized equipment (for science and practical subjects) in marginalized secondary schools.	1. Provision and maintenance of facility equipment and instructional materials in public and private schools.
2. Professional support, curriculum development, teacher education, inspections and public examinations.	2. Fees for public examinations
3. Administration and management, and bursary and scholarship for needy students.	3. Catering and accommodation in boarding schools and post-school institutions
4. Teacher remuneration in public institution	4. School amenities (transport, water, energy, and communication) and students personal expenses.
5. In- service training e.g. strengthening of Maths and Science Subjects (SMASSE).	5. Remuneration of school/college non-teaching staff and temporary teachers.

Source: Government of Kenya, 2005d

In addition to cost-sharing in the financing of public systems, partners, especially NGO'S commitment and the private sector are expected to continue providing education services at all levels including pre- primary education, technical education and informal tertiary education (KIPPRA, 2006). On average, household funding of secondary education takes 60% while government financing constitutes 40% of the aggregate secondary financing (Onsomu et al, 2006), as shown in Table 2.2.

Table 2.2: Public and Household Financing Ratios 2003/2004

Sub-sector	Public schools		Private schools	
	Government (%)	Households (%)	Government (%)	Households (%)
ECDE	5	95	0	100
Primary	80	20	0	100
Secondary	40	60	0	100
TWET	25	75	0	100
University	92	8	0	100

Source: Government of Kenya, 2005d

To a larger extent, the implementation of the cost-sharing policy at secondary school level gives a leeway for schools to charge higher fees compared to the fees guidelines provided by the Ministry of Education. Thus secondary education has continued to increase the cost burden to households despite the levels of public funding.

A bursary scheme was introduced in 1993 with a view to enabling students from poor households gain access to secondary education. In 2003, SEBF was decentralized and channelled through constituencies. The major objective of SEBF is to enhance access to and ensure high quality education for all Kenyans, in particular, the vulnerable groups such as orphans and girls (KIPPRA, 2003). The SEBF allocation has been increasing annually, as shown in Figure 2.1.

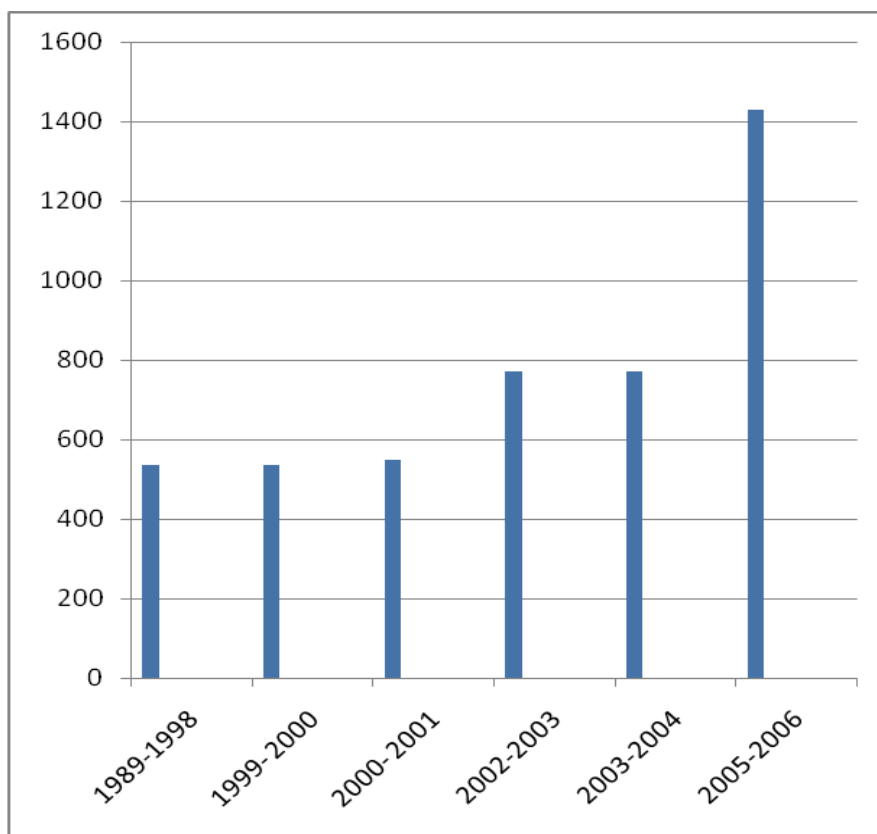


Figure 2.1 Secondary School Bursary allocation

Source: KIPPRA, BASELINE SURVEY

Since its establishment, SEBF has had quite a number of challenges. Given that the population of orphaned children enrolled in secondary schools is about 13% of secondary school enrollment. On the other hand, given the relatively high fee levels in secondary schools, especially boarding schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out (KIPPRA, 2006).

In 2008, Free Day Secondary Education (FDSE) was rolled out as stipulated in the Kenya Education Sector Support Programme (KESSP) launched in July, 2005, whereby the government committed herself to ensure that FPE went beyond primary

level (Sessional Paper No. 1, 2005). The FDSE was introduced with a target of raising student enrolment to 1.4 million by the end of the year, 2008. In fact, the transition rate from primary to secondary rose to 72% in 2011, up from 47% in 2002. More than 7000 secondary schools are under the government's free education programme started in 2008. The MOE takes the lion's share of the budget. For instance, in the financial year 2002/03, the ministry was allocated 64.1 billion shillings with the figure rising astronomically to 193.3 billion shillings in 2011 (GoK, 2011). The government has so far released more than US \$ 41 million to pay for the different phases of the programme which has proved to be a success to relieve the poor and marginalized communities from accessing education equally, (KIPPRA, 2007).

2.4 Effects of financing on educational indices

2.4.1 The Concept of Equity

Equity means fairness or impartiality. It carries the notion of justice. In the context of educational investment or financing, equity is about how costs and benefits are distributed among different groups in society (Psacharopoulos and Woodhall, 1985; McMahan, 1997).

Since equity has a connotation of fairness, naturally the question of what is a fair or equitable distribution arises. It involves equity of opportunity of access and participation of various groups in education. Applied to the distribution of education subsidies, equity implies the distribution of education opportunities equally among members of society without discrimination including enabling the vulnerable groups in society to take advantage of such opportunities (Boit, 1998).

The concern for equity (or equality of opportunity), access and social class bias has been and continues to be a strong motivating factor underlying governments' intervention in the education sector. The government of Kenya has demonstrated its commitment to addressing these issues through various policy documents aimed at providing an education system that aims at removing social injustices and disputes between regions, sexes, social and economic groups and that equalizes economic opportunities among all citizens.

Inequalities in access to education can be defined in terms of gender, income and locality differences. Income-related inequality focuses on the extent to which the financially disadvantaged groups have opportunities to access various levels of education, succeed in education and make use of the education and training as an asset for enhancing their chances in life, such as in employment. (GOK, 2011).

According to Demery and Gaddis (2009), overall, the lowest income quintile benefits more from primary education, while post-primary education benefits predominantly the high income quintiles as shown in Table 2.4

Table 2.3: Gender difference in education sector benefit incidence (% of total subsidies)

Level of education	Quintile					Kenya
	Poorest quintile	Quintile 2	Quintile 3	Quintile 4	Richest quintile	
Primary	24.7	25.2	21.6	18.2	10.2	100
Secondary	9.5	5.9	21.9	5.5	27.2	100
Tertiary	1.9	2.0	7.0	19.1	70.0	100
All education	17.4	19.3	19.4	20.2	23.7	100

Source: Demery and Gaddis (2009)

In 2005/06 data (Table 2.6), for instance, 17.4% of the low income group benefitted from the overall expenditures on education, compared to 23.7% of the high income group. About 24.7% of the poorest quintile benefitted from primary education, 9.5 % from secondary education, and 1.9% from tertiary education. These levels were lower when compared with the benefit incidence for the high income groups which estimated at 27.2% for secondary and 70% for tertiary education (GOK, 2011).

The findings by Demery and Gaddis (2009), showed that higher education is generally accessible to the higher socio-economic groups and that the cost of education is greatest at tertiary education, compared with other levels of education. This means that untargeted education financing might be enforcing the socio-economic advantage of the high income groups, and this might worsen the inequality problems in both higher education and take up of employment opportunities.

Besides, although primary and secondary education (day) are by law free from direct school charges, there are unofficial levies that put financial burdens on the income-poor households. Moreover, financial burdens on the poor, which include school fees and opportunity costs, are increasingly high in secondary and higher education levels. All these work to constrain the poor from accessing education opportunities at the various levels (KIPPRA, 2011).

2.4.2 Access and Participation in Education

Access refers to the availability of opportunity to all potential learners, eligible and who meet the set criteria. Participation refers to the actual number of learners who accessed education and got involved in learning for the period expected in any given cycle (GoK, 2007).

Globally, Gross Enrolment Rate (GER) for developed countries is close to 100% while those for developing economies; especially in Africa is lower than 50%. For instance, in 2002/03, the GER for Europe and South America was 100% and in North America, East Asia and Oceania, the GER exceeded 90% (UNESCO, 2005). In those parts of the world, lower secondary school education is universally accessible. Kenya, for instance, recorded a 29.5% GER and 17% NER in 2004 (GOK, 2005). In 2003 and 2004, the transition rate from primary to secondary school level was recorded at 42.6% and 50.6%, respectively. This implies that close to 83% of youth aged 14-17 years have access to secondary education and close to 50% of pupils who complete primary education do not progress to secondary education. This indicates that the efficiency of the schooling system in Kenya is likely to be low due to the high wastage levels (Manda et al, 2006).

However, the transition rates have improved in Kenya, since then. For instance, figure 2.5, shows that the transition rate between Std 8 and form 1 was about 59.6% in 2007 and 66.8% in 2010. The transition is affected to some extent by lack of capacity and low educational attainments among those who completed STD 8, which means that some students have met the minimum requirements to join secondary education (GOK, 2011).

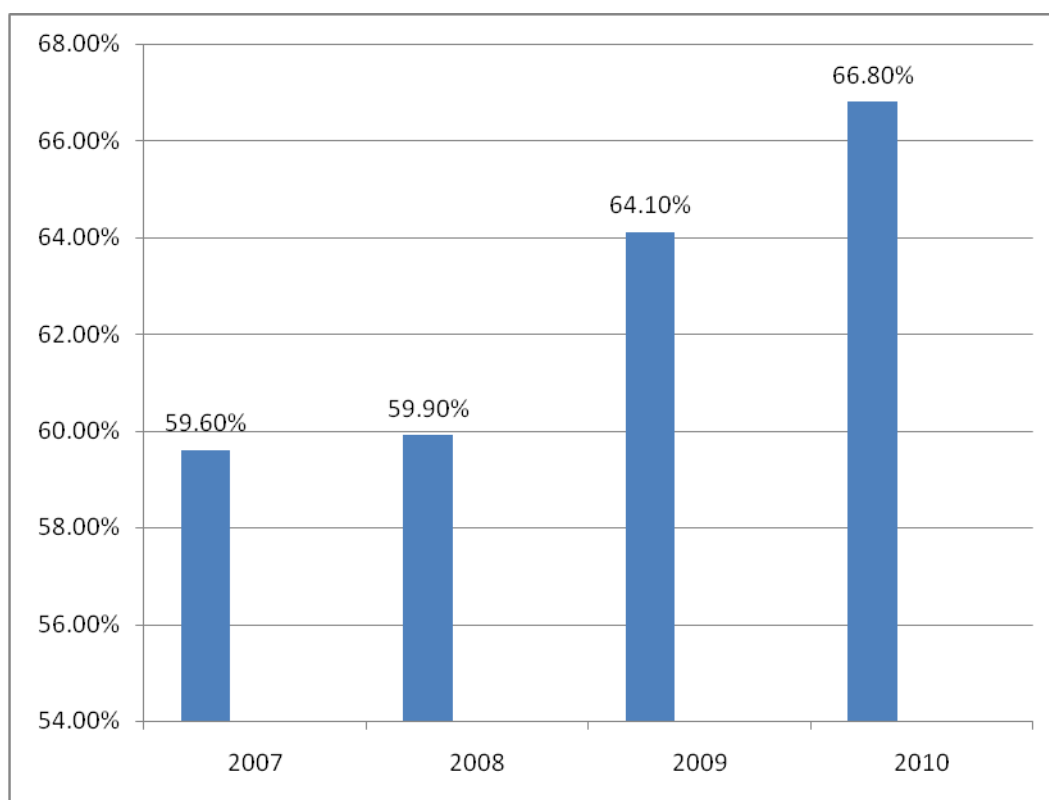


Figure 2.2: Transition from Primary to Secondary Education 2007-2010

Source: Ministry of education, education management information system (EMS)

The overall secondary GER increased from 38% in 2007 to 47.8% in 2010, while the NER rose from 24.2 % in 2007 to 32% in 2010 (Table 2.6).

Table 2.4: Secondary Gross Enrolment Rate and Net Enrolment Rate (2007-2010)

Enrolment type	2007	2008	2009	2010
Gross enrolment rate	38.0	42.5	45.3	47.8
Net enrolment rate	24.2	28.9	35.8	32.0

Source: Government of Kenya, (2010)

When compared to other countries, Kenya's NER at the secondary levels is above the Sub-Saharan Africa averages 29.5%. However, Kenya's secondary school NER of 32% in 2010 was lower by far, compared to that of Korea (96.4%) and South Africa (71.9 %) (GOK, 2011).

It is evident that although there is considerable progress in primary education participation levels, there is need for enhanced access to post-secondary education. In 2010, for instance, only 15.5% of Kenya's population aged 25years above had attained at least secondary education. This was relatively low when compared with the levels attained by comparable countries such as South Africa (57.9%) and Botswana (24.7%). (Figure 2.7).

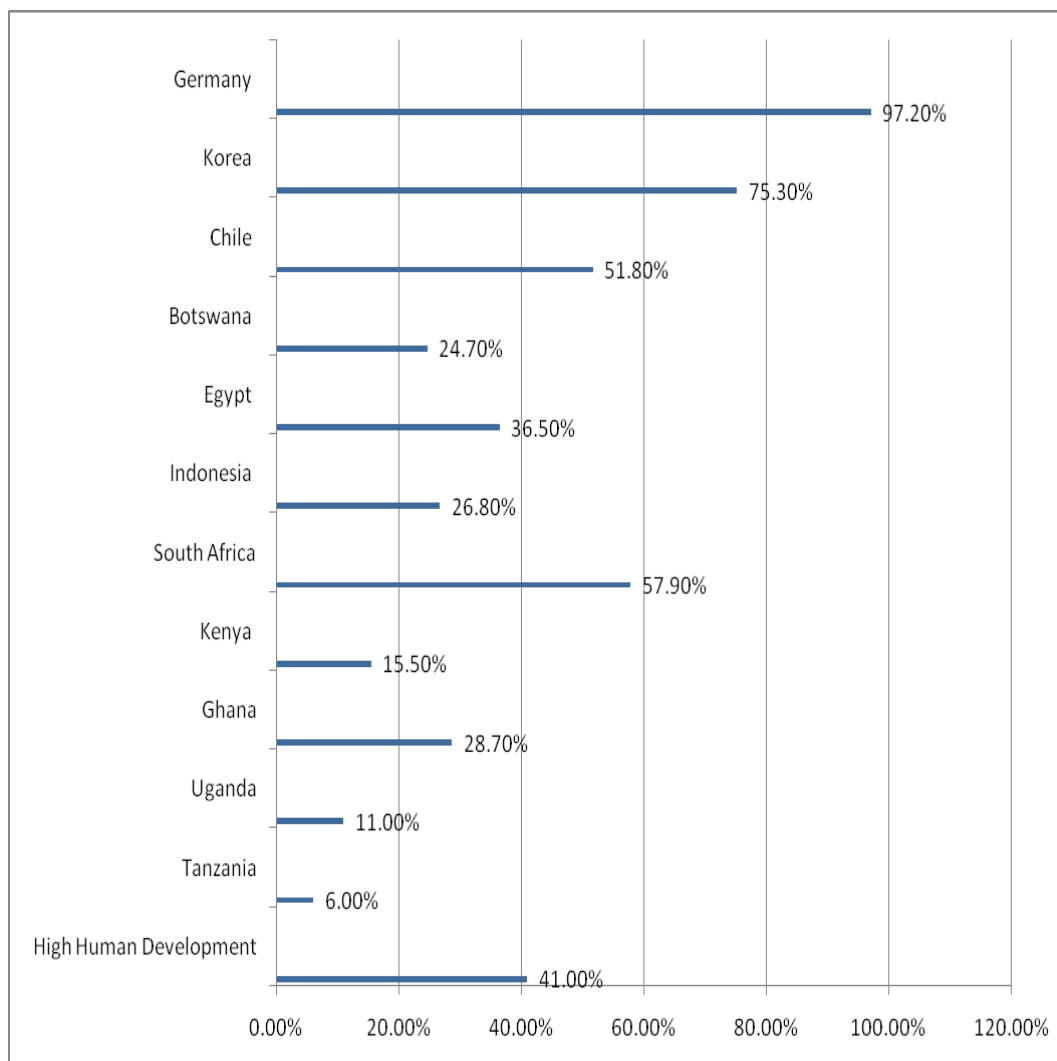


Figure 2.3: Population with at least Secondary education (% ages 25 and older), 2010

Source: UNDP (2010)

The secondary sub- sector continues to face challenges, particularly low participation rates, unsatisfactory level of transition from primary to Secondary and from secondary to tertiary levels (particularly university), as well as serious gender and regional disparities. The challenge is further compounded by the fact that the number of secondary schools does not match that of primary schools (GOK, 2008). Therefore despite the recent improvements in Kenya, high disparities in access to education at

all levels remain a big challenge. In line with this, UNESCO (2005) noted that the focus of education development should look beyond primary education as lack of opportunities at secondary education level is likely to undermine Universal Primary Education (UPE) goals.

Table 2.5: Enrolment by Form in Secondary Schools, 2006 -2010

Form	2006	2007	2008	2009	2010
1	299, 461	313,695	387, 673	445,321	498, 933
2	251,092	323, 005	359, 664	377, 143	443, 944
3	236, 371	292, 365	372, 762	347,772	398, 609
4	243, 106	251, 203	297, 301	337, 310	360, 315
Total	1,030, 080	1,180,267	1,382,211	1,507,506	1,701,501

Source: Kenya National Bureau of statistics, 2011

The total progressive enrolment (Table 2.8), indicates the high rate of social demand in education. The low Gross enrolment rate and regional and gender disparities in access and participation in secondary school in Kenya can be attributed to the cost-sharing policy in financing secondary education in the country (Njeru and Orodho, 2003). This has resulted in high fees and other related levies in addition to the high poverty rates. These supports a study done by Njeru and Orodho (2003) on the bursary scheme found that, although there were students who benefited from bursaries; this had no significant impact on enrolment and retention of the poor. They concluded that because the scheme targeted students already enrolled in secondary school, it missed students who had failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility.

These reports raise critical questions about whether government bursaries reach intended beneficiaries and in so doing expand access for those who are excluded, or whether the government reinforces the exclusion of the poor by awarding bursaries to financially able groups whose children are already in secondary school. Since children from the bottom wealth quintiles have fewer chances to enroll in secondary school than children from the top wealth quintiles, it is important that government bursaries reach the poor. However, a number of complaints were leveled against the manner in which the fund was being administered prior to 2003. These included undeserving students benefiting from the fund, very few beneficiaries being reached, ghost students being awarded bursaries and beneficiaries being awarded insignificant amount.

2.4.3 Drop –Out Rate

Drop – out rate refers to the proportion of students enrolled in a given class during an academic year and who leave the school system in the course of the academic year (GOK, MOE report, 2003-2007). It constitutes the percentage of students to total enrolment who exit the system at any given level (GOK, 2011). It is also assumed that transfer into is equal to transfer out of education and /or the effect, if any, is negligible.

