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THE RELATIONSHIP BETWEEN GENDER-EQUITY, RESOURCE MANAGEMENT AND POVERTY ALLEVIATION AMONG THE MASAI COMMUNITY IN NAROK SOUTH

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November 2010

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Declaration

I confirm that this research project is my original work and has not been submitted for degree in any other university.

Signature: ..... Date: 29th/11/10 .....

Cheruiyot Caroline Chebet

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

Signature: ..... Date: 29/11/10 .....

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Dedication

This work is dedicated to my mother, Alice Cheruiyot and fellow women in Kenya.

Acknowledgment

First and foremost, I would like to thank the Almighty God for the gift of life and the gracious time He gave me to pursue this course. I am greatly indebted to all those who have been instrumental in different ways; including supporting me materially, financially and spiritually during the course of my study. Since it is not possible to acknowledge all the people who contributed to the success of this study, I am going to mention only a few.

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AMREF	African Medical and Research Foundation.
CBOs	Community Based Organizations.
CBS	Central Bureau of Statistics
DDP	District Development Plan
DST	District Statistics Office.
FAO	Food and Agricultural Organization
FAWE	Forum for African Women Educationalists
FHH	Female Headed Household
GDP	Gross Domestic Product
GOK	Government of Kenya
HIV/AIDS	Human Immunodeficiency Virus
KEFRI	Kenya Forestry Research Institute
MHH	Male Headed Household.
NGOs	Non-governmental Organizations
PPAR	Participatory Poverty Assessment Report
PRA	Participatory Rapid Appraisal
UNDP	United Nation Development Programme
UNECA	United Nations Environmental Conference Association
UNEP	United Nations Environmental Programme
WHO	World Health Organization

ABSTRACT

Across the world, Africa included, poverty is one of the greatest problems of our time because it undermines economic development and human dignity. Currently, statistics indicate that 56% of Kenya's population lives below the poverty line and the most affected are households headed by women. The problem has been attributed to lack of empowerment and decision-making in resource allocation. This has impacted negatively on women and their household since it has even extended to their children. So there is a need to come up with ways which poverty can be alleviated among the communities especially women, hence the main purpose of this research was to investigate gender equity and sensitization in poverty alleviation and resource management among the maasai community of Rift-Valley province, Kenya. The main objective of the study was to identify the available resources and the key factors that enhance poverty and determine the key strategies towards poverty alleviation. This study is very important because its results can expose the gender inequity and this can help the community to address their poverty situation. The researcher utilized ex-post factor research design because events had already occurred and the researcher could not manipulate the variables. Data was collected using questionnaires, interviews and transect walk. The target population was 263,780 Maasai. A sample size of 400 was used. Descriptive analysis was used to give meaning to the collected data. The results of the study showed the available resources such as: land, livestock, water and forests/ wildlife which can be exploited to alleviate poverty. The study also revealed that gender roles contribute to poverty, for instance, 62% of women's work is domestic chores which take most of their productive time hence making them poor. Gender inequity in resource allocation was revealed in the findings to be one of the obstacles to poverty alleviation. For example, men owned 37% of the cattle while women owned 28%. The available resources in the area have not assisted the community to alleviate poverty because of lack of gender equity and sensitization in resource management. This calls for harmonization of gender roles in resource management and creation of awareness among the genders through empowerments which gives the community the capacity to manage their resources well.

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Poverty is one of the greatest challenges which the world is facing in its development efforts. According to Abbey, (199), poverty lies at the centre of all the major problems that the continent is experiencing. Generally, poverty can be defined as the state of being unable to get the basic necessities of life which include, shelter, food, clothing and self-respect. Others see poverty as a state of deprivation caused by mutually reinforcing factors such as inadequate resource, illiteracy, poor environmental resource management and political instability (Njiwa, 1997).

The decline in economic growth, coupled with increased inequality in the distribution of income has led to a rise in poverty levels. In Kenya, poverty increased sharply during the early 1990's, declined during the mid 1990's, and rose steadily after 1997. By 2003, over 56% of the population was living below the poverty line (CBS, 2003).

Regionally, pockets of very high poverty exist that exceed the national average, for instance, the rural absolute poverty situation was 59.6% by 2003, with urban absolute poverty standing at 51.5% in the same year. Women tend to be more vulnerable to poverty than men. About 70% of the active female labour force work as subsistence farmers, compared with 43% of men. Subsistence farmers are well documented as being among the very poor, thus empowerment of women in terms of resource allocation is pivotal to breaking the viscous cycle of poverty. Such empowerment would enable them to enjoy the benefit of economic development and would also reduce their vulnerability to HIV/AIDs (CBS, 2003).

The alleviation of poverty continues to evade many governments in Africa, of which of Kenya is included. Despite the use of many development approaches and huge budgeting allocations towards the provision of basic needs, many people still live in abject poverty.KNBS,(2008) estimates, for instance, that over 11 million people in Kenya live in absolute poverty. The major

victims of such poverty are women and children (Otieno, 1999). Poverty is also conceived to be one of the major causes of environmental degradation because it is on such environmental resources that many communities, over the past decades, have obtained their livelihoods.

Gender has contributed to poverty in general. It is about allocation of different tasks and responsibilities to men and women; one division often made is between productive work and domestic labour. Women are generally regarded as responsible for the latter, although men may also play a role. However, it is true that women carry out the bulk of what has been called reproductive work, including biological, generational and daily reproduction. In Britain in 1988, 72% of women claimed total responsibility for domestic work, and in Cuba, where by law men are supposed to share domestic tasks, 82% of women in Havana and 96% of the women in the countryside have sole responsibility for domestic chores (Momsen, 1991).

In many third world societies, in the urban informal sector and in the rural economy, it is extremely difficult in practice to distinguish between domestic labour and productive work. Many apparently domestic tasks are part of maintaining production. But allocation of time to different activities including domestic labour in rural production system does vary to a certain extent (Momsen, 1991).

These findings, therefore, indicate that women's and men's roles need to be carefully analyzed and integrated in development policy and planning (Rhoda, 1991). Also since most activities in traditional rural societies are managed along gender lines and that, there are activities performed by men, women or children, there is need for gender awareness to help the communities to begin a re-examination of roles (PPAR, 2001).

Policies must also be sensitive to the varying social economic experiences of both gender and appropriate strategies must be selected for men's and women's where need be. Socio-cultural factors that affect the relationships between men and women must also be integrated into the analysis. It is also important for policies to address the need to create public sensitivity to the

matter of sustainable environment and development with clear goals and strategies that are easy to understand and implement. In addition, both genders should be enlightened on the long-term effects of environmental sustainability and how this fits within the contest of development and human welfare.

According to Rhoda (1991), there is also need to carefully assess the needed strategies for implementation of policy. It might be required to have different approaches for women and for men through as much as possible, both sexes should be integrated to prevent isolation and marginalization. There is also need for careful analysis of local gender structure relations. This would help to avoid the danger of using imported notions of gender, because gender roles and relations are not universal in forms and order, what works in one case may not work in another, hence the need to promote gender equity and sensitization on poverty alleviation and resource management.

1.2 Statement of the problem

"Women of Africa toil all their lives on land that they do not own, to produce what they do not control, and at the end of the marriage through divorce or husband's death, they can be sent away empty-handed" (Nyerere, 1984). This could be attributed to women's lack of freedom, power and knowledge to make decisions about their resources even on the basic household issues. Interestingly, women suffer from greatest discrepancy in the world between the levels of production and access to and control over factors of agricultural intensification, such as education, extension and inputs, even though they are good adaptors of new technologies. Despite the contribution women make in agricultural sector, they do not own the land and have minimal control over the products of their labour. They, therefore, concentrate on survival, and have no time or opportunity to engage in highly productive work, because, they often lack capital, skills and other resources, necessary to break out of the cycle of poverty. Surprisingly, they even lack money, meaning that their children are unlikely to benefit from education and other services necessary to change their lives. This leads to successive generation being locked

up in poverty where women are over represented. For instance, Maasai women are proud not to grow crops and devote themselves to the cattle, but only the men have rights to these cattle and women are wholly dependent. Notably, Maasai women, guided by the elderly, explore what it means to be a woman from childhood, to the taunted weeping new pride to old age in this complete male dominated society (PPAR, 2001), hence the need to research on ways that can promote gender equity and sensitization among the Maasai community.

1.3 The purpose of the study

The purpose of the study was to establish ways that can promote gender equity and sensitization in resource management.

1.4 Research questions:

The following questions guided this study.

What resources are available among the Maasai?

i. What are the roles played by men and women in resource management?

ii. How does gender inequity cause poverty among the Maasai?

iii. Apart from gender equity what are the other key strategies that alleviate poverty?

1.5 Objectives of the study

The study was guided by the following objectives.

i. To assess the resources available in the community

ii. To investigate the roles played by men and women in resource management.

To examine the relationship between gender inequity and poverty

iii. To determine other key strategies that can alleviate poverty

1.6 Significance of the study

The findings of the study were intended to help the Maasai community to identify the resources they have and how they can use them to change their livelihoods. Also the community may benefit from the study by changing the existing structures which may have put them in poverty for several years. The study may also help the relevant ministries in decision-making and planning purposes as far as poverty alleviation strategies are concern. The study also may attract the development partners to the area and assist in provision of social amenities (schools and hospitals) and services to the area as a way of improving their livelihoods. Finally the opinion leaders may use the findings of the study to create awareness among other Kenyan communities.

1.7 Limitation of the study

This study focused only on factors related to gender inequity and poverty. The effects of other factors outside the above were not considered in this study. The findings of this study would therefore be generalized only to population with similar characteristics.

1.8 Assumptions of the study

- That respondent gave honest information about their background as solicited through the research instruments.
- Those respondents selected were true representation of the larger Maasai community of Kenya.
- That respondent view reflected their true experience.

1.9 Scope of the study

The study was carried out in Narok South, Rift Valley province of Kenya. The District is made up of 5 Divisions with a population of 263,780 as follows:

Osupuko	29,682	Loita	20,257	Mulot	89,107
Mara	54,643	Ololulunga	70,091	(DST Office N.S 2008)	

Although there may be other factors that cause poverty, in various communities in the world, this study focuses on the promotion of gender equity and sensitization, in poverty alleviation and resource management .It may be generalized to other communities in the world.

1.10 Conceptual framework

The conceptual framework shows how the three sets of variables play a role in poverty alleviation, conservation of resources and eventually sustainable human livelihood, if all are integrated and harmonized as in figure 1.1

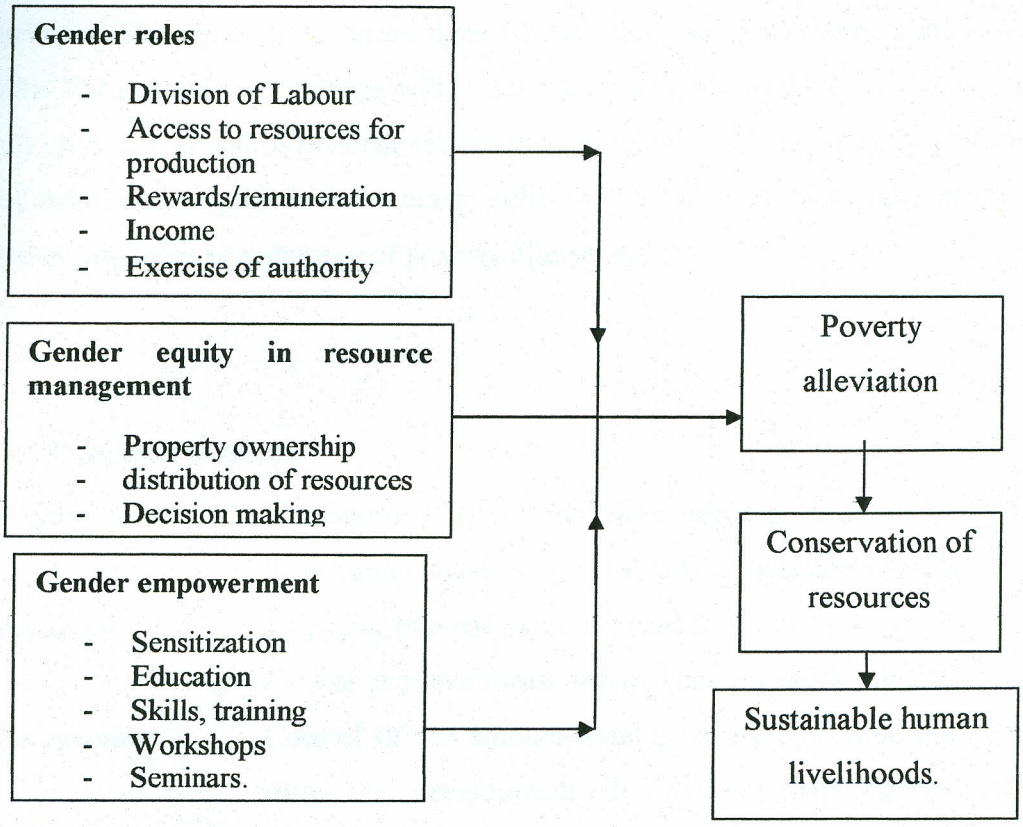

Figure 1.1: Conceptual framework on poverty alleviation

Source: Cheruivot Caroline 2010

People depend on natural resources for their survival for instance, food, shelter, health, among others. Men and women use resources in different ways, for different purposes, according to gender roles. Therefore, there is need to integrate gender equity in patterns of consumption of resources and in development policy and planning, in order to alleviate poverty and to conserve resources which will lead to sustainable human livelihoods.

