THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN INCREASING ACCESS TO SECONDARY EDUCATION IN WEST POKOT DISTRICT, KENYA.

BY

ATUDONYANG PHILIP, M.

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF MASTER OF EDUCATION (PLANNING AND ECONOMICS) DEGREE OF KENYATTA UNIVERSITY.

2005
DECLARATION

This is my original work and has not been presented as a fulfillment of the requirements for any of the study programme in any university.

ATUDONYANG PHILIP, M.                DATE

This research project has been submitted for examination with my approval as the university supervisor.

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DATE.
DEDICATION

To my late grandmother (Janet), parents; Mr. and Mrs. Charles Atudonyang, brothers and sisters; Nicholas, Shadrack, Naomi, Salome and Elizabeth.
ACKNOWLEDGEMENT

I am greatly indebted to the following persons and institutions for assisting me in one way or another during research and the final write up of this project.

Prof. Gravenir, F.Q., my supervisor for his guidance, encouragement, patience and constructive criticism which enabled me greatly improve the quality of this work. The management of the World Vision, Kenya-Marich Pass ADP, special mention of Winnie Kangogo and Priscilla who were kind enough to provide relevant assistance in conducting the field work. Mr. Wilfred Chumakemer and Mosin Benson of E.L.C.K (PDP) programme for their kindness and understanding in the research work.

My gratitude is also extended to Mr. Ngoria Mathew, Principal Sook Boys’ Secondary for his understanding, encouragement and support during my study time. My students should not also go unmentioned, for their perseverance and understanding during my occasional absence from school.

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Special thanks go to my brother Nicholas for his inspiration and support. I will not also forget to mention the encouragement of friends and colleagues, Mr. Nyeris, Mr. Karube and Hilda Cherang’at. Last but not least to my son Eddie Ruto who in one way or another did not get deserved attention from a father during my study time.

The list is endless. Just accept my “Asante sana”. Most important, I am grateful to the Almighty God who sustained my life and gave me good health throughout the period of study.
ABSTRACT

It is generally agreed that to ensure that the goals and objectives of educational development are achieved, there is need for equalizing access to education. Current statistics show that there still exist disparities in terms of access to secondary education in Kenya on the basis of gender and region. ASALs are the worst hit.

The study will focus mainly on accessibility and equality of education opportunity in Kenyan educational system. The study investigated the extent at which Non Governmental Organizations (NGOs) have offered in supporting the government in increasing access and participation in secondary education.

Two NGOs were purposively sampled in West Pokot District; this is because the study had a special reference to the ASAL areas. A sample of a hundred and fifty secondary school students, two school leavers (1992-2004), five secondary school principals, three education officers and five NGO management staff consisted the respondents. Close-ended questionnaires were used to obtain data from students and open-ended for principals. Interview schedules were used in the case of the education officers and the management staff. Observation of the sites was also made. The data collected was tabulated and analyzed by use of descriptive statistics.

The research findings indicate that poverty and lack of secondary schools within the vicinity of a given community are the major factors that are affecting the enrollment of students in secondary schools. The contribution of NGOs is significant but still there is still there is need for these organizations to check into the sustainability of the educational projects. The government through its machinery and authority should enact special legal framework that will provide an affirmative action in order to ensure that marginal communities especially in the ASALs are given assistance in accessing to secondary education. It should look into a possibility to make a provision for “free” secondary education.
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<td>ASALs</td>
<td>Arid and Semi Arid Lands</td>
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<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>CCF</td>
<td>Christian Children Fund</td>
</tr>
<tr>
<td>DDP</td>
<td>District Development Plan</td>
</tr>
<tr>
<td>ELCK</td>
<td>Evangelical Lutheran Church in Kenya</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>FPPI</td>
<td>Foster Parents Planning International</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>GNP</td>
<td>Gross National Product</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate Primary Education</td>
</tr>
<tr>
<td>KPC</td>
<td>Kenya Population Census</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoES&amp;T</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
</tr>
<tr>
<td>NDP</td>
<td>National Development Plan</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>NNGOs</td>
<td>Northern Non-governmental Organizations</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>OPEC</td>
<td>Organization of Petroleum Exporting Countries</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>SNGOs</td>
<td>Southern Non-governmental Organizations</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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CHAPTER ONE
INTRODUCTION

This chapter clarifies the problem by discussing the background to the problem, delineating the problem, outlining the study's objectives, significance and theoretical orientations. The chapter also discusses the assumptions of the study and gives a definition of the key terms to be used in the study.

1.1 Background to the study

Since United Nations declaration of Human Rights (Article 26, 1949) which stresses the right of all individuals to education, vigorous efforts have been made by international bodies to politicize education and particularly the in the Third World (Otite 1994:141).

Democratization of educational opportunities and expansion of education to the masses of the people is an egalitarian principle aimed at producing not only a just society, but also functional citizenship and an articulate literate electorate which is a prerequisite for modern democracy. (Akinfenwa, 1980).

The transition from socialism in Central and Eastern Europe (CEE) has had fundamental implications for education and training systems in the region. Enrollment targets were set by planners to serve to the needs of industry. Secondary and tertiary education, especially, were strongly influenced by industrial ministries.

From the beginning of the transition the proportion of students enrolled in general secondary programs has increased except the Czech Republic (Laporte & Ringold, 1997) this was due to more demand for general secondary education leading to university with increased access to the rural areas. Albania had a margin of 41%, Bulgaria 1.9%, Czech
2.6%, Hungary 2.7% and Poland 1.2% when 1993 enrolments are compared with year 2000 enrolments.

In South America, low enrolments are also recorded with low access to schooling especially in the rural areas. In Peru for example, access to secondary education varies by socio-economic status, gender and urban or rural location.

The GER in secondary schools often exceeds 100% because this encompasses late entrance under – and over – aged students and repeaters. But for the net enrolment, 28 percent of the children officially supposed to be in school are enrolled in secondary schools (World Bank, 2001).

The state intervention in education has been ranging from the management, provision of manpower, curriculum control up to financing all the undertakings. The importance of the state in education cannot be understated in that; it has to ensure equity and access of education to all unlike when the education sector is opened to the private sector where market forces dictate the availability and cost of education.

The pursuit of egalitarian policies through democratization of education in Nigeria was in recognition of the existence of inequality of educational attainment and opportunities among individuals, ethnic groups and regions. The Federal Republic of Nigeria constitution (1979) considered the phenomenon a major national problem hence the government directed its policy towards ensuring that there are equal and adequate educational opportunities at all levels (Otite, 1994:149).
The government’s role in ensuring access to education to promote equity in terms of
gender, region or disabilities should and is the major goal of our educational system.

The number of boys and girls who were enrolled in secondary schools between 1963 and 2000 in Kenya indicates that enrolment in absolute numbers has been increasing over the last thirty nine (39) years. (Table 1.1a). However, from 1988/1989 fiscal year upon introduction of cost sharing policy in education, there has been a considerable drop in enrolment.

**Table 1.1a: Secondary school enrolment for boys and girls 1963 - 2000.**

<table>
<thead>
<tr>
<th>Years</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Mean growth rate</th>
<th>Mean annual growth rate for females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>9,567</td>
<td>20,553</td>
<td>30,120</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1965</td>
<td>13,256</td>
<td>37,120</td>
<td>47,976</td>
<td>59.30</td>
<td>29.70</td>
</tr>
<tr>
<td>1970</td>
<td>37,528</td>
<td>89,327</td>
<td>126,855</td>
<td>164.40</td>
<td>32.90</td>
</tr>
<tr>
<td>1975</td>
<td>81,529</td>
<td>145,306</td>
<td>226,835</td>
<td>78.80</td>
<td>15.80</td>
</tr>
<tr>
<td>1980</td>
<td>162,889</td>
<td>237,018</td>
<td>399,907</td>
<td>76.30</td>
<td>15.30</td>
</tr>
<tr>
<td>1985</td>
<td>167,174</td>
<td>270,033</td>
<td>437,207</td>
<td>9.30</td>
<td>1.90</td>
</tr>
<tr>
<td>1990</td>
<td>264,766</td>
<td>353,695</td>
<td>618,161</td>
<td>11.50</td>
<td>8.30</td>
</tr>
<tr>
<td>1991</td>
<td>268,373</td>
<td>345,788</td>
<td>614,161</td>
<td>0.69</td>
<td>(0.69)</td>
</tr>
<tr>
<td>1992</td>
<td>275,690</td>
<td>353,372</td>
<td>629,062</td>
<td>2.40</td>
<td>2.40</td>
</tr>
<tr>
<td>1993</td>
<td>236,146</td>
<td>295,196</td>
<td>531,342</td>
<td>(15.50)</td>
<td>(15.50)</td>
</tr>
<tr>
<td>1995</td>
<td>290,581</td>
<td>341,807</td>
<td>634,388</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>1996</td>
<td>305,327</td>
<td>352,926</td>
<td>658,253</td>
<td>4.10</td>
<td>4.10</td>
</tr>
<tr>
<td>1997</td>
<td>323,625</td>
<td>363,848</td>
<td>687,473</td>
<td>4.40</td>
<td>4.40</td>
</tr>
<tr>
<td>1998</td>
<td>327,098</td>
<td>373,440</td>
<td>700,538</td>
<td>1.90</td>
<td>1.90</td>
</tr>
<tr>
<td>1999</td>
<td>301,149</td>
<td>337,360</td>
<td>638,509</td>
<td>(8.90)</td>
<td>(8.90)</td>
</tr>
<tr>
<td>2000</td>
<td>306,867</td>
<td>345,416</td>
<td>652,283</td>
<td>2.20</td>
<td>2.20</td>
</tr>
</tbody>
</table>

Table 1.1b below shows that gross enrolment rate in secondary schools in period 1990 – 2000 indicates that the GER declined from 29.4 percent to 20.6 percent in 1993. The GER rose to 22.9 percent in 1994 before declining steadily again to 20.5 percent in 2000. Although the participation gap between boys and girls has been narrowing over the last decade, but there was a sharp decline by 10.5 percent from 33.6 percent in 1990 to 23.1 percent in 2000 in enrolment of boys, that of girls declined by 7.6 percent points from 25.2 percent to 17.6 percent.

Table 1.1b: Gross enrolment rates in secondary schools by gender (1990-2000)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male%</td>
<td>33.6</td>
<td>29.9</td>
<td>28.9</td>
<td>28.9</td>
<td>24.8</td>
<td>24.0</td>
<td>24.2</td>
<td>25.4</td>
<td>24.6</td>
<td>23.4</td>
<td>23.1</td>
</tr>
<tr>
<td>Female%</td>
<td>25.2</td>
<td>23.2</td>
<td>22.6</td>
<td>18.4</td>
<td>21.0</td>
<td>20.5</td>
<td>21.0</td>
<td>21.9</td>
<td>21.7</td>
<td>17.5</td>
<td>17.6</td>
</tr>
<tr>
<td>Total%</td>
<td>29.4</td>
<td>26.6</td>
<td>25.8</td>
<td>20.6</td>
<td>22.9</td>
<td>22.2</td>
<td>22.7</td>
<td>23.3</td>
<td>22.2</td>
<td>20.6</td>
<td>20.5</td>
</tr>
</tbody>
</table>

*Source: Orodho (2003), IPAR*

From this given data the overall participation at this level of education is still low. The national GER stands at 20.5 percent. This indicates that nearly 80 percent of eligible children are not enrolled in secondary schools in Kenya with girls being the worst hit although one may be deceived by a recent economic survey by the Ministry of planning showing increment in total enrolment (Table 1.1c), if the corresponding non-schooling gap is not considered. There still exists a number of youth (14 – 17 years) who are not enrolled in the schools.
Table 1.1c: Enrolment in secondary schools by form and sex (1999 – 2003)

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<tbody>
<tr>
<td>Boys</td>
<td>105,231</td>
<td>108,116</td>
<td>112,174</td>
<td>116,221</td>
<td>116,954</td>
</tr>
<tr>
<td>Girls</td>
<td>95,773</td>
<td>97,196</td>
<td>103,425</td>
<td>105,231</td>
<td>111,802</td>
</tr>
<tr>
<td>Boys</td>
<td>102,042</td>
<td>104,078</td>
<td>106,725</td>
<td>110,576</td>
<td>110,285</td>
</tr>
<tr>
<td>Girls</td>
<td>91,578</td>
<td>93,555</td>
<td>95,589</td>
<td>103,470</td>
<td>104,349</td>
</tr>
<tr>
<td>Boys</td>
<td>92,003</td>
<td>98,610</td>
<td>103,337</td>
<td>105,179</td>
<td>108,833</td>
</tr>
<tr>
<td>Girls</td>
<td>81,666</td>
<td>87,346</td>
<td>90,351</td>
<td>93,366</td>
<td>102,954</td>
</tr>
<tr>
<td>Boys</td>
<td>84,233</td>
<td>91,700</td>
<td>98,920</td>
<td>86,987</td>
<td>111,589</td>
</tr>
<tr>
<td>Girls</td>
<td>72,232</td>
<td>86,371</td>
<td>98,303</td>
<td>85,881</td>
<td>96,141</td>
</tr>
<tr>
<td>Total</td>
<td>383,509</td>
<td>402,504</td>
<td>421,158</td>
<td>431,279</td>
<td>447,662</td>
</tr>
<tr>
<td></td>
<td>341,249</td>
<td>356,463</td>
<td>376,352</td>
<td>387,948</td>
<td>415,246</td>
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<tr>
<td></td>
<td>758,967</td>
<td>797,510</td>
<td>819,227</td>
<td>862,908</td>
<td></td>
</tr>
</tbody>
</table>


In the analytical report of 1996, (Republic of Kenya – KPC 1989) it was projected that the population that will be in secondary school in the year 2000 would be 3,132,000 but the actual enrolment was 758,967 to show a large crude non-schooling gap of about 24.3 percent to mean that about 75 percent of the youth (14 – 17) are not enrolled in the secondary schools.