According to the findings by KIPPRA (2006), on average, the drop out rate deteriorated from 5.5% in 1999 to 6.6% in 2003. (Table 2.9)

Table 2.6: Dropout rate (%) by Grade, 1999 and 2003

CLASS	DROP OUT	
	1999	2003
Form I	4.1	4.40
Form II	6.4	5.36
Form III	5.7	4.97
Form IV	2.7	1.23
National	5.5	6.60

Source: MOE, Statistics Section, GOK, (2005).

During the period 2005 – 2008, Kenya’s dropout rate, on average, was estimated at 16.4% and was relatively higher than that for Korea (1.6%) and lower than the Sub-Saharan Africa with an average of 36.5% (GOK, 2011).

According to Bedi et al, (2004) and Oiro et al, (2003), the drop in enrolment since 1991 has been substantial and can be attributed to many factors including: - Rising costs of education in the wake of introduction of user fees, HIV/AIDS, and increasing urban poverty, which lowered living standards and left many school-going children orphaned and vulnerable, poor growth and a lowering of employment opportunities amidst rising poverty levels.

Although it is not possible to estimate the direct cost associated with dropping out of school, the indicator depicts wastage in the learning process and it leads to lower class sizes and under-utilization of available physical and human resources in learning institutions.

Further, students who drop out before completing the school cycle do not attain the requisite skills of sustainable development. The drop out signifies unfulfilled aim, objective and goal for the individual, community and nation as a whole. For every drop out the country loses potential work force towards the target year, 2020 for national industrialization and vision 2030, (KIPPRA, 2011).

2.4.4 Retention Rates (Survival Rates and Repetition Rates)

Retention rate refer to the percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades (GOK, 2006a). Grade 1 (primary level) to Form 4 (Secondary level) retention rate shows the proportion of pupils enrolled in primary grade one who remain in school until they complete secondary level. Retention rate to secondary Form I measures the proportion of a cohort of pupils that services from Primary grade one to first grade in secondary education.

There are declining levels of enrollment as pupils progress from standard 1 to Std 8 and form 1 (Table 2.10)

Table 2.7: Survival Level oof Pupils (by Cohort) From Primary to Secondary

School Level

Details	1987-1998	1989- 2000
i). Survival rate from std 8 to Form 1 (%)	44.69	44.94
2). Survival rate from Std 1 to Form 1 (%)	19.60	19.91
3). Survival rate from Std 1to Form 4 (%)	16.56	19.71

Source: GOK, 2000a; Economic Survey.

On average, only 19.9% of the students who were enrolled in Std 1 in 1989 survived to Form 1 1997. However, the proportion, surviving from Std 1 to Form 4 is only 19.7% while only 1.2% of the pupils in Std 1 survive to enter University (GOK, 2000 a).

In general, survival rates for boys are higher than for girls. According to the Third Welfare Monitoring Report (GOK, 2006), early marriages, adolescent pregnancies and the opportunity cost of schooling were provided as the main factors contributing to drop out rates.

Repetition rates refer to the proportion of students from a cohort enrolled in a given grade at a given school - year who study in the same grade the following school year (GOK, 2007). Table 2.11; illustrates that on average, the repetition rate in secondary education decreased from 1.6% in 1999 to 1.3% in 2003.

Table 2.8: Repetition Rate (%) by Grade, 1999 and 2003

FORM	REPETITION RATE	
	1999	2003
Form I	0.8	0.54
Form II	1.1	0.97
Form III	1.7	1.87
Form IV	3.0	4.72
National	1.6	1.30

Source: GOK, MOE Education Statistics, 2007.

Repetition rates was highest in Form 4, both in 1999 (3%) and 2003 (4.72%) reflecting the diversity of factors contributing to these. High repetition in Form 4 can be attributed to higher incidence of students willing to repeat final grade in order to

improve their academic performance and achieve better grades that could enable them proceed to tertiary education (KIPPRA,2006).

Repetition negates any efficiency gains in the education system and this explains why the Kenya Government has a policy of non- repetition of classes. For example, the government of Kenya through FPE allocates US\$ 14.6 per student per year in Kenya, the repetition rates translates into an annual total loss of US\$ 7.9 million to cater for over 544,110 repeaters per year (GOK,2007).

An average of about 5.8% of primary school children were observed to have repeated a class between 2005- 2008. Compared to other countries, repetition rates were relatively low for Egypt (3.1%) and Chile (2.4%), but medium human development countries recorded a high of 6.5% despite their level of human resources development (UNDP, 2010).

A report into school retention summarized the position in the following way; compared to young people who complete secondary schooling, those who don't finish secondary schooling are more likely to experience extended periods of unemployment, obtain low paid and lower skilled jobs, they are more likely to earn less, rely on government assistance and not likely to participate in community life (White, 2003). Kenya incurs a loss whenever students are unable to be retained in any education sector.

2.4.5 Completion Rates

Completion rates refers to the ratio of the total number of students successfully completing or graduating from the year of a cycle in a given year to the total number of children of official graduation age in the population.(GOK, 2007).

Completion rates in secondary schools are relatively high, an indication of low dropout and repetition rates (GOK, Economic Survey, 2007). Table 2.12, illustrates the secondary completion rates between 2001 to 2007.

Table 2.9: Secondary Education Completion Rate (%) from 2001 to 2007

Year		Enrolment Form1	in	Enrolment Form4	in	Completion in Form4 (%)
Form1	Form4					
2001	2004	215599		193087		89.9%
2002	2005	215466		209276		97.1%
2003	2006	277822		243106		87.5%
2004	2007	273702		251203		91.8%

Source: GOK, MOE Education Statistics, 2007

The above data shows that completion rate increased from 89.6% in 2004 to 97.1% in 2005. However; there was a serious decline in 2006 by 10.6% to 87.5% and a marginal increase to 91.8% in 2007.

High completion rates imply efficiency in the system in terms of progression from Form1 to Form4 and, that survival is assured if students manage to enter first grade of secondary education (Manda et al, 2006). However, given the fact that, the completion rate is not yet at 100% implies that there are still a number of students who drop out of school. Non-completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray et al, 2009). This issue requires further investigation given its implications on education policy targets.

2.5 Summary of Reviewed Literature

Targeting effectiveness is a measure of how far the targeting approaches and mechanisms succeed in making social transfers to the intended beneficiaries. From the literature review, the general consensus is that better targeting can increase the cost effectiveness of a program by channeling more benefit towards the poor within a fixed program budget. It was noticeable from the literature review, that the policy decision on CBF did not affect the way the CBC transacts its business and may, therefore be compromised on the competing and objectivity of CBF.

During the implementation of interventions, priority should be given to the most vulnerable rather than targeting the children alone. The focus of education interventions should ensure access to education and retention of all orphans. The SEBF in Kenya is expected to address the income inequalities in society and moreover preferential policies for the needy orphans. However, the persistent low participation rate indicates that the policy initiative had minimal impact particularly on ensuring the beneficiaries are adequately supported for a full secondary school cycle.

Education financing in Kenya is based on the cost-sharing policy introduced in 1988. This has given a leeway for schools to charge higher fees compared to the fees guidelines provided by MOE. The government contributes 40% of the finances and the households 60%. Given that the population of orphaned children in secondary schools is about 13% of the enrolment and the relatively high fees levels in secondary schools, especially boarding schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out.

From the literature review, Kenya's drop out rate was estimated, on average, at 16.4% and was relatively higher than for the developed countries. This depicts wastage in the learning process and the under-utilization of the available physical and human resources in learning institutions. The drop outs don't attain the requisite skills of sustainable development and hence loss of potential workforce for the country. On the other hand, the completion rates in Kenya range between 87.5% to 97.1%. Given the fact that, the completion rate is not yet at 100% implies that there are still a number of students who drop out of school.

The above studies underscore the fact that the intention of the researcher was not to replicate these studies but rather, to detect the gaps and fill them in the present study. The related literature reviewed, provided a foundation upon which the present study was built. The researcher hopes that this study has attempted to bridge the existing gap and providing concrete information on the effectiveness of SEBF in financing orphan education in Kenya as far as targeting process, funding and; access and retention of needy orphans is concerned in secondary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design and the justification for the design chosen for the study, the study area, study population, sample size and sampling procedures, data collection techniques, reliability and validity of the research instruments and finally the methods of data analysis.

3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted and that it constitutes the blue print for collection, measurement and analysis of data (Kothari, 2003).

This study adopted the descriptive research design. This design is concerned with specific predictions, narration of facts and characteristics concerning an individual or group or a situation. (Kothari, 2004). This design was relevant to the study in the sense that it helped the researcher to secure evidence concerning the existing situation as far as CBC operations are concerned. The study adopted this design because it sought to secure evidence on the effectiveness of CBC as far as orphan targeting process; allocation of funds and the level of orphan access, participation and retention in secondary schools are concerned. Specifically, the design gives an elaborate understanding of how the needy orphans are identified, the exact amounts of funds allocated to each orphan beneficiary, whether the identified needy orphans are

supported throughout the four year cycle of education and in the process provide evidence as to whether the CBC has been effective in its operations or not. With this information the researcher would be able to recommend the best way forward that would enable CBF to be more effective in its operations especially in regards to the orphans access, participation and retention in secondary schools. Furthermore, with this information, a clue would be provided for subsequent research to solve other emerging issues as far as orphan financing in secondary schools is concerned.

3.2 Study Area

The study was carried out in Eldoret West Sub-County, Uasin Gishu County in Kenya. Eldoret West Sub-County has two Constituencies; Turbo Constituency and Soy Constituency. It borders Trans- Nzoia East Sub-County to the North, Lugari Sub-County to the West, Nandi North Sub-County to the South West, Wareng Sub-County to the South and Eldoret East Sub-County to the East. There were 43 Secondary Schools in Eldoret West Sub-County. From the literature review, it was noticeable that generally the orphans and the vulnerable children were commonly found in urban areas, the slums and regions with high levels of poverty. The Sub-County had areas designated as pockets of poverty and slum areas in Eldoret Town and other urban centres such as Moi's Bridge, Turbo, Soy and Ziwa which suits the study.

3.3 Study Population

The study population refers to a group of individuals, persons, objects or items from which samples are taken for measurements (Kothari, 2004). The study targeted orphans and the principals in the 43 Secondary Schools found in Eldoret West Sub-County. Since the study focused on the effectiveness of CBC in orphan financing in

secondary schools; the CBF Committee members in Eldoret West Sub-County were also involved.

The principals, orphans and the CBF committee members were believed to be in a better position to provide relevant information on the topic of study by virtue of their direct involvement in bursary activities hence provided an in – depth understanding of the issues of concern for the study. Table 3.1 gives a summary of the targeted population in the study.

Table 3.1: Sample Frame

Respondents	Population	Sample Size
Principals	43	19
CBF chairman	1	1
CBF Treasurer	1	1
CBF Secretary	1	1
CBF Members	15	5
Orphans	623	248

3.4 Sampling Procedure

A sample refers to a definite part of a statistical population whose properties are studied to gain information about the whole with regard to people, it is a set of respondents (people) selected from a larger Population for the purpose of a survey. Sampling refers to the act, process or technique of selecting a suitable sample or a representative part of the population for the purpose of determining parameters or characteristics of the whole population (Mugenda and Mugenda 1999).

The study employed simple random sampling, stratified sampling and purposive sampling. Stratified sampling techniques were used to select the schools while purposive sampling was used to select the principal's to be involved from the identified schools. The researcher was convinced that the target population was not

uniform since schools are either mixed or single sex and/or day or boarding. The Sub-County was also divided into two administrative divisions, Turbo and Soy Division. Schools had to be chosen from both Divisions to ensure that the Schools are fairly distributed in the constituency. This technique assisted in identifying the principals to be involved and the orphans in the particular Schools. From the various strata of schools, random sampling techniques was used to identify the schools and hence the principal.

The orphans in the identified schools were stratified according to their classes namely:- Form I, Form II, Form III, and Form IV. The principal assisted in identifying the orphans in every class from the school records. From each strata, random sampling techniques were used to identify the orphans to participate in the study. Stratified sampling techniques was chosen to ensure that each sub group characteristics was represented in the sample while simple random sampling was used to ensure that each member of the target population in the strata had an equal and independent chance of being included in the sample. The researcher was convinced that this would raise the external validity of the study.

As for the CBF committee, the researcher used purposive sampling technique. In this technique, the sample is obtained according to the declaration of the researcher who is familiar with the relevant characteristics of the population (Mugenda, 1999). The study employed this method to select the CBC chairman, CBC treasurer and the CBC secretary because of the central roles they play in the operations of CBF committee. The study used the simple random sampling technique to identify the 5 other CBF committee members from a total number of 12 CBF committee members after three officials had been identified.

Using the above three sampling techniques, the study was able to identify the sample size of 19 principals, 248 orphans, 3 officials of CBF committee and 5 members of CBF committee.

3.5 Data Collection Tools

These are methods that are used to collect information from the selected members of a target population. The most common tools for collecting data in research are observation, interviews, document analysis and questionnaire techniques (Willis, 2005).

This study used questionnaires and document analysis as the main tools for collecting data. The selection of these tools was guided by the nature of data that was collected, the time available as well as by the objectives of the study. The overall aim of this study was to establish the effectiveness of CBF committee in financing orphan education in secondary schools in Kenya.

Questionnaire is a data collection instrument composed of closed structured or open ended items (questions). It is used to gather data from respondents thought to be representative of some population. The questionnaires were used since they were economical to use in terms of both time and money (Kothari, 2004). It was also easier to administer and analyze the responses made especially in the cases where close-ended questions were involved. While in the cases of open-ended questions involved, the researcher gave an opportunity the respondents to leave an insight into his feelings, hidden motivation, interest and decision. This was also the best tool of data collection since the target population was largely literate and was unlikely to have difficulties in responding to questionnaires items.

The main advantage of the questionnaire, noted by the researcher, was that it generated a considerable amount of data at comparatively low cost in terms of time, money and effort. Since it is a standard research instrument, it allowed for uniformity in the manner in which questions were asked and made it possible to be compared across respondents (Kothari, 2003).

Documents are original or officially printed or written materials providing specific information to be used as proof. This is a specific method of examining and analyzing records of all kinds in the institutions (such as radio and T.V programmes, films)documents or applications (Walliman, 2005). Documents used in this study were CBF committee minutes, annual financial reports to the MOE on the allocation of funds to needy students in the Sub-County, records of enrolled orphans from the schools and the internet.

3.6 Reliability and Validity of the Research Instruments

Validity of instruments addresses correctness-did the instrument measure what it was suppose to measure? Qualitative view of reliability is the degree of dependability and consistency. The question then becomes whether the results are consistent with the data collected.

3.6.1 Reliability of the Research Instruments

The reliability of the research instruments refers to the degree to which the measuring instruments used in the study yield consistent results or data after repeated trials (Mugenda and Mugenda, 1999). Prior to starting the fieldwork, a pilot study was conducted in 5 schools selected randomly from the Sub-County. Questionnaires were administered to three groups of respondents:- the principals and orphans of the selected schools and CBC members. These schools were not involved in the main

research. The respondents responded to the questionnaires twice, after an interval of two weeks. The data obtained from the questionnaires in the identified schools was used to determine the reliability of the research instrument.

The reliability of an instrument is usually expressed as a correlation coefficient with values ranging between 0.0 and 1.0. A coefficient of 1.0 indicates perfect reliability, which is practically never attained while a rating of 0.0 indicates no reliability. Reliability coefficient shows the extent to which an instrument is free of error of variance and is hence a measure of the real differences among the subjects in the dimensions assessed by the instrument. (Kothari, 2008).

In essence, the reliability coefficient was determined by test-retest reliability method and correlation co-efficient was calculated. Cronbach's Alpha reliability statistics was performed and a correlation of 0.73 was obtained indicating that there was a high degree of reliability of the questionnaires. These were considered appropriate for collecting dependable data.

3.6.2 Validity of the Research Instruments

The term validity refers to the accuracy of a measuring instrument in measuring the variable that it is intended to measure (Kothari, 2008).

With respect to this study, the researcher developed questionnaires based on the objectives of the study and presented them to the experts in the department of educational management and policy studies in the school of education, Moi University. With these consultations, the suggestions from the specialists were taken into account and adjustments made where necessary. In other words, the comments

and criticisms of expert lecturers was considered and incorporated in the final draft of the questionnaire so as to ensure its content validity.

3.7 Data Analysis

The data for the study was obtained from the questionnaires administered to the orphans, principals and the members of the CBC. Since the data was not collected within a day; the researcher waited until all the questionnaires had been administered and returned. The completed and returned questionnaires were first of all checked, cleaned, coded and edited for accuracy, completeness and uniformity (Moser and Kalton, 1979). The open and close-ended questions were then categorized into categories directly relating to the objectives for the study.

The secondary data for the study was obtained from CBF committee in form of annual official reports to the Ministry of Education. The data collected in this study were analyzed both quantitatively and qualitatively. Qualitative analysis involved deriving explanations and making interpretations of the findings based on the objectives of the study. Quantitative analysis on the other hand, involved deriving statistical description and interpretation of data by use of descriptive statistics.

Accordingly, the quantification of Likert scale categories was done by assigning values to the various categories in order to facilitate statistical representation of data (Peter, 1994; p. 80). The five responses were symbolized and ranked in the following manner: Strongly Agree (SA) 5, Agree (A) 4, Undecided (UD) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. After coding numerated data in the questionnaires, they were entered into the statistical package for social science (SPSS) computer package for processing and analysis.

Data analysis involved the use of descriptive statistics from which statistical frequencies and percentages were computed to facilitate comparison of the proportions of responses made by the principals, orphans and members of CBF committee regarding targeting process of orphans, allocation of funds to the orphans and the ability of CBF to support access and retention of orphans in secondary schools.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND
DISCUSSION

4.0 Introduction

This section presents the results of the study based on the objectives of the study by the use of frequency tables, pie charts, bar graphs and/or descriptions. Data created was to provide answers to the following research questions.

- i) Which methods does the CBC use in identifying the needy orphans in secondary schools?
- ii) How effective does the CBC disburse funds to the needy orphan beneficiaries in secondary schools?
- iii) To what extent has CBC ensured that the identified needy orphan beneficiaries are adequately funded for a full secondary education cycle?

To answer the research questions, this chapter is divided into four sections each with several sub-sections.

4.1 Targeting Process in the Identification of the Needy Orphans

The targeting process for the support of the needy orphans begins with the identification from enrolled student population in a secondary school. This section presents descriptive results on the effectiveness of the targeting process used by the CBC to identify needy orphans in secondary schools. This assists the CBC in effectively allocating funds to deserving cases. This process demands that all the stakeholders must participate fully and honestly.

4.1.1 Principals Report on the Targeting Process of Orphans

The respondents were asked to briefly explain how they identify orphans from the enrolled students in their secondary school.

