Influence of Government Bursary Funds on Participation Rates in Public Secondary Schools in Makueni County, Kenya.

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ABSTRACT

Education is a dependable mechanism to improve people's lives through the acquisition of knowledge, skills and desirable attitudes. It is therefore imperative to ensure that children are receiving equal educational opportunities regardless of circumstances out of their control such as their socioeconomic status, ethnicity, geographical location, the school they attend, or the social and economic context of the country (Demeuse, Frandiji,Greger and Rochex ,2012).The purpose of this study was to investigate the influence of government bursary funds on participation rates in public secondary schools in Makueni County, Kenya. Bursary funds are a form of educational subsidies. The study adopted a descriptive survey design. The study sampled 196 principals and deputy principals out of all the 384 public secondary schools in Makueni county that were targeted for the study. All the 9 Sub-County Directors of Education in Makueni County were also targeted for the study. Sampling was done through stratified, simple random sampling. Data collection instruments included questionnaires for Principals, Deputies and interview schedule for Sub-county Directors of Education. The instruments were ascertained through piloting and by research experts to ensure content validity while reliability was achieved through piloting and testing reliability. Data was analyzed by use of SPSS version 22. Descriptive statistics such as frequencies, percentages, means and standard deviations and inferential statistics were used to analyze the quantitative data. Qualitative data was analyzed through content analysis and the responses presented in narratives, tables and figures. The results revealed that the relationship between government bursary funds and participation rates was positive but moderate (R= .679). An adjusted R^2 gave a clear prediction. The adjusted R square of 0.68 indicated that 68% of the variation in the participation of students in schooling in public secondary schools in Makueni County could be explained by provision of government bursary funds in financing education. The study recommends that the government should continue and also increase bursary awards to students as a way of bolstering participation rates of students in secondary school education. This should be done by targeting the vulnerable in the society.

Keywords: Educational Subsidy, government bursary funds, Participation Rate

INTRODUCTION

Education is a dependable mechanism to improve people's lives through the acquisition of knowledge, skills and desirable attitudes. According to Sahlberg (2007), secondary education is important in the 21st century education systems for it serves as an extended platform for all young people to equip them with abilities to further develop their knowledge and skills that are needed in civic society and the knowledge economy. It further provides many young people with requisite qualifications for the labour market and further learning (Kamal & Joel, 2014). This means that, once denied secondary educational opportunities, children have little chance of enhancing their livelihoods.

Governments around the world are in agreement that, the ability to provide quality education for all and to respond to new priorities depends on the availability of adequate funding for education (OECD, 2016). Accordingly, it is imperative to ensure that children are receiving equal educational opportunities, regardless of circumstances out of their control such as their socioeconomic status, ethnicity, geographical location, the school they attend, or the social and economic context of the country (Demeuse, Frandiji,Greger and Rochex ,2012). Research in the United States shows that finance reforms on provision of resources in low-income schools reduced achievement gaps between highly and lowly resource endowed school districts (Lafortune, Rothstein & Schanzenbach, 2018). This makes it necessary to subsidize education so as to ensure that all citizens participate in education irrespective of the economic and socio-cultural barriers they may be facing.

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Participation is the act of being engaged in something. Participation rate in education is a percentage of the number of students of a specific age enrolled in educational institutions at all levels of education to the population of the same age (UNESCO,2021). Participation rate is indicated by attendance ratios and enrollment ratios as they both indicate the number of pupils participating in the school system as a proportion of the size of the overall population (World Bank, 2006). School attendance by students has to be regular if learners are to achieve the desired learning outcomes. According to Glasure (2002), there is a positive correlation between days absent and academic performance. Financial constraints is key among factors that contribute to absenteeism therefore educational subsidies have been rooted as a way of alleviating the problem of poor or non-participation in education.

Bursary schemes run by governments are a form of subsidies. In bursary schemes, the aim is to augment the capitation grants allocated to students by the government. Bursaries address access and equity issues since they target students from disadvantaged backgrounds (Oketch, Gogo & Sika 2020).