The gap between the poor and the rich is great, it is estimated that more than 50% (Orodho 2004) of the Kenya’s population is living below the poverty line, surviving on less than 1US$ per day (Ayodo, T. et al 1991) and the rising cost for education, majority of the households, especially among the poor and vulnerable groups are unable to access the benefits accruing from investment in the development of quality education.

According to the first report on poverty in Kenya, the study district had 164,639 people living below poverty level which accounts for 49 percent of the total population this is almost a typical example of the Kenyan situation.
Cost-sharing has been the means of financing education that MoES&T has been using. The parent is required to pay for the learner's upkeep as well as buy other requirements such as uniform, pens and exercise books. This also seems to make education an expensive venture.

The opportunity cost that the learners incur in choosing to take schooling than herd cattle or work in their family farms should not be underrated as far as educational costing is concerned. In this way it also involves the parents in putting more effort to ensure that the learners get food and other day-to-day requirements.

The provision of physical facilities is still on the shoulders of the parents. The classrooms, staff houses, library, laboratory and other facilities are built as a result of the efforts of the parents either through self-help programmes famously known as 'harambee' in Kenya, or through paying development funds to the school (PTA levies) along with the tuition fee.

The situation in the primary education has been improved due to the removal of the user-charges but the establishment of the physical facilities is still the parents' role. Where the big problem lies is in the secondary. It is in this effect that many children are not in access to formal secondary education.

Financing of education is a key factor in causing disparities in the enrollment of the girl child in that, because of poverty, poor households prefer to sent a boy child to school because of lack of enough money to pay the user-charges.
In the ASAL areas there are very few primary schools, early childhood centers as well as secondary schools. The number of secondary schools in such marginalized areas as the ASALS and urban-slums are fewer than the number that can provide access to the school-age children.

In 1989, West Pokot was the district with least progression rate compared to selected districts in the province as shown (Table 1.2a) that is to mean very few people are able to get secondary education.

Table 1.2a: Scholastic progression rate of selected districts by gender 1989.

<table>
<thead>
<tr>
<th>District</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baringo</td>
<td>48.3</td>
<td>40.3</td>
</tr>
<tr>
<td>E. Marakwet</td>
<td>54.1</td>
<td>43.7</td>
</tr>
<tr>
<td>Kericho</td>
<td>47.4</td>
<td>36.2</td>
</tr>
<tr>
<td>Laikipia</td>
<td>61.7</td>
<td>55.5</td>
</tr>
<tr>
<td>Narok</td>
<td>56.0</td>
<td>41.3</td>
</tr>
<tr>
<td>Turkana</td>
<td>41.0</td>
<td>31.9</td>
</tr>
<tr>
<td>West Pokot</td>
<td>34.8</td>
<td>30.1</td>
</tr>
</tbody>
</table>


Scholastic progression rate = $\frac{\text{Form 1 enrolments} \times 100}{\text{Standard 8 enrolments}}$

Since the user-charges are still demanded for in the secondary education the transition rate from primary to secondary is still very low, the current 40% is aimed at being raised to 70% by the year 2008 (NDP 2002-2008). This cannot be achieved if the cost-sharing strategy is not re-viewed.

The completion rate at the secondary school has also been declining between the year 1990 – 2000 (op.cit). The table below (Table 1.2a) shows that in 1990 the completion
rate for boys and girls was almost at par, standing at 86.7 percent and 86.0 percent, respectively. For the ten years (1990 – 2000) a drastic decline as been shown that is from 86.0 to 75.5 percent in the enrolment for girls as well as the total enrolment from 86.4 percent to 77.8 percent.

Table 1.2b: Secondary school completion rate by sex (1990 – 2000)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (%)</td>
<td>86.7</td>
<td>78.5</td>
<td>82.3</td>
<td>70.7</td>
<td>82.3</td>
<td>76.2</td>
<td>95.8</td>
<td>88.6</td>
<td>85.8</td>
<td>87.0</td>
<td>79.8</td>
</tr>
<tr>
<td>Girls (%)</td>
<td>86.0</td>
<td>77.0</td>
<td>85.0</td>
<td>66.6</td>
<td>81.9</td>
<td>78.2</td>
<td>94.9</td>
<td>87.9</td>
<td>83.1</td>
<td>75.1</td>
<td>75.5</td>
</tr>
<tr>
<td>Total (%)</td>
<td>86.4</td>
<td>78.2</td>
<td>83.4</td>
<td>68.9</td>
<td>82.1</td>
<td>77.1</td>
<td>95.4</td>
<td>88.3</td>
<td>84.5</td>
<td>76.6</td>
<td>77.8</td>
</tr>
</tbody>
</table>


It is also clear that the ASAL areas have their own peculiar needs. There are challenges to do with high rates of poverty where feeding is a problem, lack of physical facilities and even availability of schools.

The study location is one of the worst hit ASAL district in the province in terms of secondary school enrollment. As it has been mentioned earlier, this can attributed to so many intertwined factors which fall in the economic and cultural categories. In comparison to other selected districts in the province, West Pokot is among the districts with low growth enrollment rates by the year 2000.
### Table 1.2c: Secondary school Gross enrolment rates in selected districts- (2000)

<table>
<thead>
<tr>
<th>District</th>
<th>Male %</th>
<th>Female%</th>
<th>Total%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keiyo Marakwet</td>
<td>37</td>
<td>36.3</td>
<td>36.7</td>
</tr>
<tr>
<td>Baringo</td>
<td>33.9</td>
<td>28.8</td>
<td>31.4</td>
</tr>
<tr>
<td>Kericho</td>
<td>24.3</td>
<td>18.4</td>
<td>21.3</td>
</tr>
<tr>
<td>Narok</td>
<td>9.9</td>
<td>6.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Samburu</td>
<td>12.8</td>
<td>6.4</td>
<td>9.6</td>
</tr>
<tr>
<td>W. Pokot</td>
<td>11.1</td>
<td>8.6</td>
<td>9.8</td>
</tr>
<tr>
<td>Kajiado</td>
<td>12.1</td>
<td>12.9</td>
<td>12.5</td>
</tr>
</tbody>
</table>

**Source: Orodho., (2002)**

Whereas the government is strategizing to intensify constituency bursary scheme as well as the Constituency Development Fund (CDF) which is estimated to be 750 million per year (economic survey-2004) in the areas with high poverty levels and establish sustainability mechanism, sensitize communities against cultural practices that impact negatively on enrolment transition and completion rates especially for the girl child in all sectors of education, it cannot find it easy without enhancing collaboration with all stakeholders in the provision of education.

The study echoes the NDP 2002-2008 which stipulated that; to enhance access to education, there is need for the government/state to strengthen partnership with all stakeholders including parents, communities, local authorities, religious organizations, private sector institution multilateral and bilateral donors and the NGO’s.
The payment of the user-charges, the building of physical facilities and provision of other requirements for the existence of a school in a given locality for the enhancement of access and participation has been a burden to the parents especially in the rural Kenya. It is unfortunate that most of them are below the poverty line. Other barriers to participation are cultural and social discrimination of the girl child. It is in this regard that this study investigated the extent at which NGOs (as partners with GOK) have contributed in lessening the burden that parents and communities face in making their efforts to access to education for equitable distribution of resources in terms of incoming earning throughout the country.

1.2 Statement of the problem.

Education is considered to be the tool in the development of a country. Literacy level has a direct relationship with development and economic growth. Based on human right point of view, education has been taken to be one of the basic human of each individual in a given country.

Every government has to ensure that there is equitable distribution of educational facilities in order to enhance access and participation of her citizenry. In Kenya today, not all eligible youth are in access to secondary education. The government is faced with financial constraints in provision of educational opportunities.

However, other stakeholders have come in to assist the government meet her objective of making education accessible to all. Among the stakeholders NGOs have also contributed towards increasing accessibility and participation in education.
1.3 Purpose of the Study.

Based on the problem stated, the purpose of this study is to investigate the contribution of the NGOs in financing and provision of educational facilities. It is aimed at analyzing the situation on the ground on their participation in curbing problems of access and participation in secondary schools resulting from economic social and cultural setting of the community.

1.4 Objectives of the study.

The study shall focus on the following objectives: -

- To find out the extent at which other stakeholders especially the NGOs have aided in assisting the state in enhancing of access to secondary education.
- To elucidate the factors that surrounds the situation of unequal income distribution due to lack of access to education in Kenya.
- To investigate the contribution of the NGOs in offering educational assistance to communities facing the problem of poverty and marginalization.
- To establish the monetary commitment by the NGOs in making education accessible.
- To find out the number of students maintained by the organizations.
- To compare the school performance before and after the intervention.

1.5 Research Questions.

The following questions stand as the specific guidelines to the investigation in achievement of the objectives: -

- How many educational projects have been sponsored by the selected NGOs in the study district since 1992 to date?
• What are the major factors causing problems in access to education in the study district?

• To what extent do the state controlled financing measures enhancing equality of access to education.

• Are the NGOs involved in improving the quality of learning but not just an increment of schools?

• What are some of the impacts of the NGO involvement in education in the study district?

• How many students are benefiting from assistance of the organizations?

• What has been the impact of the NGOs in making secondary education accessible in the district?

• Within which institutional and policy frameworks do the NGOs operate?

1.6 Assumptions of the study.

In the proposed study the following assumptions will be made: -

• The study district shall have typical characteristics of the ASAL areas in Kenya.

• The NGOs samples are actually a representation of what others do in the ASAL areas of Kenya.

• All the residents of the district are aware of the benefits accrued from enrolling children into schooling other than looking at it as a government directive.

1.7 Limitations of the study.

The following are the limitations of this study: -

• The study limits itself to only one ASAL region. For more detailed and conclusive generalization of all these areas should be studied.
• Few samples of NGOs purposively selected shall be studied which may not be the true picture of what all the NGOs claim to do.

• There is scarcity of literature about the study area; NGOs in education and the study district.

• It would be important if the opinion of the other stakeholders for example the parents in order to evaluate the impact of NGOs but this will not possible to because of time, resources and other shortcomings.

1.8 Delimitation of the study

Although the NGOs selected could be having other programmes which are not educational, the study will confine itself on educational projects alone. The study will have its respondents as students, head teachers from public schools and leaders of the NGOs.

This study focused on economic factors that lead to disparities in accessibility to education.

1.9 Significance of the study

The proposed study may have various implications on distribution of educational development of the country.

First, it may help in planning for increased availability of opportunity to education but outlining the bottlenecks that hinder equal access to education. Secondly, it will arouse the attention of the policy makers into getting the root cause of the marginalization such that an affirmative action be taken as far as the education of ASAL communities who are mainly pastoralists (nomadic) is concerned.
Through this study, the non-governmental organizations involved in promoting education may hopefully realize the role they play in enhancing access to education.

In a broader perspective, it is expected to contribute to the advancement of knowledge in economics and planning of education by highlighting the need for improved accessibility in the education system for equitable and sustainable development.