According to the information gathered from the questionnaires, most of the schools used the guidance and counseling department records captured when the students were reporting to school the first day. Every student is expected to fill a form in the department which requires the students, assisted by the parent/guardian, to provide personal information to the school including the challenges the child may be facing. It also emerged from the respondents that the school identified needy orphans from other sources as shown in the Figure 4.1

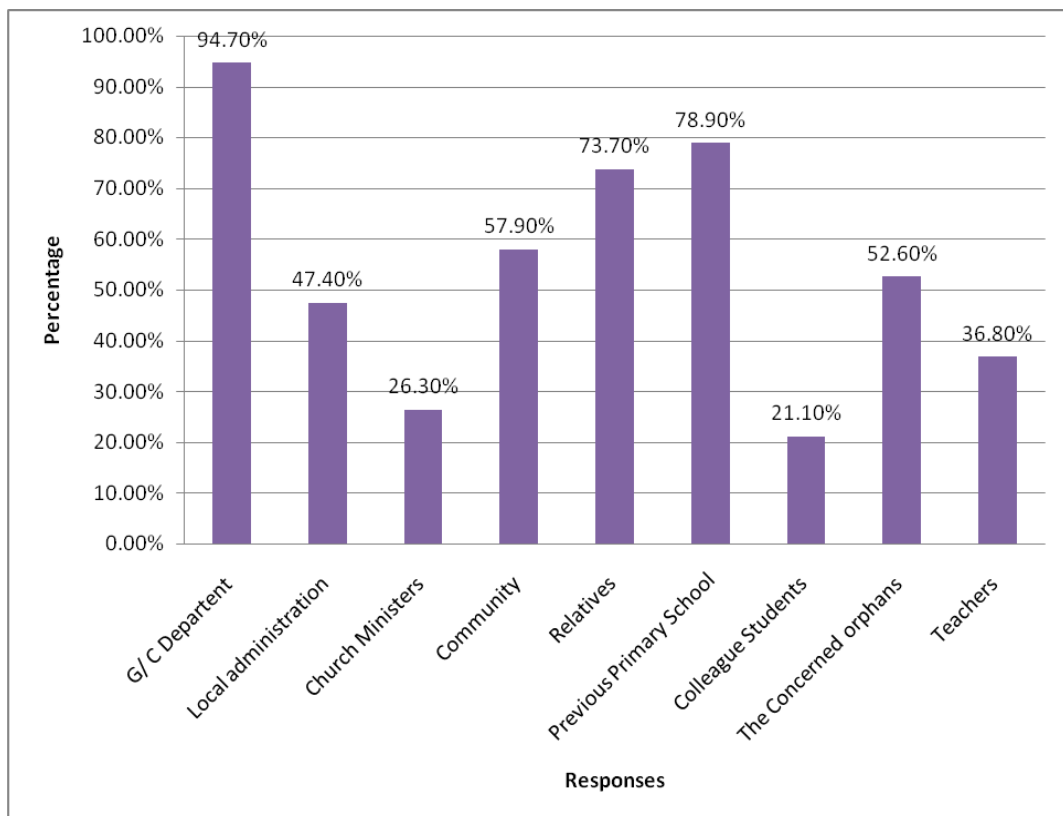


Figure 4.1: Methods Used in Identifying Orphans

The findings of the study indicated that, though schools use the guidance and counseling department to identify the orphans, this method is ineffective in identifying all the orphans enrolled in the school. This could imply that guardians and/or the orphans do not disclose their social status when joining the school. The schools, therefore, should establish other effective methods of confirming the personal information of students joining the school, and in particular the orphans and the vulnerable children. As noted by Manason (2007), all targeting mechanisms are aimed at correctly identifying which households or individuals are poor and which are not.

4.1.2 Involvement of the School in the Targeting Process

The study targets the orphans enrolled in schools. The bursary funds are meant to support the students already enrolled in secondary schools. One of the crucial stakeholders in the identification of needy orphans is the principal of a given school. The principal is expected to comment on the student's level of need, discipline and academic performance. The school is assumed to be having the records of orphans and hence the principal is in a better position to know the needy orphan children. Therefore the school should be a major player in the targeting process.

The respondents were asked to state the extent to which schools were involved and moreover, the extent to which, recommendations by the principal were taken seriously by CBC in the identification of the needy orphans. The responses are presented in Table 4.1 and Figure 4.2

Table 4.1: Involvement of the School

Response from respondents	Frequency	Percentage (%)
Strongly agree	7	36.8
Agree	4	21.1
Undecided	2	10.5
Disagree	3	15.8
Strongly disagree	3	15.8
Total	19	100.0

The findings of the study in Table 4.1 revealed that more than a half (57.9%) of the respondents agreed that the school was involved in the identification of the needy orphans, 10.5% were undecided while relatively one third (31.6%) of the respondents denied the same. The results of the study, therefore, showed that, to a greater extent, CBF committee involves the schools in the targeting process of the needy orphans. This was in line with the government policy on devolution, decentralization of power and empowerment of local communities (Kimenyi, 2005).

On the contrary, research done by Anyango (2012) observed that, while CBC uses strictly guidelines from the MOE to allocate funds to respective beneficiaries, its efficiency emanates from low levels of transparency in the implementation stage by CBC.

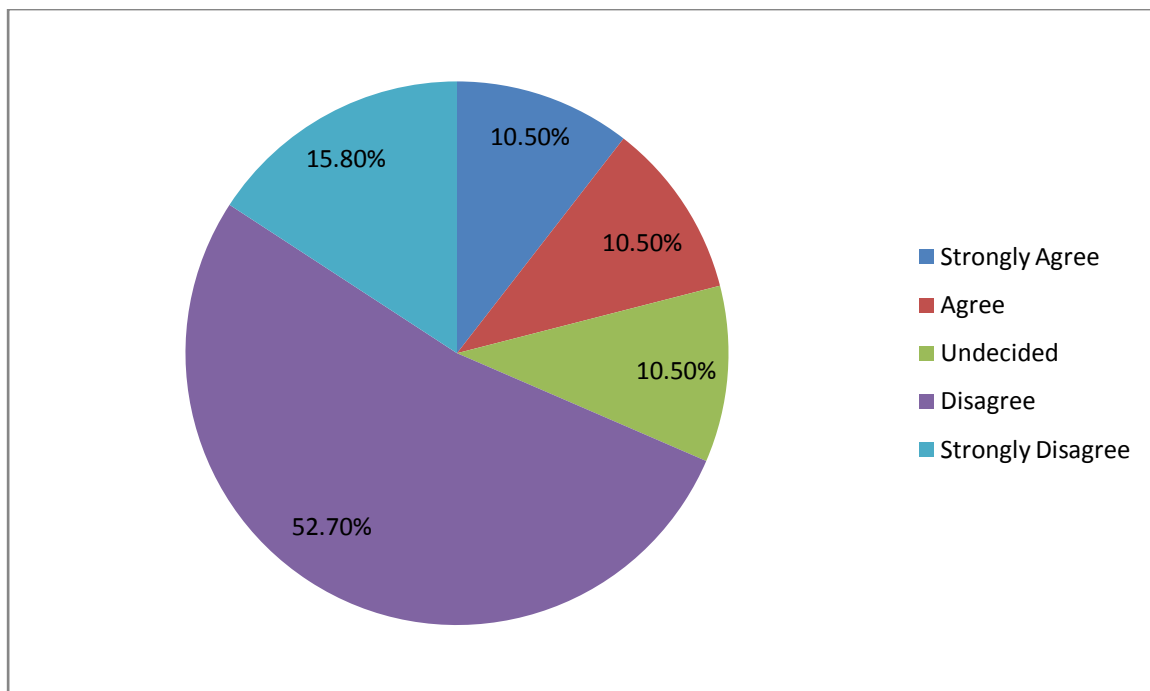


Figure 4.2: Recommendation by the School Principal is Taken Seriously by CBC

The findings of the study in Figure 4.2 showed that less than a quarter (21%) of the respondents agreed that their word was taken seriously, 10.5% were undecided while a significant number (68.5%) of the respondents denied. The results of the study revealed that despite the involvement of the school in identifying the needy orphans, the recommendations from the school's principal were not being honored by the CBF committee. This could have been one of the major reasons why some of the needy orphans fail to be identified for funding and hence drop out of school. This contradicted the government policy on empowerment on local communities in decision-making (Kimenyi, 2005). These revelations concur with the findings of Rachel (2009) that:-

Whatever the approach, during implementation, there is a possibility that people who should not be in the programme are included and people who should be in the programme are excluded.

784.1.3 Availability of CBF Bursary Application Forms

The CBC uses bursary application forms to identify and vet the needy orphans in secondary schools. The CBC is expected to avail the forms within the reach of the orphans. The principals and orphans respondents were asked to give their views on the availability of CBF bursary application forms in schools or otherwise for the needy orphans.

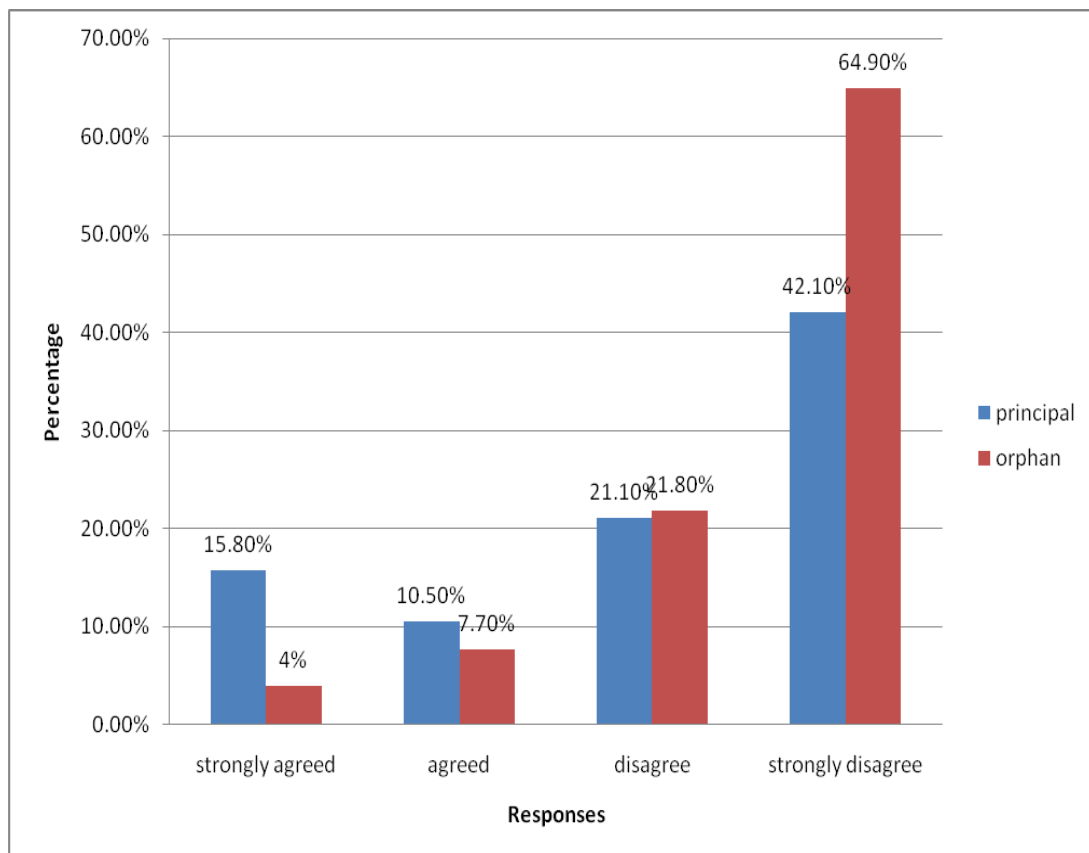


Figure 4.3: Responses on the Availability of CBF Bursary Application Forms

As presented in Figure 4.3, it is evident that majority 63.2% and 86.7% of the respondents from the school principals and orphans respectively, indicated that, to a larger extent the bursary application forms were not readily available, whereas 26.3% and 11.7% of the respective respondents agreed. On the other hand, a paltry 10.6% and 11.7% of the respective respondents agreed. On the other hand, a paltry 10.6%

and 1.6% of the respondents from the principals and orphans respectively were undecided. The fact that minimal percentages of both the respondents were undecided may suggest that the exact situation on the ground as far as the availability of bursary application forms was well known to the respondents. It is evident from the results, therefore, that the CBF bursary application forms to a greater extent were not readily available either in schools or other relevant offices. Alternatively, the CBC bursary applications may have been available but not accessible to the school and in particular the needy orphans. This concurs with the results revealed in Table 4.1 whereby nearly one third (31.6%) of the respondents denied the involvement of the schools in the targeting process.

These findings were contrary to the policy guidelines, which stated that CBF was charged with the responsibility of issuing and receiving bursary application forms as well as vetting and considering bursary applicants using the established criteria (GoK,2003).

4.1.4 Sensitization of Stakeholders by CBF Committee on their Operations Annually

The CBF funds are forwarded by the Government to CBC for disbursement in the course of the year. For the targeting process to be successful ‘all’ must be involved. For instance, the needy orphans are the major players in the targeting process. If the needy orphans were to apply for consideration then CBC must inform them appropriately.

In this study it was important to find out the level of sensitization of stakeholders for effective participation in the targeting process. The principals’ respondents were asked to state the extent to which CBF committee sensitized and updated the

stakeholders on their operations and schedules annually while the orphans' respondents were asked to indicate the extent to which they were aware of the existent of CBF as well as their notification by CBC for application for consideration. The responses are as indicated in Figure 4.4, Figure 4.5 and Table 4.6.

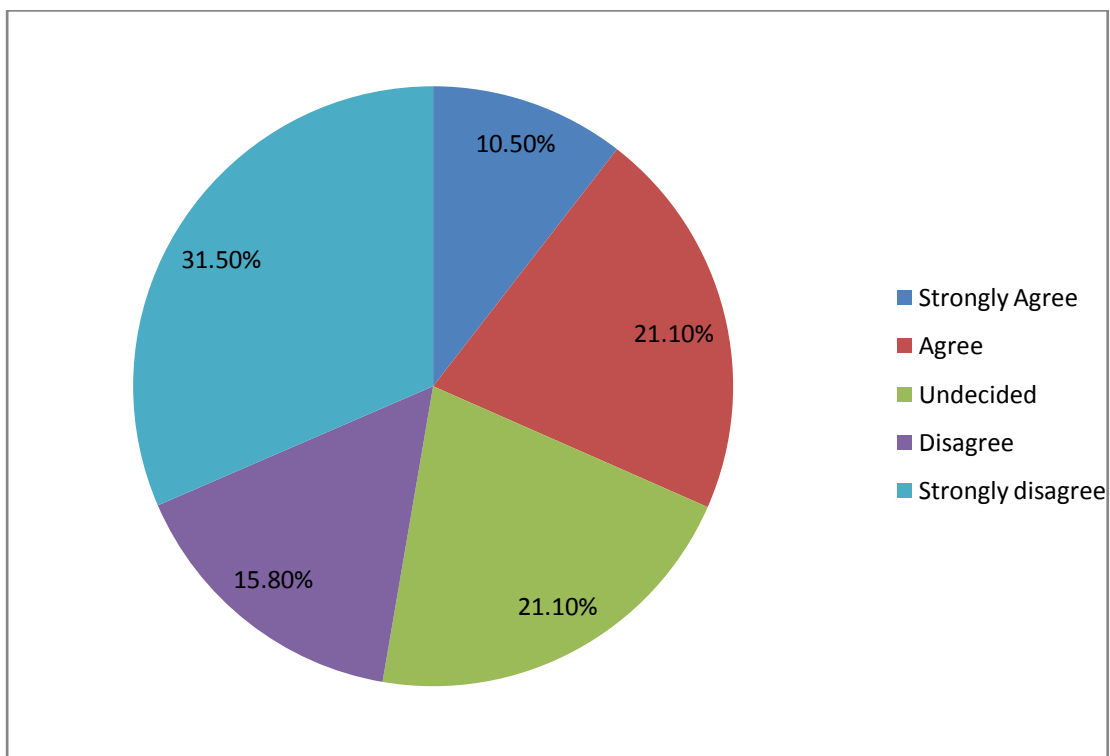


Figure 4.4: Principals Responses on Sensitization of Stakeholders

The findings of the study in Figure 4.5 showed that nearly one third (31.6%) of the respondents agreed that the CBF committee indeed sensitized and updated the stakeholders on their operations and schedules.

However, 47.3% denied and 21.1% of the respondents were undecided. From the findings, CBF committee programs are not well known to the majority. Some of the stakeholders were aware but the majority, were not well informed. The fact that less than a quarter (21.1%) was undecided confirmed that most of the stakeholders were

not aware of the CBC activities in the year. This study findings concurs with the MOE report, which stated that there was need for transparency and accountability in the identification of the needy students to ensure the right people were identified and benefit from this (GOK, 2006 a).

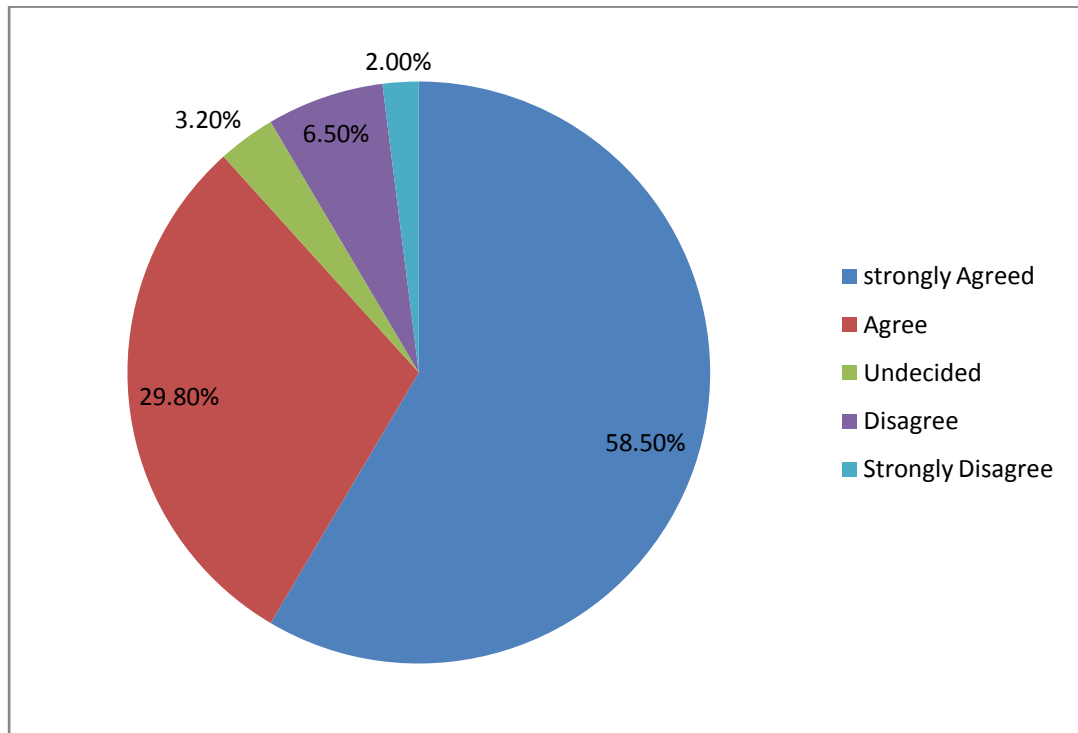


Figure 4.5: Orphans Responses on their Awareness of the Existence Of CBF

The findings in Figure 4.5 revealed that the majority (88.3%) of the respondents agreed that they were aware of the existence of CBF. A paltry 3.2% of the respondents were undecided and 8.5% were not aware of the existence of CBF. These results may have suggested that the majority of the needy orphans may not be benefiting from CBF because of reasons other than orphans awareness of the existence of CBF.

These reaffirmed research by Anyango (2012) which revealed that the needy students were aware of the government initiated bursaries by getting information from various institutions such as schools, churches, public offices like CBF and DEO. They also got from relatives, friends, classmates and the media. They were also knowledgeable about bursary application procedure where forms were submitted once they were filled.

Table 4.2: Orphan Responses on Notification of Needy Orphans by CBC to Apply for Funding

Response from respondents	Frequency	Percentage (%)
Strongly agree	71	28.6
Agree	54	21.8
Undecided	9	3.6
Disagree	68	27.4
Strongly disagree	46	18.6
Total	248	100.0

The findings of the study in Table 4.2 revealed that a considerable proportion (50.4%) of the respondents agreed that they got the notification, 3.6% were undecided while 46.0% were in disagreement. These findings concur with the findings in Figure 4.4 that majority of the stakeholders were not aware of the CBF committee programs in the year. These results could be a pointer to the main reason why some of the needy orphans were not applying for consideration. It was possible that the needy orphans may not have been aware of the CBF funds at that particular time. These concur with the study findings of Coady (2004) who noted that:-

It is therefore possible that there are pupils in primary schools who are financially challenged and who do not attempt to report to the school they are admitted to (Form 1) due to information asymmetry and lack of money for transport and personal effects. Most of this groups who are unable to joint secondary schools could be the vulnerable groups such as orphans and girls.