There is also need to harmonize gender roles in resource management, to avoid isolation and marginalization. For instance, women as gatherers of fuel and water, care givers for families, the sick and the elderly have valuable information about their environment, which can be tapped towards sustainable resource management. This is because it has emerged that both genders represent different domains of knowledge.

When people do not have information, they mismanage their natural resources hence the need to create awareness through empowerment which gives the community the capacity to manage their resources. This awareness can be done through training, workshops, seminars and exchange of visits. For example, workshops will assist the community to discover opportunities that exist in both government and other local sectors in local resource management. It also addresses the role that local leaders play in influencing policy and how to involve them in the management of natural resources as a strategy of poverty alleviation.

1.11 Definition of terms

Poverty: The inability to provide basic needs such as shelter, food, clean water, health and education, general lack of basic necessities.

Resources: Anything that has value attached to it.

- For example forest, water, land, livestock, among others.

Management: Control of the amount, quality, availability and the general direction of resources development. It involves exploitation and restoration of resources.

Gender Roles: Social roles and interactions of men and women in terms of division of labour, access to resources for production, rewards or enumeration for work, income or goods, exercise of authority and power.

Equity: Sharing of the benefits of development between men and women in equal terms such as property ownership, distribution of resources exercises of power and in decision making.

Sensitization: Creation of awareness among the people in the on-going situation.

Alleviation: Improving provision of basic necessities like water, food, shelter, clothing, education and health.

Sustainable: A process or state of meeting the needs of present generations without compromising the ability of future generations to meet their needs.

- Continuous supply

Livelihood: Any economic activity that brings a positive change in the society in terms of development.

Conservation: Management of the natural resources like water, forest and land for continuous use without degrading them.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review the literature related to gender roles and strategies in poverty alleviation and resource management. Specifically, the review is in regard to the gender and poverty, gender and resource management, and gender roles in poverty alleviation.

2.2 Gender and poverty

There are pockets of poverty in every country in the world, including the richest. For instance, in most Latin American and Middle Eastern countries, large sections of the population must be considered as poor, though there is sufficient wealth elsewhere in these countries for such extensive poverty to be a national disgrace. In China, poverty is even more widespread, though its intensity has been much reduced in recent years and inequality is much less evident. But only in South Asia and parts of South East Asia is poverty comparable to that in tropical Africa both in its intensity and its extensiveness (O'Connor, 1991).

Most of the countries of tropical Africa are among the worlds poorest, and this poverty extends to most people within these countries. In some ways the most disturbing feature of poverty in Africa, and one which distinguishes it even from that in South Asia, is that, it has been intensifying over the past two decades, and that no improvement of the situation is in prospect. Average incomes have been declining in real terms, and the absolute numbers of people below any given threshold have been rising rapidly. Even the widespread improvement in social welfare which continued through the 1970's and into the early 1980's seems to have halted many countries, and gone into reverse in some. (Connor, 1991).

Statistics indicate that 56% of Kenya's population lives below the poverty line, and that majority are households headed by women (GOK National Development Plan, 1997-2001). It is

noted that poverty undermines economic development. Poor people concentrate on survival, and have neither the time nor the opportunity to engage in highly productive work. They often lack the capital, skills and other resources necessary to break out of the cycle of poverty. And because they lack money, their children are unlikely to benefit from education and other services necessary to significantly change their lives. As a result successive generations are locked in poverty, where women are over represented. Moreover, macro policies that emphasize stabilization of the economy through privatization and removal of subsidies in the social sectors have been found injurious to women, especially given their already vulnerable position in terms of access to resource such as income (Weaver, 1997).

2.2.1 Causes of poverty in rural areas

According to Stenger and Ratti (2005), the basic poverty of Africa, Kenya included, and the current determination of its condition, are both due to combination of many factors;

Laziness: A good number of people have resources at their disposal, water, land and trees, minerals, sand, among others, and yet do not utilize them for something concrete. Some rural poor often roam around idle and consuming the fine products produced by others. They have fallen into the trap of becoming total consumers and never producers of goods and services.

Gender imbalance and lack of division of labour: Traditionally, men are allowed to sit idle as head of their families. In many rural societies, the women and children produce most of the food for the family. And since at the present time, the majority of children go to school at a very early age, the burden of meeting the family needs fall entirely on the women. The eventual result is that families live in much poverty. Today, subdivisions of labour clearly reveal its intrinsic unfairness and calls for a new reflection on the importance of an adequate gender balance.

Large family size: The majority of the rural people believe in having many children. This was formerly seen as a sign of prestige and though, nowadays many factors affect such views , particularly in relation to economic limitation, the culture of having many children has persisted, at the present not many of the rural families can afford one balanced meal per day.

where the consent of family members is not required. Therefore, it is clear that these boards have not only outlived their usefulness, but, they are a threat to progress.

2.6.2 Education as a tool of poverty alleviation

According to Chesoni (1996), a total of 27% of all girls aged six and above receive no education, compared with 16.5% of boys. Girls constitute 50% of those who enroll in standard one, yet only 34% of them complete primary school compared with 70% of boys. Between 17% and 30% of girls quit school after standard four, and only 10% of the girls complete primary education and proceed for higher education. When they do, they principally remain in the non-technical areas. This drop-out is attributed to the school environment which is a major factor in drop-outs by girls, ranging from low-quality facilities compared with those for boys, to teachers' clear preference for boys and the harassment of girls by both teachers and boy students. Household's chores also keep girls more often than boys away from school. Most of these factors could be improved by heightening the awareness of both teachers and families of the importance of educating girls (FAWE, 1997, 1998).Therefore these low levels of participation and completion go against the grain of economic development, but investing in education is a perquisite for sustained economic development. Education gives skills, raises aspirations, facilitates good planning, and is associated with high private and social returns- particularly for women.

2.6.3 Health as a tool in poverty alleviation

According to Tinker (1994), African women suffer a higher incidence of morbidity than do African men. This finding concurs with Kenyan health statistics, which cannot be described as particularly positive despite heavy investment in health service since independence. Loss of life and poor health have negative impacts on socio-economic development, for instance, fewer hands to work and high dependency levels for those left behind.

A lot of women's ill health emanates from their reproductive role. According to WHO statistics, the "lifetime risk of a Kenyan women to die due to pregnancy related complication is very high

(1 in 20) compared to some developed countries where the rate is 1:870 or even 1:9200 in Switzerland or Spain for example". Main causes attributed to these are "very limited access to basic medical care's during pregnancy, child delivery and the post-partum affordable mid-wifery care" (Daily Nation, 26 March, 1998). Others health care concerns include HIV/AIDS, and environmental diseases, such as, malaria, diarrhea and respiratory ailments.

Poor health persists despite the recognition by the government (1997-2001), National Development Plan, that. "Good health is both a basic right and a pre-requisite for rapid socio-economic development, and that improving women's health, important in itself, also enhance the health prospects of the family and of the future generations, lowers fertility rates, and increases women's productivity and income".

2.6.4 Credit sector as a tool in poverty alleviation Kenyan

Women, and indeed African women, are in dire need of financial services. A 1992 survey covering Kenya and Nigeria showed that FHH received much less credit from formal services (bank, co-operatives, credit saving societies) than did MHH. Yet credit has been found to help women increase their productivity through investment in better inputs, technology and land improvements, and women have been found to be more reliable at repaying loans than men. This necessarily undermines economic development. Some of the barriers to women's access to credit are: discriminating practices where some banks in Kenya still demand that married woman provides details about her husband (name, occupation, etc,) before she can open an account. Women's lack of collateral-banks and financial institutions require collateral to guarantee loan. Because women do not own property outright, their access to credit is limited. This is particularly so where women are illiterate, hence credit unworthiness where the credit worthiness is judged by the assets of the borrower which put women in an awkward situation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The main components of this chapter include proposed research design, population and samples, research instrumentation, data collection and data analysis procedures.

3.2 Research Design

The study utilized the ex- post facto research design. The research design was preferred because the case was a 'naturally occurring'' phenomenon (Denscombe, 1998; Kothari, 2003). The study was carried out in a natural setting which implied that the topic under study was investigated the way it were without changing the state of environment under which they operate.

3.3 Location of the study

The research was carried out in Narok South District, Rift Valley Province of Kenya. This area was chosen because the Maasai community practices patrilineal system and gender roles are still defined since the western influence and education has not penetrated deeply. The location of the area in Kenya is shown in Appendix 7.2 and Narok South District Administrative boundaries are shown in Appendix 7.3.

3.4 Target Population

The target population was 263,780(GOK, 2008). The population has the characteristics that the researcher considered necessary in the study and also relevant to investigate the gender roles in poverty alleviation and resource management. The Maasai men and women were chosen because the researcher wanted to assess gender inequity and utilization of resources in the community.

3.5 Sample and Sampling Procedure

The researcher selected a sample size of 400 respondents using stratified random sampling for the study drawn from population of 263,780 people. This sample size was determined by using the following formula, which was developed by Krejcie, and Morgan (1970) as cited in Kathuri and Pals (1993).

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 p (1-p)}$$

S=required sample.

N=given population size.

P=population proportion assumed to be at point 0.50 as this magnitude yields the maximum possible sample size required.

d=degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation p.

X=table value of chi-square for one degree of freedom.

$$S = \frac{3.841x263,\ 780x0.5x0.5}{(0.05(263,780-1) + (3.841x0.5x0.5)}$$

$$=383$$

The sample was to serve as an adequate representation of the population about which the researcher wished to generalize (Best, 1981). A stratified random sampling method was utilized in selecting the groups from the Maasai community. The researcher took each division as a stratum. The researcher utilized purposive sampling to interview men and women in the community on gender equity and sensitization on resource management. The researcher used simple random sampling to select the respondents in the groups to be included in the sample size in every division.

3.6 Instrumentation

The data for this study were obtained through questionnaire, interview and PRA tools. The questionnaire was administered by the researcher and composed of closed-ended and open-ended questions. The close-ended items were accompanied by possible alternatives from which the

respondents selected the answer that best described their situation. The open-ended items permitted the respondents freedom to express themselves. Therefore, the questionnaire was used to obtain information on gender roles and strategies in poverty alleviation and resource management. Further, the questionnaire was administered mainly to the literate population.

The researcher also used interview method to cross-check the information obtained from questionnaire and to probe deeper on the key factors that enhances poverty. The PRA tool, like transect walk was used to identify the resources available among the Maasai and to locate the households.

Ole Lulunga town was used for piloting the instrument because respondents were assumed to have similar characteristics with the sample that was used in the actual study. Nassuma (2000) stated that, the advantage of piloting the research instruments is for the researcher to get feedback from the research subjects that leads to improvement of the research instrument that will be used in the main study.

3.7 Data collection procedures

The researcher sought permission from the National Council for Science and Technology, through the District Commissioner's office, Narok South. Once the permission was granted, the researcher proceeded with an introductory letter to the District Officer's office and then to the chief of the area seeking permission to carry out the research.

The permission was granted, the questionnaire forms were distributed to the selected literate members of the groups who responded to the items as the researcher waited. The researcher collected the completed forms in readiness for data analysis .The researcher interviewed part of the respondents selected found to be illiterate. The collected data were coded and analyzed.

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3.8 Data analysis

The data obtained were coded and analyzed by using descriptive statistics. These involved frequencies, percentages and means. The data were presented using tables and graphs and analyzed by using statistical package for social sciences (SPSS). This usually saves time and increases the accuracy of the results (Mugenda and Mugenda, 1999).