A critique on the Government of Ghana subsidies at the Senior High School by Essuman, (2018) notes that, a uniform fee-free funding policy adopted by the government will include a number of students who don't need government support, instead the researcher rooted for a selective fee waiver approach inform of targeted bursary schemes so as to promote equity. These bursaries ensure that students from less economically endowed backgrounds fully participate in secondary school education (NOVOC, 2009). It can be noted therefore that, since bursaries cater for part of the education cost that would have been borne by households, they are subsidies in education and by targeting the vulnerable in the society, they enhance participation in education.

Kenya is signatory to international conventions and regional commitments related to education, such as the Education for All (EFA) goals and Sustainable Development Goals (SDGs), among others. To show commitment to these treaties, the government has anchored the right to education in the constitution in articles 43(1) (f) 53(1) (b) and 55 (a) and in the Basic Education Act (2013) that guarantees the right of every child to free and compulsory basic education. As a means to achieving these goals the Government of Kenya continues to invest heavily in the education sector, committing about 4.3% of GDP to the sector (KNBS, 2024). By this allocation, education receives the lions' share of Kenya's budget.

The government shows commitment to these goals by subsidizing secondary education through giving bursaries through the National Government Constituency Development Fund Bursary Scheme and provision of textbooks. However, despite provision of these subsidies, non-participation is still prevalent in public secondary schools. For instance, in Makueni county, which is the study locale, non participation in secondary cycle is rife. Data available in Makueni County Education Office as shown in Table 1, reveals that, there is a consistent decline in enrollment in the subsequent grade as students transition from one grade to another grade in the subsequent year. Overall, 14.2 percent, 10.4 percent, 4.29 percent, 5.67 percent and 6.54 percent of students who enrolled in form one in 2014,2015,2016,2017 and 2018 respectively did not fully participate in education and therefore did not complete form four within the stipulated time period.

Table 1. Flow of Students Through the Four Year Cycle in Makueni County

Year	Form 1	Form 2 (Decline %)	Form 3 (Decline %)	From 4 (Decline %)
2014	25,431			
2015	25,782	25,060 (1.4%)		
2016	25,355	25,322 (1.7%)	23,615 (5.7%)	
2017	26,003	25,276 (0.3%)	23,825 (5.9%)	21,707 (8.07)
2018	29,031	25,795 (0.7%)	24,644 (2.5%)	23,081 (3.1%)
2019		28,714 (1.1%)	25,728 (0.2%)	24,267 (1.5 %)
2020			27,85 (3.0%)	24,528 (4.6%)
2021				27,132 (2.6%)

Source: Makueni County Education Office (2022)

LITERATURE REVIEW

The fact that education is an important aspect of human development that is key in overcoming socioeconomic disparities cannot be gainsaid (Rhenals & Arango, 2022). In the same token, disadvantaged students need assistance in accessing quality education because of the financial constraints they face. According to Moores and Burgess (2023), bursaries have become a critical means of providing financial assistance to these students in that it enables them to access education and fully participate in education through regular attendance to school. This is so because bursaries are fashioned to provide financial aid to

students from disadvantaged backgrounds who may lack the resources to finance their education. Salmi and D'Addio (2021) note that, bursaries can be awarded on the basis of a number of criteria mainly based on merit, need, or a combination of the two. Whichever way, the provision of bursaries effectively bolsters equitable access to higher education, mitigates the financial burden on disadvantaged students, thus enabling them to achieve their academic goals. O'brien (2018) notes that, bursaries help disadvantaged students not only financially but also in bolstering their self-confidence and motivation by recognizing their academic potential. Bursaries are an important aspect in boosting the social mobility of disadvantaged students as it provides them with opportunities to pursue careers that may otherwise have been out of reach.

A review in Belgium by Franck and Nicaise (2022) established that in a bid to ensure that learners from disadvantaged backgrounds get equal opportunities of education with their well to do counterparts, an Equity Funding Policy (EFP) is adopted. The study used a comprehensive search strategy through an electronic search based on Scopus and Web of Science data bases. The current study however employed the use of questionnaires and interview schedules to collect data. While the study under review used backward and forward snowballing method to include references that were of interest but were not found in the databases, the current study adopted the use of descriptive survey design. From the reviewed study, it emerged that, there were criticisms leveled against the EFP in that, for it to be effectively implemented a very detailed data on individual student characteristics are required, this could lead to serious privacy issues and a lot of paperwork (OECD, 2017b). Further, the study notes that, concerns have been raised about the reliability of the data submitted by schools in applying for additional resources. Similar concerns surround bursary awards in schools in that; in some instances, the intended beneficiaries miss out due to submission of inaccurate data.