4.1.5 CBC Operations Experience Interference from Stakeholders

The process of targeting the needy orphans and allocating funds demands that the CBC should exercise high levels of integrity and operate as per the MOE stipulated guidelines. CBC is expected to carry on with its activities without interference from any stakeholder. Respondents from the school principals and CBC were asked to indicate to what extent CBC operations experience interference from stakeholders. The responses are as shown in Table 4.3

Table 4.3: Interference of CBC Activities by Stakeholders

Response from respondents	Principals		CBC members	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	6	31.6	3	37.5
Agree	7	36.8	2	25.0
Undecided	2	10.5	1	12.5
Disagree	3	15.8	1	12.5
Strongly disagree	1	5.3	1	12.5
Total	19	100.0	8	100.0

As indicated in Table 4.3, a considerable proportion, 68.4% and 62.5% of the respondents from the school principals and CBC members respectively, agreed that CBC operation experience interference from the stakeholders. In the same vein, 21.1% and 25.0% of the respondents from the school principals and CBC members respectively denied the same while a minimal percentage, 10.5% and 12.5% of the respondents were undecided as to whether interference was being experienced from

stakeholders. The findings of the study revealed that the targeting process used by the CBF was ineffective. It showed that some of the identified orphans forwarded to CBC may not have been genuine needy orphans and hence undeserving cases had benefitted from CBC. As a result, the allocation of funds was unfair too. In subsection 4.1.6, the CBC members identified this as one of the challenges being faced by CBF in its attempt to identify and support genuine needy orphans. The result of the study may suggest that genuine needy orphans may not have benefitted from the fund as expected. These findings concurs with the report in the daily papers (Daily Nation, 2003) which pointed out that MPs were influencing the composition of the committee by nominating their supporters, interfering with the targeting process and the allocation of funds to the needy students.

Furthermore, Mwangi(2006) found out that, giving out money through the constituencies was fraught with pitfalls, since students who deserve never get the money because of political interference. He concludes by asserting that, the constituency is not the best avenue for disbursing the funds to students. On the same note, Onyango and Njue (2004) observed that, the CBF is not serving its purpose. They posit that, since the bursary fund is under the direct control of members of parliament, it has been transformed as a political instrument, thus compromising its effectiveness in the following number of ways; one, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Two, the parliamentarians split the fund into tiny amounts so as to reach as many people as possible. This makes the fund inadequate hence lowers retention rate.

4.1.6 CBF Committee Report on the Targeting Process

The questionnaires administered to the CBF committee members had open-ended questions. The CBF members were asked to state how they identify needy orphans and the challenges they face in this process.

According to the information gathered from the questionnaires, bursary application forms were provided to needy children at the CBF offices, Chiefs offices and schools. The bursary application form was to be filled by the applicant, former primary school headteacher, the chief or pastor and the school principal. These authorities were expected to indicate the economic status of every needy case. Through these forms, the CBF committees were able to identify the needy orphans. Apart from the bursary application forms, the orphans were expected to provide supporting documents such as a death certificate of the deceased parent(s) and/or special reports from the principal or the chief or a church minister. Once the bursary application forms were filled, they were forwarded to the CBF offices for vetting.

With regard to the challenges CBF committee encounters in their attempt to finance orphans in secondary schools, the responses were as follows:-

- i) Some of the needy orphans were not applying for consideration.
- ii) Inadequate support from the relevant authorities such as chiefs and principals. These authorities sometimes do not provide proper reports concerning the economic status of the applicants especially the needy orphans.
- iii) Lack of proper records in schools both primary and secondary on the number of orphans who need support.

- iv) Lack of supporting documents such as death certificates from the applicants.
- v) Poor performance in academics by the needy orphans. The fund targets the very bright and needy orphans only.
- vi) Dishonesty from the stakeholders e.g. parents, principals and the orphans. Because of this, CBF committee members felt that it had become difficult to identify genuine orphans.
- vii) CBF committees were facing a lot of interference from the stakeholders especially the local politicians. Sometimes the politicians want the children of their supporters to be considered in the allocation of funds though the children may not be deserving cases.
- viii) Delays in remittance of funds to CBF by the government. As a result CBF is not able to release funds on time to school to assist the needy orphans to continue schooling.
- ix) Funds allocated by the government to CBF are inadequate compared to the number of needy applicants in school/constituency.

This reaffirmed research by Sharma (2005) done in Malawi which found out that; targeting outcomes were unsuccessful as a result of community resistance to differentiating between the poor and non-poor, played a role, as did favoritism of family or friends and the lack of correlation between selection criteria and poverty levels. The study findings supported the remarks made during the KSSHA National Conference in Nairobi (Daily Nation, 2003), the chairman P. Muthathai, commending on the new system of awarding bursaries noted:-

While we appreciate the government's intension to involve more people in selecting students who get bursaries, CBC may not give the best results. Even with clear selection guidelines, political regional and even religious pressures will come to bear on the committees, leading to a situation where the undeserving will end up getting bursaries, while the needy ones are left out.

4.1.7 Application for Funding From CBC by Orphans

The process of targeting the needy orphans begins with the orphans applying for consideration from CBC, which then uses these application forms to vet the deserving cases. This means that for an orphan to be considered he must apply. The targeting process is more effective if the needy orphans are not stigmatized by their status as orphans. The orphans who are more than ready to share their challenges as a result of their status are easily identified and assisted. The bursary application forms must be filled by the school principal, the head teacher of the former primary school and the chief or the church minister. The CBC uses these authorities to verify the authenticity of the information.

The orphans were asked to indicate whether they had ever applied for bursary funds from CBF, the extent to which they were comfortable revealing their status of being an orphan and the extent to which the relevant authorities were available and willing to sign the bursary application forms. The responses from the orphans are indicated in Figure 4.6, Figure 4.7 and Figure 4.8

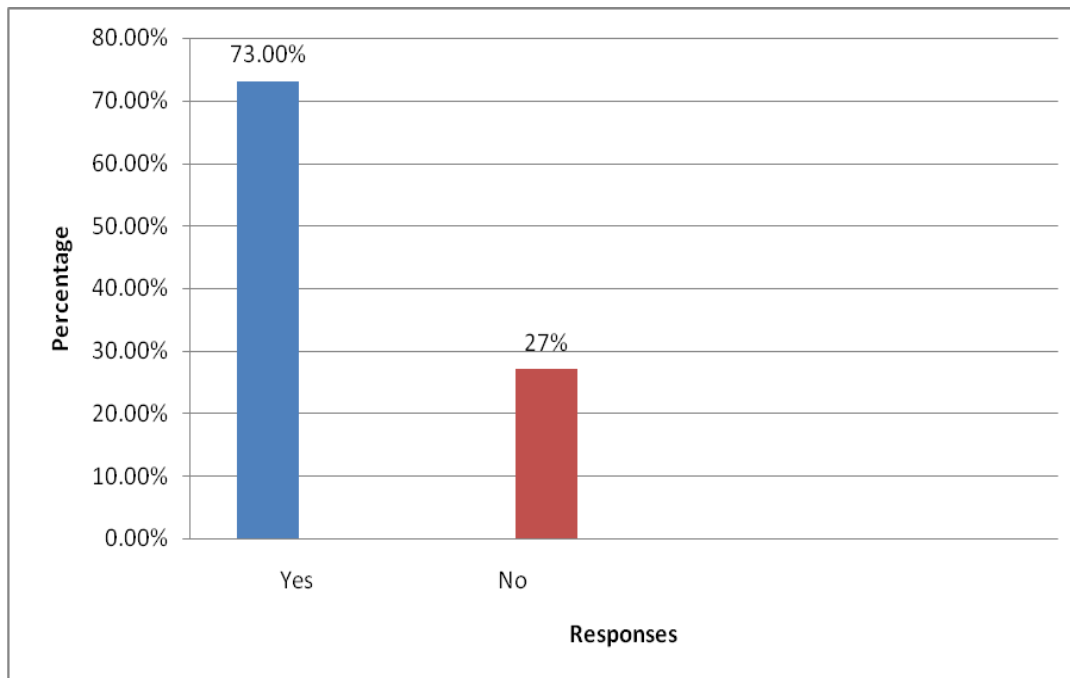


Figure 4.6 Application for Funding from CBF

The findings of the study in Figure 4.6, revealed that majority (73.0%) of the orphan respondents had applied but still more than a quarter (27.0%) had never applied for consideration. This result is in agreement with one of the challenges being faced by CBF committee in the targeting process, that some of the orphans were not applying for consideration. However, 27.0% of the orphans who had not applied for consideration were either not needy or were not aware of the CBF in the Sub-County. Alternatively, these orphans may have been needy but had already benefited from other donors.

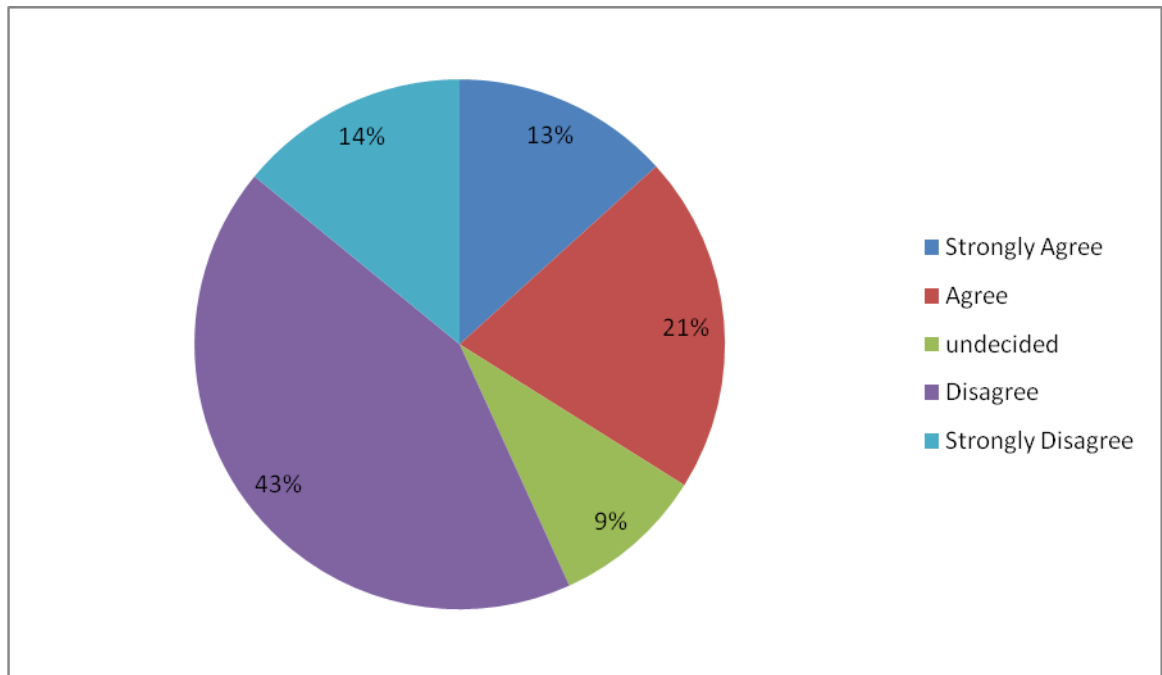


Figure 4.7: Orphans Willingness to Reveal their Social Status

The findings of the study in Figure 4.7; revealed that slightly more than one third (34%) agreed that they were comfortable revealing their social status, 9% were undecided while more than a half (57%) were not comfortable. These findings could explain the reasons as to why some of the needy orphans were not applying for support from CBF because an orphan would not get appropriate assistance unless he clearly indicates his social status in the application forms. This is in agreement with the respondents from CBF committee that orphans were not applying for consideration. This could be one of the main challenges CBF faces in the targeting process of needy orphans in schools. This concurs with the observations made by Skinner (2006) that:-

There was a growing consensus to move away from a too narrow targeting of OVC interventions, both because not all orphans are vulnerable and because targeting orphans specifically risks identifying and consequently stigmatizing children with their social status and consequently lead to discrimination in both educational and community settings.

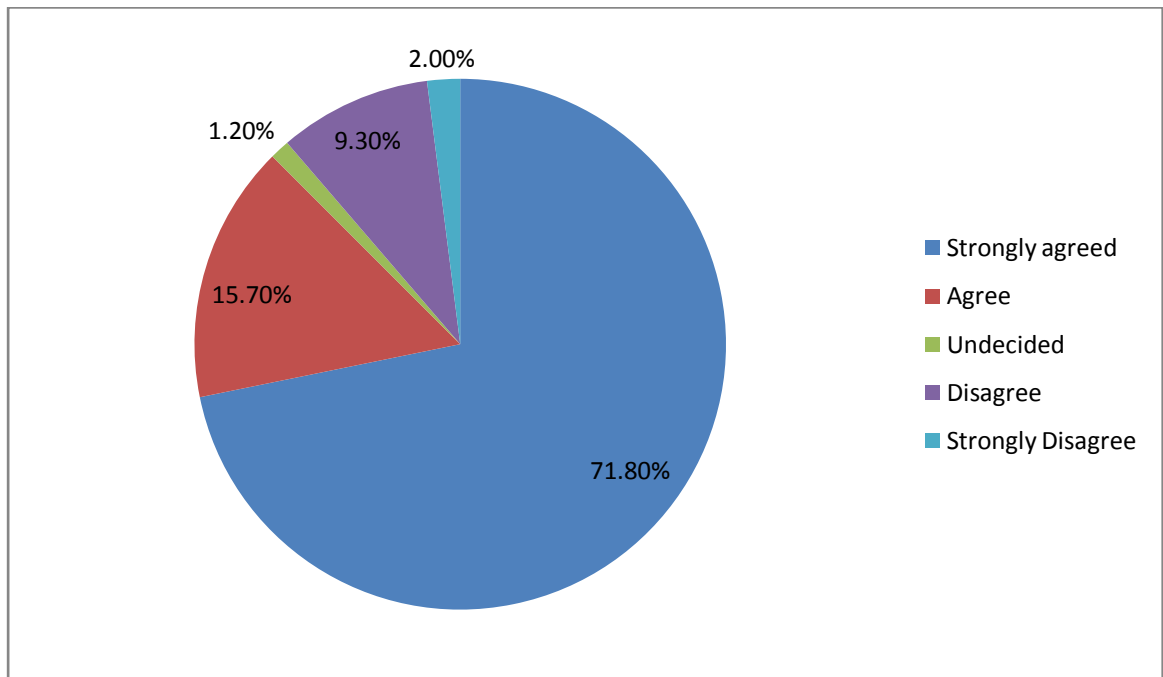


Figure 4.8: Signing of the Bursary Application Forms by the Relevant Authorities

The findings of the study in Figure 4.8 revealed that majority (87.5%) of the respondents agreed to the fact that the relevant authorities were more than willing to sign the bursary application forms. Only 11.3% denied while a paltry 1.2% of the respondents were undecided. This results disputes one of the views of the CBF committee members that, some of the relevant authorities were not supporting them in identifying the needy orphans. This could have implied that the relevant authorities may not have been keen when filling the bursary application forms hence may not have been effective in identifying the genuine orphans. This result could also be

confirming the findings of Figure 4.2, whereby the principals' recommendations were not being taken seriously by CBF.

4.1.8 Supporting Documents

It is a requirement that the needy orphans must provide the supporting documents such as death certificates for the deceased parents. These documents are used by CBC in identifying the deserving cases without which the needy orphans may not be considered for support. The orphan respondents were asked to state the extent to which the supporting documents such as death certificates were readily available. The responses are presented in table 4.12

Table 4.4: Availability of Supporting Documents from the Relevant Authorities

Response from respondents	Frequency	Percentage (%)
Strongly agree	12	4.8
Agree	39	15.7
Undecided	17	6.9
Disagree	80	32.3
Strongly disagree	100	40.3
Total	248	100.0

The findings of the study in Table 4.4, revealed that majority (72.6%) of the respondents disagreed that the supporting documents such as death certificates, were readily available, 6.9% of the respondents were undecided while 20.5% agreed that the documents were readily available. The findings in Table 4.4 are in agreement with one of the challenges sighted by the CBF committee in their attempt to identify and support the needy orphans in section 4.1.6, that the needy orphans had no supporting documents. These results showed that some of the needy orphans were not beneficiaries of CBF just because the supporting documents were not available

These reaffirmed research done by IPAR (2008) whereby beneficiaries unanimously noted with concern that the application process was cumbersome. From the foregoing, a report from the World Bank (2007) noted that, the new methods of channeling funds through CBF was challenged on the effectiveness of targeting process in order to identify the needy students and/or households. The report observed that, there had been numerous complaints on the ability of the CBC to effectively target the intended beneficiaries. Moreover, it is noticeable that the policy decision from the government did not affect the way the CBC transacts its business and may, therefore, be compromised on the competing and objectivity of the CBF. This reaffirmed research by Samson (2006) who noted that, even where the criteria for selection is highly designed, it is possible too to experience inefficiency in the implementation of the targeting mechanisms.

4.2 Implementation of the Ministry of Education stipulated Guidelines

In 2003, the MOE provided guidelines to streamline the disbursement of bursaries at the constituency level. To avoid token awards to the beneficiaries, the CBC was expected to allocate an identified beneficiary a minimum of Kshs. 5000, Kshs 10,000 and Kshs. 15,000 for a Sub-County, provincial and national school respectively. Above all the CBF should ensure that no child who qualifies to be in school is denied access because of their inability to pay fees. These variables on the implementation of the MOE stipulated guidelines was measured using the 5-point likert scale type of questions

4.2.1 All The Orphans who Apply for Funding From CBF are Assisted

The major objective of SEBF is to cushion the country's poor and the vulnerable groups against the high and increasing costs of secondary education. The orphans who apply for

consideration are expected to get CBF assistance. The principal respondents were asked to give their views on the extent to which CBF assisted all the orphans who applied for funding. The responses are presented in Table 4.5.

Table 4.5: All The Orphan Applicants are Assisted

Response from respondents	Frequency	Percentage (%)
Strongly agree	1	5.3
Agree	2	10.5
Undecided	1	5.3
Disagree	5	26.3
Strongly disagree	10	52.6
Total	19	100.0

The findings of the study in Table 4.5 revealed that majority (78.9%) of the respondents disagreed that all the orphans who applied for funding were assisted by CBF, 5.3% were undecided while 15.8% agreed. These results could be confirming the fact that some of the orphans do not provide the relevant documents such as death certificate as highlighted by the CBF committee members in sub-section 4.1.6.

Alternatively, the recommendations of the relevant authorities such as the principals were not taken seriously as revealed in Figure 4.2. Some of the needy orphans may not be getting support from the fund because of low academic performance as stated in sub-section 4.1.6.

This goes against the Kenya government's commitment to address equity issues through various policy documents aimed at providing an education system that aims at removing social injustices and disparities between regions, sexes, social and economic groups and that equalizes economic opportunities among all citizens. The

concern for equity (or equality of opportunity), access and social class bias has been and continues to be a strong motivating factor underlying governments' interventions in the education sector (Boit, 1998).

4.2.2 The CBC Disburses Funds as Per The MOE Stipulated Guidelines

The CBC is expected to allocate an identified orphan beneficiary a minimum of Kshs. 5000 for a Sub-County school, Kshs. 10,000 for a provincial school and Kshs. 15,000 for a national school. The principals and CBC respondents were asked to give their opinions on the extent to which the CBF committee allocates funds to orphans as per the MOE stipulated guidelines. To confirm the responses, documents prepared by CBF committee and forward to MOE were analyzed. From these documents; some of the beneficiaries from 2006 – 2009 were identified. The results are indicated in Figure 4.9 and Table 4.6.