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions on promoting gender equity and sensitization on resource management and poverty alleviation among the Maasai Community in Narok South, Kenya. The data were collected from the members of the community in various villages within Narok South District. The members were selected based on gender, including men, women and youth.

The categories of gender formed part of gender inequality on natural resource management and poverty alleviation. An understanding of available resources in the area will give a deeper meaning of gender roles, gender inequality as a cause of poverty and key strategies that alleviates poverty. The data obtained were analyzed using statistical packaging of social sciences. The study aimed at answering the Research questions mentioned in 1.4.

4.2 Characteristics of Respondents

The characteristics of respondents cover the background factors which included gender, age, and school category, level of education, marital status, occupation, and family income, among others. The percentages of the sampled gender is shown on table 2

Table 2: Gender Sampled

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	176	44.0	44.0	44.0
	Male	224	56.0	56.0	100.0
	Total	400	100.0	100.0	

From the findings, 56% of the respondents were male while the remaining 44% were female. The cluster categories included married and unmarried men and women. It was clear from these results that more males were interviewed than females due to culture which do not allow women to answer questions when the head of the household was not around, since he is the main decision maker. The respondents ranged from the age of 18 and above, and all were interviewed on the available resources in the area, causes of poverty and strategies to alleviate poverty. The respondents came from different backgrounds in terms of wealth and level of education.

4.3 Resources available in the area

According to the people of Narok South, the following were identified as key resources in the community that can be exploited to alleviate poverty, in the District shown in figure 4.1

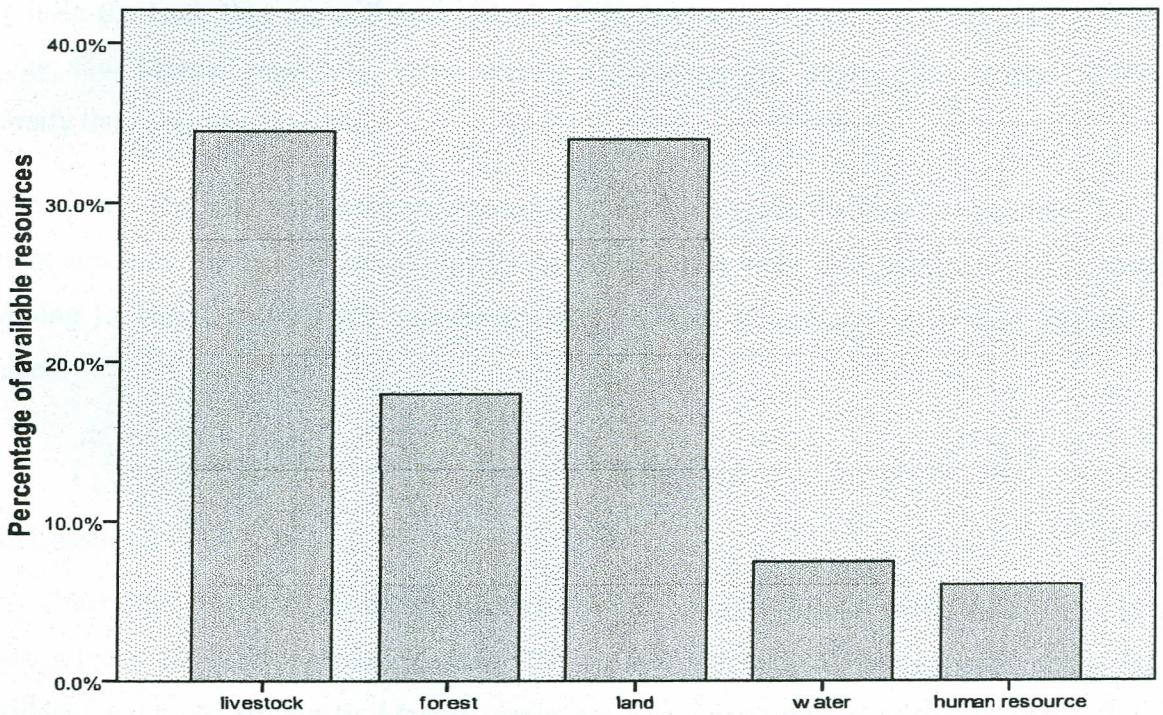

Figure 4.1: Resources available in the area

- Land
- Livestock
- Water/river
- Forest/Wildlife
- The people-labour

4.3.1 Land

Among the Maasai, the land is communal and it is owned by the clans. The elders are in charge of control, access and utilization of the land. The young people felt that the land has not been utilized fully since the legal documents like title deeds are not available which can allow them to access credit facilities which can enable them to escape poverty. The youth argued that though they have the land, they are still poor. Much of the land in this area is left for grazing livestock though, few Maasai especially; those around Ololulunga and Mulot have started farming to diversify their sources of income.

The women and youth in Ololulunga blamed men for leasing out the land to outsiders. They said that though men are paid a lot of money for renting out land, they misused it. For instance, travelling to Narok to look for commercial sex workers and return only when the money is finished.

4.3.2 Livestock

This is the major resource among the Maasai. It is the main livelihood in the area. Every Maasai has large herd of livestock ranging from 400 to1000 and those who have less than 100 are considered poor. According to Maasai, cattle are the representation of "good life". They are pleasant to look at, smell, touch and taste (Talle, 1988).One of the respondents talked of a Maasai saying which goes "a person without animals is a person without word, i.e. devoid, of the

capacity for human communication". From this saying, it is clear how much the Maasai value owning livestock.

One of the youth said, that though they own a large herd of livestock, they are of poor quality because scientific technology to improve the quality of their animals has not been embraced.

4.3.3 Water

Narok South is a semi-arid region and water sources are mainly seasonal rivers and man-made ponds. Very few have community piped water. Water among the Maasai is a very important resource because of livestock and sometimes it becomes scarce especially during the severe drought, forcing them to move to far places to look for this resource. The respondent in all the clusters argued that the present water sources are few and too far for majority of the population. It was very clear that the women were most affected since men control water points and livestock watering takes priority over domestic use. This means that women spend long hours travelling to the water points because of distance and worse still have to suffer long queues as they wait for the animals to be watered first. So, one woman respondent argued, that, time spent on looking for water could be put into some productive use.

4.3.4 Wildlife

Wildlife is another major resource in the area because of the presence of Maasai Mara which is within Mara Division in the District. One youth argued that though tourism is a major foreign income earner in Kenya, the community does not seem to benefit from it. In fact, one male respondent said wildlife is their enemy because it is associated with crop and livestock destruction and compete over few water points. So some respondents felt that they should share the income from tourism activities by the Kenya Wildlife Services to reduce poverty levels as the resources are not beneficial to them at the moment.

4.3.5 The people

Narok South District according to DST office (2008) has a population of 263,780 which indicates enough labour in the area. Though the population is large, majority lacks skills due to low level of education, which hinders them from securing worthwhile jobs and hence lack of money to support themselves and their families. From the research, it was clear that most adult and elderly Maasai men are engage in livestock herding while women and young girls concentrate on domestic chores like collecting water and firewood which consume most of their time. The few who are educated are employed as teachers and in other sectors, while the majority uneducated is employed as casual labourers in the wheat and maize farms and as night guards. Therefore, this shows that the available labour is not equip with the necessary skills in many development sectors which can assist them to promote gender equity and sensitization in poverty alleviation in the community.

4.3.6 Forest

The two forests in this area are Loita forest in Loita Division and Mau forest situated in Mulot Division. The forest is an important resource to the Maasai because of medicinal benefits. The forests are controlled and managed by the elders. Women are only allowed to enter the forest to look for herbs for their children and sick animals. The findings also revealed that, the forest to Maasai is very important during ritual ceremonies such as graduation of the young men into "moranism". They, therefore, consider the forest sacred and going there without permission from the elders can lead to a curse. From the observation, the larger part of the Maasai land in this District is characterized by shrub vegetation which is mainly "leleshwa tree "which is used by the women to build houses, as firewood and it is also medicinal.

4.4 Community definition of poverty

The findings revealed that different members of the community have different definitions of poverty which is known to them as 'Osina'.For many respondents they defined poverty as lack of

cattle, lack of employment and lack of education. The women respondents described it as lack of land, lack of water, having no source of income, childlessness and inability to provide basic needs. According to men, poverty means, having inadequate livestock, lacking grazing land and inadequate water. The respondents rated the following as the major factors which makes them poor.

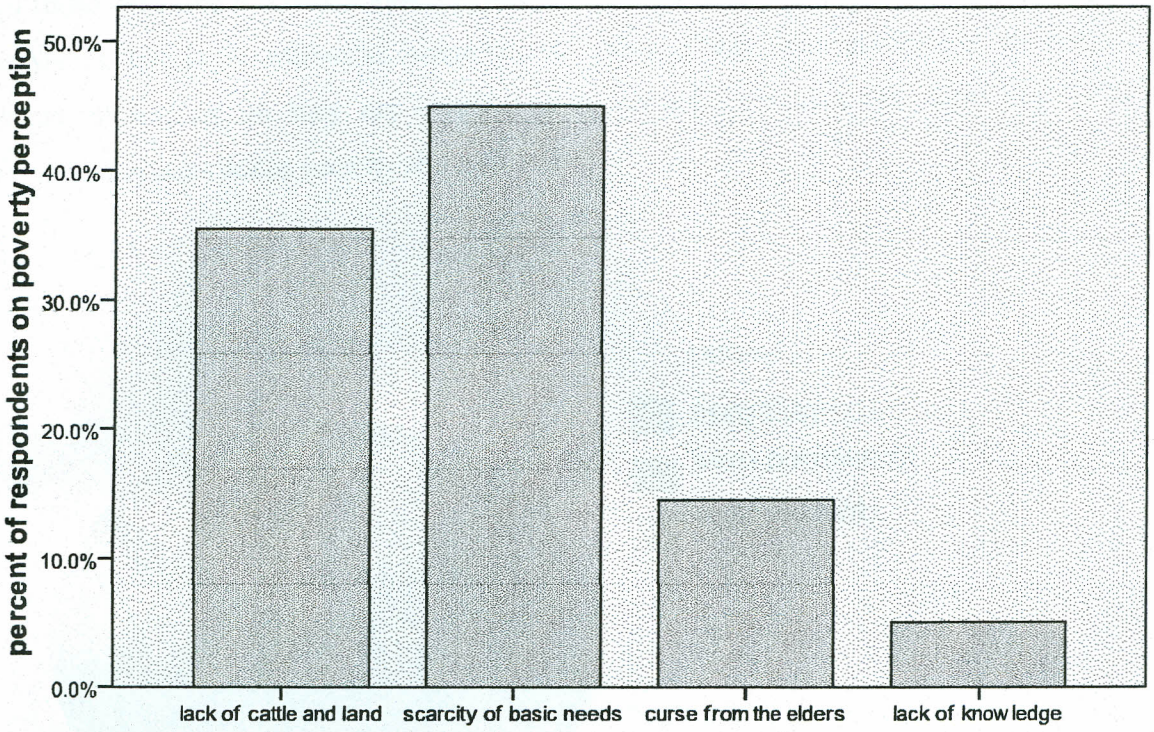

Figure 4.2: Poverty awareness

48% of the respondents defined poverty as scarcity of basic needs , followed by 35% who defined it as lack of cattle and land and the rest mentioned curse from elders and lack of knowledge in that order. It was clear that, while men and women considered livestock ownership factor as a determinant of poverty phenomenon, the youth did not consider it, except in one cluster near Maasai Mara where "moranism"is being practiced. The youth argued that they own

nothing because their fathers control all the major resources in the household (land and livestock) as shown by the study, hence they are poor. The youth quoted lack of education as the main definition of poverty.

4.4.1 Characteristic of Poverty

The people characterized poverty by describing the houses they live in. Most respondents argued that those who live in manyatta\mud house are considered poor. From the results shown, 60% of the Maasai live in the manyatta, hence they are poor. It was clear that 30% of them live in semi-permanent houses, so they are considered moderately rich and the remaining 10% live in permanent houses hence seen by the community as rich.