1.10 Theoretical framework.

This study based its argument on the classical theory of equal opportunity and social Darwinism by Charles Darwin in 1859 in *The origin of species* (Wilson, 1979, Hofstadter 1955, Degler 1991, Orodho (2004:19), this theory says that each person is born with a given amount of capacity. If the position of certain genes predisposes individuals toward a particular trait, say a certain kind of social response, and the trait in turn conveys superior fitness, the genes will gain an increased representation in the next generations. The differential advantage among individuals in this strictest sense is called genetic fitness. Those that are more successful pass more hereditary material to the next generation and as a result, population as a whole progressively changes to resemble the successful types (Wilson, 1979).

It therefore means that the state should give her citizens equal opportunity to expose the inborn abilities. The education system should therefore aim at reducing barriers which can either be economic, gender or geographic that can hinder vulnerable groups into pursuing education.
It is also believed that there is a connection between education and income distribution. Allied to this is the fact that education helps one to achieve social mobility. Social Darwinism demands that every citizen be given the social status through education, a status to which he/she entitles to inherited aptitude. It further observes that provision of access to education guarantees the achievement of ones status determined by inherited capabilities, ability and the will to do.

The provision of ‘free’ primary education by the NARC government in an attempt to fulfill the Jomtien declaration of 1990 (EFA) in which citizens (school-going age) are given opportunity to explore their abilities because considerable amount of barriers have been removed echoes the tenets of this theory. This also calls for reduction, if not removal of the user-changes in the secondary and tertiary education to ensure that able learners from poor and vulnerable families be given opportunity to pursue education to ensure equitable distribution of development.

This can be traced back to the American common school movement of 1830 – 1860 where its first secretary, Horace Mann (1796 – 1850) perceived it to be “the great equalizer of the condition of men”.

The common school was to be ‘common’ in that it was designed for the children of rich and poor parents a like (Leinwand (ed); 1992:20). All children would be taught in a common environment. Although the common school movement was a success, there
were those who were opposed to it. They felt it was unfair to tax everyone to support the education of other people’s children.

Taking the example of the common school, it was found out that its effectiveness was mixed. In the absence of compulsory education, many children of the poor did not go to school. The opportunity cost was high; their work was needed in the family farm. Very poor families could not benefit from the movement; it was the later generation, who were a bit more affluent that took the advantage.

The common school movement became a means of upward social and economic mobility for the middle classes by ensuring equality of opportunity to the effect of which Horance Mann term as “the balance wheel for the social machinery” (Leinwand, 1992:65) although the urban and rural poor were still essentially left out.

Kenya being one of the developing countries where inequalities of educational provision are severe, it may be desirable on equity grounds, to ensure the goal of equal distribution of educational opportunities (Orodho; 2004:20).

Psacharopoulous and Woodhall, (1985) further assert that, inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary school Cycle or enroll in higher education. This theory was found relevant for this study because increased access should be enhanced by all the stakeholders. ASAL areas face a high level of poverty either because of the geographical location or lack of exploitable resources. Poor families are not able to raise enough funds for building classrooms, teachers houses and pay as required by the financing of education. Other factors that deny
girls equal access to education is not only this economic factors but also some cultural practices addressed to the education of the girl child. Other stakeholders such as the NGOs are coming in, in the attempt to enhance provision of access to education.

1.11 Conceptual Framework

The objectives of the ministry of education include the need to promote social equity in terms of access, quality and relevance of education. A number of equity issues are to be addressed by the ministry; gender disparities, regional disparity, education for the vulnerable and poor households.

As Tooley (2000) says the role of the state intervention in education is for equity and access sake. The government is involved in ensuring that all the citizens are given opportunity to education without subjective them to exploitation if the private sector was to provide education.

There are factors that limit the society, the government and households in attaining these objectives fully which include; escalating levels of poverty in the country and socio-culture of barriers which are out-of school based factors.

The in-school based factors are related to problems faced inside the school environment. This may include poor learning environment, lack of learning facilities and shortage of teachers.
All these constitute the barriers and pitfalls in attainment of equal accessibility to education so as to promote social equity in the entire country.

In the pursuit of this objective, the government has encouraged the involvement of other partners like bilateral corporations, donors and NGOs (Republic of Kenya 2002a)

Figure 1: State Involvement and partnership with other stakeholders in education:

Source: Self
1.12: Operational definition of terms.

Access - It is the availability of educational opportunity & facilities, which are within reach geographically and economically.

Participation - This is active involvement of learners in the formal educational programmes with lower level of absenteeism.

Formal Education - A kind of education that has been programmed in terms of its curriculum and the hierarchical sequence of the system.

Non-Governmental Organization- It is any organization that is not government aided that offer some community services and should have been registered by the registrar of societies under the NGOs act and should be recognized by the NGO council of Kenya.

Marginalization - Some level of neglect or being treated unequally because of geographical or political factors.

Secondary Education- This is an intermediate kind of education whereby a child joins after successful elementary education/primary education.

Sponsorship- Assistance given by the organization in terms of fees or other costs of education.
CHAPTER TWO
LITERATURE REVIEW.

2.1 Introduction.
This chapter will review the available literature on the subject area of the study, undertaking the following subheadings:

- The concept of equitable access
- Public allocation to education
- Cost sharing policy
- Private contribution

2.2 The concept of equitable access
Many people and governments in Africa and indeed in the developing countries of the world believe that education is the key to the nagging problems of underdevelopment. Education in this perspective is perceived as cornerstone of economic growth and social development and a principal means of improving the welfare of individuals (Orodho, 2000). It is further contended that there is no question that educating the citizenry pays off in benefits to the nation as a whole (Maliyamkono and Ogwu, 1999:9). Access is measured by trend in gross enrollment ratios, the total number of students enrolled as a percentage of the age group officially meant to be at that level of education and the number of places offered and places demanded.

Nagwu (1992) says that after political independence, many African countries concentrated attention on the expansion of educational facilities in order to increase access to and equalize educational opportunities. Today, the emphasis is on how to
improve the quality of education while furthering opportunities for more people to receive education at various levels.

Oluyele and Kunene (2001) found that, the key reason as to why government intervention is required in education is because of the equity sake. Tooley (2000:62) finds it a touching faith that governments could provide equity in education although it is an ideal which has never been fully realized. We see a huge disparity in state schools from middle-class to working-class areas and within areas themselves.

Francois, (1968) basing his argument on education as a human right cites Article 26 of the universal Declaration of Human rights, which stipulates that everyone has the right to education, it should be made generally available and equally accessible to all on the basis of merit. Education has been recognized as the essential characteristic of true independence, as the yeast in the loaf of political unity as the means of creating national consciousness.

In the General conference on equity in education of 1960 in Paris, the states parties developed a national policy which, by methods appropriate to the circumstances and to national usage will tend to promote equality of opportunity. Article 4 of the sessional paper emphasized the need to make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assume compliance by all with the obligation to attend school.
Although from the discussion governments seem not to have succeeded perfectly, they will much better enhance access and participation than the private alternative.

Brighouse (1998:140) says that equality of access to education requires to be insulated from family background.

To show this he argues that:

No – one can deserve the educational disadvantages they suffer simply because they have their particular parents... this means that he state has an obligation to ensure that as far as possible equal educational opportunity is realized in the school system... to ensure that no child has greater educational advantages because of the family it was born into or the neighbourhood in which it lives (Ibid: 140).

This implies that the quality of the education received by each child should be independent of the level of wealth, education, and wise choice – making ability of his or her parents (Ibid: 138).

The argument of equal access to education provided by the government is based on the private and mainly on social – benefits of education (Gatimu 2004:13, Ayot and Briggs 1992: 28, Tooley 2000: 90). It would be in no one’s interest to have young people in the community who were not employable, who had no basic skills and knowledge, and who would be averaged from the rest of society. They might turn to crime and anti – social behavior. They would impose costs in the community.

Table 2.1 reproduced from Psacharopoulos, et. al (2002) reports on social rates of returns to investment in education by level. Social rates of returns typically refers to the benefit that the society gets after investment in education, whereas private rates of return refers to benefits that individual receives after obtaining education (Gatimu 2004:14). In
general, private benefits also include earnings, social mobility, as well as non-market benefits such as enjoyment and other psychic returns to investment in education.

Table 2.1: Returns to investment in education by level.

<table>
<thead>
<tr>
<th>Region</th>
<th>Social</th>
<th></th>
<th></th>
<th>Private</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Higher</td>
<td>Primary</td>
<td>Secondary</td>
<td>Higher</td>
</tr>
<tr>
<td>Asia</td>
<td>16.2</td>
<td>11.1</td>
<td>11.0</td>
<td>20.0</td>
<td>15.8</td>
<td>18.2</td>
</tr>
<tr>
<td>Europe/Middle East/ North Africa</td>
<td>15.6</td>
<td>9.7</td>
<td>9.9</td>
<td>13.8</td>
<td>13.6</td>
<td>18.8</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>17.4</td>
<td>12.9</td>
<td>12.3</td>
<td>26.6</td>
<td>16.0</td>
<td>19.5</td>
</tr>
<tr>
<td>OECD</td>
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<td>9.4</td>
<td>8.5</td>
<td>13.4</td>
<td>11.3</td>
<td>11.6</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>24.4</td>
<td>18.4</td>
<td>11.3</td>
<td>37.6</td>
<td>24.6</td>
<td>27.8</td>
</tr>
<tr>
<td>World</td>
<td>18.9</td>
<td>13.1</td>
<td>10.8</td>
<td>26.6</td>
<td>17.0</td>
<td>19.0</td>
</tr>
</tbody>
</table>

Source: Psacharopoulos G and Harry A Patrinos (2002) Returns to investment in education

Orodho and Njeru (2004:8) put it clear that the differential trends of gender and regional access to and participation in education have been highlighted by several scholars and researchers widening gender and regional disparities particularly in the ASALs have also been well documented. This critical issue of low access to education along gender and regional lines with the low participation of the poor and vulnerable groups calls for the need for policy measures that reduce the gap and to enhance equal participation. This will distribute income all over the country as it is indicated in the above table. The returns to investment in education are still high calling for equitable access and participation.
The effort of mapping out the status of education in both the ASAL and non-ASAL areas in terms of enrolment and participation in secondary schools, noting that enhancing the provision of relevant quality and equitable access to education for all eligible school age students (Orodho 2003:14) is both an opportunity and challenge facing Kenyans. This is because the goals of development, especially through industrialization by the year 2020, (Republic of Kenya 2002a) make it necessary for the nation to urgently put in place human knowledge, skills and attitudes that are required to lead the country towards realization of such goals.

During the release of K. C.P.E results of the year 2004, the minister for education showed his disappointment that about 40% of the pupils who had qualified to join secondary schools could not get chances because of limited number of opportunities in secondary schools in Kenya. This called for expansion of already existing schools and possibly establishment of new ones.

2.3 Public Allocation to Education

The central factor in the qualitative and quantitative controversy in African education has been the funding of education. Access to education cannot therefore be discussed without mentioning financing of its programs.

Orivel (1986) has described the period 1950-1975 as ‘the happy period’ of educational finance. This was the time strong economic growth and international trade made public revenues increase at faster rates than the Gross Domestic Product (GDP). Moreover, the political popularity of education raised by widespread belief in its private and social
benefit helped the sector receive increasing shares of total public budgets. Most countries increased both their absolute and relative efforts to promote education (Eicher, 1989:72). The ‘Oil Shock’ of the mid-1970s ended this ‘happy period’. The members of organization of petroleum exporting countries (OPEC) in 1973 brought a sudden clampdown in oil offered for sale and caused rapid increase in the price of petroleum and petrochemical products (Olembo and Harrold 1992:5). This affected the terms of trade and increase international indebtedness of oil importing nations especially the developing countries. The result has been a deepening crisis in financing education throughout the world.

Governments have reacted in a number of different ways to their difficulties in education (Heyneman 1990:126). In 1980s the Kenyan government like many other countries adopted the cost sharing strategy (Olembo, Ibid:8, Orodho and Njeru 2003:13-14) whereby the government was to finance the provision of educational administration and professional services, while communities, parents and sponsors provide physical facilities, books and supplementary readers, stationery and consumable materials.

The very low GNP per capita income of many African countries with their high population growth rates and total fertility rate, make us to appreciate why government and parents cannot cope with the escalating funding demands and requirements of a fast expanding education system (Nwagwu, ibid).

Being a developing country, Kenya’s educational financing is fairly simple to describe. Some percentage of educational expenditure is from the central government budget through the ministry of finance. At the secondary level the government provides 35% of
the expenditure through bursaries, teachers' salaries and other grants, the household and local communities contribute 65% of the expenditure through payment of tuition and boarding fees (Orodho and Njeru 2003:15-23, Oluyele and Kunene, 2001).