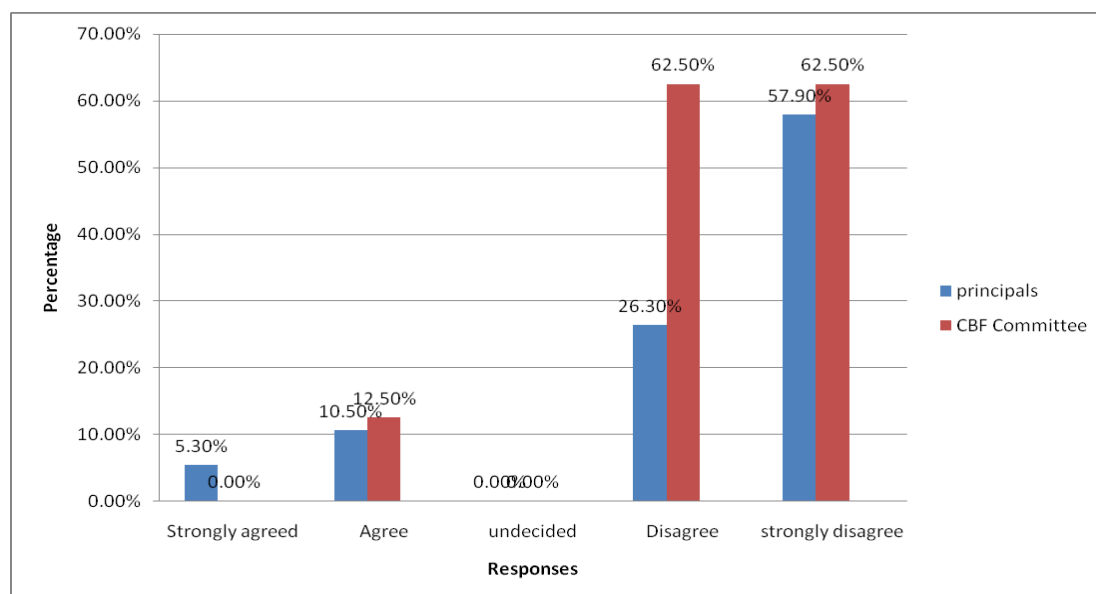


Figure 4.9: Disbursement of Funds as per the MOE Stipulated Guidelines

The findings of the study in Figure 4.9, showed that a minimal percentage, 15.8% and 12.5% of the respondents from the principals and CBC respectively, agreed that MOE guidelines on disbursement of funds is strictly followed by CBF committee, while the majority; 84.2% and 82.5% of the respondents respectively disagreed. Since no respondent was undecided, this may be an indication that the respondents were sure of how much funds CBF committee allocates to the needy orphans. This result could have been a pointer to the interference from stakeholders experienced by CBC, as revealed in Table 4.3. The interference could have been in form of the amount of funds allocated to an identified beneficiary. This supports the findings of the study carried out by KIPPRA (2005) on the accountability and performance of the CBF which revealed that, only 15.7% of the respondents rated its accountability as good. Majority of the respondents expressed high levels of mistrust in the CBF managers. These findings concur with the Ministry of Planning and Development Report (2004) and MOE report (2006) which sighted the fact that CBF committee were not implementing the MOE guidelines strictly (GOK, 2006).

Table 4.6: The Actual Disbursed Funds to the Needy Orphans Between 2006 to 2009

SR. No.	Student Name	Form	School	School Category	2006	2007	2008	2009
1.	ST ₁	3	A	Sub-County	-	5000	5000	-
2.	ST ₂	3	B	National	10000	3500	-	-
3.	ST ₃	2	B	National	10000	12000	10000	-
4.	ST ₄	1	C	County	-	5000	6000	-
5.	ST ₅	2	D	County	10,000	5000	6000	-
6.	ST ₆	3	E	County	3000	7000	-	-

7.	ST ₇	2	F	Sub-County	5000	-	8000	-
8.	ST ₈	2	G	County	-	7000	10000	-
9.	ST ₉	1	H	National	8000	10000	10000	8000
10.	ST ₁₀	1	I	County	7000	-	5000	8000
11.	ST ₁₁	1	E	County	10000	6000	-	8000
12.	ST ₁₂	1	K	County	5000	5000	-	8000
13.	ST ₁₃	1	L	County	4000	7000	5000	8000
14.	ST ₁₄	1	M	Sub-County	5000	-	4000	8000
15.	ST ₁₅	1	N	Sub-County	5000	5000	10,000	9000

Source: CBF records

The findings of the study in Table 4.6 confirmed the results of Figure 4.9.

From Table 4.6, most of the beneficiaries in National and County schools received less than the stipulated minimum amount of Ksh. 15,000 and Ksh. 10,000 respectively. The majority of the beneficiaries in Sub-County Schools were allocated at least the minimum amount of Ksh. 5000. The documentary review also showed that majority of the needy orphans were not funded continuously for the full secondary school education cycle. The findings of Table 4.5 were also in agreement with the findings in table 4.6 that not all the needy orphans were assisted every year.

These findings reaffirmed the research findings of a survey carried out by IPAR (2008) which noted that the bursary is experiencing a number of challenges, notably: inadequate funds disbursed from MOE to the constituencies with more than 58% of the demand unmet. Similarly, there is poor implementation of the MOE allocation guidelines resulting in more than 84% of the beneficiaries getting the minimum allocation of Ksh. 5000 which was far below the fees charged in secondary schools. These reaffirmed the MOE Report that, the guidelines were introduced following

persistent complaints from the public, of the inadequate allocations to a beneficiary (GOK, 2006).

4.2.3 Funds Allocated to the Orphans are Released at the Appropriate Time

The secondary school education system runs for three terms annually. Term one commences in January, Term two in May and Term three in September. At the beginning of the term students are expected to clear the fees for the term before they report to school. The appropriate time for the payment of fees is therefore at the beginning of the term. The respondents were asked to state the extent to which funds allocated to the needy orphans are released at the appropriate time as per the school schedule in the year. The responses are presented in Figure 4.10.

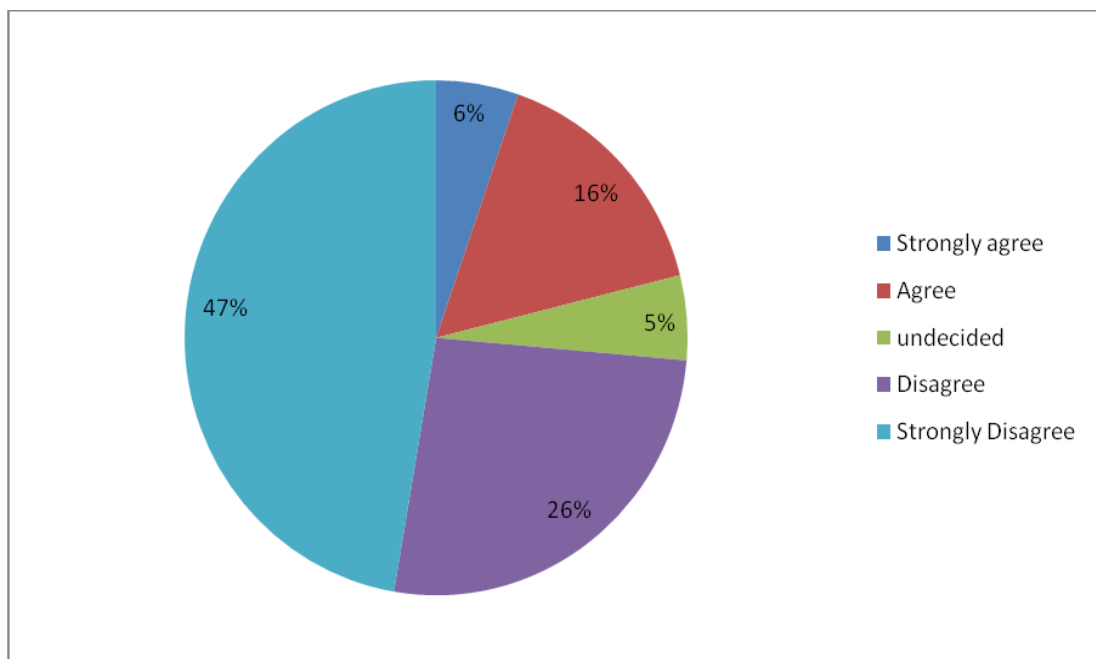


Figure 4.10: Principal Responses on the Period of Disbursed Funds

The findings of the study in Figure 4.10 revealed that, approximately three-quarters (73%) of the respondents disagreed that funds allocated to the needy orphans were released at an appropriate time as per the school schedule, 22% agreed while a paltry

5% were undecided. The results show that some of the needy orphans may have dropped out of school because of delayed funds. This result concurred with one of the challenges sighted by the CBC in section 4.1.6, that the government remits CBF funds late hence leading to delays in releasing of funds to schools. The CBC, therefore, is ineffective in releasing funds to schools as per the annual school schedule.

This reaffirmed research findings by IPAR (2008) which indicated that the CBC allocation schedules were not in line with the school calendar, forcing funded students to miss learning lessons as they go about searching for fees. Furthermore, Mwangi (2006) found that, the process of sending money from the Central Government to the constituencies, and then to schools takes long. By the time students get the money, many would have been sent away from school or had wasted a lot of time to look for it. Based on timeliness of the allocation, a report by MOE (2003), Report of the National Conference on Education and Training documented that a new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and their respective schools. This reaffirmed research by Anyango (2012) which established that the amount of money allocated to the beneficiaries is inconsistent to the schools calendar year and only comes once a year making beneficiaries to stay out of school as they look for the school fees arrears.

4.3 Adequacy of Funds, Access and Retention of Needy Orphans

The main objective of SEBF is to enhance access to and ensure high quality education for all Kenyans, in particular the vulnerable groups such as orphans (GOK, 2005). The philosophy of the scheme was to translate into reality that no child who qualifies for secondary education should be denied access due to their inability to pay fees

(Onsomu, 2005). This study was to determine the extent to which the CBC had raised access and retention of needy orphans in secondary schools.

4.3.1 Adequacy of the CBF Disbursed Funds for the Needy Orphans

Schools in Kenya are categorized as National, Provincial or Sub-County. These schools are either boarding and/or day schools. The needs and uniqueness of these schools differs and therefore the fees charged are different. The principals respondents were asked to state the total annual amounts of fees they charge generally and indicate the extent to which they agree that funds allocated to a needy orphan were enough to gather for the total fees expected to be paid.

The amount of funds allocated to the CBF and the number of applicants dictates the number of beneficiaries as well as the amount of funds to be disbursed to each beneficiary at a given time. In this study, the CBC was asked to avail the final records on the disbursement of funds to the vulnerable students including the needy orphans with the aim of ascertaining the adequacy in funding. The results were presented in table 4.7, Figure 4.11 and Table 4.8.

Table 4.7: The Amount of Fees Generally Charged Annually in Secondary Schools

Range of Fees charged (Ksh.)	School Category		
	National	County	Sub-County
Less than 10,000	-	-	2
10,001 – 20,000	-	-	5
20,001 – 30,000	-	-	2
30,001 – 40,000	-	2	2
40,001 -50,000	-	3	-
50,001 – 60,000	1	1	-
60,001 and above	1	-	-
Total	2	6	11
Minimum allocation from CBF	Kshs.15,000	Kshs.10,000	Kshs.5,000

The study revealed that National schools charged Ksh. 50,000 and above, County schools charged between Ksh. 30,001 to 60,000 while the Sub-County schools charged less than Ksh. 40,000 but the majority charged between Kshs.10,000 and Ksh. 20,000. This was contrary to the monitoring survey II report (2002) which estimated student expenditure for secondary education at the household level at an average of Kshs. 25,900 for boarding schools and Kshs. 10,000 for a day school. On the other hand, the minimum MOE stipulated allocation to a beneficiary was far below the fees charged in secondary schools. The big variation in the provincial and Sub-County schools was attributed to, either the school being day and/or boarding. As shown in Table 4.7, the fees charged in every school category is relatively higher than the MOE minimum stipulated allocation to a beneficiary namely:- Ksh15,000, Ksh. 10,000 and Ksh. 5,000, to a beneficiary in a National, County and Sub-County school respectively. These findings concur with the observations made by MOE; that there were persistent complaints of the inadequate allocation to a beneficiary. To mitigate these challenge, MOE issued guidelines on the disbursement of funds to the vulnerable children by specifying the minimum allocation to a beneficiary (GOK, 2006).

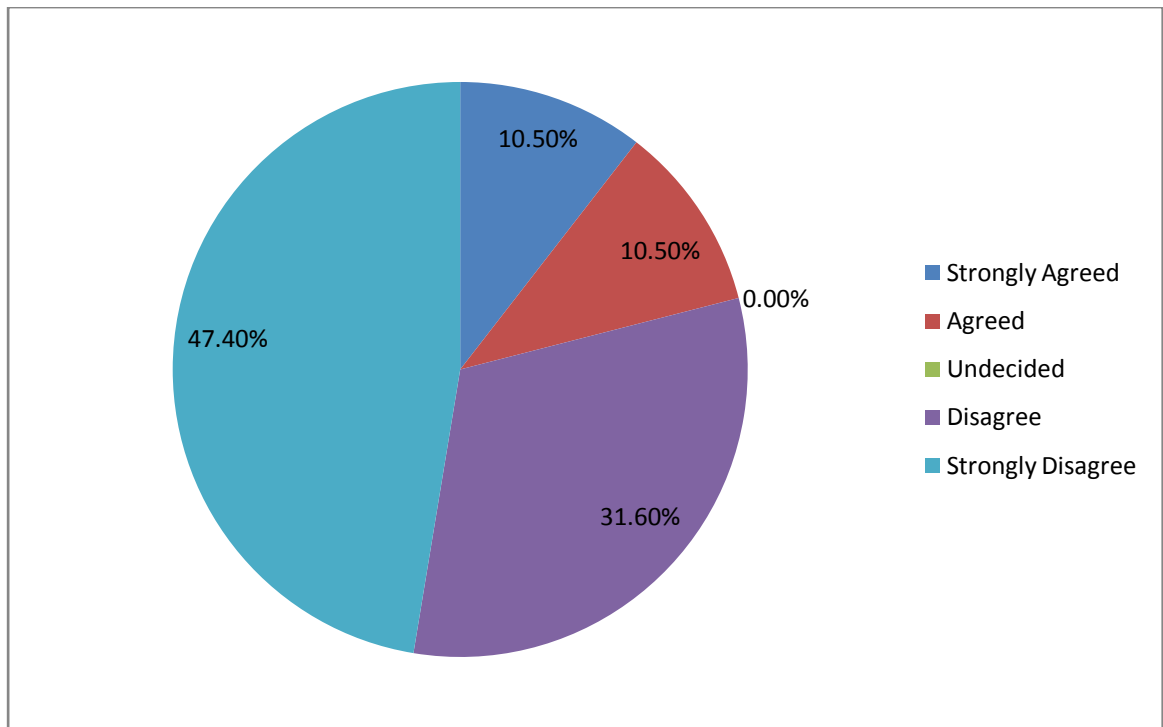


Figure 4.11: Principals Responses on the Adequacy of the Funds Disbursed

The findings of the study in Figure 4.11 revealed that less than a quarter (21%) of the respondents agreed that the needy orphan beneficiaries were assisted adequately, while the majority (79%) denied. The fact that no respondent was undecided may suggest that most of the orphan beneficiaries were not assisted fully in the payment of fees.

This result tends to agree with the findings in Figure 4.13 which revealed that CBC had not raised to a greater extent access and retention rates of orphans in secondary schools. These explained why the dropout rate was high. These results may imply that most of the needy orphans could have been receiving funding from elsewhere, which enabled them complete secondary education. These was in agreement with the observation made by CBC that they were experiencing a lot of interference from the stakeholders especially the politicians.

Table 4.8: CBF Annual Financial Report on the Total Funds Received, Number of Applicants, Number of Beneficiaries, Orphan Beneficiaries and the Amounts Allocated to the Orphans for the Period 2006 to 2009

Year	Total applicants	Total beneficiaries	Orphan beneficiaries	% of needy orphans to the total needy cases	Allocation to orphans	Total funds received	Funds allocated to needy orphans (%)
2006	1641	971	148	15.2	985,000	4778000	20
2007	1535	1044	209	20.0	146,6700	5244000	28
2008	3968	954	189	19.8	1313,000	5909300	22.2
2009	1872	672	146	21.7	1302500	4091500	31.8

The findings of the study in Table 4.8, revealed that the total amount of funds forwarded to CBF is meant for all the needy students, not only the needy orphans. The report shows that not all the needy applicants were considered for funding. The funds allocated to the needy orphans ranged between 20-30% of the total funds received. The number of identified needy orphans were relatively high compared to the total identified needy cases ranging between 15.2% to 21.7%.

The applicants in 2008 were very high compared to the other years. From the respondents, this was because of the financial difficulties encountered by many households due to the negative impact of the election violence experienced in January 2008. This result confirmed the fact that, not all the needy orphans were funded to access secondary education. These revelations concur with one of the challenges cited by the CBC that the funds allocated by the government were inadequate compared to the total number of needy applicants in the Sub-County. It therefore meant that, some of the applicants were not considered for funding. These results pointed out to two reasons why all the needy orphans were not funded; the funds are inadequate and the

total number of needy applicants was overwhelming. This reaffirmed research by Masiela Trust Fund (2007) who noted that:-

Given the increasing number of OVCs across the region, any intervention is quickly overwhelmed and then faced with the dilemma of how to continue providing support as long as it is needed.

This finding goes further to confirm the revelations in a study that was carried out by Odebero (2007) on the effectiveness of the criteria set by the MOE and circulars to secondary schools. According to him, the fund was found to experience the following setbacks namely; the amount of bursaries disbursed to the constituencies was insufficient and could not meet the high demand for needy applicants. The study reaffirmed that the bursary funds are inadequate for the beneficiaries leave alone the applicants who apply and never get.

4.3.2 Orphans Dropouts in Secondary Schools

The dropout rate is used to measure the internal efficiency of an education system. If the rate of dropout is negligible, then CBC is effective in enhancing access and retention in secondary schools. A needy orphan identified and supported in FI is expected to benefit from CBF continuously for the full secondary school cycle. Moreover, the needy orphan has to be supported adequately so that they don't drop out of school. The various reasons accounts for a needy orphan dropping out of school. These reasons either emanate from the needy orphan or other stakeholders.

The respondents were asked to state the number of orphans who were enrolled in their schools for the periods 2006 to 2009, those who dropped out and reasons as to why and those who received funding continuously as well as the number of those who dropped out of school during the same period. Document analysis from the CBC records on disbursement was used to confirm needy orphans who were funded

continuously for the cohort of 2006 – 2009. The responses were presented in Table 4.9 Figure 4.12, Table 4.10 and Table 4.11.

Table 4.9: Number of Orphans Enrolled and the Drop-Outs for the Period 2006 to 2009

Year	Number of enrolled orphans	Number of orphan drop-outs	Percentage (%)
2006	217	18	8.3
2007	228	33	14.5
2008	231	67	29.0
2009	259	43	16.6

The findings of the study in Table 4.9 showed that the number of orphans enrolled in schools is high and the drop-out rate is also relatively high. The number of orphans had been increasing every year as well as the number of dropouts which increased from 8.3% in 2006 to 16.6% in 2009. In 2008 the dropout rate was the highest at a relatively one third (29.0%) of the enrolled orphans that particular year. The respondents attributed this to the negative effects of the election violence experienced in Kenya at the beginning of that year.

The findings of the study confirmed the results of Table 4.5, that not all the identified orphans were funded adequately to continue with their secondary education. As revealed by the results in this study, these could have been because of a weak targeting process, inadequate funds, interference from stakeholders which resulted in undeserving cases being supported or unwillingness of the needy orphans to apply for the funding from CBF.