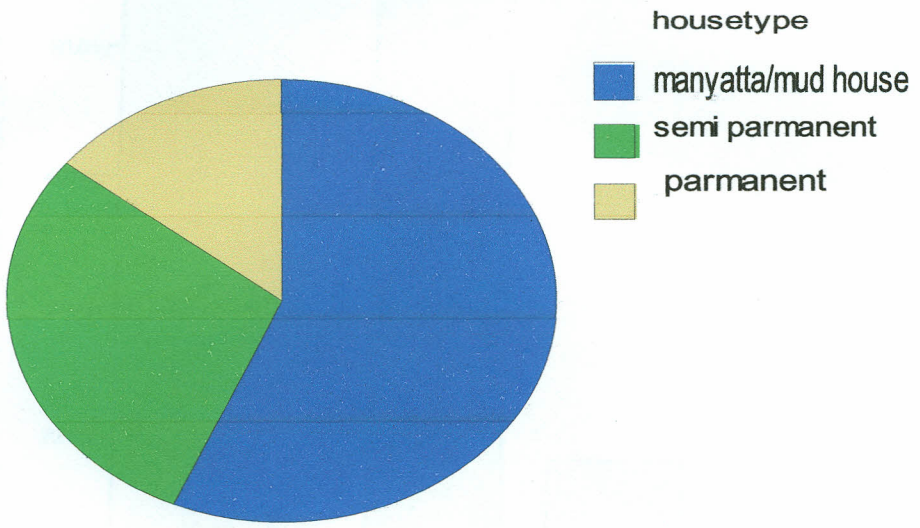

Figure 4.3: Types of houses in the area

Also the community characterized poverty by the energy sources for cooking and lightning in the area. Since the poor account for half of the Kenya's population, they do not have access to electricity with three quarter using firewood as the source of cooking fuel (KNBS, 2008). The findings from the study are in agreement with KNBS.

Energy sources for cooking in the area

From the study 58% use shrubs as the major source of energy in their homes and if this continues it could be detrimental to environment. The remaining population, 42% use either charcoal or paraffin. One respondent also argued that, they have the same problem in lightning since they cannot access electricity they are forced to use paraffin which is inadequate especially for students who need to do assignments in the evening. He continued to say light from kerosene lamp is poor and inefficient hence affecting literacy and education.

The Maasai earn very little money due to a rigid economy and lack of education and this has hindered them from developing hence remaining in poverty. The different amounts earned by different people among the Maasai community is shown in figure 4.4.

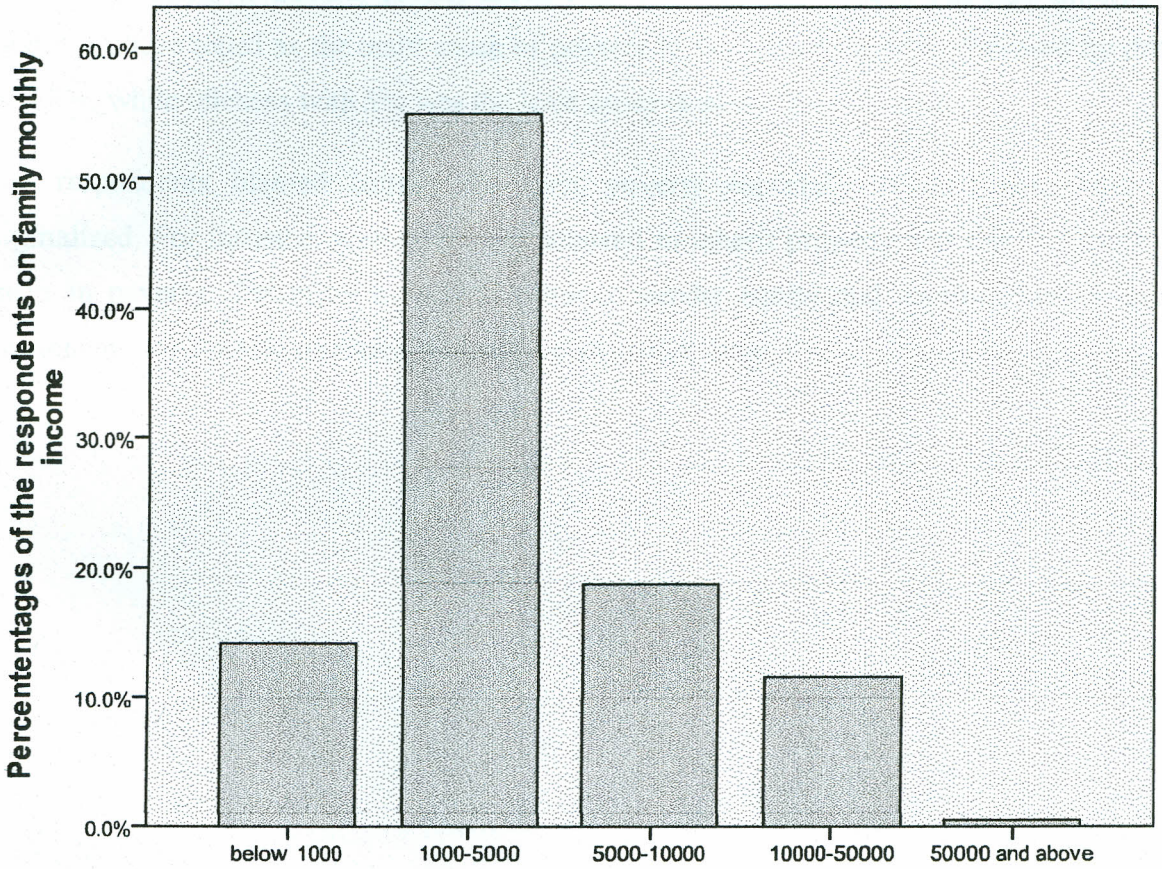

Figure 4.4: Monthly Family Income

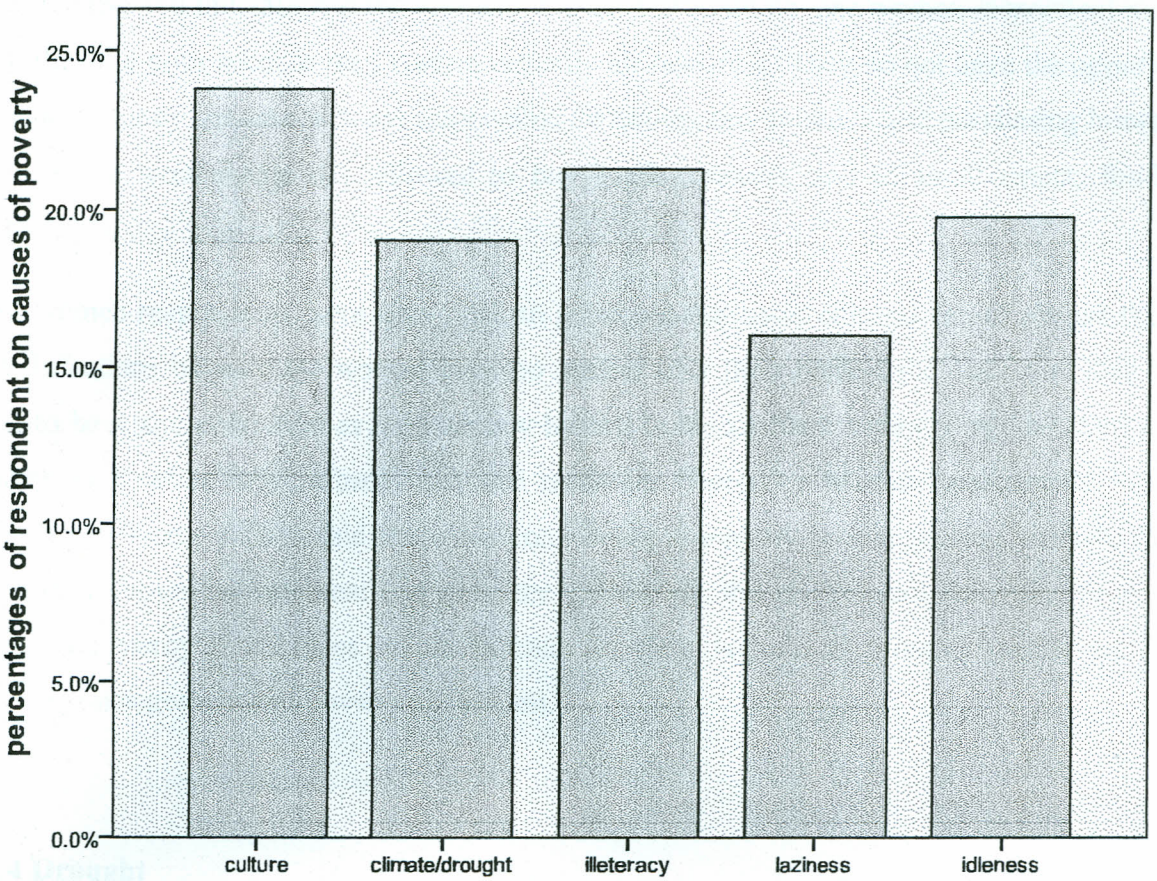

Figure 4.5: Causes of poverty

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4.4.3 Culture

The study rated culture as the main cause of poverty in the area. Culture among the Maasai dictates gender roles, where there are specific tasks for men, women, boys and girls, which have contributed majorly to poverty among women in the area because women work for long hours doing non-profitable tasks leaving them in powerless position.

The women and youth respondents talked of gender issues as impacting negatively on them because they claimed that men own all resources in the community rendering them poor. It was clear that the control of available resources gives an indication of decision-making process on

resource use and utilization at the household level. For example, one woman respondent insisted that, they are poor because men control virtually all resources. They do not have the opportunity to handle money because men are responsible for selling the livestock and purchasing household items while women are only allowed to buy beads, utensils, and to small extent, food and clothing.

The women respondents were also quick to point out that some cultural values expose them to HIV infections because the women have no control over their bodies, they said any man has a right to have sex with them as long as they belong to the husband's clan or age-set. One of the women said, when they refused; they are caned by "Esiteti" a Maasai cane usually kept for disciplining women. They said that Aids contributes to poverty because during sickness family resource are spent on treatment and when the victims die; the children are left without resources and at the mercy of relatives or old parents. So there is need to promote gender equity on resource management and poverty alleviation.

4.4.4 Drought

From men and women who were interviewed, most blamed drought as the cause of poverty. Frequent and prolonged drought results in drying up of streams and scarcity of pastures threatening the survival of livestock. One respondent said they attempted to move their animals in search of pasture and water but they did not succeed because they lost most of them, while what was left had low market value. Since the Maasai places high value to animals, they do not just sell their animals, and even in the time of serious drought they had not decided to sell the animals in time. One female respondent reported that, sometimes the drought can be so severe that even the businessmen close their shops because of customer credit facilities instead of offering hard cash and lack of purchasing power in the community depleting the stocks.

4.4.5 Education

Lack of education was identified by many especially the youth as an obstacle to poverty alleviation. The findings revealed that many families in Narok South do not take their children to school. There are many dropouts attributed to lack of school fees and other related dues like school building funds, uniform and books. Children are, therefore, withdrawn from school as a coping mechanism when parents cannot afford so that they can work and raise income for the family.

The respondents also blamed the government over poor equipments in schools, lack of enough classrooms, and inadequate trained staff, forcing them to recruit untrained personnel to assist. The respondents felt that, this has lowered education standards in the district. It was clear that those who have gone to school, for instance, the youths in Lameck village were more articulate in analyzing their problems than those youth who were not educated in other villages.

The respondents in Ololulunga considered low education as a source of poverty. They claimed that young people who stop school after primary level are more dangerous to the community because they are involved in crimes like theft since they are idle. Similar sentiments were also repeated by the respondents in a cluster near Maasai Mara where the people saw education of their children as the key to accessing employment and assisting themselves and their families in general.

4.4.6 Laziness and idleness

Some of the respondents blamed laziness for their poverty. They pointed out that laziness is due to dropping out of school at primary level, and youth lack something to do because they do not have any skills which can make them look for better employment. Idleness was identified as the main cause of crimes and immoral behavior that facilitate the spread of HIV/ AIDS in the community. So, it was clear that there is need to engage the young people in productive activities and this could be achieved by promoting gender equity in resource management and poverty alleviation.

4.5 Gender roles

The research revealed distinct age and sex division of work among the Maasai which is in agreement with Otieno, (1999) who described division of tasks and responsibilities in the nomadic pastoral livestock production system practiced by the Maasai community in Kenya. Among the Maasai, gender roles depend on the work to be done, for instance, men tend to concentrate their efforts on herding as shown in figure 4.6.