The data on MoES&T recurrent and development expenditures on secondary schools between 1996/97 and 1999/2000 fiscal years (economic survey, 2001) indicated a decline on the expenditure per student to secondary education. As such, the recurrent expenditure per student, and development expenditure per school declined from Kshs.824 and Kshs.7,523 during the 1996/97 fiscal years to Kshs.163.40 and Kshs.750.70 during the 1999/2000 fiscal years respectively, (Orodho and Njeru, 2003). These figures indicate a significant shift in secondary school education financing burden from the GoK to parents.

The major government public expenditure on education is usually directed towards recurrent and development expenditure. A close scrutiny of the government’s appropriation account and budgetary estimates reviews that the percentage share of the government expenditure going to education has been on the decline. Between fiscal years 1976/77 to 1993/94 secondary education received a minor location of 13.3 percent as compared to primary education which was allocated a lion’s share averaging about 52.7 percent, (Orodho and Njeru, 2003).

Parents also contribute towards the building of educational facilities through “harambee” contributions and other charges levied by Parents Teachers Associations (PTAs), the parents also pay PTA fees. Analysis of the cost of educating children in Kenya in
relation to family incomes shows that, on average the proportion spent on educating one child is 6-7 per cent to family income; for two children it is 11-22 per cent. In other words, a middle class family (earning about 10,000 a month) could be spending up to one-fifth of family income on school fees and related schooling expenses (Noormohamed and Opondo 1989).

The burden of financing education for equity has called for the government, parents and communities to accept the assistance of alternative means of financing education, since the GoK through the presidential announcement has left the role of building schools entirely to the parents (Daily Nation, 5th December 2004).

2.4 Cost Sharing Policy

In the year 1988 the government adopted the cost-sharing policy in financing most of its social sector. Education was not an exceptional. The parents were required to pay for the learner’s upkeep as well as buy other requirements such as uniforms, pens and exercise books. This made education expensive and inaccessible to most of the poor households in Kenya, (Kenya, 1988).

Data on the proportion of household’s income expenditures on basic social services by province in 2001 indicates variation according variations the type social sector and province. Generally, a large proportion of the households spent between 30% and 44% of their annual incomes on education. In the non-ASAL regions, the emerging expenditure patterns were: Central (71.3%), Nyanza (67.9%), and Western 64.1%). This is contrasted to the ASAL region as follows: North-Eastern (41.3%), Rift Valley (41.2%) and Coast (40%).
At the national level households spend a total of 24,370 per child on secondary education. Out of the Kshs.24,370, households spent Kshs.9,083 (37.3%) to meet the indirect educational costs such as uniform, books/stationery, pocket money and passport. This suggests that the indirect costs constitute quite a critical element in secondary school education financing, and as such, they should not be taken for granted by policy makers. (Welfare Monitory Survey II, 1994).

The negative impact of indirect school levies led to negative enrollment responses and dropouts, particularly from the illiterate and poor segments of society, with a negative income effect on the ability of households to meet other basic needs. Thus, the cost-sharing policy had little merit at the household level, and inhibited access to basic quality education by the poor and vulnerable groups, (Orodho and Njeru, 2003).

2.5 Private Contribution

The rate of poverty is high in the developing countries as well as the burden of education expenditure on government budgetary allocations. The cost-sharing strategy seems to be creating more inequality on the basis of gender, region and between the rich and poor. What could ‘other’ assistance do in this situation?

Tooley (2000:97-99) to illustrate the need for collaboration with other stakeholders in education says that in the UK there is general evidence about the huge sums of money and time that people give in educational charities. In 1992, non-government sources of funding through individuals and businesses were £0.9 billion. Further £4.1 billion was estimated to be the cost of volunteering in teaching and training. That is, £5 billion was
the charitable commitment to education, compared with a figure of £14 billion which central and local government spent on schools (Pharaoh and Smerdon, 1998). In this year (1992) charitable expenditure was £16 billion. It is estimated that about one-third of this is from individual and corporate sources. Hence, total non-government giving was about £5.3 billion (Charities Aid Foundation (1993). This is to mean that over one-third of what government spends on education is already being matched by philanthropy.

Most developing government due to their poverty has cried for help from donors, World Bank, Voluntary Organizations or NGOs and IMF to help in saving the deteriorating situation in their countries. NGOs being the main focus of this study, their contribution will be looked at.

2.6 Definition and characteristics

When the meaning of Non-Governmental Organization (NGO) is to be discussed, directories do not shade light. According to the definition of International Council of Voluntary Agencies (ICVA) the following characteristics describe what an NGO is:

- Established by a group of individuals or NGOs.
- Should be autonomous.
- Be managed by an independent volunteer board of directors elected periodically by the membership.
- Have a clear defined constituency and accountable to that constituency.
- Be financial independent (from government).
- Have a formal legal status, permanent headquarters or employ professional or volunteer staff.
- Have humanitarian objectives and programmes.
The Kenya National Council of Social Services (KNCSS) – 1988, defines an NGO to be an organization that is not part of the government and are voluntary, non-profit making and non-partisan (Ng’ethe, 1989).

Campbell, (1988) describes a good organization to be having the following characteristics:

- A clearly defined purpose and a well developed strategy to which all (constituency, board and staff) are committed.
- Effective and appropriate programmes.
- The necessary resources in terms of personnel, finance, equipment and material, technology and information.
- Should have committed and capable staff.
- Has a well functioning organizational and management processes such as problem solving, planning, monitoring, coordination and evaluation.

The role of NGOs in education and development at large cannot be discussed without the mention of their history. Though NGOs in different guises existed before the twentieth century in both North and South, the early southern NGOs typically arose out of independence struggles, the first Northern NGOs to enter the stage did so just after the First World War. By the end of the world war, they gradually shifted their attention to the Third World and also broadened their activities to include welfare. The links between the NNGOs and East African are mainly financial.

Gariyo (1996) from a field work in Kenya, Tanzania and Uganda on NGOs and development asserts that development work is dominated by three major churches –
Catholic, Lutheran and Anglican especially in Tanzania. He further found that of the 62 NGOs in East Africa which responded to his questionnaires on their source of funding, 36 reported to depend on foreign donations for between 75 percent and 100 percent for their funding.

(Clark, 1990) also adds that the 1950s and 1960s the number of Northern NGOs multiplied and their focus moved progressively into development activities. In broader perspective an NGO can either be categorized as the Northern NGO (N NGO) or the Southern NGO (S NGO). The latter are NGOs from the developed countries which work with the Third World countries of the southern continents in collaboration with the S NGOs.

Clark in his attempt to classify the NGOs further reflecting largely on their historical evolution, divided them into six schools: -

- Relief and welfare agencies – Various missionary societies and so on.
- Technical renovation of organizations – Operating their own projects to pioneer new or improved approaches to problems.
- Popular development agencies – N NGOs and their Southern intermediary counterparts that concentrate on self-help, social development and grassroots democracy e.g. OXFAM.
- Public Service contractors – NGOs that are mostly funded by Northern government working closely with Southern government and official aid agencies.
- Grassroots development organizations – Locally based S NGOs whose members are poor and oppressed themselves and which attempt to stage a popular development process.
• Advocacy group and networks – Organizations that have no field project but exist primarily for education and lobbying.

He continues to say that it would be very hard to classify an NGO as to be in one school. Most of them are mixtures, a blend of several characteristics, though one may predominate.

Hayter (1984:253) notes that, Nongovernmental organizations have better records than local governments in working with poor people to alleviate poverty and help to protect the environment, including countries where the government is hostile to such aims. Their projects are said to be more successful than official and projects in achieving poverty alleviation.

The roles of Nongovernmental organizations are many and to understand their roles as a meaning of getting the definition may seem endless. Narkwiboonwong and Tips (1988:18) have defined Nongovernmental organizations as “non-profit, nongovernmental private groups at least partially formalized into an organization that an individual joins by choice.”

The importance of NGOs has been realized by the government as seen in Kenya Interim Poverty Reduction Strategy 2000-2003 (KIPRS) and The Education Sector Strategic Plan: 2003-2007 (ESSP) whereby it is noted that, to improve the quality of life, the government will focus resources on improving the provision of equity and access to basic social services, particularly education and health. In all these, Government will seek a closer working relationship with development partners, NGOs, religious organizations and other private providers to increase the range and quality of provision.
To improve access to basic education the government has also planned to collaborate with the NGOs and other development partners supplement community’s efforts to increase provision of educational facilities (Ibid).

Ghai et. al (1979) says that most nongovernmental organization projects are aimed at integrated rural development. This is in line with Kenya’s development goals, also the Millennium Development Goals, (MDGs) of providing basics needs such as food, education, health, shelter and housing to poor communities. Generally, NGOs aim at:

a. Fostering people’s self reliance
b. Developing human resources including local leadership and organization,
c. Developing the quality of lives of the people
d. Increasing the local people’s income and
e. Increase productivity (op.cit 79)

Chitere and Mutiso (1991) argue that Non governmental organizations such as Action Aid Kenya, Foster parents International (FPPI) have as the major objective improvement of the capacity and learning environment of schools. They do this by involving parents through their respective school communities in identifying and prioritizing activities that require attention within the system of education.

Lester, in *State of the World* (1989:38) asserts that the nongovernmental organizations have been quick to identity that the community should be recognized as the owners of the resources to development. Recognizing the community based initiative has a higher success rate and more lasting impact to development.
The Standard Newspaper dated 29\textsuperscript{th} August 1989 reported that a non-governmental organization, the Christian Fund (CCF) in response to Kenya's policy on education was working in nomadic areas of Samburu District (an ASAL area) by co-financing girls' boarding's schools.

Another incidence noted by the Standard Newspaper (05/03/1993) reported that World Vision, Kenya was working with the Government of Kenya to rehabilitate the street children.

Gatimu (2003:27) cites an incident of a boy who was one of the best candidates in KCPE examination in eastern Province who came from Mathare slums but his education was financed by an NGO to permit him to enroll in a private school in Machakos town.

It is evident that the NGOs in Kenya are involved in building of schools, payment of school fees and offering other services to enhance provision of education for equitable distribution of access. Within this context we can tell the NGOs to be partners with the state in development although in different situations radicals like Gariyo, (1996) also warn that it is pertinent to know that NGOs are not substitute for the state in the process of development in Africa, nor be conceived as simply partners of the government.
2.7 Overview of the Review

To increase access and participation in secondary education in Kenya today, there should be reforms in the strategy of cost-sharing. Bursary disbursement is not satisfactory in the sense that the eligible children do not benefit from it (Orodho and Njeru 2003).

Lockheed and Verspoor (1994) say that to improve equitable access to any sector of education the policies must be addressed to issues pertaining to supply, demand and process. To increase supply, they suggest that more schools should be constructed, expansion and renovation of the existing schools; they elaborate this point by citing Qasem (1983) who says that 71 percent of rural schools and 15 percent in Bangladesh had no latrines which discouraged girls from attending. Thirdly, they say that more teachers should be recruited and their deployment should be equitable. They also encourage single sex schools especially for secondary schools boys and girls who have reached puberty. To increase demand, they are suggesting that direct and indirect cost should be reduced as well as mobilizing community support.

The communities through their struggle of self-help programs (Harambee) still need some help. Government involvement in education is for equity sake. Nonetheless, the burdens of educational expenditure do not favour satisfactory equitable educational opportunities due to high level of poverty in the country as well as high population growth rate which leaves other regions unattended to and marginalized.
The government and the communities have therefore appreciated the contribution of Non Governmental Organizations and other development partners for assistance and participation in enhancing provision of educational facilities and opportunities.

The success of NGOs has been seen in Bangladesh, one of the poorest, most densely populated countries in the world (Goldin et al 2002), where remarkable progress in improving education has been done by partnership between government, donors, and other partners, with local NGOs playing a central driving role since independence in 1971 (Ibid:73). Nearly a third of the children now attend secondary school. Girls enrollment as a percentage of total secondary enrollment has increased dramatically from 34 percent in 1990 to 48 percent in 1997.

Ngugi and Musebe (2005) say that in Kenya today non-governmental organizations are close to 4,000 with an additional hundreds of international NGOs that are not registered by NGO co-ordination board of Kenya. The board harmonizes the activities of the NGOs with the overall government policies and the programmes to avoid unnecessary conflicts and wastage due duplication of the services between NGOs, government and the communities the NGO serves. Though some of the NGOs have been quite successful as they note, in directing their resources to objectives that are noble, there are some which have not been focused and that are unable to raise funds. The NGOs have contributed immensely to the socio-economic development of Kenya. The total estimated contribution in monetary terms stand about Kshs.8 billion annually.
CHAPTER THREE

METHODOLOGY

3.1 Introduction
In this chapter the researcher will come out clearly on the methods pertaining to the research design, location of the study, data collection, instrumentation and data analysis.