These revelations concur with the findings by KIPPRA (2006) that on average, the dropout rates in Kenya were deteriorating. The findings showed that lack of fees was

the main reason for the drop out of the needy orphans. These depicted wastage in the learning process and it led to lower class size and under-utilization of the available physical and human resources in learning institutions. The research further noted that, the persistent low participation rate indicates that either the policy initiative had minimal impact on enhancing access or the partial bursary allocation had minimal impact particularly on ensuring the beneficiaries are adequately supported for a full secondary school cycle (KIPPRA, 2006).

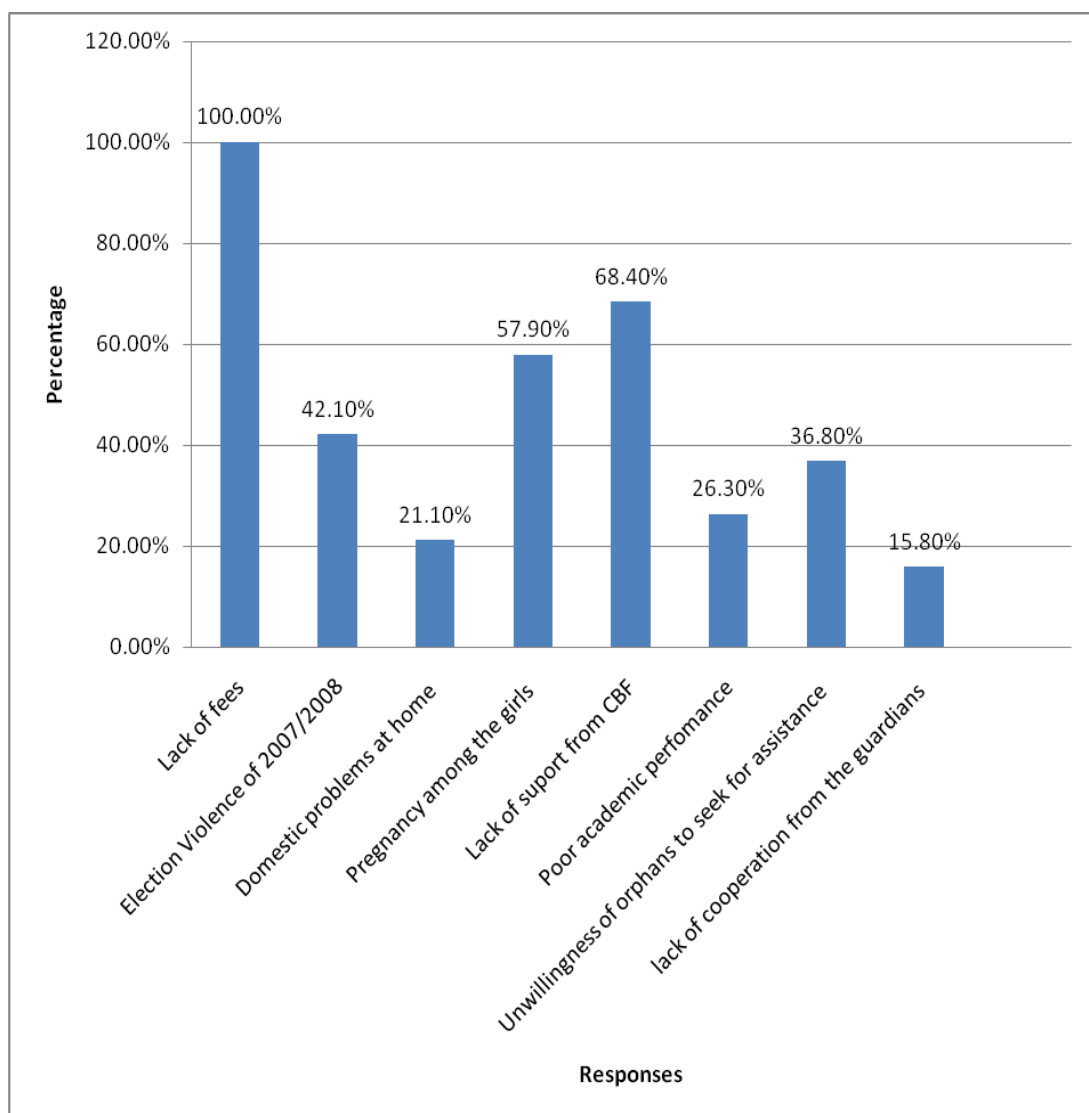


Figure 4.12: Reasons for the Drop-Out of the Orphans in Secondary Schools

The findings of the study in Figure 4.12 revealed that, all the 19 (100%) of the respondents identified difficulty in the payments of fees, as the major reason for the drop out and lack of support for the orphans from CBF (68.4%). Another major reason among the girls was pregnancy (57.9%). Other reasons included: - Negative impact of 2007/2008 election violence in the country, domestic issues at home, poor academic performance, lack of co-operation from the guardians and the orphan's unwillingness to seek for support from donors. The study revealed that the CBC could not be wholly blamed for the dropouts of needy orphans in secondary schools.

Similar findings were also experienced in the ministry of Gender and Youth in Nigeria (2007) noted that:-

Despite the availability of opportunities for education through universal basic education policy, many orphans and vulnerable children are not accessing or effectively participating in education due to poverty, high school levies, caring for sick parents, lack of education materials, cultural and traditional practices and lack of and / or low political commitments to OVC educational issues.

Table 4.10: Number of Orphans who Received Funds (by Cohort) From CBF Continuously for the Period 2006 To 2009

Cohort	No. of identified orphans at the beginning of the cohort (Form one)	Number of orphans identified in form one and still under CBF funding in form four	%	Percentage
2003 - 2006	49	14		28.6
2004 - 2007	101	17		16.8
2005 - 2008	74	8		10.8
2006 - 2009	128	11		8.6

The findings of the study in Table 4.10 showed that in 2003- 2006 cohort, the number of needy orphans who were continuously funded up to form four was slightly less than one third (28.6%) compared to the number of needy orphans identified and

funded in form one. The findings revealed that the number of those supported continuously reduced significantly from 2006 to 2009 despite the number of identified needy orphans at the beginning of every cohort increasing. This result concurs with the findings in Figure 4.12 that most of the orphans drop out of school due to inadequate funding from CBC. The results of the study in Table 4.16 confirmed that, not all the identified needy orphans are funded continuously for the four year secondary education cycle. The results further indicate that not all the orphans who applied for funding from CBC get assistance. These results could be a confirmation; why the drop out rate is high in secondary schools. The CBC therefore doesn't have the capacity to ensure that the needy orphans are adequately and continuously funded for the full secondary school cycle. This concurs with the findings of Lewin and Calloids (2001) that despite the government funding, attrition throughout secondary, especially among the poor and girls, remains a problem due to the charged levies. Otherwise, as noted by Onsomu (2006), the efficiency of the schooling in Kenya is likely to be low due to the high wastage levels as indicated by the educational indices. Youth Initiative Kenya (2011) in a study titled Gender Responsive budgeting assessed that there had been constant fluctuations in the amounts of bursary finances allocated to the bursary fund, nationally, overtime. Overall, there has been a general decline in the amounts allocated for the fund by the treasury since 2006. Notably, even after an initial allocation of Ksh.1.3 billion to the fund during the 2011/12 FY, the treasury ended up relocating Ksh,0.4 billion away from the SEBF leaving only Ksh.0.9 billion for the fund. These trends only intensify the demand and competition for the fund with the net result being that more and more children from poor households seeking secondary education will remain excluded even after they have initial bursary resulting in low retention. It further states that for purely practical and circumstantial

reasons, the constituency committees have had to operate outside the policy guidelines. This mode of operation has often distorted the intended retention outcomes of the fund. This concurs with the focus of education interventions carried out by UNICEF (2009) which noted that:-

The focus of education interventions should ensure access to education and retention of all orphans and vulnerable children in school; improve the relevance and quality of education and protect and care for orphans and vulnerable children in school and ensure their integration with other students.

Table 4.11: Number of Form One Identified Needy Orphan Beneficiaries in 2006 who Completed Form Four Under CBF Funding in 2009 in Various Secondary Schools

Sr. No.	School	Number of needy orphans	
		2006	2009
1.	S ₁	2	1
2.	S ₂	7	0
3.	S ₃	10	0
4.	S ₄	1	0
5.	S ₅	2	0
6.	S ₆	14	1
7.	S ₇	3	0
8.	S ₈	7	0
9.	S ₉	1	0
10.	S ₁₀	4	0
11.	S ₁₁	7	0
12.	S ₁₂	1	1
13.	S ₁₃	2	0
14.	S ₁₄	4	0
15.	S ₁₅	2	0
16.	S ₁₆	2	0
17.	S ₁₇	5	0
18.	S ₁₈	2	0
19.	S ₁₉	1	0
20.	S ₂₀	1	1
21.	S ₂₁	1	1
22.	S ₂₂	2	0
23.	S ₂₃	1	1
24.	S ₂₄	1	0
25.	S ₂₅	3	1
26.	S ₂₆	3	0
27.	S ₂₇	3	0
28.	S ₂₈	3	0

29.	S ₂₉	4	0
30.	S ₃₀	6	0
31.	S ₃₁	6	1
32.	S ₃₂	3	1
33.	S ₃₃	1	0
34.	S ₃₄	2	1
35.	S ₃₅	1	1
	Total	128	11

Source: CBF records

The findings of the study in Table 4.11 in various schools as per CBF annual reports to MOE revealed that CBF committee was able to identify 128 needy orphans in FI in 2006 and they were funded. Unfortunately, after 4 years, only 11 of the identified and supported needy orphans were still being traced and under the support of CBF. This had an implication that the orphans could have dropped out of school or got support from other donors or due to poor targeting process used by CBF committee, the alleged needy orphans in FI were not genuine.

This confirmed a study done by KIPPRA(2008) which found out that given the relatively high fee levels in secondary schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out.

The findings in table 4.11 of the study support the other revelations in Table 4.5, Figure 4.11, Table 4.9 and Table 4.10. In this other findings, the revelations were that the number of orphan drop-outs was high, number of needy orphans continuously funded were relatively low and that needy orphans were not getting adequate funding from the CBF for the secondary school education cycle of 4 years. The findings from the study in Table 4.11, revealed that there were serious issues which needed to be addressed by CBF so that genuine needy orphans were identified and assisted

adequately and continuously for the four year secondary education cycle. This concurs with the observation made by the Ministry of Gender, Labour and Social Development in Uganda (2010) that:-

Despite the existence of policies, legislation and institutional frameworks, the overall institutional capacity for coordination and implementation of the national OVC intervention is still weak. At lower Local Governmental Levels, there is absence of coordination of structures and where they exist, they are dysfunctional.

4.3.3 Access and Retention of Needy Orphans in Secondary Schools

The MOE stipulated guidelines states that no child should be denied access to secondary education because of their inability to pay tuition fees. In other words, CBC is supposed to ensure that no student drops out of school for the four years they are expected to be in secondary school. These implies that once a needy orphan has been identified in form one, it is mandatory that he receives funding as long as he has applied for consideration from CBF, as a result, access and retention of identified needy orphan in secondary education should be guaranteed. The respondents were asked to give their opinions focused on the extent to which CBF had raised access and retention rates of orphans in secondary education. The principals, CBF committee and the orphans were involved. The responses are indicated in Figure 4.13 and Figure 4.14.

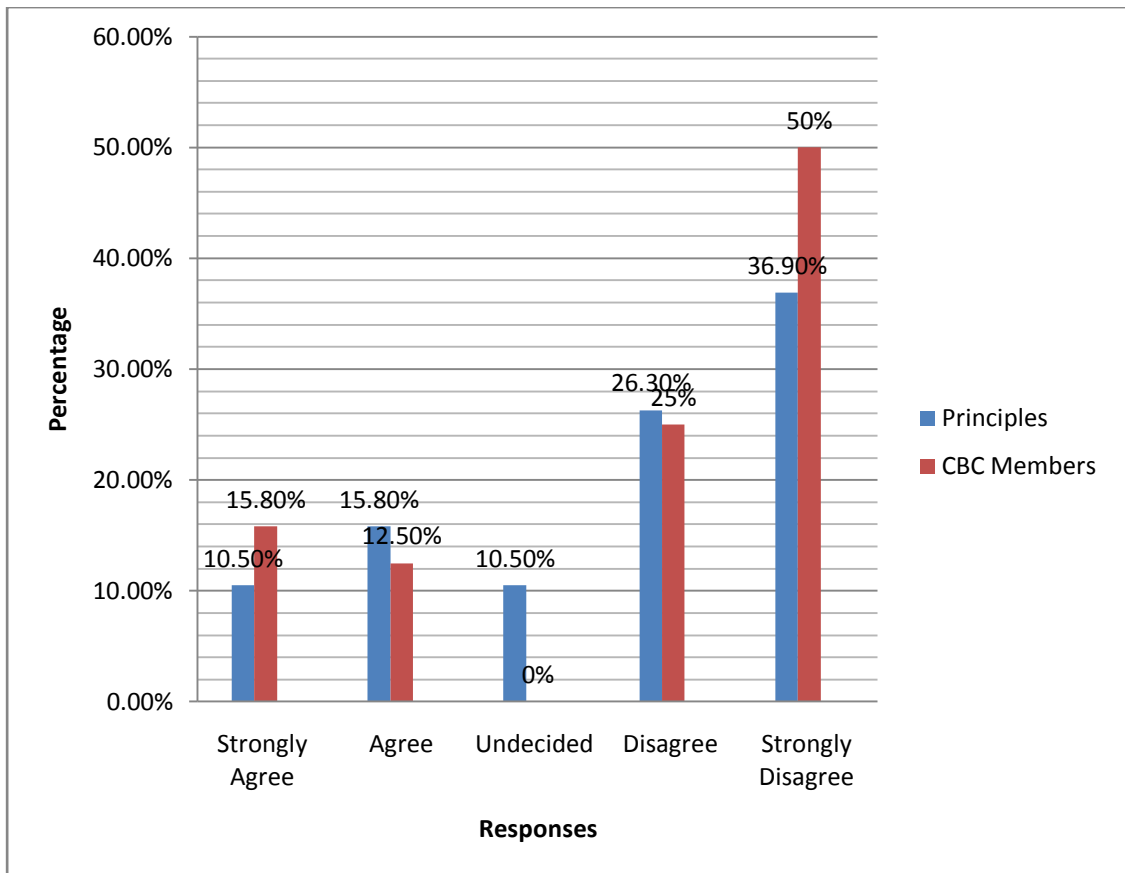


Figure 4.13: The Needy Beneficiaries Are Funded Adequately and Continuously throughout A Cohort

The findings of the study in Figure 4.13, revealed that majority (63.2%) and three quarters (75.0%) of the respondents from the principals and CBC members respectively disagreed that needy orphan beneficiaries were funded adequately and continuously for the four year secondary education cycle while slightly more than a quarter (26.3%) and a quarter (25.0%) of the respective respondents agreed to the fact. Only 10.5% of the principal's respondents were undecided. The findings may suggest that CBC respondents were sure of how much funds were allocated because none of them was undecided. This confirmed study findings carried out by IPAR (2008) in Nairobi Province that revealed that except for Langata constituency where

beneficiaries were constantly financed, in other constituencies beneficiaries were not guaranteed funding.

Furthermore, this reaffirmed research by Oyugi (2010) which asserted that; as a result of the large number of applicants who qualify for bursaries, students seldom get a bursary more than once a year to ensure spread of the bursary fund in the constituency. This implied that the current level of bursary allocation hardly meets a quarter of the required fees. This makes students miss learning as they go about looking for financiers to supplement the allocations they receive from CBF.

Moreover, financial burdens on the poor, which include school fees and opportunity costs, were high and increasing in secondary schools and higher education levels. All these work to constrain the poor from accessing education opportunities at the various levels (KIPPRA, 2011).

These results concurred with the findings in Table 4.5 whereby the principals alluded to the same, that not all the needy orphans who applied for funding were assisted. The results of Table 4.10 confirmed the findings in Figure 4.13 in that a higher number of needy orphans were dropping out of school and the numbers continuously supported for the period 2006 to 2009 were relatively low. The revelation of Table 4.6, also indicates that the majority of the needy orphans were not funded continuously from form one to form four and the amounts allocated by CBC were far less than the expected tuition fees per year in various schools. The retention of students was not at its peak and this confirmed findings from Barat (2010) whose findings were that bursary schemes only supports retention by 5.8%.

From the foregoing results, it is evident that to a greater extent, CBF had not raised access and retention rates of needy orphans in secondary schools. Given that the population of orphan children enrolled in secondary schools is about 13% of the secondary enrolment, the CBF funds were inadequate compared to the demand and targets of students already enrolled in school (KIPPRA, 2006). These research findings by KIPPRA implied that alternative sources of funds should be explored by stakeholders to support the needy orphans.

On the contrary, a research study done by Anyango (2012), on the “Impact of bursary schemes on retention of students in public secondary schools in Gem Sub-County, Kenya” concluded that despite several challenges, bursary schemes would be a good government initiative to ensure retention as it increases access to secondary education while reducing the cost burden on parents. It is therefore arguable that the challenges faced by bursary schemes are not targeting problems but merely operational problems which are further complicated by stiff competition for inadequate funds, lobbying political patronage and some degree of elite capture on the basis of sensitization.

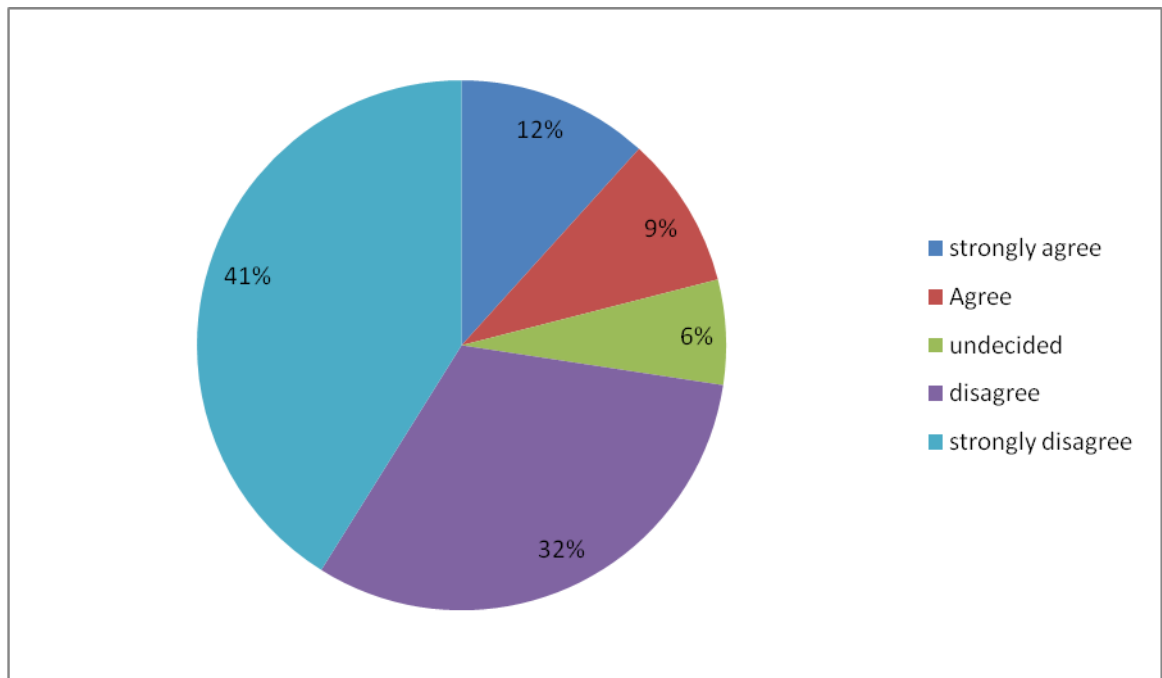


Figure 4.14: Orphan's Responses on CBF Funds have Always Benefited the Needy Orphan Applicant

The findings of the study in Figure 4.14 revealed that the majority (73%) of the respondents denied that CBF funds had always benefited the needy orphan applicants, 6% were undecided while 21% agreed. These results were confirmed in the findings in Table 4.6 whereby some of the identified needy orphans were assisted in some particular years only. For instance, a student (ST₁₀) of School I was not assisted in 2007 though he was identified and assisted in 2006. Another student (ST₁₂) of School K was not assisted in 2008 though he was identified and assisted in 2006 and 2007.