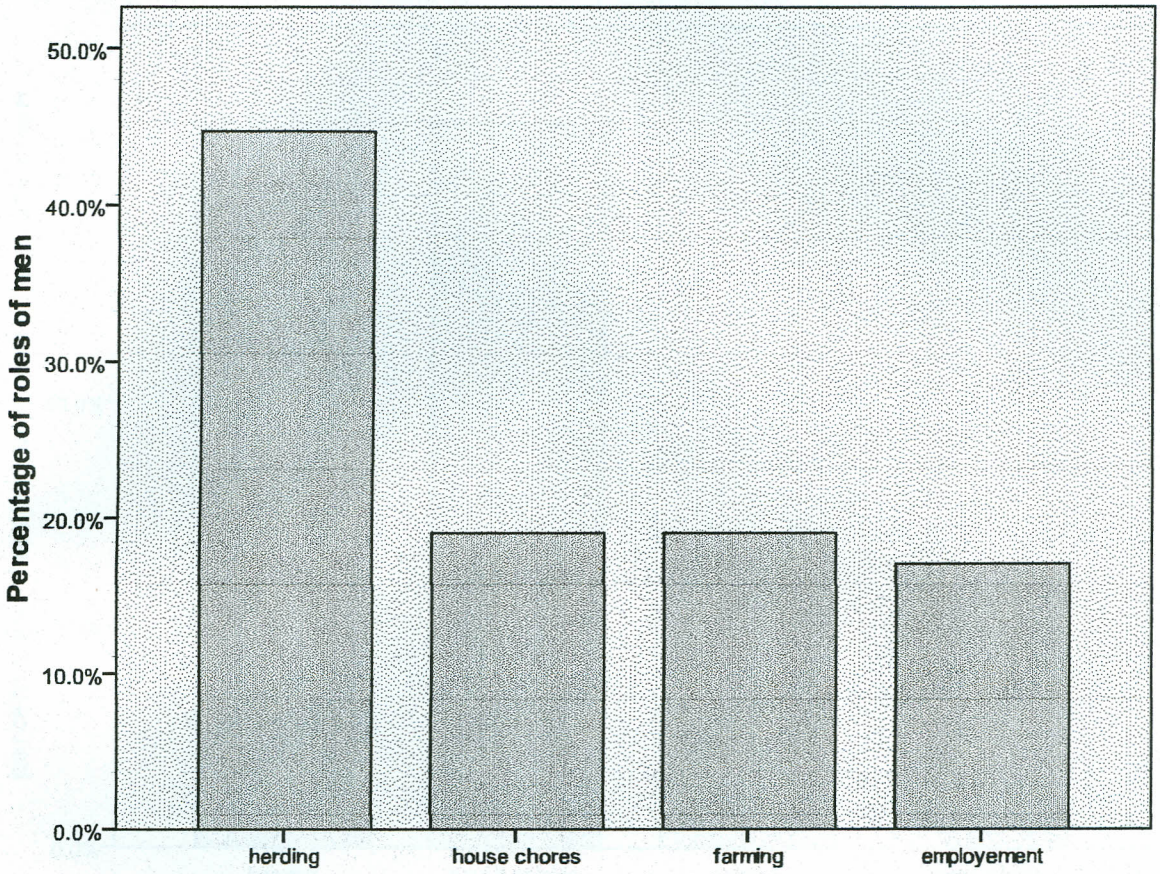

Fig 4.6: Roles of men

The study revealed that 92% of men are occupied by herding livestock The men are decision-makers on livestock production management, for instance, they make initial decision on when and where to move to and who to herd the live stocks. They also accompany the herders to make

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sure that the right paths are followed. They also inspect the returning animals to ensure that none are missing or sick. In case of animal sickness, they perform minor veterinary procedures, castration, buy and administer veterinary drugs. Maasai men do very little when it comes to house chores and farming as indicated from the results above.

Through the gender roles which exist among the Maasai; it was clear that, women do a lot of work compared to men as shown in figure 4.7.

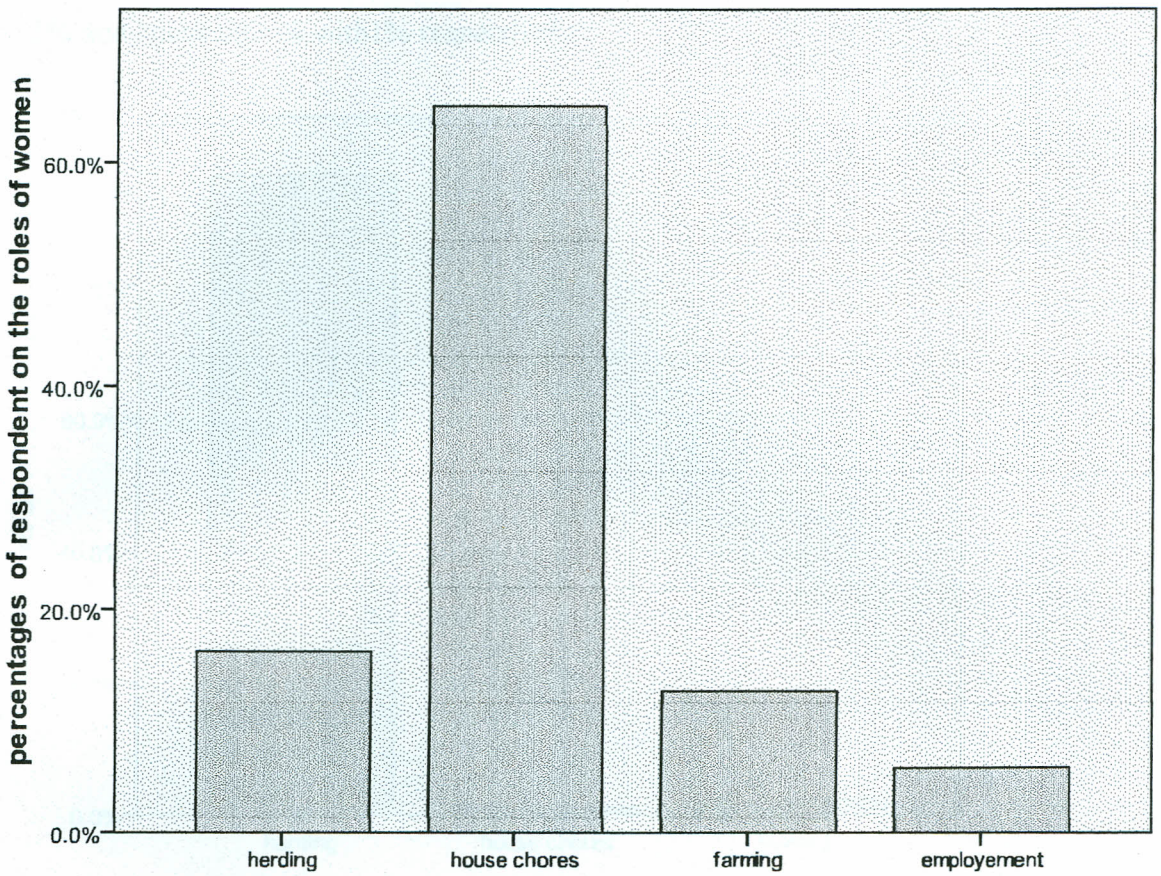

Figure 4.7: Roles of women

The house chores lead with 62% as the main activity for women followed by herding and farming with 18% and 15% respectively. Although women spend most of their time in domestic chores, they are still allocated responsibilities in herding as follows: do the milking, allocate milk

to different uses, and care for pregnant cows, new-born calves and animals suffering from diseases or injury. Apart from that, women participate in minor income generating activities, such as, petty trade in commodities like salt, kerosene and make handicrafts. Young girls assist the women in domestic chores like collecting firewood and fetching water.

The boys also in the community are allocated some responsibilities like the other members. The boys are expected to fetch water for their animals, protect them from straying predators and assist in milking. The results indicate that 58% of boys' roles is herding followed by farming with 3% and house chores with1% respectively.

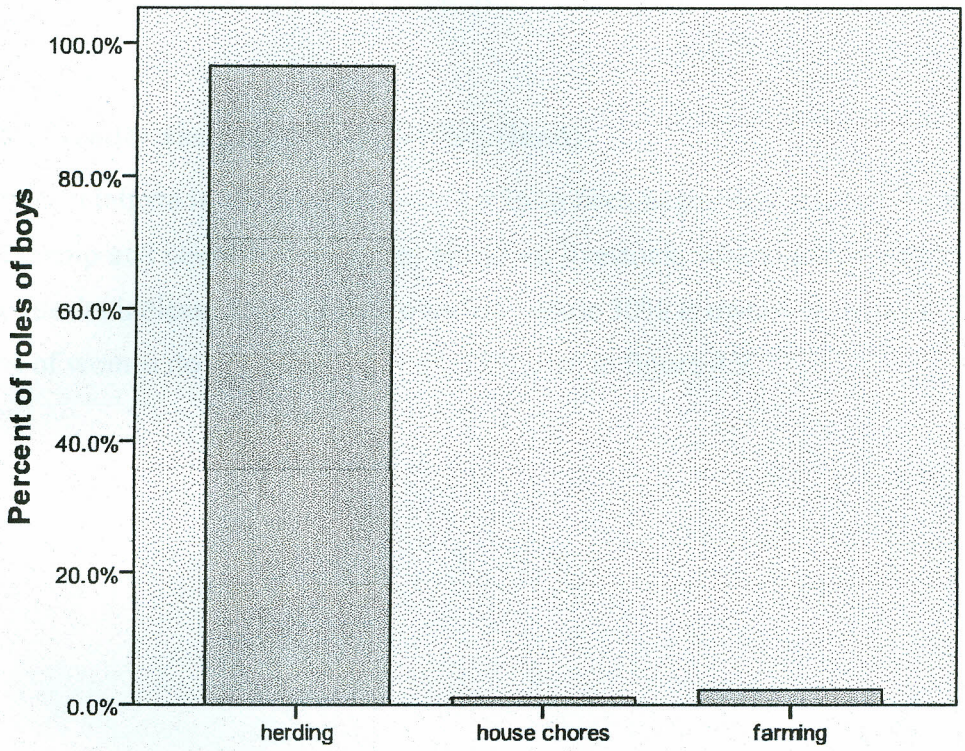

Figure. 4.8: Roles of boys

From the findings, it was clear that the gender roles have impacted negatively on women who use most of their time on reproductive work and non-profitable tasks which deny them from competing equally with men in resource access and control, hence making them vulnerable to

poverty. Therefore, this has boosted the need to promote gender equity and sensitization in order to alleviate poverty.

4.6 Gender Inequity

The findings revealed that resources like land, water, forest, and livestock, are dominated by men while the small portion is left for women. For instance, women own 27% of all cattle (Talle, 1988).This is in line with (PPR, 2001) which states that the issue of resource allocation remains as men-decision.

4.6.1 Gender and property ownership (land)

Gender relations in the pastoral societies have been negatively affected by male dominance over ownership and control of resources including livestock, which is regarded as the major resource. The results indicate 55 % of men own land while 30% is owned by women. It was also clear that 15% of women do not own land at all, as shown in figure 4.9.