3.2 Design of the study
The study adopted a descriptive survey of the involvement of the NGOs in provision of educational opportunities in the ASAL areas. This method was appropriate for the study because it seeks to investigate on the phenomena so as to obtain information that describes it by asking individuals about their perception, attitudes, behavior or values (Mugenda and Mugenda (2003), Nkapa (1997)).

3.3 Location of the study
Since the study involved varied stakeholders in education it fitted with cross-sectional sub-type of the descriptive survey study design. Since West Pokot district exhibits typical characteristics of an ASAL area it became the study location. It has a total area of 9064km² with arable land of 1034km² and non-arable land of 7760km² implying that 80 percent of the land is not agro-ecologically potential. The total population of the district is 337,870 and a secondary going age (14-17) of 31,886 and population growth rate of 3.1 percent. The district has 20 secondary schools with GER of 13 percent for boys and 11 percent for girls and a teacher/pupil ratio of 1:30 (Republic of Kenya 2002b – DDP). Kapenguria is the Headquarters of West Pokot district in Rift Valley province, Kenya 400 kilometres North West of Nairobi.
3.4 Target population and sample selection

The target population involved all the stakeholders of education in the ASAL areas which include the students, principals, Education officers, area leaders and the NGO management staff but due to resource constrain and other logistics a sample of these was obtained from West Pokot district, one of the ASAL districts.

Purposive sampling of two NGOs in West Pokot – World Vision and ELCK-Pokot Integrated Programme (PIP) was done because of their involvement in educational matters in the district.

A sample of a hundred and fifty (150) secondary school students from the ten (50%) (Gay 1992) secondary schools sampled out of the twenty in the district were selected by simple random sampling by use of raffles or folding of papers. The opinion of five school-leavers (Between 1992- 2004) who benefited from the NGOs was sought for. Out of the ten selected schools five principals were interviewed. Five conveniently sampled NGO management staff were interviewed and finally, three educational officers in the district who were selected conveniently were interviewed. It was not possible that the opinions of the parents and other stakeholders be obtained because of resource constrains. This yielded a sample size of 165 for the study.

3.5 Research Instruments

The study used questionnaires, interview schedules, observation checklist for primary data and documentary evidence for secondary data.
Close-ended questionnaires were used for students and open-ended for the principals of the schools. Interview schedules were used to collect data from the 3 education officers and the five management staff of the NGOs. Observation checklist was used to obtain data from the NGO project sites (schools).

These instruments were considered appropriate because of the time involved and convenience of getting more respondents. Analysis of the organizations’ books was also done.

3.6 Procedure of Data Collection

The researcher administered the questionnaires in person to the five principals and the one hundred and fifty secondary schools students to determine problems of access to education because of the given reasons and the assistance of the NGOs.

Personal interviews were used to obtain data from the education officers and the management staff of the NGOs. This is because this investigation followed a rigid procedure and sought answers to a set of pre-conceived questioning; the work schedule of the respondents did not also favor the use of other instruments. The NGOs assisted in tracing the beneficiaries for response and visits to the sites.

3.7 Methods of Data Analysis

The study adopted descriptive statistics to analyze the data; tabulation was done after which the percentages were drawn. The data was presented by use of pie charts, frequency distribution curves and graphs. The data was also coded for analysis.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction
In this chapter, collected data from the sample population were analyzed and presented in line with the perceived reasons in the involvement of the non-governmental organizations in increasing access to secondary school, given by students, head teachers, education officers, management staff of the organizations and school leavers. Documentary evidence was also obtained from the two sampled NGOs in the study area; the world vision March Pass Area Development Project (ADP) and E.L.C.K Pokot Development Project (PDP).

4.2 Research Findings
The first task of the study was to generate answers aimed at the extent to which economic barriers have hindered access to secondary education as well as looking at the contribution of NGOs.

4.2.1 Private Financing of Secondary Education
The opinion of the students was bought for this is because they have first hand information on who pays their fees as a factor that determines their participation.
Table 4.1: Sources of fee payment

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>103</td>
<td>68.7</td>
</tr>
<tr>
<td>Parent and guardian</td>
<td>10</td>
<td>6.7</td>
</tr>
<tr>
<td>Parent and sponsor</td>
<td>9</td>
<td>6.0</td>
</tr>
<tr>
<td>Guardian</td>
<td>17</td>
<td>11.3</td>
</tr>
<tr>
<td>Guardian and sponsor</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Sponsor</td>
<td>8</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>n = 150</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The burden of paying the user-charges in the secondary school has been put on the shoulders of the parents, (68.7%) of the respondents due to cost-sharing strategy adopted by the MoEST. Due to some reasons, the students get assistance from other sources apart from the parents.

Table 4.2: Reasons given for seeking other sources of fee payment

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents unable to pay fees</td>
<td>16</td>
<td>34.0%</td>
</tr>
<tr>
<td>Death of a parent</td>
<td>5</td>
<td>10.6%</td>
</tr>
<tr>
<td>Given as an appreciation of good conduct</td>
<td>2</td>
<td>4.3%</td>
</tr>
<tr>
<td>Obtained by passing well</td>
<td>5</td>
<td>10.6%</td>
</tr>
<tr>
<td>Parents’ indifference to education</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>Guardian willingness to help</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>1</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

As it can be depicted from the table, the reasons with highest percentages are parents inability to raise fee for their children (34.0%) due to poverty and parent’s indifference to
education (21.2%) which may have resulted form their ignorance on importance of education, it may also be as a result of time taken for education to accrue returns and therefore making them considering education un-worthwhile.

The researcher found out that thirty eight percent (38.6%) of the students had balances of between five thousand and ten thousand shillings of an average payment of about twenty five (25) thousand per year. About twenty five percent (24.8%) of the students had huge balances of above ten thousand shillings (Kshs.) only ten percent of the students sampled had completed their fee payment. On the involvement of the NGOs in fee payment assistance, twenty five percent (25%) reported to have some form of sponsorship from the NGOs. Of the 25% who received from the NGOs, seventy six percent (76%) were given scanty handouts of fee assistance, twenty one percent (21%) received partial sponsorship and only three percent (3%) were sponsored full tuition and boarding fees.

Whereas the students still have huge amounts of the fee arrears, of the 24.8% students with balances of ten thousand and above, 52% had received nil bursary from the government, this raises a question on the credibility of the disbursement. The income of the parents and guardians may not satisfy the needs of the students in school. The researcher found out that 52.4% of the parents were farmers, 20.6% were pastoralists (cattle keepers) which means that majority of the parents have unstable sources of income (73.0%) bearing in mind that agriculture has high levels of risks and uncertainties, 18.0% were civil servants, 6.3% were in the business circles and 2.6% we classified as others.
This shows to some level of confidence that the parents have difficulty in payment of fees.

The students whose fees are paid by guardians in the research 42.9% said they were farmers, 18.4% were cattle keepers, 20.4% were civil servants, 10.2% were businessman/women and 7.2% were classified as religious leaders. 1.0% were classified as others. Compared to the percentage of parents who are civil servants it means that more are in salaried employment, this may justify the fact that a score of parents who send their brothers and sisters to school in the past since they did not attend are now being assisted. The ratio of dependents on salaried employees in this district is believed to be very high, this also reflects to the fact that some parents do not see the importance of educating their children and therefore a more informed relatives (72.5% said to be related to their guardians) take them to school.

The researcher found out that 65.6% of the students in form three and form four were eighteen years and above. The stipulated age bracket for secondary education in Kenya is between the years fourteen to seventeen (14-17), this means that there are delays somewhere along the system which may be as a result of repetition or late entry to school probably because of the distance to primary schools in the remote rural areas. Since 97.7% of the student respondents said to have schooled in public primary schools there is no doubt that majority came from the rural parts of the district where schools are far leading to late entries, the researcher with some level of confidence may not mistake to conclude that before the inception of the free primary education in the year 2003, there was a problem in accessibility to primary education. This may also indicate the
propensity to incur more money for education as it can be seen that only 2.3% of the respondent schooled in private schools which charge more fee than the public schools.

Factors identified that contribute to difficulty in access to secondary education given by other respondents that include; the head teachers, educational officers, NGO management staff and school leavers (beneficiaries) responding to the questionnaires and interviews are elaborated in the next paragraphs. The important question here is; what are the factors that challenge parents in educating their children in secondary school in West Pokot District? Eight respondents responded to this question, the following are the responses they gave:

Table 4.3: Challenges facing access to secondary education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>% of the total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation (Distance to schools)</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>High rates of poverty</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Over-dependency on one source of income</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Insecurity</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Cultural factors and ignorance</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Negligence of the parents</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Availability of schools reduces the distance and hence transportation costs incurred by the parents, if the schools are brought nearer the parents can educate with ease but with this is not a major factor since only 25% of the respondents identified this as a problem.
The three major factors include the high rates of poverty (87.5%). There are several factors that encapsulate the poverty levels. It is not only the lack of resources but also the level of production. This may as well be linked to the economic choices these society make. Cultural factors such as early marriages for girls and boys, female genital mutilation, religious beliefs 75% of the respondents identified this as a factor affecting access to education.

The other factor is that of insecurity. This is a district that it is among those that are affected by cattle rustling, it borders Uganda with a lot of reported cases of insecurity. Parents opt to retain their children in order to ensure that there is security for the older people. 50% of the respondents identified it as a problem affecting education in West Pokot in general. The suggested solutions by the respondents in line with these problems were as follows:

- The government in collaboration with other stakeholders should encourage community to establish secondary schools which are accessible to them.
- Coming up with strategies to reduce poverty rates at the national level as well as the district level by having special consideration of the ASAL regions.
- Conducting educational sensitization campaigns in order to inform the community on importance of education.
- Improvement of the existing schools in order to ensure high performance so as to act as an encouragement to the society when educated people get better jobs and remuneration.
Focusing back to the involvement of the NGOs, a number of organizations were mentioned by the respondents (the head teachers and education officers) and identified those that are perceived to be involved in educational matters in the district.

Table 4.4: NGOs participation in secondary education

<table>
<thead>
<tr>
<th>NGO</th>
<th>Frequency</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Missionary Societies</td>
<td>6</td>
<td>Building of schools</td>
</tr>
<tr>
<td>World Vision</td>
<td>4</td>
<td>Partially assisted five schools and subsidizing fees.</td>
</tr>
<tr>
<td>E.L.C.K (PDP)</td>
<td>5</td>
<td>Sponsored establishment of 5 schools</td>
</tr>
<tr>
<td>Sentinelles</td>
<td>3</td>
<td>Rescue of girls</td>
</tr>
<tr>
<td>Action AID</td>
<td>2</td>
<td>Development agency</td>
</tr>
<tr>
<td>DAM</td>
<td>2</td>
<td>Assists disabled students</td>
</tr>
<tr>
<td>POM (AIC)</td>
<td>3</td>
<td>Give fee subsidies to student</td>
</tr>
<tr>
<td>ASAL Programme (Bilateral)</td>
<td>4</td>
<td>Sponsored girl child education</td>
</tr>
</tbody>
</table>

Educational officers commented that the NGOs are generally doing a satisfactory work as far as educational goals and objectives are concerned but with the following drawbacks.

- The criteria they use in identifying suitable areas for their projects are not well understood because they are neglected—they operate in easily accessible areas.
The approach the NGOs take especially those that involve themselves with advocacy is not mutual and in congruence with the norms and values of the community, for instance if they campaign against a cultural barrier to education for example Female Genital Mutilation they sometimes adopt a morally unacceptable approach.

At times personal interests override the requests and needs of the community leading to implementation of inappropriate educational projects.

Hanging sponsorships, to mean assistance that do not enable a student to complete studies after a few terms of sponsorship result into half prepared people who may not contribute to development of the community. A student who dropout of school may make the society to incur more costs than one who did not join secondary school at all.

4.3 Study Cases

The researcher sampled two NGOs in order to find out the educational projects and activities that are aided by the organizations in West Pokot District.

4.3.1 World Vision, Kenya-Marich Pass ADP

This NGO is a member of the NGO Council of Kenya with over 100 area development projects (ADP) nationwide. Marich pass ADP is one of the seven projects in the North Rift (Kenya) Zone.

World Vision is an NGO working in one hundred and twelve countries worldwide, mostly in the third world countries. Its major funding is from the Northern NGOs.
Marich pass ADP is sponsored by world vision-USA and one of its subsidiary projects—campaign against FGM by Finish donors. The ADP started operating in the area in 1996. It covers Chepareria, Batei and Mwino Divisions of West Pokot District.