The findings of the study in Table 4.5 also alluded to the same fact that not all orphans who applied for funds were funded. The principals were also of the same view. It can therefore, be concluded that CBF funds to a greater extent had not raised access and retention in secondary schools.

The introduction of free day secondary education (FDSE) in 2008 was due to the realization that access and retention of students were being threatened by inadequate funding. The FDSE was introduced with a target of raising student enrolment to 1.4 million by the end of the year 2008. In fact, the transition rate from primary to secondary rose to 72% in 2011, up from 47% in 2002 (GOK, 2011).

4.4 Orphan Beneficiaries depend entirely on the CBF Funding to fully Participate and Access Secondary Education

The availability of alternative sources of funding for the needy orphans determines whether the orphans will apply for support or not from CBF. The orphans respondents were asked whether they had received any other alternative source of funding for their secondary education. Both the principals and the orphans respondents were asked to state any other sources of finances available that had enhanced the needy orphan access and retention in secondary schools. The responses are presented in Figure 4.15 and 4.16.

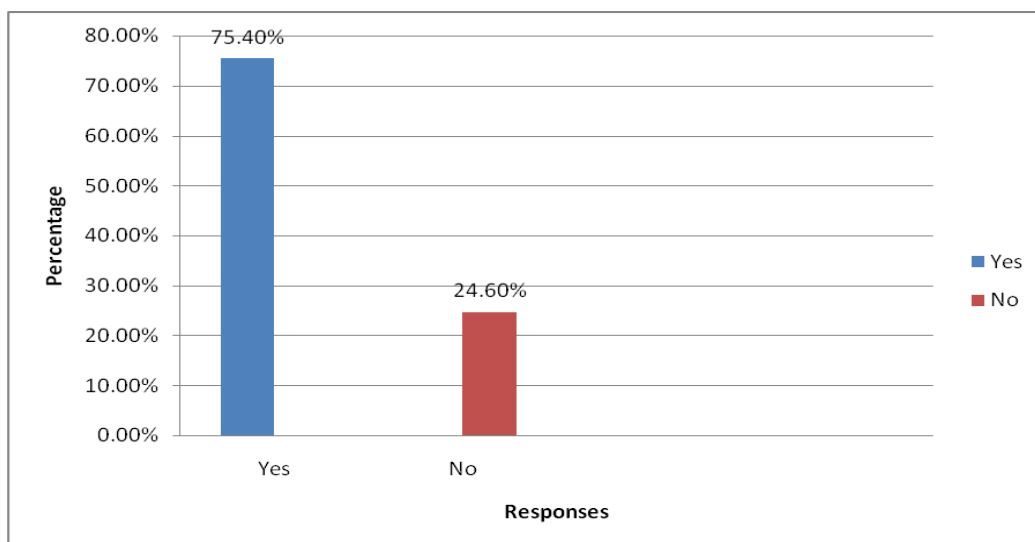


Figure 4.15: Whether the needy Orphans had Received Funding from Other Sources other than CBF

The findings of the study in Figure 4.15 revealed that majority (75.4%) of the respondents had received funding from alternative sources other than CBC and only 24.6% had never received any funding at all. This result explained why some of the needy orphans were not applying for funding from CBC and others have never dropped out of school though they may not have received funding from CBC. This was in agreement with the findings of the results in Table 4.9 on the large number of orphans dropping out of school. Sub-section 4.1.6 identified one of the challenges faced by CBC in their attempt to assist needy orphans, as, unwillingness of the needy orphans to apply for funding. This concurs with research findings by Anyango (2012) who asserted that:-

Most of the OVCs were beneficiaries but due to inadequate funding from CBF, Guardians supplement additional fees by selling farm produce, getting help from relatives and well-wishers together with other sponsors whose schools look out for, among others.

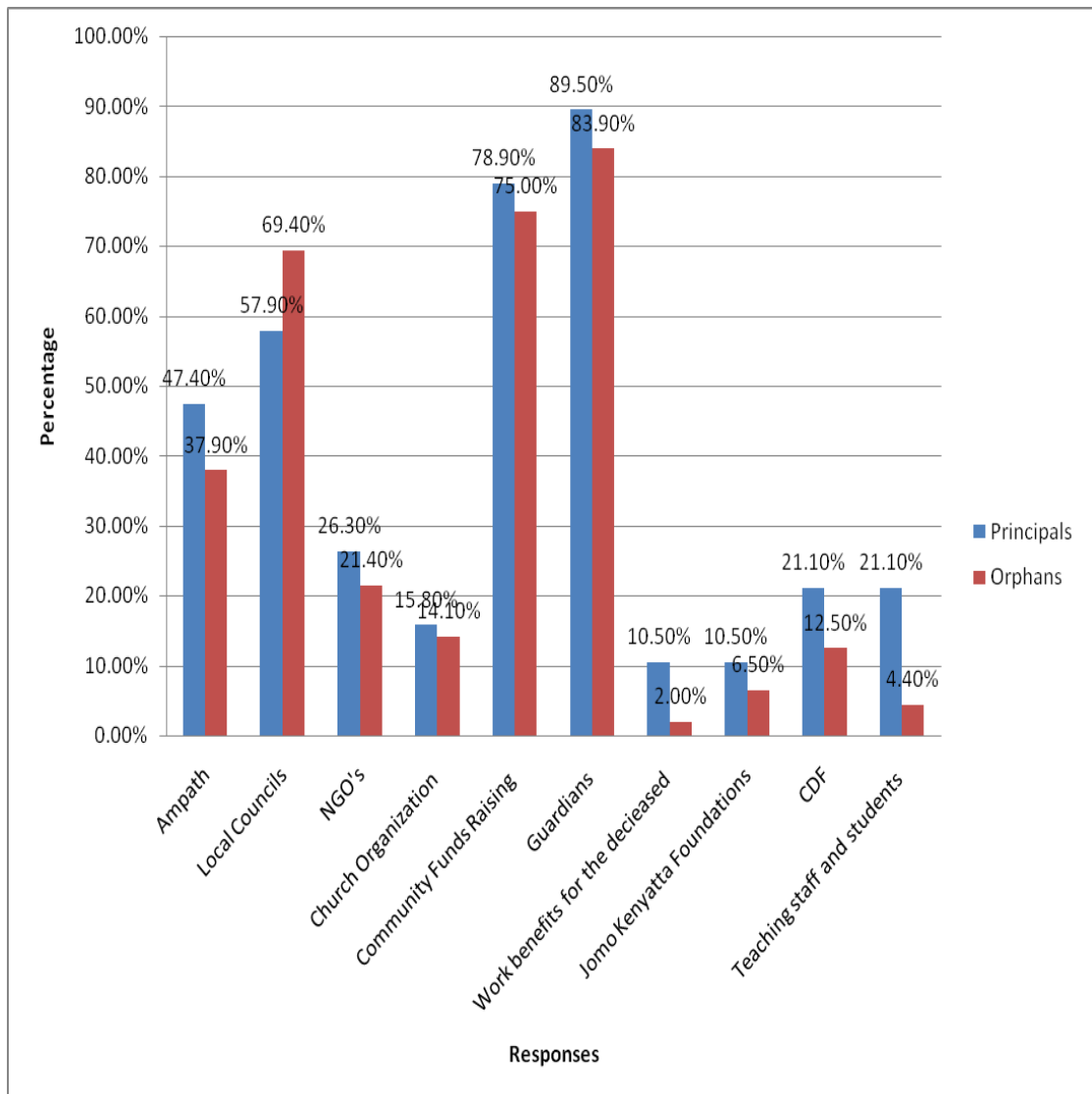


Figure 4.16: Responses on Alternative Sources of Funding for the Orphans

The findings of the study in Figure 4.16, revealed that, most of the needy orphans received enormous support from the guardians, local councils and community fund raisings. Other alternative sources of funds for the needy orphans came from AMPATH, NGO's, church organizations, foundations such as Jomo Kenyatta Foundation, the school staff and students, the work benefits for their deceased parents and constituency development funds. These findings of the study revealed the reason why some of the needy orphans were not applying for funding from CBF and

moreover why most of the needy orphans were still able to complete secondary education without the full support of the CBF. This reaffirmed findings by Kenya National Bureau of Statistics (GOK, 2007) which noted that:-

Equity consideration and retention necessitates public intervention which is necessary to safeguard against inequalities in access to this public good, given the relatively high poverty incidences, estimated at 46%.

Oyugi (2010) on a study of Public Expenditure Tracking of Bursary Schemes in Kenya remarks that unlike the funding through SEBF that does not guarantee beneficiaries of continuous funding, other bursary providers, especially foundations guarantee beneficiaries of continuous funding to completion of secondary education. They award the beneficiaries the maximum required fee and are guaranteed for funding for a period of four years, to enable them complete secondary education. This reaffirms research findings by Cecilia (2012) who undertook a research in South Africa on interventions for the vulnerable children. She noted that:-

The identification, support and monitoring of increasing numbers of orphans in secondary schools in South Africa, requires a concerted effort on the part of the department of education and other relevant stakeholders including foreign development partners.

On the same note, the Sessional Paper No. 1 of 2005, noted that, without a working partnership on financing, it will be hard to address the problem of poor access, inequity, low quality and the current heavy household burden. These problems deserve urgent attention if wastage and cost of education and training is to be contained. In addressing the challenges, it will be necessary to target support to the most needy. It is the role of all the education stakeholders and communities to improve access and participation in education especially for the poor and vulnerable children. (GOK, 2005).

CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This study was designed to establish the effectiveness of CBF/SEBF in financing orphan education in secondary schools in Kenya. This chapter highlights the summary of the findings, conclusions, recommendations of the study and suggestions for further research.

5.2 Summary of the Findings

The summary in this chapter were based on the findings presented in chapter four of this thesis in accordance to the objectives and the research questions. The findings were centrally based on three areas investigated and the summary is outlined under the following sub-headings.

5.2.1 Targeting Process used in Identifying Needy Orphans

The study established that effective targeting of needy orphans in schools was crucial if CBC was to succeed in ensuring that needy orphans enrolled in schools, were successfully supported to access and be retained in secondary schools. The findings of the study revealed that to a greater extent, schools were involved in the identification of needy orphans. The CBF expected the principals to fill the bursary application forms before they were forwarded to the CBF offices. Indeed the study revealed that the schools had records of orphans enrolled in schools. However, these results also revealed that the recommendations of the principals were often not taken seriously by the CBF committee which implied that some of the needy orphans were excluded from the program.

It was evident from the results that the CBF bursary application forms were not readily available in schools or otherwise. The majority 63.2% and 86.7% of the principals and orphans respondents respectively disagreed that CBF bursary application forms were readily available. This could have been one of the greatest challenges needy orphans faced in their attempt to apply for assistance from CBF. On the contrary, the findings of the study also revealed that some of the orphans were not applying for consideration despite their social status. For instance, the findings indicated that 27% had not applied for consideration. Moreover, the study also revealed that more than a half (57%) of the needy orphan's respondents were not comfortable disclosing their social status. This could have been one of the reasons why some of the needy orphans were finding it a challenge to apply for funding from CBF.

As far as the sensitization of the stakeholders by CBF committee was concerned, the study revealed that, indeed nearly a half (48%) of the principals respondents disagreed and 21% of the respondents were undecided on the fact that CBF committee sensitized and updated the stakeholders on their operations and schedules annually. This implied that the majority of the stakeholders were not well informed on the activities of CBC. Although the findings showed that majority (88%) of the orphan's respondents, new of the existence of CBF but on the same note, slightly less than a half (46%) of the orphans respondents indicated that they were not notified whenever CBF received funds for disbursement.

On the contrary, the study findings also showed that the CBF committee felt that the principals and local administrators were not supportive in the sensitization and identification of needy orphans. This could have been the major reason why the needy

orphans were not well informed on the schedules and activities of the CBC annually because the targeting process requires the participation of ‘all’ the stakeholders. Despite the remarks made by CBF committee, the study showed that the relevant authorities were to a greater extent available and willing to sign the CBF bursary application forms. More than three quarters (87.5%) of the orphans respondents agreed that the relevant authorities were more than willing to sign the bursary application forms.

Furthermore, the study findings indicated that indeed stakeholders interfered with the targeting process as well as the allocation of funds to the needy orphans. More than a half (68.4%) and (62.5%) of the respondents from the school principals and CBC members respectively, agreed that CBC operations experience interference from the stakeholders. This implied that the targeting process used by the CBC was ineffective. Hence, these results may suggest that some of the identified orphans forwarded to CBC may not have been genuine needy orphans and therefore undeserving cases were benefitting from CBC. As a result, the allocations of funds were unfair too. The CBC members identified this as one of the challenges faced by CBC in its attempt to identify and support genuine needy orphans.

Finally, the study findings revealed that the necessary supporting documents such as death certificates for orphans’ deceased parents were not readily available. The CBF committee required a proof for the needy orphan applicants on their social status. The findings showed that relatively three quarters (72.6%) of orphan’s respondents disagreed with the fact that the necessary supporting documents were readily available. The CBC members concurred with the orphan’s respondents that indeed the lack of the necessary documents was one of the main challenges they face in their

attempt to identify needy orphans. This could have been the main reason why some of the needy orphans were not applying for funding from CBF and consequently why some of the needy orphan applicants were not considered for funding.

5.2.2 Implementation of the Ministry of Education Stipulated Guidelines

The MOE stipulated guidelines states that every needy orphan should be assisted to access and be retained in education. The philosophy of the CBF was to translate into reality that no child who qualifies for secondary education should be denied access due to their inability to pay fees. On the same note, to avoid token awards to the beneficiaries, CBC was expected to allocate an identified beneficiary a minimum of Kshs. 5000, Kshs. 10,000 and Kshs. 15,000 for a Sub-County, County and National school respectively.

The findings of the study revealed that not all the needy orphan applicants are assisted by CBC. The study indicated that slightly more than three quarters (78.9%) of the principals respondents disagreed with the fact that all the needy orphans identified are assisted by CBF committee. This implied that the MOE stipulated guidelines of; every needy orphan should be assisted to access education, was not adhered to.

However, other revelations from the study showed that, a needy case may not benefit because of lack of supporting documents, and/or interference from stakeholders as well. Moreover, the results of the study showed that, in the disbursement of funds to the identified beneficiaries, the MOE stipulated guidelines were not followed. Majority, 84.2% and 82.5% of the principals and CBC respondents respectively disagreed with the fact that CBC disbursed funds strictly as per the MOE stipulated

guidelines. The fact that no CBC respondent was undecided was a clear indication that MOE stipulated guidelines were not adhered to strictly.

The study findings extracted out of the document reviews provided by CBF committee, confirmed that indeed, most of the allocations to the needy orphan beneficiaries were far below the MOE guidelines. From the documents prepared by CBC and forwarded to the MOE headquarters; a student (ST₃) at School B secondary received less than Kshs. 15,000 for the three years she was assisted by CBF yet the school was a national school. Another student too(ST₆), at School E secondary was awarded less than Kshs. 10,000 for the 2 years he was assisted by the CBC, yet the school was a County school. Furthermore, a student (ST₁₄) sat School M, a Sub-County School, was awarded Kshs. 4000 in 2008; below the expected minimum award. However, CBC awarded most of the needy orphan beneficiaries in Sub-County schools the minimum amount as expected by the MOE. Document reviews also revealed that, majority of the identified needy orphans were not funded continuously until they cleared the 4 year secondary education cycle. These revelations showed that the basic objective of the MOE stipulated guidelines was not achieved.

Finally, the findings established that the disbursed funds to the identified needy orphan beneficiaries were not released to the schools as per the annual school schedule. Slightly less than three quarters (73%) of the principal's respondents disagreed that the funds were released to the schools on time specifically as per the school schedule. The schools expected the funds to be released to them at the beginning of the term. The results indicated that the CBF committee alluded to the same, though they blamed the government for the delay. This could have been one of

the reasons why some of the needy orphans were dropping out of school in the course of the year. The CBF therefore was ineffective in releasing funds to schools as per the annual school schedule.

5.2.3 Adequacy of Funds, Access and Retention of Needy Orphans

The main objective of SEBF is to enhance access to and ensure high quality education for all Kenyans, in particular the vulnerable groups such as orphans.

The findings of the study established that funding was inadequate. More than three quarters (79%) of the principals respondents disagreed that the identified orphan beneficiaries were adequately assisted. That no principal respondent was undecided ascertained that most of the orphan beneficiaries were not fully assisted in the payment of fees. This was confirmed by the amount of fees charged in the various categories of schools compared to the minimum allocation to a beneficiary. The findings showed that on average, a national school charges Kshs. 50,000 and above, a County school between Ksh. 30,000 and Kshs. 50,000 and a Sub-County school between Kshs. 10,000 and Kshs. 30,000.

The CBC annual reports on receipt and disbursement of funds were reviewed and the results indicated that the total amount of funds forwarded to CBC was meant for all the vulnerable children. The study revealed that not all the applicants were considered for funding. For instance in 2006, 1641 applied but 971 were considered; in 2007, 1535 applied but 1044 were considered; in 2008, 3968 applied but 954 were considered; and in 2009, 1872 applied but 672 were considered for funding.

The funds allocated to the identified needy orphans, was relatively between 20-30% of the total funds received. Furthermore, the study showed that the numbers of

identified needy orphans were relatively higher compared to the total selected needy cases ranging from 15.2% to 21.7%. The findings reaffirmed that total funds allocated to the orphans were inadequate.

The above study findings were confirmed when the drop out rates were reviewed in secondary schools. The study findings indicated that the number of needy orphans enrolled in schools were high and at the same time the drop out rates were high too. From 2006 to 2009, the drop out rates increased from 8.3% to 16.6% respectively. The highest drop out rate was recorded in 2008 at almost one third (29.0%). The uniquely high drop out rate was due to the post-election violence experienced in January 2008 in Kenya.

As far as continuity in funding needy orphans through a given cohort was concerned, the study findings indicated that most of the identified needy orphan beneficiaries in form one were not continuously funded up to form four. From the documentary reviews obtained from the CBC records on selecting and disbursement of funds, the study indicated that in the 2006 -2009 cohort, the CBF committees were able to identify and fund 128 needy orphans in form one in 2006. However, after 4 years, only 11 of them were still being traced and under the support of CBC. Furthermore, in 2004 - 2007 cohort, the number of needy orphans who were continuously funded up to form four stood at 16.8% compared to the number of needy orphans identified and funded from form one. The funding revealed that the number of those supported continuously reduced significantly from 2006 to 2009, despite the number of identified needy orphans at the beginning of every cohort increasing.

This results may suggest that either the identified orphans in form one were not genuine due to poor targeting process, or the orphans may have dropped out of school in form two or three, or alternatively the needy orphans were able to access other alternative sources of funding in due course. These study findings indicated that there were serious issues which needed to be addressed by CBC so that, the tracing of already identified needy orphans for support may be effective to avoid high drop out and enhance completion rates.

Finally, the findings of the study established that CBF had not risen to a greater extend access to and retention rates of needy orphans in secondary schools. A considerable proportion (63.2%) and (75.0%) of the respondents from the principals and CBF committee respectively, disagreed that needy orphan beneficiaries were funded adequately and continuously for the four year secondary education cycle. The CBC respondents were sure of how much funds were allocated because none of them was undecided. This was supported by the high number of dropout and the insignificant number of needy orphan beneficiaries who were traced and funded by CBC continuously in the cohort from 2006 to 2009. For instance, in 2006, 128 needy orphan beneficiaries were identified but by 2009, only 11 were still getting funding from CBC. These study findings implied that either the targeting process used by CBC was not effective or due to inadequate funding, it was not possible to fund the high number of needy orphans. Alternatively, this may suggest that most of the needy orphans identified in FI accessed alternative sources of finances as they progressed to form four or the identified needy orphan beneficiaries were not genuine and the CBF committee or other stakeholders discovered.