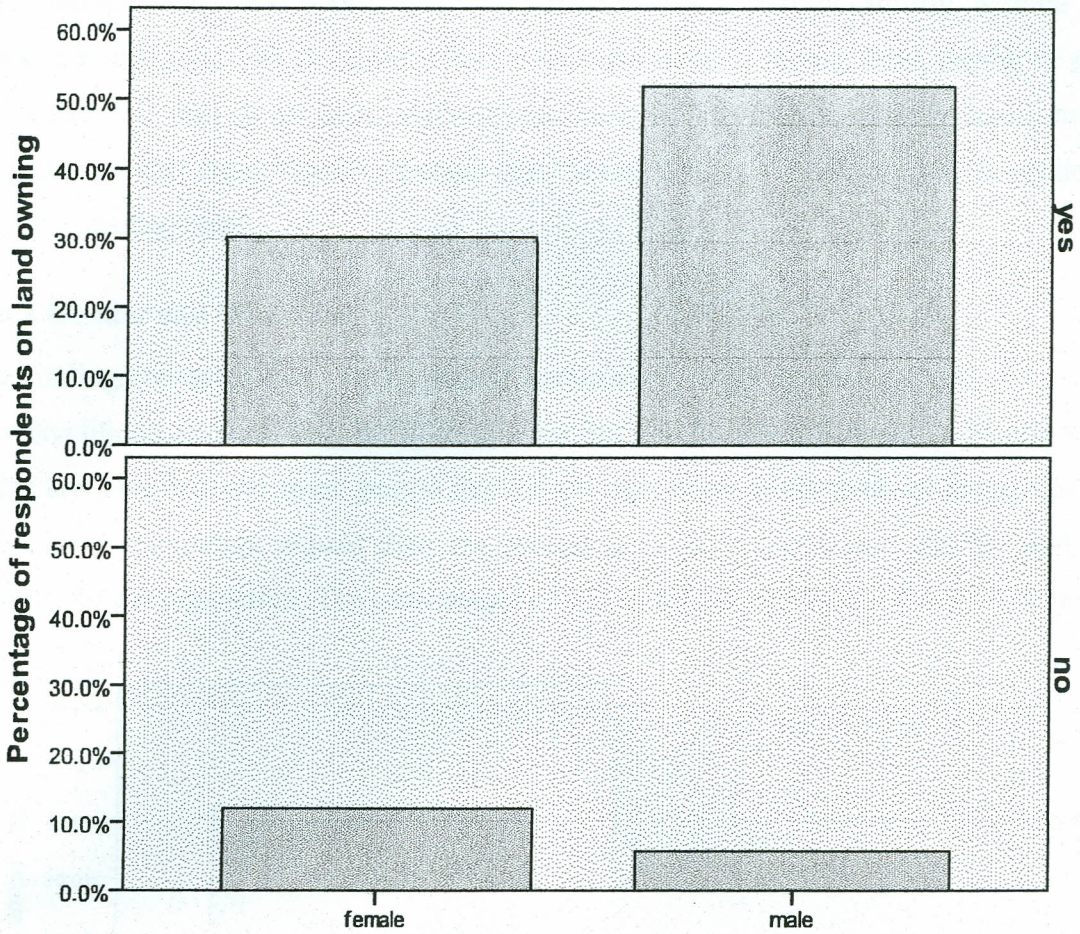

Figure 4.9: Gender and Land owning

The respondents said, women, generally, do not inherit cattle from their husbands or fathers because inheritance laws are based on culture and are in most cases discriminatory to women. It was, surprisingly, for one respondent to say the community decision on control of resources is also so strong that even when a husband dies, the woman can only have control if she does not have a grown-up son. So it was interesting, to note that widows without grown-up sons were considered fortunate by other women because they have the opportunity to make decisions on family resources.

The findings also revealed that, based on gender division of responsibility, women keep small stock as a source of cash for general family expense (such as buying food, paying of school fees, for health care and investment. Since preoccupied with livestock, notably cattle, in almost all respects are what make Maasai a person into "Maasai" there is need to promote gender equity in resource management.

4.6.2 Gender and Water use

The findings revealed that, for a pastoral community, water is indeed a valuable resource for their livelihood and not only for domestic use but for livestock as well. In Narok South, most rivers are seasonal and most people depend on man-made water such as dams, boreholes and wells. One respondent argued that, the presences of water resources are few and so far for majority of the population. The percentages of water use per gender are shown in figure 4.10.

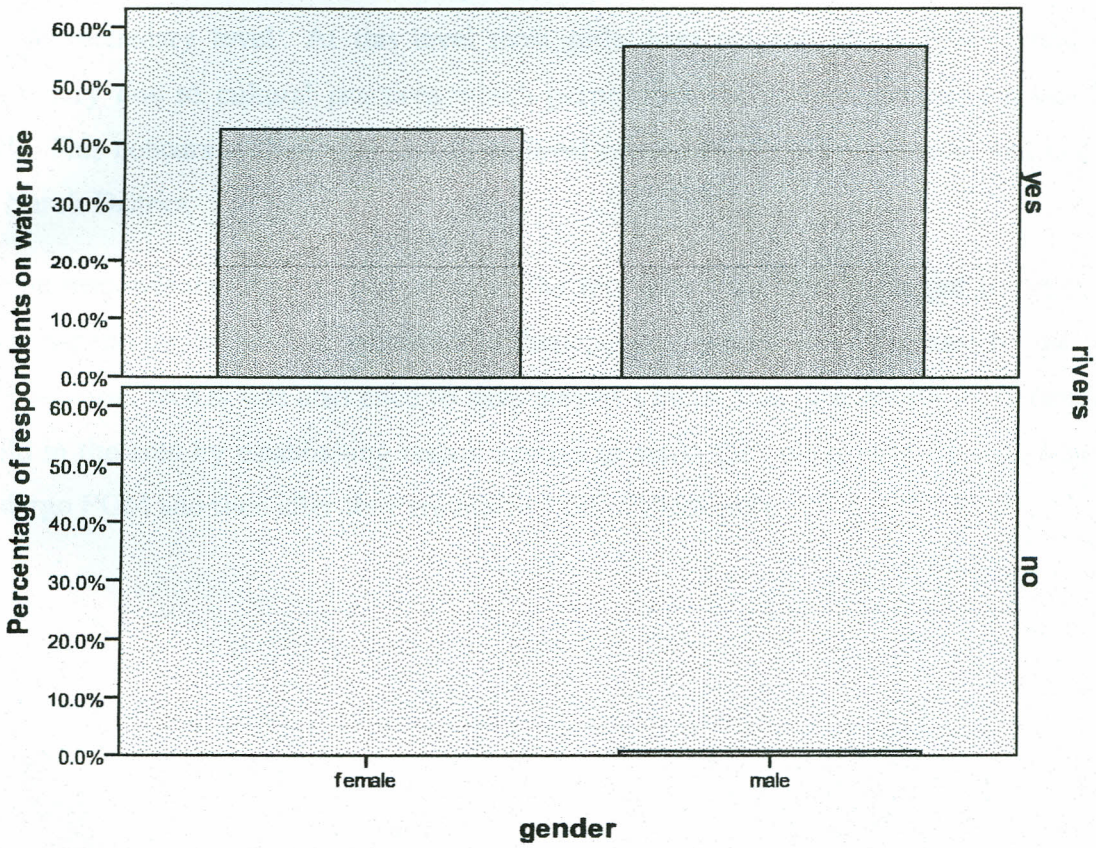

Figure 4.10: Gender and Water use

The women respondents reported that, they were most affected since men control 58% of water points as shown and livestock watering takes priority over domestic use. 40% of women access the water points. This means that women spend long hours travelling to the water points because of distance and worse still have to suffer long queues as they wait for the animals to be watered first. This reduces time for women to participate in formal labour market. For poverty alleviation to be achieved there is need to promote gender equity in access and control of important resources like water.

4.6.3 Gender and education

From the findings, more than 35% of the Maasai children attend primary school. Though the respondents highlighted the following problems facing education in this area as: inadequate trained staff, long distance since the schools are too far, school related problems like books, building funds and uniform, the study revealed that after primary level about 25% manages to attend secondary level.. At this level most girls drop out and about 10% manages to be in secondary due to cultural practices which perpetuates the early marriages among the Maasai girls. This concurs with KNBS (2008) on level of education reached, gender and poverty status in Narok District.

Some respondents reported that some of the few girls who have managed to reach secondary level depend on the level of education of their parents, wealth and awareness on the importance of education. NGOs was also cited to have played a major role in boosting the education of girl-child in the area by establishing rescue centres to assist the young girls who are being force to undergo FGM and then after they are married off to older men.

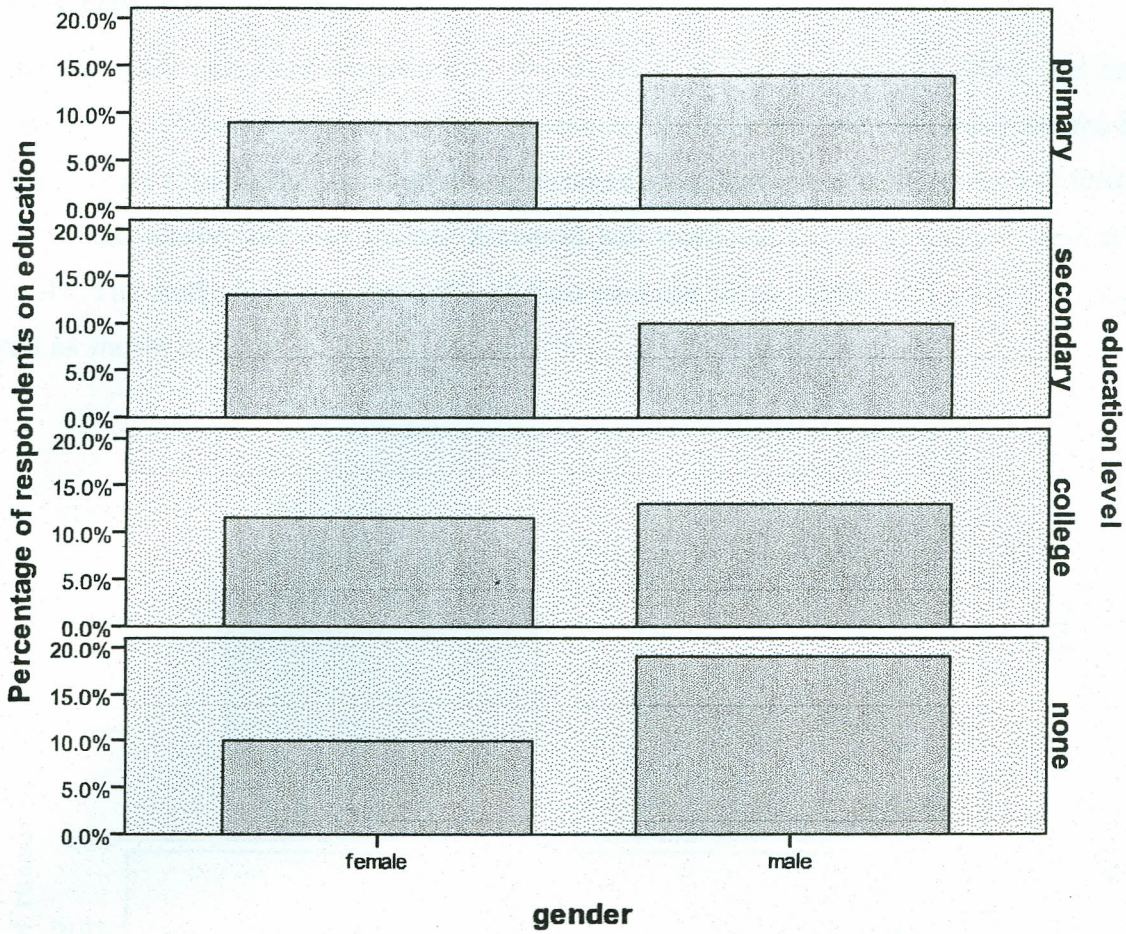

Figure 4.11: Children education level

Findings revealed that, girls and women in this area are seen as a property where they can be sold out for the family to get more livestock to add to what they have because livestock is seen as a source of wealth. So the many dropouts of girls impact negatively on them since education is one of the most valuable means of achieving gender equality and empowerment of women. Though education strengthens people's abilities to meet their basic needs and those of their families by increasing their productivity and potential to achieve higher standards of welfare and thereby improving their quality of life, the findings are not in line with KNBS,(2008) which states the role of education in human development, empowering people to improve their well-being and enabling them to actively participate in Nation building .So there is a strong need to promote gender equity in the field of education, as a tool of poverty alleviation.

4.6.4 Gender and forest resource

Forest products are very important to the Maasai as the community. They are perceived differently by different members in the community, for instance, men see this resource in terms of community rituals while women see in terms of source of materials to construct their houses and a place where they can collect firewood and medicine for their children and even sick animals .The study indicates that 60% of men own the forest while 40% of women access the forest as shown in figure 4.12.