A study by Majgaard, Kirsten and Mingat (2012), in Malawi on the impact of Conditional Cash Transfer pilot program on girls' secondary school attendance targeted girls who were out of school (baseline dropouts) and those who were in school at baseline (baseline schoolgirls). The study district was divided into 550 enumeration areas (EAs), consisting of an average of 250 households encompassing several villages in which experiments were done on the impact of cash transfers on school attendance. This is in a stark departure from the current study which was done in a school set up and not in the villages. The programme under review consisted of direct cash transfers to each affected girl and indirect monthly cash transfer to the parent of each girl. In the current study, it was different in that the subsidies are send to the schools where the targeted students are attending. The schools were stratified according to school categories unlike the study under review which is divided into enumeration areas. Whereas the current study used descriptive research design, the reviewed study used experimental research design on the study on conditionality. The study established that, the transfer programme had a significant positive impact in school attendance and the rate of re-enrollment of girls who had dropped out of secondary school rose by a factor of 2.5. at the same time, the drop-out rate due to occasional absenteeism among those in school fell by 5 percentage points, from 11 percent to 6 percent. By express this implies that bursaries have a positive bearing in enhancing participation rates in education by students.

Kenya operates National Government-Constituencies Development Fund (NG-CDF), formerly known as the Constituencies Development Fund (CDF) under the Ministry of Devolution and Planning. It was established through the CDF Act of 2003 and reviewed in 2015 with its main aim being to support constituency-level grass root development projects including bursaries. The NG-CDF Act of 2015 provides that an amount of not less than 2.5% of all the national government's share of revenue be directed to the NG-CDF as divided by the annual Division of Revenue Act enacted by Article 218 of the Constitution. In the 2023/24 financial year for instance, the Treasury allocated Sh57.93 billion under the NG-CDF for the 290 constituencies with each getting a figure of Sh199.7 million to finance development projects (KNBS, 2024). According to the amended NG-CDF Act of 2015 education bursary schemes are to be allocated at most 35% of the total funds allocated for the constituency

in any financial year. This paints a picture of a government keen on alleviating the challenges of non-participation in secondary school education due to financial constraints.

According to a study by Oyoo, Achieng and Asena (2020) on the influence of National Government Constituency Development Fund (NG-CDF) support on students' enrollment in Muhoroni constituency in Kisumu County, Kenya, despite the huge investment in education through the NG-CDF, a large number of students are not sustained in the schools once they are enrolled. The study sampled 120 NG-CDF bursary beneficiary students, 12 Principals and five NG-CDF secretaries. The current study however targeted Principals, Deputy Principals and Sub-County Directors of Education. From the study it emerged that, whereas the bursaries were awarded majorly to students who were orphaned, bright and needy, the funds were never enough to cater for all the applicants. The study concluded that there was a strong positive correlation between NG-CDF bursary and enrollment of students.

An empirical study by Behrman, et al (2005) in Mexico noted that, educational bursaries were associated with enhanced enrollment rates, less grade repetition, good grade survival rates, decreased dropouts and higher school re-entry rates among dropouts. The study was consistent with the study by Majgaard, Kirsten, Alain & Mingat (2012) in Malawi on the impact of Conditional Cash Transfer pilot program on girls' secondary school in that they were both conducted in the village at the household level. The current study was however different since it was conducted in a school setting. Both studies used experimental research designs with a group being set up for control experiment unlike the current study which used descriptive survey design. The two studies under review considered many aspects of internal efficiency, however the current study was delimited to participation rates only. The studies under review together with the current study conclude that, bursaries are an important aspect in boosting the social mobility of disadvantaged students as it provides them with opportunities to pursue education that will place them in careers that may otherwise have been out of reach.

METHODOLOGY

The study utilized a descriptive survey design which provides information on characteristics of a population or phenomenon (Mugenda & Mugenda, 2008). Descriptive survey design was suitable for the current study since it enabled the use of existing data to get representative and reliable information. Makueni County has two national schools, 22 extra county secondary schools, 59 county secondary schools and 302 sub county secondary schools; a total of 385 public secondary schools (MoE,2021). Only one national school was targeted. The target population was thus all the 384 Principals and all the 384 Deputy Principals in public secondary schools in Makueni County, bringing the total to 768.