The specific educational project objectives of the organization are as follows:

- To encourage increase in enrollment and retention of 20% in the ADP by the year 2008.
- To improve access to quality education for the 12,000 youth in the area (ADP).
- To improve the quality of the physical facilities in the secondary schools.
- To establish a means in which the girl child access to education with minimal barriers and complications.
- To provide for advancement in education to enhance the formation of an informed and educate society in readiness for take-off for economic and social development.

The organization has six areas of concern in undertaking its development projects; food security, education, Christian commitment, health, HIV/AIDS and FGM.

Table 4.5: World Vision expenditure by program, 2001 – 2005 (Million Kshs.).

<table>
<thead>
<tr>
<th>Program</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food security</td>
<td>1.8</td>
<td>1.8</td>
<td>1.9</td>
<td>3.6</td>
<td>2.3</td>
<td>11.4</td>
</tr>
<tr>
<td>Education</td>
<td>9.0</td>
<td>9.8</td>
<td>13.0</td>
<td>7.6</td>
<td>5.3</td>
<td>44.7</td>
</tr>
<tr>
<td>Christian commitment</td>
<td>1.1</td>
<td>1.9</td>
<td>1.1</td>
<td>1.7</td>
<td>1.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Health, water and sanitation</td>
<td>3.8</td>
<td>2.6</td>
<td>7.9</td>
<td>3.8</td>
<td>8.4</td>
<td>26.5</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>FGM</td>
<td>1.1</td>
<td>2.8</td>
<td>3.4</td>
<td>5.4</td>
<td>4.2</td>
<td>16.9</td>
</tr>
</tbody>
</table>

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Due to high demand for more classes as a result of the free primary by the Narc government, the organization seems to have been pressurized to allocate more funds "the financial year 2003 to education as requested by the community through the cluster committees.

Fig. 4.2: The flow of budgetary allocation and implementation in World Vision

- Cluster committee
  - Budget proposal
  - Management staff
  - Budget ratification
  - ADP Board of Trustees
  - Budget confirmation
  - National directorate
  - Budget approval
  - Evaluation
The activities that fall under education sector include; student fee subsidiaries, construction of physical facilities and assistance to meet indirect costs such as uniforms, books and other requirements of the students and pupils.

In the education sector, they offer support to all the primary, secondary, vocational training and tertiary levels.

**Table 4.6: World Vision expenditure by educational level, 2001 – 2005 (million Kshs.)**

<table>
<thead>
<tr>
<th>Level</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>7.81</td>
<td>8.41</td>
<td>9.40</td>
<td>4.97</td>
<td>3.32</td>
</tr>
<tr>
<td>Secondary</td>
<td>0.80</td>
<td>1.24</td>
<td>3.25</td>
<td>1.23</td>
<td>1.77</td>
</tr>
<tr>
<td>Vocational training</td>
<td>0.08</td>
<td>1.30</td>
<td>0.10</td>
<td>0.15</td>
<td>0.08</td>
</tr>
<tr>
<td>Tertiary</td>
<td>0.15</td>
<td>0.15</td>
<td>0.19</td>
<td>0.20</td>
<td>0.10</td>
</tr>
<tr>
<td>Other</td>
<td>0.16</td>
<td>0.002</td>
<td>0.06</td>
<td>0.05</td>
<td>0.03</td>
</tr>
</tbody>
</table>

**Fig. 4.3: Secondary level expenditure – World Vision 2001 - 2005**

![Bar chart showing secondary level expenditure from 2001 to 2005](chart.png)
An investigation was taken on what the NGO is doing to enhance quality education based on the research questions that concerns with whether the NGO are only involved in increment of schools without considering the quality of learning going on in these schools. This is an exercise that needs a lot of expertise, the organization has had attempts to improve the conditions of learning in the secondary schools in the ADP. The strategies include provision of learning materials a part from just putting up the physical features. It also offers motivational activities that are aimed at improving performance and encourage participation of the students.

They also support community based efforts such holiday tuitions, education days, school prize giving days and sponsorship to the best performing students and pupils in the national examinations. It also collaborates with the ministry of education in giving trail exams in preparation for the national examinations.

Table 4.7: World Vision expenditure on learning facilities (Kshs.)

<table>
<thead>
<tr>
<th>Facility</th>
<th>2002</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>400,000</td>
<td>-</td>
<td>148,000</td>
</tr>
<tr>
<td>Teaching/learning materials</td>
<td>150,000</td>
<td>-</td>
<td>140,000</td>
</tr>
<tr>
<td>Lab equipments</td>
<td>-</td>
<td>237,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550,000</strong></td>
<td><strong>237,000</strong></td>
<td><strong>288,000</strong></td>
</tr>
</tbody>
</table>

As mentioned earlier the researcher categorized some activities undertaken by the organization to be motivational. A case in point is the formation of Zonal Parents and Teachers Association, ZOPTA which puts together the Parents Teachers Associations (PTAs) of the secondary schools in the area. The ZOPTA acts as a meeting point to encourage exchange of ideas on how to improve performance in the schools and also
organize exposure tours to performing schools in other districts. Celebrations such as the day of the African child emphasizes also the importance of education as a right of the child as declared by the universal declaration human right Article 26.

Although these records are included in the entire education expenditure but the researcher saw it of importance to show the monetary implications of these activities.

**Table 4.8: World Vision estimates of cost of motivational activities (Kshs.)**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prizes/Trophies</td>
<td>-</td>
<td>60,000</td>
<td>-</td>
<td>10,000</td>
<td>-</td>
</tr>
<tr>
<td>Community based efforts</td>
<td>10,000</td>
<td>10,000</td>
<td>46,000</td>
<td>125,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Advocacy and exposure</td>
<td>-</td>
<td>145,000</td>
<td>45,000</td>
<td>165,000</td>
<td>45,000</td>
</tr>
</tbody>
</table>

An important phenomenon to note is the increasing demand for fee subsidiary support as it can be depicted in the table below.

**Table 4.9: Number of students sponsored by World Vision 2002 – 2005**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ADP</td>
<td>FGM</td>
<td>TOTAL</td>
<td>ADP</td>
<td>FGM</td>
<td>TOTAL</td>
</tr>
<tr>
<td>2002</td>
<td>46</td>
<td>1</td>
<td>47</td>
<td>30</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td>2003</td>
<td>56</td>
<td>4</td>
<td>60</td>
<td>38</td>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>2004</td>
<td>64</td>
<td>3</td>
<td>67</td>
<td>40</td>
<td>27</td>
<td>67</td>
</tr>
<tr>
<td>2005</td>
<td>66</td>
<td>4</td>
<td>70</td>
<td>46</td>
<td>22</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>244</td>
<td></td>
<td></td>
<td>257</td>
</tr>
</tbody>
</table>

Grand Total 244 + 257 = 501
The World Vision has also assisted in construction of physical facilities in the secondary schools in the ADP. It was observed by the researcher that 100% of the facilities were permanent buildings. This is a good step ahead for the schools in attempt to change the learning environment to usher in good performance. In total, the buildings were twenty five, it is of good report to say that 97.8% of the buildings were of recommended sizes based on UNESCO and MoES & T recommendations. Such violations as fitting of grills on the windows, inadequacy of the furniture and equipments were noted in a few facilities (2.2%).

Table 4.10 shows the distribution of the specific facilities in the schools assisted by the organization.

Table 4.10: Number of facilities sponsored by World Vision 1996 – 2005

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Classrooms</th>
<th>Dormitories</th>
<th>Laboratory</th>
<th>Toilet</th>
<th>Library</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheparia Girls'</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Holy Rosary Girls'</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ortum Boys'</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Chepkornisioro Boys'</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chepareria Mixed</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The cost of these facilities is reflected in the total expenditure on education though the data of the period (1996-2000) was not available at the time of research can only be traced to the national accounting documents.
4.3.2 E.L.C.K – Pokot Development Programme (PDP)

This organization is church based; it is the development arm of the church. However, Pokot Development Programme (PDP) is independent in terms of its operations and management. It receives its donor support from Northern NGOs; the Norwegian Agency for Development (NORAD) the Norwegian Church AID (NCA), the Iceland Development Agency (ICEND), the Lutheran World Federation and other well wishers especially form Norwegian Lutheran Church.

Its inspiration came in line with the Ministry of Jesus Christ that embraced a holistic approach to need satisfaction, emphasis was not only focused on spiritual satisfaction but also on other needs such as hunger, clothing and health. On this foundation, PDP has been established to fulfill this mission.

The organization has been structured into five departments for managerial purposes; agriculture and livestock development, health, education, soil conservation and women development.

Annual expenditures were taken to indicate the percentage spend on education.
Table 4.11: E.L.C.K – PDP Department Expenditures 2000 – 2004 (million Kshs.)

<table>
<thead>
<tr>
<th>Department</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and livestock development</td>
<td>4.1</td>
<td>2.4</td>
<td>3.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health</td>
<td>3.2</td>
<td>1.4</td>
<td>5.2</td>
<td>1.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Education</td>
<td>10.2</td>
<td>11.6</td>
<td>8.3</td>
<td>9.4</td>
<td>8.2</td>
</tr>
<tr>
<td>Soil conservation</td>
<td>1.4</td>
<td>2.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Women development</td>
<td>2.3</td>
<td>1.0</td>
<td>2.2</td>
<td>1.2</td>
<td>-</td>
</tr>
</tbody>
</table>

The budgetary allocation to education by level can be depicted on the piechart below based on the annual report ending June 2005.

**Fig. 4.4: Budgetary allocation by level of education – PDP - 2005**

In the annual report of the year ending June 2005, the organization had resolved to strengthen primary and secondary education with an aim of providing good learning opportunities for both girls and boys, eventually increasing the level of professional
education among the Pokot people. This was their educational department goal of the year starting July 2005. This would be achieved through the following work plans:

1. Arrangement of seminars for once a year for representative of PTAs, school committees and BOGs.

2. Lobbying for consideration by the Ministry of Education in the yearly allocation of teachers.

3. Mobilize other stakeholders to raise more funds.

4. Assist various local communities in their efforts to establishing secondary schools in areas of high demand.

5. Arranging educational tours for the head teachers.

6. Writing proposals and soliciting funds for improving physical facilities in schools.

7. To rescue girls from forced marriages and female genital mutilation (FGM).

8. Support acquiring laboratory equipments and teaching materials in the secondary schools.

9. To strengthen the scholarship scheme being a vital tool for achieving the overall objectives of fighting poverty and creating capacity for further self-initiated development in the district.

10. To organize motivational workshops for secondary school and primary school sponsored students.

Currently, the organization supports sixty (60) primary schools and five (5) secondary schools. The sponsorship they offer is mainly in terms of building physical facilities,
buying textbooks, learning/teaching equipments and employing teachers before the government fill the vacancies.

In comparison with other levels secondary education was given a substantial consideration as from the year 2000. The first school to be sponsored by the programme was Chepareria mix in the year 2001 before then the secondary level received only the fee subsidiaries for the sponsored students.


<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
<th>Number of students per type of sponsorship</th>
<th>Total cost</th>
<th>Those who completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>girls</td>
<td>Total</td>
<td>Partial</td>
</tr>
<tr>
<td>2001</td>
<td>39</td>
<td>42</td>
<td>71</td>
<td>62</td>
</tr>
<tr>
<td>2002</td>
<td>32</td>
<td>32</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>2003</td>
<td>55</td>
<td>42</td>
<td>97</td>
<td>82</td>
</tr>
</tbody>
</table>

The observations made by the researcher shows that (73.3%) of the facilities were permanent and (13.4%) are semi-permanent and (13.3%) were temporary. The following table indicates the vividly:
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Classroom</th>
<th>Lab</th>
<th>Dormitory</th>
<th>Kitchen</th>
<th>Office</th>
<th>Staff houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sook Boys’</td>
<td>4 classrooms 8,00,000 permanent</td>
<td>1 lab 600,000 permanent</td>
<td>-</td>
<td>60,000 Temporary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Riwo Mixed</td>
<td>4 classrooms 800,000 Permanent</td>
<td>-</td>
<td>2 dormitories 2.2 million Permanent</td>
<td>20,000 temporary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Chepkalit Mixed</td>
<td>4 classrooms 800,000 Permanent</td>
<td>-</td>
<td>1 dormitory 150,000 Semi- permanent</td>
<td>-</td>
<td>H/T office 32,000 Temporary</td>
<td>-</td>
</tr>
<tr>
<td>Chepareria Mixed</td>
<td>6 classrooms 1.2 million Permanent</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>H/T office 900,000 Permanent</td>
<td>-</td>
</tr>
<tr>
<td>Chesta Girls</td>
<td>6 classrooms 1.8 million Permanent</td>
<td>1 lab 1.6 million Permanent</td>
<td>2 dormitories 2.1 million Permanent</td>
<td>2.2 million Permanent</td>
<td>H/T office 100,000 Temporary</td>
<td>1.4 million Permanent</td>
</tr>
</tbody>
</table>
5.0 SUMMARY, DISCUSSION, CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER RESEARCH

5.1 Introduction

The purpose of the study was to find out the factors that hinder accessibility to secondary school, especially the economic constraints facing the local community, the study narrowed further to investigate the extent in which the NGOs have assisted in an attempt to provide access to secondary education. The study was conducted based on four major research questions.