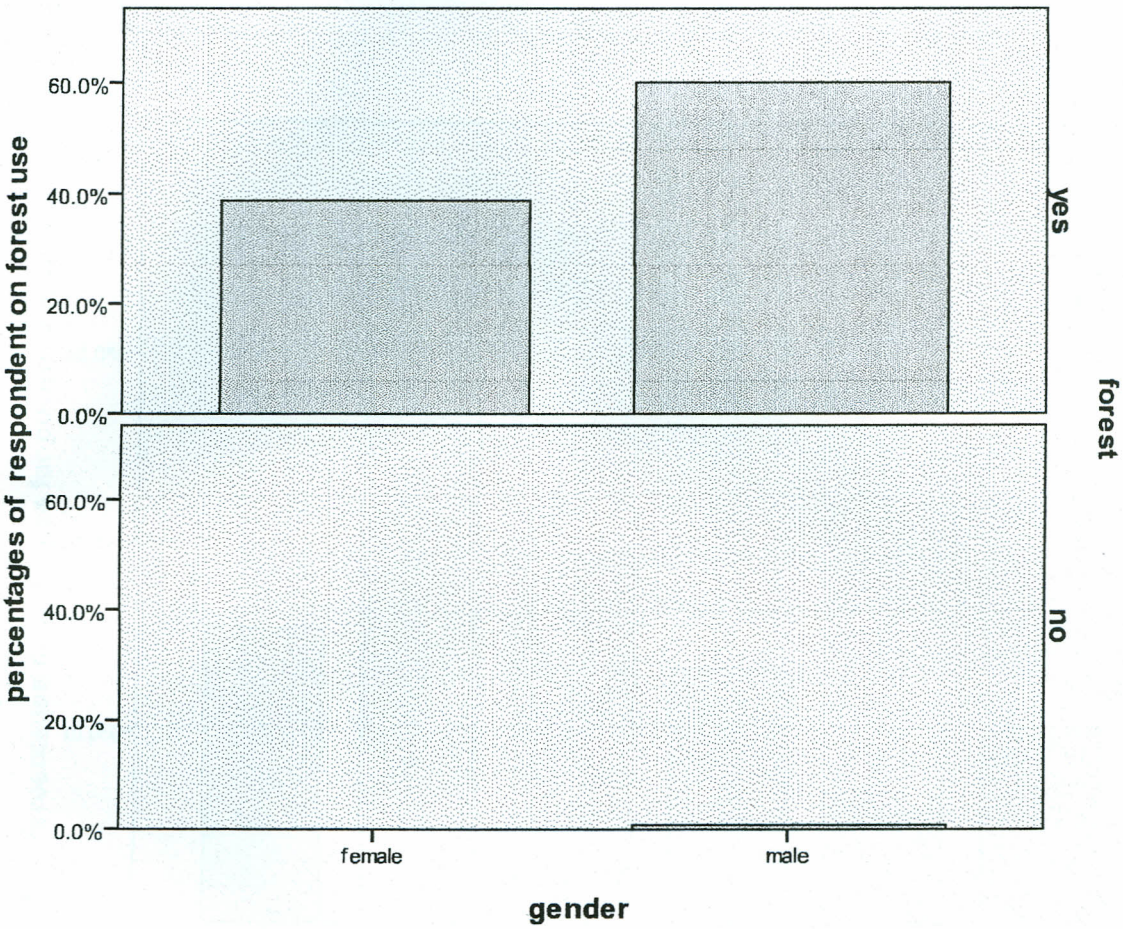

Figure 4.12: Gender and forest resource usage

4.7 Strategies to alleviate poverty.

The Maasai community has employed different strategies to overcome the problems they encounter in daily life. Some of these are short term while the rest are long terms, for instance, they withdraw their children from school as a coping mechanism when they lack the funds needed in school. Sometimes the children are force to reach school at 11am and leave school as earlier as 3pm because of the distance and the risk from wild animals. Apart from that, the community was quick to list the following factors as shown in figure 4.13, as the main strategies to alleviate poverty in the area.

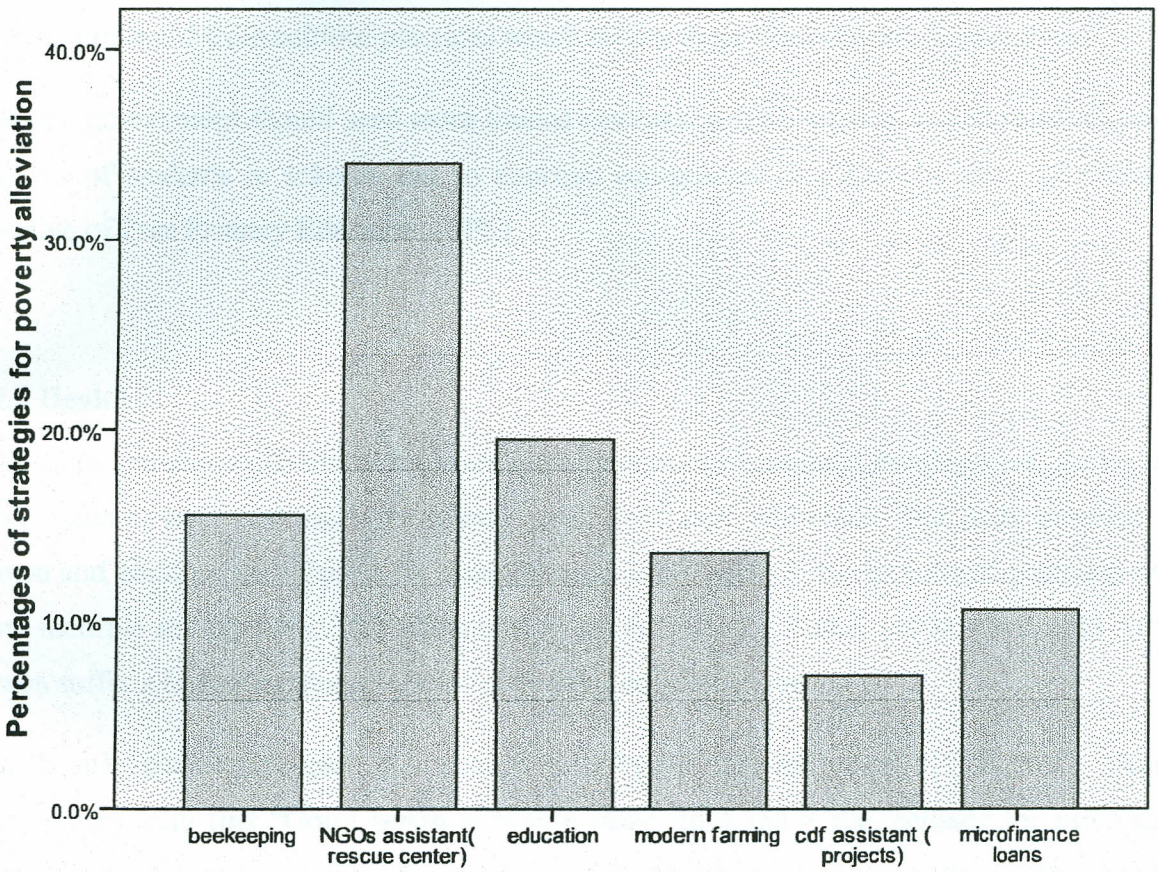

Figure 4.13 Strategies for poverty alleviation

The respondents rated the role of NGOs with 28% as the leading development partner in the area. They said they have assisted them in building schools and bringing piped water to the community. The others named were education, modern farming and microfinance.

4.7.1 Education

Education gives skills, raises aspirations, facilitates good planning and is associated with high private and social returns particularly for women. Therefore, there is need to build more schools in the area to minimize the dropouts and the risk faced by the students travelling far distances to look for this service. The community recognized the role played by NGOs (rescue centres) in rescuing girl child from cultural practices which hinder them from accessing education.

Also, the government should send more trained teachers in order to meet the demand of growing numbers of students in schools and to improve equipments in school in order to realize the objective of Free Primary Education (FPE).

4.7.2 Health

Loss of life and poor health have negative impacts on socio-economic development, for instance, fewer hands to work and high dependency levels for those left behind. The study revealed that, women and children are affected by diseases such as HIV/AIDS due to cultural practices which allow multiple sex partners. This was noted to be in line with Tinker (1994), who said African women suffer a higher incidence of morbidity than do African men.

Poor health persists despite the recognition by the government (1997-2001) National Development Plan that "Good health is both a basic right and a pre-requisite for rapid socio-economic development, and that improving women's health is a prospect of the family and of the future generations. Hence, the need to build more hospitals, dispensaries and VCT centres to improve the health status of women in this area.

4.7.3 Credit Sector

Women, and indeed African women, are in dire need of financial services. A 1992 survey covering Kenya and Nigeria showed that FHH received much less credit from formal services (banks, co-operatives, credit saving societies) than did MHH. Yet credit has been found to help women increase their productivity through investment in better inputs, technology and land improvements and women have been found to be more reliable at repaying loans than men. Women's lack of collateral-banks and financial institutions require collateral to guarantee loan. Because women do not own property outright, their access to credit is limited. This is particularly so where women are illiterate, hence credit unworthiness where the credit worthiness is judged by the assets of the borrower which put women in an awkward situation. This situation is not different among the Maasai as the women are not allowed to own property hence, lack collateral as the security to access the loan. The government, the local leaders and other development partners have to come in strongly to empower women with skills and knowledge to enable them competes with men. This will only be achieved if gender equity is enhanced especially in resource management.

4.7.4 Diversification of the economy.

Maasai for a long time are known as pastoralists who value quantities of cattle rather than quality. This practice and belief has kept them behind in development. Their movement with their animals to look for water and pastures sometimes does not work because of drought. So, there is need to improve this economy by diversification. Modern farming through irrigation can be practiced to enhance food security and to boost their source of income. Since, the area is a semi- arid bee-keeping is also suitable to diversify their economy.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1: Summary of the findings.

Based on the objectives, research questions, and data analysis, the following findings were established.

i) That the people of Narok South are aware that, they are poor and they were able to highlight what makes them poor. Though they have different perceptions of poverty, they know that they lack essential services such as education and that they are not of the same level like the rest of the communities in Kenya.

ii) They also know that they have adequate resources such as, water, land, forest, livestock, among others, but they know that they have not utilized them fully, hence remaining in poverty.

iii) The results also indicated that culture still plays a major role among the Maasai community. This was very clear in the issue of resource allocation including, time, labour; finance, means of production and that immovable properties remain in men's decision-making.

iv) It was also clear from the findings that gender disparities still exist among the Maasai of Narok South. This was seen in terms of access and control of resources, like livestock and water, where men have to give consent first.

v) The result also indicated that the community has coping mechanisms to the challenges they come across, for instance, scarcity of water, for which women have to travel for long distances to look for the resource and children withdrawing from school when the parents cannot afford to meet the cost.

5.2 Conclusions

The following were made based on each of the objectives and research questions.

The available resources in the area have not assisted the community to alleviate poverty because of lack of gender equity and sensitization in resource management. For instance, from the findings men still control all resources.

Gender roles have impacted negatively on women where most tasks are left to women which consume most of their time that would have been directed to income-generating activities.

The results indicated that gender inequity was the main cause of poverty among women in the area. This was clear in the access and control of resources where men are the decision-makers.

From the findings, it was clear that the coping mechanisms adopted by the community was short-term and sometimes fail to respond or cope with severe challenges like drought.

The findings of this study are in line with (Abbey, 1999) that poverty alleviation is a social, economic and political change. This touches on sensitive issues of rights and entitlement. The same goes for gender which analyses the social differences between men and women including roles, responsibilities, constraints, opportunities and needs that are learned, changeable overtime and vary within and among different cultures.

The difference between previous research findings and this study could be attributed to the different set- ups under which the studies were done. The economic constraints and emerging issues like climatic change have influenced the community to diversify their income-generating activities like women selling beads and making handicrafts to alleviate poverty. It has also forced them to take their children to school because they now believe that education is the key measure to alleviate poverty.

5.3 Recommendations

The findings of this study revealed that culture is the main contributor to poverty among the Maasai. It is important to note that this study only looked at the available resources in the area,

gender roles, gender inequity and coping mechanisms in the clusters interviewed. The following recommendations are made based on the findings and conclusions:

- There is need to harmonize gender roles in resource management, because women as gatherers of fuel and water, care givers for families, sick and elderly, have valuable information; which can be tapped towards poverty alleviation and sustainable resource management. So there is need for gender equity because ignoring women has negative effects on other development efforts.

- Gender equity in the community should be promoted in all resource management in order to alleviate poverty because gender disparity was indicated as the main contributor of poverty.

- More schools to be built to minimize the many dropouts in the area due to long distance covered by children going to school. This will assist the school leavers to acquire skills which can apply in different development sectors, hence poverty alleviation.

- Sensitization on more coping mechanisms to cope with new challenges. The community needs to be educated on other ways of earning a living rather than relying on pastoralism only. Such ways can be: irrigation, breeding of animals and planting of drought resistant crops. This diversification will assist them to escape poverty by widening their economic base.

- There is need to integrate gender equity in patterns of consumption of resources and in development policy right from planning, implementation, monitoring and evaluation, in order to alleviate poverty and to conserve resources which will lead to poverty alleviation and sustainable human livelihoods.