All public secondary schools in Makueni County were stratified as National, Extra County, County and Sub-County Schools. Since Makueni County has only two national schools, one school was selected through random sampling technique. Stratified proportionate sampling technique was used so as to give proportionate representation from the rest of the school categories using Yamane's Formula (1967).

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n is the Sample Size

N is the Target Population

e is the Level of Precision

This study used 95 per cent confidence level with ±5 per cent precision level

therefore N=384 and e=0.05

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$$n = \frac{384}{1.96} = 196$$

Ratio proportionate sampling was employed to get the sample size of the Principals and Deputy Principals in each school category. The sample size for the Principals and Deputy Principals was calculated as a proportion of the target population (N=384) of Principals and (N=384) for Deputy Principals. The proportion of schools in each category (x) was calculated as a ratio of the target population (N), proportionate to the sample size (n=196) of the Principals and Deputy Principals as derived from Yamane formula. The summary of the target population and sample size of Principals and Deputy Principals according to their category is shown in Table 2.

In total 196 schools from all categories were selected to participate in the current study. To select schools from each category to participate in the study, simple random sampling was used in a manner that each school in each school category had an equal chance of being selected for the study. In the selected schools, the Principal and the Deputy Principal were requested to fill in the questionnaires. Purposive sampling was used to include all Sub County Directors of Education since they had requisite information that was important for the current study.

Table 2: Target Population and the Sample population.

School Category	**Principals/schools**	**Sample size(Principals) (x/384)×196=(n)**	**Sample size for D/Principals x/384)×196=(n)**
National	1	1(one random sample excluded from calculation	1(one random sample excluded from calculation)
Extra County	22	11	11
County	59	30	30
Sub County	302	154	154
Total	**∑(N)=384**	**∑ (n)=196**	**∑(n)=196**

The study utilized a questionnaire and an interview guide as research instruments, consisting of both closed and open-ended questionnaires. One per cent (1%) of the population is adequate for pilot testing (Jagger & Vaithianathan, 2009). Thus, the research instruments were piloted in four schools within the county which were similar to the sampled schools and that were not included in the sampled schools. To determine the reliability of the questionnaires, the researcher used test-re-test method during piloting. The questionnaires were administered in a sample of one school selected from different sub counties and the responses recorded. These schools were not included in the final sample.

Descriptive and inferential statistics were used to analyse data using Statistical Package for Social Sciences (SPSS) version 22. Quantitative data obtained from the research instruments was analysed using descriptive statistics and presented in frequency tables, graphs and cross tabulation tables. Qualitative data obtained from responses to open ended questions and interview schedules were transcribed and reported in narratives. Linear regression model was used on quantitative data to indicate the influence of educational subsidies on participation rates in public secondary schools in Makueni County as follows;

$$P_r = f(FDSE, NGCDF, SCNSA, TXB)$$

$Where\ P_r\ is\ Students\ Participation\ Rates$

$FDSE\ is\ Free\ Day\ Secondary\ Education$
$NGCDFis\ National\ Government\ Constituency\ Development\ Fund$

$SCNSA\ is\ Scholarships\ from\ Non\ State\ Actors$

$TXT\ is\ Textbooks$

The model to be estimated thus becomes a linear function as below;

$$P_r = \alpha + \beta_1 FDSE + \beta_2 NGCDF + \beta_3 SCNSA + \beta_4 TXB + \varepsilon$$

$Where\ \alpha\ is\ a\ Constant$

$\beta_1, \beta_2, \beta_3, \beta_4 are\ the\ coefficients$

$\varepsilon\ is\ the\ error\ term$

Responses in the questionnaires were analysed in the five-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. Bell (2005) advocated the use of a weighted means score where a mean score ranging from 4 to 5 will mean that the respondents strongly agreed with the statement. A mean score ranging from 3 to 3.9 will mean that the respondents agreed with the statement. A mean score ranging from 2.5 to 2.9 will mean that the respondents were undecided on the statement. A mean score ranging from 2 to 2.4 will mean that the respondents disagreed with the statement. A mean score ranging from 1 to 2.3 will mean that the respondents strongly disagreed with the statement.