- What are the major factors causing problems in access to education in the study district?
- To what extent do the state controlled financing measures enhance equality of access to education?
- How are the NGOs contributing towards improving accessibility to secondary education?
- What has been the impact of the NGOs as development agencies?

The sample population consisted of students, head teachers, education officers, NGO management staff and school leavers. Questionnaires were administered to students, the head teachers and the school leavers, interview schedules were used to obtain information from the education officers and the management staff. Observations were also made in the field and documentary evidence from the organizations' records.
5.2 Summary

Accessibility to education of whatever level is the aim and should be the main goal of any education system to ensure that there is equitable distribution of national development. The general conference on equity of 1960 in Paris (World Bank, 2001) emphasized the need to make secondary education in its different forms generally available to all. It is clear that low access and participation in secondary education is based on gender and regional differentials. The issue is the widening gender and regional disparities particularly in the ASALS, the poor and vulnerable groups (Orodho and Njeru, 2004). This calls for policy measures that reduce the gap and to enhance equal participation. Thus, the study findings can be summarized as follows:

- The research findings indicate that economic barriers, that to do with the income of parents and guardians is a major factor affecting the enrollment of students in the secondary schools.

- The presence of a secondary school in a given vicinity of a community has far reaching effect especially to the poor and rural population of the pastoralist communities who are nomadic.

- Government machinery has to be reviewed especially the cost-sharing strategy and bursary allocation; there has never been the best way of disbursing these bursaries since the deserving needy students to a larger extent do not receive.

- The contribution of the NGOs is significant but still there is need for these organizations to check into the sustainability of their educational projects.

- There is need to sensitize the Pokot people on the advantages of education since the payment difficulty resulted from the ignorance of the parents.
• High level of poverty has largely contributed to poor establishment of schools in the district.

• Large number of students is “over-aged” than the stipulated age bracket (14 – 17) of the secondary school population due to delays in entry to school and occasional absenteeism from school which may lead to repetition due to being sent home for fees.

5.3 Discussion

The discussion will be two fold, the issues pertaining access to education and the impact of the NGOs in terms of their internal and external efficiency.

Education is a basic human right and the low-income societies need literate and active citizens as well as citizens with skills appropriate to changing economic structure (Pearsons, 1969).

If there is need to make distribution of income equitable nationally, there is no doubt that education is a major tool in which any given country uses to achieve this goal. On this premise accessibility to the kind of education in terms of availability and quality is pertinent in line to improvement of income per capita of the society.

The cost of education be it private costs or social costs is the major hurdle facing government and individuals. Education seems to be an expensive venture considering the returns especially to the poor and vulnerable groups who expect to accrue high amount of returns but this has not been the case because of unemployment.
The quality of education here cannot go unmentioned. If the community is provided with opportunities to education, the biggest question an educationist ask himself/herself is; what kind of education?

In the study district, the performance of the schools has been extremely very poor as compared to other districts in the country. The NGOs and other stakeholders should now not only focus on increment of opportunities but also aid in identifying the reasons behind this poor performance.

There is no doubt, however, that the growth of educational opportunities has been dramatic and has broadened the horizons of many people. Children whose parents at their birth would not have dreamed of being able to offer them such opportunities, are now in school, with potential access to a new world. As a result of higher education and special training programs, there is today a substantial body of competent administrators, teachers, medical practitioners and other professionals in West Pokot District. There is a growing number of teachers, the absolute numbers of educated people are growing. Their presence immeasurably influences the organization of their societies and contributes to the growing awareness of the promise of development.

The leaders should spearhead the pursuit for advancement in educational institutions in terms of the quality of learning taking place. It is unfortunate that examinations are used as the measure of the amount of learning in our education system. The access in terms of availability of opportunities but also the quality should be taken into consideration.
The second part of these discussion focuses on the impact of NGOs to the society’s development, their internal and external efficiency (impact on the society) is put into strict scrutiny and suggestions offered in the scaling-up of their activities.

"Development is not only building of roads, hospitals and schools but it is changing the way the people think”
Julius Nyerere, KTN (Kenya Television Network).

From the interviews undertaken in the research it is clear that the NGOs face some problems in the implementation of their projects. Their impact is also an issue to be given substantial level of concern.

The challenges that the NGOs face are majorly internal than external. Internal to mean their structural organizations, major problems arise from bureaucracies, the operational expenses as opposed to the amount of expenditure given to the beneficiaries of the project, accountability and its complexities in that the question of who are the NGOs accountable to, their relationship with their governments has also created a conflict and absence of clear guidelines on their operations, whereas they are subordinate to the foreign agencies, their harmony with their local community is at stake.

Both the design and implementation of development programmes are largely dominated by external development agencies. The NGOs have their own agendas and often specialize in particular activities and approaches. Bratton (1990:70) has noted poor people themselves have little influence over most of these programmes, over the material and institutional conditions under which they exist, they lack the opportunity to make their own preferences stick.
In spite of all the resources at their disposal NGOs cannot claim collectively to have made a contribution to be proud of. Though uniquely placed to witness the impending third world crises and to see what must be done to avoid them, they have typically been more concerned with building their projects and increasing turn over than with marshalling their influence. NGOs must seek for new strategies which could unleash their potentially immense influence. They should be mindful of the principle of least action and they must strive for maximum effect.

To maximize their impact, NGOs must be ever aware of the need for change, change in the way they think and plan, change in the way they work and change in the way they relate to others. The change should be directed not just toward problems and struggles of an array of disconnected communities but also towards the national issues.

NGOs are prone to slow response resulting from cumbersome decision making, are susceptible to paralysis arising from power struggles between competing factions and can evolve conflicting aims as different departments perceive a freedom to interpret their own role without reference to a strongly defined overall mission.

Decision making in most of the NGOs is committee bound, this tendency to "management by committee" is perhaps to what Clark (1990) calls "structural amateurism" whereby NGOs are customarily answerable to boards of trustees who receive no remuneration whatsoever. This reflects the voluntary ethos, but it also distances highest level decision making from direct experience of the organizations work.
The NGO board may comprise excellent highly committed people perhaps the best brains in the district. However, this does not necessarily mean that the board is well equipped to run the aid programme. Its members cannot travel frequently to see the projects nor spend time working alongside the program staff, and indeed attempts to do so might be seen as an unwelcome intrusion. How can such a body be expected to make strategic decisions as do a company’s board of directors? Yet, its members may well be much more personally accountable for the body’s decisions than in the business world. Achieving the right balance between strong, leadership which ensures the resolute pursuit of strong ideas and openness of style which ensures all staff feeling properly valued is the greatest management challenge for NGOs particularly as they grow in size.

Another weakness of the NGOs is the staffing problems. As for the case NGOs there are numerous self-determined objectives rather than overall sense of mission. There is also a danger of a nepotistic pattern emerging in which funding decisions are made more on the basis of friendship and peer pressure than on the identifiable wishes of the poor.

Intra-staff tensions arise between expatriate and local staff, like in the case of the E.L.C.K (PDP) whereby the coordinators are sent from Norway. The NGO may be nursing the laudable goal of shifting to indigenous staff but the interim quandary arises of whether or not to pay all staff at the same rate, and if so, whether this should be at the local or expatriate rate.
Isolation and rivalry of the NGOs is a problem that it is worth noting. Most of these put more energy on criticism of “rivals” than collaboration. Little praise for counterparts in other organizations. Such emphasis on criticism goes beyond healthy rivalry and can foster isolationism among NGOs-exacerbated, not doubt, by the need to compete for attention and resources. This isolation and rivalry obstruct the process of learning from others.

Resistance to monitoring and evaluation hampers learning from experience. The documentation of experience is often irregular and misleading subjective and geared more to fundraising than to institutional learning and implementation. If there is little attention paid to serious analysis of project experience then there is even less attention spared for impact studies and research. The knowledge of the survival of the projects cannot be achieved without these impact studies. The NGOs should know whether there have been any lasting benefits and if so to whom. Such impact studies are made all the more difficult as a result of weak monitoring and evaluation.

Monitoring is likely to show that at least some of the funds go to achieving at least some of the stated objectives. It can therefore be said with some level of confidence that information on the state of the art in development projects, then, must be drawn mainly from the research and evaluation outputs of professionals and academic institutions as asserted by Uphoff (1987). The biggest question that the NGOs must address is; to whom should they be accountable; to their board of trustees, to their government, to donors, to their staff or to their project partners?
Whatever strategy is chosen to increase the impact of the NGOs must be subjected to rigorous analysis before and during implementation to ensure that decisions are based on the strongest possible foundation and that effectiveness is measured over time. NGOs will have to be much more systematic about appraisal, monitoring and evaluation, (Edwards and Hulme 1997). Chambers (1989) also stresses in relation to self-improving, NGOs who are successful in this respect will have to develop the openness, self-criticism and co-operative spirit of a learning organization. Claims to NGO success, comparative advantage and impact must be demonstrated in a systematic way to those outside the NGO community. The biggest challenge facing all NGOs is to achieve greater impact.

Problems of accountability are also pertinent to the assessment of the impact of the NGOs in development. The donors, the general public and the media hold NGOs to account. Accountability should challenge the effectiveness of the projects supported but not whether the funds go to where they are supposed to go. This pre-occupation with detecting the diversion of funds to the wrong purpose inherent assumes that the intended one is the right purpose (Clark, 1990), which may not be the case. Cost effectiveness is measured not in terms of changes in the well-being of the poor, size or population helped or by the durability of the benefits but in terms of the proportion of funds spent on administration.

The final important question here is within what institutional and policy framework do the NGOs operate? NGOs need to be careful that the increasing resources and attention they receive should not lure them into a sense of complacency of self-delusion, when
their real impact on world poverty still remains very limited. Whether or not they make a difference will be determined by the quality of the choices they make.

This discussion about the effectiveness of the NGOs can be summarized in this manner:

- The projects of the NGOs do not really benefit the poor but major focus is on those who are easiest to be reached.
- Decision making tends to be dominated by local elites, lack of real grassroots participation in planning and designing of the projects.
- Project designs are often not innovative, but extend tried and tested services.
- Little attention is often paid to making projects sustainable either economically or environmentally—they often collapse once funding ceases.
- Project staff often has limited professional and technical capacity.

5.4 Conclusion

Economists and other education analysts have argued that while it is desirable to increase both school quality and coverage, poor countries often face a “quantity-quality trade-off”. The goal of any education system is to produce graduates that have learned the skills prescribed by the curriculum. Thus, the most relevant measure of educational efficiency is not the number of enrolled students, but rather, it should be the number of completers that have achieved a required level of learning.

Despite the fact that Kenya has attained high GER, indicating high level of system capacity, secondary school completion rates and students learning outcomes remain low as indicated by low access to secondary education and high dropout rates due to financial constraints.
Improving access to education at affordable and maintaining the system as it is an expensive affair, which also denies certain a larger percentage of the target population an opportunity to participate effectively, and turning the system round so that more are included and the public does not have to dig deeper in their pockets is the challenge that education planners have to face on, sooner than later.

### 5.5 Recommendations

Based on the research findings and empirical discussions and evidences, the following recommendations for the study are made:

- The government through its machinery and authority should enact special legal framework that will provide an affirmative action in order to ensure that marginal communities especially in the ASALs are given assistance in accessing to secondary education.

- The cost-sharing strategy should be reviewed and if possible measures should be taken to make a provision for free secondary education.

- Government initiatives such as constituency bursary scheme should be monitored closely to ensure that the deserving students benefit from the scheme without personal interests or being used as a tool of gaining political mileage.

- The school administrations and the ministry of education should ensure that the schools offer quality learning to enable the students excel in their examinations so that they become useful people to the development of the district and nationally.