- There is need to create awareness among the genders through empowerment which gives the community the capacity to manage their resources well. This awareness can be done through training, workshops, seminars and exchange visits. Therefore, the government through the local leaders should jumpstart this because it will help the

community to discover opportunities that exist in both government and other local sectors in local resource management. Also this will address the role played by local leaders in influencing policy and how to involve them in the management of natural resources as a strategy of poverty alleviation

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7 APPENDICES

Appendix 7.1 Questionnaire

Dear respondent

I am a student of Kenyatta University pursuing a master degree in Environmental Studies(Community Development) on" promoting gender equity and sensitization on resource management in poverty alleviation among the Maasai". You have been chosen to participate in the study and any information you give will be very useful for this study. I am kindly requesting you to be honest as much as possible. May I assure you that the information you give will be treated with utmost confidentiality. I wish to thank you very much for anticipated co-operation in this task.

Section A

GENERAL INSTRUCTIONS TO THE RESPONDENTS

In answering this questionnaire, please bear the following in mind.

a) The questionnaire is not a test

There is no grade or other mark attached to the answers you will give. The only right answer to the questions are those which best explain your situation or express your views.

b) Your individual identity will not be known.

All your answers will be reported only in statistical summaries.

c) Answer every question in accordance with directions. Please note that questions ask you to check only one answer and yet others ask you to give reasons.

d) Please read every question or statement carefully before answering. It will not take you long to answer the question.

e) Do not indicate your name anywhere on this questionnaire

Thank you.

Section B

Please answer all questions by ticking and filling in the gaps where appropriate:

1. Gender: Female ☐ Male ☐
2. Indicate your age bracket

   18 – 22 ☐ 23 – 27 ☐ 28 – 32 ☐ 33 - 38 ☐ 38 42 ☐ 43 and above ☐
3. Indicate your marital status

   i. Single

   ii. Married ☐

   iii. Divorced ☐

   iv. Separated ☐

   v. widow ☐
4. Indicate your education level

   Primary ☐

   Secondary ☐

   College ☐

   None ☐
5. State your occupation e. a farmer

   .....

   .....

   .....
6. Indicate your family set up

   Nuclear ☐

   Polygamous ☐

   Single parent ☐
7. What is the major source of your family income?

   Salaries ☐

   Business ☐

   Animal rearing ☐

   Crop growing ☐

   Any other.....

8. What is the family income per month?

Below 1000 ☐

1000 – 5000 ☐

5000 – 10,000 ☐

10,000 – 50,000 ☐

50,000 and above ☐

Section C

General Information

1. Name the foods available in your area.

.....

.....

.....

.....

2. Do you provide food for subsistence or sale?.....

3. How many meals do you have in a day?

Once ☐

Twice ☐

Thrice ☐

None ☐

4. From where do you fetch your water?

.....

.....

.....

.....

5. In the following tick the box where applicable

Do you use treated water: Yes ☐ No ☐

If Yes what do you use to treat the water

.....

.....

.....

6. Name the type of energy you use in
   Cooking.....Source.....

   Lighting.....Source.....

7. Do you own any land?

   ..... If yes, indicate the approximate size in average

   .....

8. From the list of resources provided below tick the ones that are available.

   Cattle ☐

   Goats ☐

   Sheep ☐

   Donkeys ☐

   Maize ☐

   Coffee ☐

   Shops ☐

   Poultry ☐

   Rivers ☐

   Forest ☐

   Others.....

9. What kind of house do you live specify:-

   Manyatta/mud house ☐

   Semi-permanent ☐

   Permanent house ☐

   Others ☐

10. How do you treat the sick?
    Herbs ☐

    Hospital ☐

    If hospital who pays for the bill?.....

11. What kind of school do the children attend?

Public day ☐ Private day ☐ none ☐

Public boarding ☐ private boarding ☐ none ☐

12. How many children attend school in your family?

.....

13. What level of education are they?.....

14. Who pays school fees for them?.....

15. What do you understand by poverty?

.....

.....

.....

16. What could be the causes of poverty in the community?

.....

.....

.....

.....

17. What are the income generating activities you engage in?.....

.....

.....

.....

18. Who are in charge or who manages the activities?

.....

.....

.....

19. Name the daily activities the following engage in, in your family;

Boys:.....

.....

.....

.....

Girls:.....

.....

.....

.....

Men:.....

.....

.....

.....

Women:.....

.....

.....

.....

20. What is the time allocated to each gender?

Girls:.....

.....

Boys:.....

.....

Women:.....

.....

Men:.....

.....

21. How many people in your family are employed?.....Indicate the number of the casual or permanent?

Casual ☐ or Permanent ☐

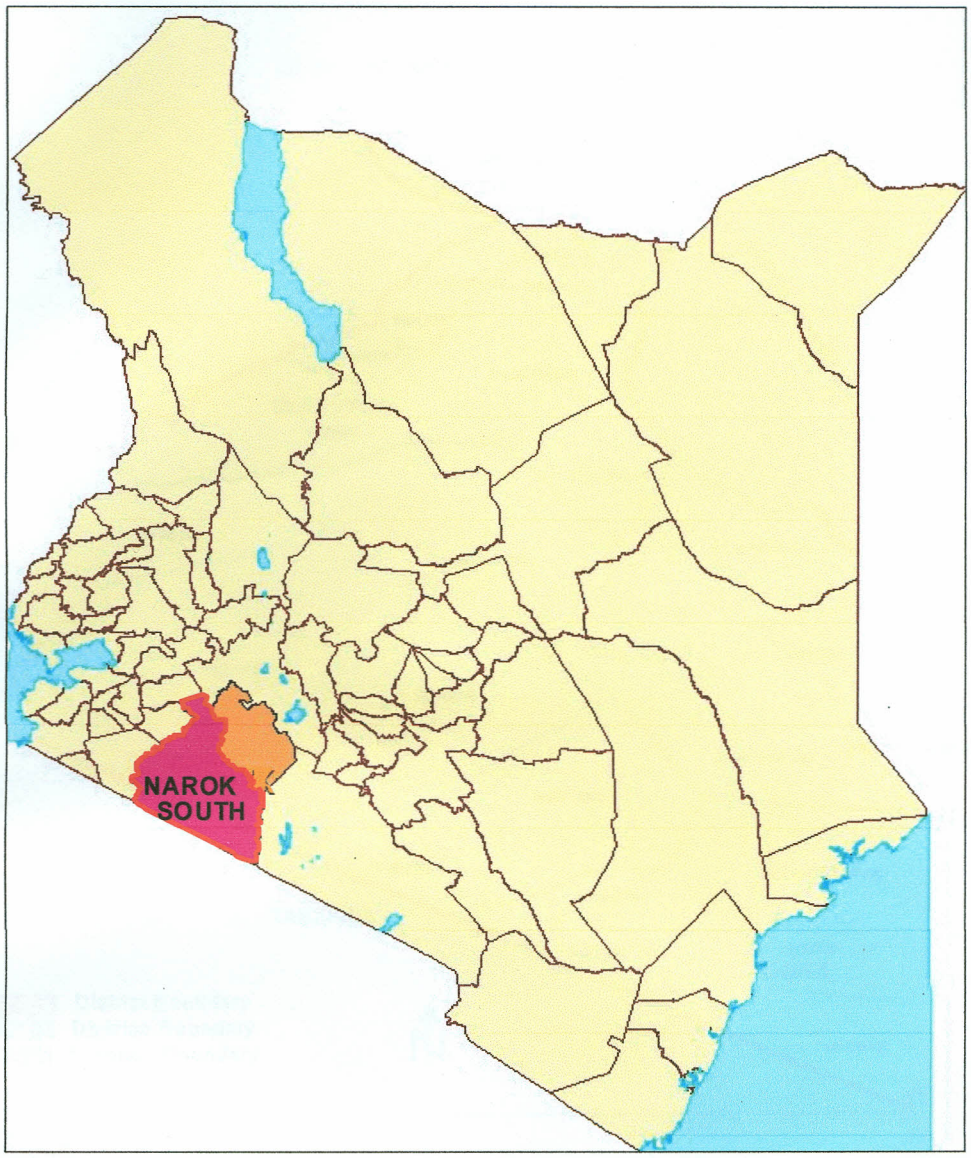
22. Which means of transport is available in your area?

.....

.....

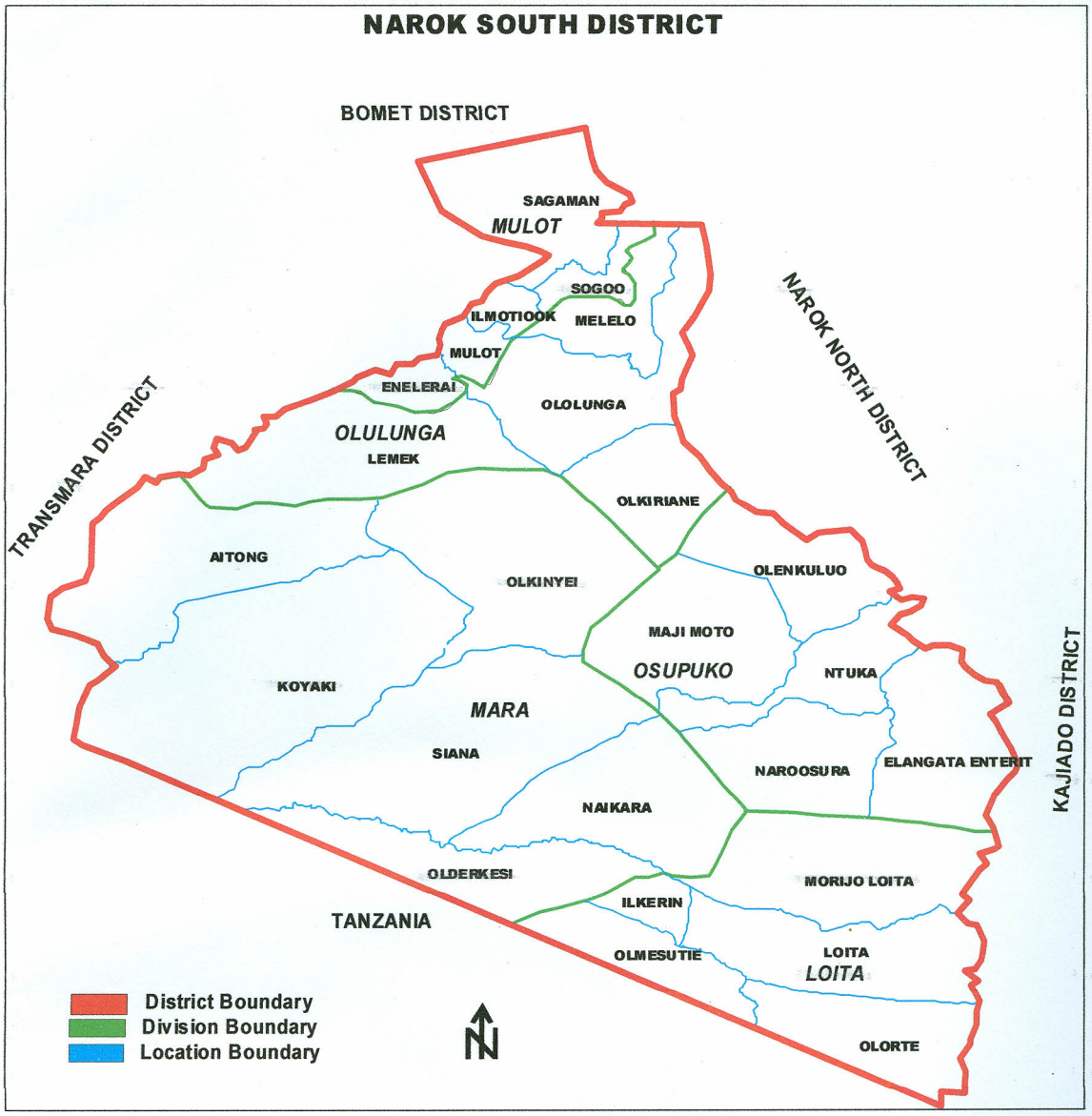
23. Who owns them?.....

Appendix 7.2 LOCATION OF NAROK SOUTH DISTRICT



Source: District development plan Narok South 2008
Location of Narok South District
Prepared by KNBS, 1999 Population census

Appendix 7.3 NAROK SOUTH DISTRICT (ADMINISTRATIVE BOUNDARIES)



Source: District development plan Narok South 2008

End

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