This concurred with the orphans respondents whom, less than three quarters (73%) disagreed with the statement: CBF funds had always benefited the needy orphan applicants. From the document analysis, these revelations were confirmed; whereby some of the identified needy orphans were assisted in some particular years only. For instance, student (ST₁₀) at School I Secondary was not assisted in 2007 yet he was identified and assisted in 2006 while another student (ST₁₂) at School K Secondary was not assisted in 2008 though he was identified and assisted in 2006 and 2007. From the forgoing, it was revealed that CBF funds to a greater extent had not raised access and retention rates in secondary schools.

5.2.4 Orphan Beneficiaries depend Entirely on CBF Funding

The study findings revealed that, three quarters (75.4%) of the orphans respondents indicated that they had received funding from other alternative sources other than CBC while only a quarter (24.6%) had never received funding at all. These explained why some of the needy orphans were not applying even for funding from CBF yet most of them accessed education. The findings of the study showed that most of the needy orphans received enormous support from the guardians, community fund raising and local councils. Above 50% of the principals and orphans respondents identified the three sources of finances. Other identified alternative sources of funding to the needy orphans included: AMPATH, NGOs, Church organization, foundations such as Jomo Kenyatta Foundation, the school staff and students, the work benefits of their deceased parents and CDF.

5.3 Conclusions

Based on the research findings from the study, the following conclusions can be made:-

The CBC relied heavily on community-based and means testing methods of targeting. The targeting process used by CBC was found to be ineffective to a greater extent due to inadequate sensitization of the stakeholders, bursary application forms were not readily available, failure by the needy orphans to apply for consideration, lack of documentary evidence of the social status of the orphans and above all the relevant authorities' failure to co-operate effectively for the benefit of targeting the genuine needy orphans. The CBC was ineffective in identifying the deserving needy orphans enrolled in secondary schools.

To a greater extent CBC was ineffective in the strict implementation of the MOE stipulated guidelines in the disbursement of funds to the needy orphan beneficiaries in secondary schools. It was clearly evident that the criterion for allocation of the funds, as provided by MOE, was not strictly adhered to. On the contrary, CBC allocated the stipulated minimum amounts of Ksh. 5000, to most of the beneficiaries in Sub-County schools.

CBC failed to remit the disbursed funds to schools as per the annual schools schedule specifically at the beginning of the term. However, the findings showed that CBC were not totally to blame. Delays were caused by the government due to the late remittance of funds to CBF committee; sometimes at the end of the term. In respect to access and retention; CBC had very minimal capacity to ensure that the needy orphan beneficiaries were adequately and continuously funded for the 4 year secondary education cycle. The availability of adequate funds was found to be the greatest challenge for the success of the scheme. It was clear that CBC had not to a greater extent effectively raised access, participation and retention rates of needy orphans in secondary education.

Finally, it emerged from the study that, the needy orphan beneficiaries had access to other alternative sources of funding which enhanced their access and retention in secondary education. The needy orphans, therefore, though not supported by CBC, were able to still access and be retained in secondary Education

5.4 Recommendations for the Study

To improve on the effectiveness of CBF/SEBF, the implementation of the following measures would seem prudent:-

- 1) The targeting process for identifying needy orphans for funding should be fine-tuned. The government should set up a special committee through the MOE to prepare a data base of all the enrolled orphans across the various education levels and make updates annually. The committee should be organized on the basis of counties, Sub-Counties and wards with information on the stakeholders involved in addressing the problems facing the enrolled orphans. The schools through the department of guidance and counseling should put in place relevant programmes to demystify the stigma of being an orphan and a needy one for that matter. This could assist the orphans appreciate themselves and be free to seek for support from CBC at the constituency.
- 2) Findings on access to CBF funds revealed some lapses or disconnect between the CBC and the needy orphans. There is need for transparency and accountability in the identification of the needy orphans to ensure that the right people are identified and benefit from the scheme. There is need therefore for the CBC to sensitize all the relevant stakeholders and more so, the orphans on issues pertaining to the CBC operations and schedules. This would improve and

encourage the community participation in the identification and support for the needy orphans.

- 3) The availability of adequate funding was a major factor in meeting the needs of the needy orphans. In this regard, there is need for the government to increase funding to allow needy orphans access and be retained in secondary school education cycle. The large percentages of dropouts showed lack of goodwill on the part of the CBC and Government in ensuring high retention and completion rates. There is need for the government to encourage partnership with other stakeholders such as churches and communities in support of the needy orphans. This would ensure that the needy orphans funding would be shared and this would reduce the dropout rates and improve access and retention of needy orphans in secondary schools. Alternatively, there is need to device measures to reduce the increasing costs of education especially the non-salary inputs such as physical infrastructures, boarding fees, uniforms and motivational fees.
- 4) The MOE should increase the minimum allocations for the vulnerable children and special favours for the needy orphan beneficiaries and where it is confirmed that a needy orphan has no other source of funding, the CBC should clear all the fees for such a student. Alternatively the government should finance a few needy orphans who are guaranteed adequate four-year funding than to fund many students without any assurance of continuity. The MOE must be strict in monitoring the implementation of the stipulated guidelines. CBF committee should not allow the political, religious and even regional pressures to interfere with their operations. This would avoid situations whereby the undeserving cases will end up getting bursaries while the needy orphans are left out.

- 5) The CBC should provide bursary allocations in time and in line with the school term calendar to enable beneficiaries to maximize their time in school to study instead of staying at home to look for additional funds. Similarly, the beneficiaries should be guaranteed continuous funding. On the other hand if followed perhaps the recommendation by the Republic of Kenya (1999;-259) that the ministry strengthens monitoring and supervision of the management of funds in CBCs through measures such as annual audits and impromptu audit inspection exercises this would ensure efficiency and transparency in the allocation of bursaries as it would go a long way in supplementing secondary education because it would enhance affordability hence continuity.
- 6) The Ministry of Education should establish standards in regard to continuous funding of the orphaned and vulnerable beneficiaries throughout their study period in secondary school. This can only be bridged once there is verification or establishment that the status of the beneficiaries has changed. This will enable many students who could have otherwise dropped to be retained in school. Moreover, through the ministry of education schools should adhere to the unit costs established for secondary education. Currently most public schools are charging between KES 20,000 and 60,000 per year which does not compare relatively with the stipulated Ministry of education guidelines.

5.5 Suggestions for Further Studies

This study was confined to the secondary school education of needy orphans and the effectiveness of CBF in this aspect. There is need therefore for further research in the following aspects:-

1. The research to be replicated in other constituencies to confirm the findings in this research and therefore provide a generalized basis for the whole country

on the effectiveness of CBF in financing orphans secondary education in Kenya.

2. Further studies should be conducted on the needy orphans who dropped out of school. Where do they go and what happens to them in society.
3. Research could be conducted on other needy cases such as the girl child under SEBF funding in secondary schools.

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APPENDIX I: LETTER OF INTRODUCTION

WILSON KIPNGETICH KOGO
EDU/PGA/1024/06
P.O BOX 229
ELDORET

Dear respondent

I am conducting a study which seeks to assess the effectiveness of constituency Bursary Committee in the management of CBF in financing orphan Secondary Education in Kenya.

This study gives special attention to the orphans as far as their access, participation and retention in secondary schools is concerned.

The study will be helpful to all the stakeholders i.e. MOE, the principals, CBF committee, parents and the orphans, in that it will identify the challenges that needs to be addressed for the needy orphans to benefit fully from the CBF Funds.

In responding to the provided questionnaires there is no right or wrong choices. These are choices for varied opinions only and since your name will not be indicated anywhere in the questionnaire, feel free to respond in any way you feel is correct. It will be appreciated greatly if you would spend a few minutes of your valuable time to respond to it.

In case of any questions regarding this project, please feel free to contact me on the mobile phone no: 0716 905 980

Please accept my very sincere appreciation of your valued participation

Thank you

Yours faithfully

Kogo Wilson Kipngetich
Researcher

APPENDIX II: PRINCIPAL’S QUESTIONNAIRE

Instruction

1. Read each statement carefully and respond to all the statements by ticking (√) appropriately or filling a table
2. Please do not write your name in the questionnaires

1.0 Background information

1.1 state the category of your school (tick where appropriate)

National	
Provincial	
Sub-County	

2.0 Effectiveness of CBF in the targeting process and disbursement of funds

2.1 Explain briefly how needy orphans are identified in your school

.....

.....

.....

.....

.....

2.2 To what extend do you agree with the following statements with regard to the targeting process and funding of needy orphans in secondary schools.

Keys

(SA) Denotes strongly agree

(A) Denotes agree

(UD) Denotes undecided

(D) Denotes disagree

(SD) Strongly disagree

Statements

- 1) the school is involved in the identification of needy orphans. SA A UD D SD
- 2) The recommendations of the school principal is taken seriously
- 3) Bursary application forms for the orphans are readily available.
- 4) The schedule of meetings, availability of funds and other programs of constituency bursary committee is well known to stakeholders.
- 5) Funds allocated to the orphans are released at the appropriate time as per the school schedule in a year
- 6) The amounts of funds allocated to an orphan is enough to cater for all the fees
- 7) The process of targeting and CBF operations often experience interference from the stakeholder especially politicians.
- 8) All orphans who apply for funding are assisted.
- 9) The CBF committee allocates funds to the needy orphans according to MOE stipulated guidelines

3.0 Access and Retention of needy orphans in schools

3.1 Indicate generally the total annual fee charged per student in your school (tick where applicable)

Ranges (Kshs.)	Schools Category		
	National	Provincial	Sub-County
Less than 10,000			
10001 – 20,000			
20001 – 30,000			
30,001 – 40,000			
40001 – 50,000			
50,001 – 60,000			
60001 and above			

3.2 Out of the enrolled orphans in your school, state the number which dropped per year out of school.

Year	Total number of enrolled orphans	Number of orphans who dropped out of school
2006		
2007		
2008		
2009		

3.3 Kindly identify the reasons for the drop-out

.....

.....

.....

3.4 Out of the total enrolled orphans stated in 3.1 above, state the number of orphans who continuously received (by cohort) CBF funding from 2006 to 2009.

cohort	No. of identified Orphans at the beginning of the Cohort (Form one)	Number of Orphans identified in form one and still under CBF funding in form four
2003 – 2006		
2004 - 2007		
2005 – 2008		
2006 - 2009		

3.5 CBF has effectively raised orphan access, participation and retention in your school (tick () where appropriate).

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

3.6 Identify any other source of funding that has helped in ensuring that the orphans are retained in secondary schools.

.....

.....

.....

.....

.....

4.0 Suggested recommendations to improve the effectiveness of SEBF

4.1 What recommendations' would you suggest to the CBF committee and the government to enhance the effectiveness of this fund and more so in relation to financing needy orphans in secondary schools

.....

.....

APPENDIX III: QUESTIONNAIRE: CBF COMMITTEE

Instructions:

1. Read each statement carefully and respond to all the statement or questions appropriately.
2. Do not write your name in the questionnaire.

1.0 Information on targeting process

1.1 State the methods you use in identifying the needy orphans in secondary schools

.....
.....
.....
.....
.....

1.2 Identify some of the challenges you encounter in attempting to effectively support the needy orphan in secondary schools.

.....
.....
.....
.....
.....

2.0 Information on applications and beneficiaries of CBF funds

2.1 Fill in the a table below concerning application, funding and the number of orphan beneficiaries

Year	Total Number of applicants	Total applicant beneficiaries	Orphan beneficiaries	Funds allocated to total orphans
2006				
2007				
2008				
2009				

2.2 State the amounts of funds you received from the government for the 4 years;
2006 - 2009

Years	Total funds received
2006	
2007	
2008	
2009	

2.3 To what extent do you agree with the following statements regarding effectiveness on funding and time schedule by CBF committee

Key:

- (SA) Denotes strongly Agree
- (A) Denotes Agree
- (UD) Denotes undecided
- (D) Denotes Disagree
- (SD) Denotes strongly Disagree

Statements

1) The funds allocated to the needy orphans are released SA A UD D SD

at the appropriate time as per the school schedule in the year

--	--	--	--	--

2) All the orphans who apply for funding are assisted continuously

--	--	--	--	--

3) The allocation of funds to every orphan beneficiary is as per the MOE guidelines

--	--	--	--	--

4) CBF operations experience interference from stakeholders.

--	--	--	--	--

3.0 Suggested recommendations to enhance CBF funding

3.1 What recommendations would you suggest for CBF committee and the government to enhance the effectiveness of this method of funding secondary education especially for orphans

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX IV: QUESTIONNAIRE: ORPHANS

Instructions:

- 1) Read each statement carefully and respond to all the statements appropriately.
- 2) Do not write your name on the questionnaire

1.0 Bursary application and the funds allocated to the orphans by constituency bursary committees

1.1 Have you ever applied for funding from CBF? (tick where appropriate)

Yes No

If no, state the reasons

.....

2.0 Challenges faced by the needy orphans in their attempt to get funding from CBF committee

Please respond to the following statements relating to the identification and allocation of funds to the orphans in secondary schools by CBF committee. Tick (√) in the box provided to reflect opinions and judgment.

Keys

(SA) denotes strongly agree

(B) denotes agree

(UD) denotes undecided

(D) denotes disagree

(SD) strongly disagree

Statement

	SA	A	JD	D	SD
i) Bursary application forms are readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) I am aware of the existence of CBF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Information on the availability of funds allocated by CBF is relayed to the orphans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) My social status as an orphan makes me uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Funds from CBF have always benefited the needy orphans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) The supporting documents e.g. death certificate, reports from relevant authorities e.t.c are readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

vii) The relevant officers expected to sign/verify the forms

Such as chiefs or pastors, are available and willing to do so.

Identify any other challenges (s) if any

.....

.....

.....

.....

.....

Identify any other challenges (s) if any

.....
.....
.....
.....
.....
.....

3.0 Suggested measures to ensure that CBF funds benefit the needy orphans

3.1 In the spaces provided below, give as many suggestions of measures which could be put in place to ensure that funds from CBF benefits the needy orphans.

.....
.....
.....
.....
.....
.....

4.0 Other sources of funds that have assisted you in the payment of fees.

4.1 Have you ever received any other funding other than that from CBF? Tick (√)

where appropriate

Yes

No

If yes, identify the source from the list given below, (tick (✓) were appropriate). You may tick more than one if applicable

- CDF
- LATF
- AMPATH
- NGO'S
- GUARIANS

Specify any other (incase)

.....

.....

.....

Thank you

**APPENDIX V: FORM A REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

FORM A

SECONDARY SCHOOL BURSARY APPLICATION FORM (SESBAF)

YEAR _____ CONSTITUENCY _____

SUB-COUNTY _____ DIVISION _____

LOCATION _____ SUB-LOCATION _____

WARD _____ VILLAGE/ESTATE _____

PART A: STUDENT'S PERSONAL DETAILS

1. FULL NAME: _____

Last First Middle

2. Sex Male () Female ()

3. Date of Birth 1 __ 1 Adm. No 1 _____ 1

4. Class 1 _____ '

5. Name of school. Year 1 _____

'

For those students joining Form I: (please attach Joining Instructions)

(a) School admitted: National..... Provincial..... Sub-County.....

Father's/Guardian' s Name

Occupation/Profession

Mother's/Guardian's Name

Occupation/Profession

(2) How many brothers and sisters do you have?

(3) How many children does the guardian have?

(4) How many are working/in business/ farming?

(5) How many are in Secondary Schools? -----

(6) How many are in Post-Secondary Institutions? -----

(b) *Former Primary School Head teacher*

Student/Pupil Conduct: Excellent -----V. Good----- Good----- Fair----- Poor -----

I declare that to the best of my knowledge the above information is true/or the applicant to

attach a copy of certified school leaving certificate.

Name Signature Date & School stamp

For students either joining Form I or continuing in Form 2, 3 or 4

Total fees Paid/able to raise Outstanding Balance

Ksh. 1 _____ I Ksh. 1 _____ 1 Ksh.

1 _____ 1

4. PART B: FAMILY INFORMATION

(1) Tick Appropriately

Both parents Dead I I

One parent Dead I · 1

Both parents alive I I

Single Parent 1 _____ 1

Any Disability 1 _____ 1

(Attach support documents: e.g. death certificate, letter explaining disability or other disadvantage/circumstance from 'chief, religious leader, prominent reference).

(7) If both parents are not alive, who has been paying for your education? (Tick)

(continuing students)

Guardian ----- Sponsor/Well-wishers----- Any other (Specify) -----

(8) Have you ever benefited from the Government's Constituency Bursary Fund?

Yes I I No 1 __ 1

If yes, state the amount Ksh. - I

EITHER: CHIEF/SUB CHIEF

Comment on the status of the family/parent

I certify that the information given above is correct

Name:Signature:Date: (Official stamp)

Position/Designation

OR: RELIGIOUS LEADER Comment on the family/parent's status

I certify that the information given above is correct

Name:Signature: Date: (Official stamp)

Position:

PART C: INFORMATION ABOUT FAMILY FINANCIAL STATUS

1. GROSS INCOME IN THE LAST 12 MONTHS - (KSH)

Father Mother Guardian/Sponsor

Gross INCOME

* Gross Income: (This means income from salary, business and farming)

2. APPLICANT'S SIBLINGS IN EDUCATIONAL INSTITUTIONS

SIBLING'S NAME/CHILDREN

NAME OF INSTITUTION

YEAR OF STUDY/CLASS TOTAL FEES

OUTSTANDING BALANCE

GRAND TOTAL

PART D: DECLARATION

I declare that to the best of my knowledge the information given herein is true.

Students signature..... Date

PARENTS/GUARDIANS DECLARATION

I declare that I have read this form /has been read to me and I hereby confirm that the information given herein is true to the best of my knowledge

Parents Name.....

Parents/Guardians Signature..... Date

SCHOOL VERIFICATION

a) For continuing students

Year

Position in class/Form Term I Term II..... Term III.... Term IV.....

(Attach report)

Student discipline (Tick one option)

Excellent V. Good..... Good..... Fair..... Poor

Head teacher's brief comments on the student' s level of need, discipline and academic performance.

.....
.....
.....
.....

I declare that the above named student is in this school

Head teacher' s name..... Signature.....

Date and School stamp.....

PART E

**FOR OFFICIAL USE ONLY BY THE CONSTITUENCY BURSARY
COMMI'TEE**

SCORE: 1 1

Approved for bursary Not approved for bursary

Reasons:

Bursary awarded Ksh.

Chairman's Name _____ Signature _____ _ Date, _____

Secretary's Name _____ _____ Signature _ Date _____

Official Stamp _____

APPENDIX VI: FORM D: DECLARATION**1. STUDENT'S DECLARATION**

I declare that to the best of my knowledge the information given herein is true.

Students SignatureDate

2. PARENT'S/GUARDIAN'S DECLARATION

I declare that I have read this form/this form has been read to me and I hereby confirm that the information given herein is true to the best of my knowledge.

Parents/Guardian ' s Name.....

Parent ' s/Guardian ' s Signature Date

3. SCHOOL VERIFICATION

(a) For Continuing Students

Year.....

Position in Class/Form Term I Term II Term III

(Attach a Report Form)

Student Discipline (Tick one option only)

Excellent, Very Good, Good, Fair, Poor

Head teachers' brief comments on the student' level of need, discipline and Academic performance.

I declare that the above named is a student in this school.

Head teachers Name _____ Signature _____

Date and School Stamp _____

**PART E: FOR OFFICIAL USE ONLY BY THE CONSTITUENCY BURSARY
COMMITTEE**

SCORE:

Approved for Bursary Not Approved for Bursary

Reasons:

Bursary Awarded Ksh.

Chairman' s Name _____ Signature _____ Date _____

Secretary' s Name _____ Signature _____ Date _____

Official Stamp _____