- The NGOs should review their decision making processes to ensure that the appropriate projects are implemented for sustainable development.
• Monitoring and evaluation of the projects sponsored by the NGOs should be taken closely because the usefulness of these can be watered down by poor implementation and management, they should be channeled to intended purposes or useful and sustainable facilities.

5.6 Suggestions for further Research

There are those areas that are related to this study but could not be focused within the scope of this research. The following suggestions are given:

• A possibility of taking this study in other ASAL areas or a combination of two or more ASAL districts to get a comprehensive state of art in these areas.

• The evaluation of the impact of the NGOs per se was given a little attention. A study on scaling of their impact is also useful. It was not within the scope of this study.

• Increment of accessibility to education does not justify equity. A study on equity of access to education as well as equitable distribution of income can be undertaken.
Bibliography


Oluyele, F. and Kunene, M. (2001), *Financing Education in the Developing Countries: Swaziland case.* CODSSREA


TO WHOM IT MAY CONCERN

I do wish to inform you that Mr. Philip Atudonyang is a masters student at Kenyatta University and will like to conduct some research in your school.

Kindly accord him the necessary assistance.

Isaboke E.O.
DQASO.
For: District Education Officer.
West Pokot District
TO WHOM IT MAY CONCERN:

This is confirm that ATUDONYANG PHILIP M of Reg. No E54012303 is a student of Kenyatta University undertaking MASTER OF EDUCATION degree programme.

Any assistance offered will be appreciated.

Thank you.

Yours faithfully,

[Signature]

PROF. HENRY O. AYOT
DIRECTOR, SELF-SPONSORED PROGRAMMES
Sir/Madam,

Please allow the bearer of this note (Philip Atadonyang) to have access to any information regarding the partnership between the school community and WV-Marich Pass ADP.

Nimna Kangogo
Fos. Marich Pass ADP Management
APPENDIX IV

STUDENT QUESTIONNAIRE

This questionnaire is for research proposes that shall keep the confidentiality of your response.

Put a tick (√) in the appropriate box

PART 1: BACKGROUND INFORMATION

1 (a) which type of school are you in?
   i) Girls [ ]
   ii) Boys [ ]
   iii) Mixed [ ]

(b) Sex
   i) Male [ ]
   ii) Female [ ]

(c) What is your age?
   i) Below 14 [ ]
   ii) 14 – 17 [ ]
   iii) 17 and above [ ]

(d) Which form are you?
   i) One or two [ ]
   ii) Form three [ ]
   iii) Form four [ ]

2. a) Which type of primary school did you attend?
   i) Public [ ]
   ii) Private [ ]
PART II: FINANCING OF EDUCATION

3. a) What are your balances (arrears)?
   i) Below 1,000/= [ ]
   ii) 1,000 – 5,000/= [ ]
   iii) 5,000 – 10,000/= [ ]
   iv) 10,000 and above [ ]

   b) How much bursary did you receive last year?
   i) 1,000 – 1,500 [ ]
   ii) 2,000 – 4,000 [ ]
   iii) 5,000 – 7,000 [ ]
   iv) 10,000 and above [ ]
   v) Nil [ ]

4. Who pays for your school fees?
   (i) Parent [ ]
   (ii) Guardian [ ]
   (iii) Sponsor [ ]

   If you have picked i) you answer question 3, ii) question 4 and iii) question 5. If two
   are applicable to you, answer any two appropriate questions (3, 4 or 5).

5. What is the occupation of your parent?
   i) Farmer [ ]
   ii) Pastoralist (cattle keeper) [ ]
   iii) Civil servant [ ]
   iv) Businessman/woman [ ]
   v) Others [ ]
6a) Are you related to your guardian?
   i) Yes [ ]
   ii) No [ ]

b) What is the occupation of your guardian?
   i) Farmer [ ]
   ii) Pastoralist (cattle keeper) [ ]
   iii) Religious leader [ ]
   iv) Businessman/woman [ ]
   v) Civil servant [ ]

c) What happened that your parents are not involved in the payment of your fees?
   i) Deceased [ ]
   ii) Do not consider education worthwhile [ ]
   iii) Guardian willingness to help [ ]

7. a) What type of sponsorship do you receive?
   i) Church [ ]
   ii) NGO [ ]
   iii) Performance scholarship [ ]

b) Give reasons why you sort for the sponsorship.
   i) Parents unable to pay fees [ ]
   ii) Given as an appreciation of good conduct [ ]
   iii) Obtained by passing well [ ]

c) How much do you get from the sponsor?
   i) Full payment [ ]
   ii) Partial payment [ ]
   iii) Given when funds are available [ ]
   iv) Others [ ]
APPENDIX V

PRINCIPAL’S QUESTIONNAIRE

This questionnaire is meant for research purposes; it will reserve the confidentiality of your response. Put a tick ( √ ) where applicable.

1. How long have you been in this school? __________________________
2. What is your age? __________________________
3. Sex: Male ( ) Female ( )
4. Marital status: single ( ) Married ( ) Widowed ( ) Divorced ( )
5. Name of your school __________________________________________
6. Year established __________________________________________
7. Type: Mixed ( ) Boys ( ) Girls ( ) Others ( )
8. Residence: Day ( ) Boarding ( ) Boarding & Day ( )
9. Who sponsors the school _________________________________________
10. Fill in enrollment figures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
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</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
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<td>1997</td>
<td></td>
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<td>1998</td>
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<td>1999</td>
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<td></td>
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</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What are the roles carried out by the sponsors?

_________________________________________________________________
12. Have you received any assistance from any NGO or voluntary organization?
   Yes ( )
   No ( )

13. If yes what kind of assistance?

14. Do you think the parents will manage the schools on their own in future with little hand from the government?

15. Do you think that NGOs are helpful to the district as far as education is concerned?

16. What are some of the reasons of drop outs in your school, if any?

17. Is there any difference between the enrollment of girls and boys in your school?
   Yes ( )
   No ( )

18. If yes, which group is facing low enrollment?
   Boys ( )
   Girls ( )

19. Give reasons for this low enrollment

__________________________________________________________________________

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20. In your opinion, what are some of the factors that lead to problems of fee payment?

________________________________________________________________________
________________________________________________________________________

21. The current constituency bursary scheme is meant to assist the needy students. Are you satisfied with how the bursaries are disbursed?

________________________________________________________________________
________________________________________________________________________

22. What is your general comment about education in this district?

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I have many positive and negative comments to make about this education system. Some students in secondary schools have difficulties in spending on their education. Some students do well in secondary schools and have other interests to spend on.
APPENDIX IV

MANAGEMENT STAFF INTERVIEW SCHEDULE

1. How long has your organization been working in this area?
2. When did you join the staff of the organization in this area?
3. What have you liked in working in this organization?
4. What are the activities that you do in this project area?
5. Do you have any project that has to do with education?
6. What are your objectives in these projects?
7. How many educational projects have you initiated in this area?
8. In your opinion, are the objectives of the organization achieved?
9. Are you facing any challenge in implementation of the project?
10. How much do the organization spent in these projects?
11. Do you support students in secondary schools? How much do you spend on them?
12. Identify some of the problems the people in this area face.
13. What are some of the solutions or steps you have taken to help in these problems?
14. Have you ever noted any gender that has advantage over the other in this area in terms of accessing education?
15. What is your general comment about education in this district?
## PHYSICAL FACILITY OBSERVATION CHECKLIST

<table>
<thead>
<tr>
<th>Facility</th>
<th>Type</th>
<th>Furniture</th>
<th>Equipment</th>
<th>Size &amp; fittings</th>
<th>Number</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Permanent 1. Adequate 1. Appropriate 1. Recommended
2. Semi-permanent 2. Inadequate 2. Inappropriate 2. Less than recommended
4. None
5. Not applicable

- Classroom: 7m x 9m = 63m² for 45 students 1.5m² student (UNESCO) – Lockheed (2001)
- Laboratory: Windows fixed, water and fire extinguishers (MOES & T).
- Dormitory: Two doors, windows without grills and 2m² per student (MOES & T).
- Toilet: Reasonable depth of about 30ft.
APPENDIX VIII

BENEFICIARY’S QUESTIONNAIRE

This questionnaire is for research purposes the confidentiality of your response will be kept.

Put a tick (✓) in the appropriate box.

1. Year of birth? __________________________
2. Sex: Male [ ] Female [ ]
3. Marital status: Single [ ] Married [ ] Widowed [ ] Divorced [ ]
4. Name of the high school you attended: __________________________
5. Occupation: __________________________
6. Which year did you complete high school?: __________________________
7. What are some of the challenges you went through in high school?

_________________________________________________________________

8. Did you get any assistance from any organization?

   Yes [ ]
   No [ ]

9. How do you rate the assistance and support?

   Excellent [ ]
   Very good [ ]
   Good [ ]
   Fair [ ]
   Poor [ ]

10. In your opinion, why do you think many youth do not join secondary school in this district?

_________________________________________________________________

_________________________________________________________________

11. What is your comment about the activities of the organization that assisted you?

_________________________________________________________________
12. What are your suggestions and recommendations pertaining education in this district?

____________________________________________________________________________________________________________________________________________________________________________________

13. What are you doing/advocating in assisting those children who are experiencing the challenges you went through?

____________________________________________________________________________________________________________________________________________________________________________________
APPENDIX IX

EDUCATIONAL OFFICER INTERVIEW SCHEDULE

1. Year of birth?

2. Sex: Male [ ] Female [ ]

3. Marital status: Single [ ] Married [ ] Widowed [ ] Divorced [ ]

4. Area of operation: District [ ] Division [ ] Zone [ ]


6. For how long have you been working in the ministry of education?

7. How long have you been working in this district?

8. What are the challenges you are facing in performing your duties in this area?

9. In your opinion, what are the challenges that parents face in educating their children in this district?

10. Among these challenges which one (s) do you feel that the parents are in a position of solving them?

11. What is your recommendation in these challenges?

12. You are aware of NGOs that are involved in educational matters in this district. Would you mention them?

13. In your opinion, do you think that they are in the right track as far as enhancing access to education?

14. What is your opinion about disbursement of government bursaries?

15. What is your general comment about education in the district?

16. Would you mind if I check on your enrolment records (secondary)?
# APPENDIX X

## TIMETABLE (WORKPLAN)

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing research proposal</td>
<td>April June</td>
</tr>
<tr>
<td>2. Developing of research instruments</td>
<td>May July</td>
</tr>
<tr>
<td>3. Refined proposal</td>
<td>June</td>
</tr>
<tr>
<td>4. Revision of the instrument</td>
<td>July August</td>
</tr>
<tr>
<td>5. Review of the instrument</td>
<td>Sept.</td>
</tr>
<tr>
<td>7. Data collection</td>
<td>April June May</td>
</tr>
<tr>
<td>8. Data analysis</td>
<td>June</td>
</tr>
<tr>
<td>9. Writing a report proposal</td>
<td>July August</td>
</tr>
</tbody>
</table>
# APPENDIX XI

## COST OF THE STUDY

<table>
<thead>
<tr>
<th>Item breakdown</th>
<th>Cost (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature review</td>
<td></td>
</tr>
<tr>
<td>Photocopying</td>
<td></td>
</tr>
<tr>
<td>Buying of books</td>
<td></td>
</tr>
<tr>
<td>Internet materials</td>
<td>14,300</td>
</tr>
<tr>
<td>2. Stationery</td>
<td>3,200</td>
</tr>
<tr>
<td>3. a) Typing and producing of first draft</td>
<td>2,800</td>
</tr>
<tr>
<td>b) Tying and production of the second draft</td>
<td>1,600</td>
</tr>
<tr>
<td>c) Production of third draft</td>
<td>1,300</td>
</tr>
<tr>
<td>4. Typing instrument draft</td>
<td>1,200</td>
</tr>
<tr>
<td>Reproduction of instrument</td>
<td>1,200</td>
</tr>
<tr>
<td>5. Data collection (Transport cost)</td>
<td></td>
</tr>
<tr>
<td>Lunches @150</td>
<td>15,000</td>
</tr>
<tr>
<td>6. Data analysis</td>
<td>3,000</td>
</tr>
<tr>
<td>7. Production of final draft</td>
<td>2,500</td>
</tr>
<tr>
<td>8. Photocopies of project work and binding</td>
<td>1,500</td>
</tr>
<tr>
<td>9. Postage</td>
<td>700</td>
</tr>
<tr>
<td>10. Telephone</td>
<td>1,000</td>
</tr>
<tr>
<td>11. Miscellaneous expenses</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>50,800</strong></td>
</tr>
</tbody>
</table>