A total of 196 questionnaires were administered to both Principals and Deputy Principals in the sampled public secondary schools in Makueni County making a total of 392 respondents. The questionnaire return rate is presented in Table 3 below:

Table 3: The Distribution of the Response Return Rate

Participants	Number Administered	Response Return Rate	Percentage
Principals	196	180	91.8
Deputy Principals	196	180	91.8
Total	**392**	**360**	Av. 91.8

Table 3 shows the distribution of the response rate from the various study respondents. According to the information presented in Table 3, 180 Principals and 180 Deputy Principals responded satisfactorily to the questionnaire giving a total of 320 responses. This represented 91.8 percent for both Principals and Deputy Principal respectively. The return rates were high because the researcher took the questionnaires to the sampled public secondary schools and a time limit of two weeks was given to the respondents. After two weeks, the researcher personally went round the schools collecting the questionnaires. The researcher found the return rates satisfactory according to Kothari (2004) who suggests that questionnaire return rate above 60 percentage points is adequate for analysis and reporting. This return rate provided the required information for analysis.

RESULTS AND DISCUSSION

The study's objective explored the influence of Bursary funds on students' participation rates. The Principals and Deputy Principals were asked to indicate their opinion on the influence of bursary funds on students' participation rates. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The results were as contained in Table 4.

Table 4: Influence of Bursary Funds on Students' Participation Rates.

	Principals								Deputy Principals							
Response	**SA**		**A**		**D**		**SD**		**SA**		**A**		**D**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Bursary awards increase participation rates of students in education	140	77.8	40	22.2	0	0	0	0	130	72.2	50	27.8	0	0	0	0
Bursaries are adequate to guarantee full participation in education.	0	0	0	0	180	100		0	0	0	0	0	180	100		0
Bursaries have reduced drop out rates in your school	120	66.6	50	27.8	10	5.6	0	0	130	61.1	40	33.6	10	5.6	0	0
Bursaries have increased completion rates of students in your school.	170	88.9	10	11.1	0	0	0	0	160	88.9	20	11.1	0	0	0	0
There is no relationship between bursaries and participation rates in education.	0	0	0	0	180	100		0	0	0	0	0	180	100		0

From Table 4, it is observed that 77.8% and 22. % of Principals and Deputy Principals respectively strongly agreed and also agreed respectively, that bursary awards increase participation rates of students in secondary school education. None of the Principals had contrary opinion. On their part, the Deputy Principals indicated strong agreement that bursary awards increase participation rates of students in education while 27.8 % agreed to the statement. All the respondents both Principals and Deputy Principals unanimously disagreed by 100% to the statement that bursaries are not adequate to guarantee full participation in education**.**

The Principals represented by 66.6% strongly agreed while 27.8% agreed that bursaries have reduced dropout rates in their schools. A paltry 5.6% of the Principals disagreed to the statement. In the same vein 61.1% and 33.6% of Deputy Principals strongly agreed and agreed respectively that bursaries have reduced dropout rates in their schools. Only a small number represented by 5.6% disagreed to the assertion that bursaries have reduced dropout rates in their schools.

On whether bursaries have increased completion rates of students in their school 88.9% of both Principal and Deputy Principals strongly agreed, 11.1% % respectively agreed to the statement. The statement that there is no relationship between bursaries and participation rates in education was negated by way of disagreement by all respondents who participated in the study**.**

Table 5: Responses on how bursaries had influenced the increase in students' participation rates in schools

	Principals		Deputy Principals	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Highly influenced	170	94.4	160	88.9
Influenced	10	5.6	20	11.1
Less influenced	0	0	0	0
Not influenced	0	0	0	0
Total	**180**	**100.0**	**180**	**100.0**

The information presented in Table 5 revealed that 94.4% and 88.9 % of the Principals and Deputy Principals respectively were of the opinion that issuance of bursaries to students had highly influenced increase in students' participation rates in their schools while 5.6% and 11.1% of the Principals and Deputy Principals said that issuing of bursaries had influenced in increasing students participation rates in their schools.

In testing the hypothesis, *There is no statistically significant relationship between government bursary funds and participation rates in public secondary schools in Makueni County, Kenya*,

Regression analysis was carried between the results of government bursary funds and the Means of the indicators of participation (Dependent variable). The results were presented in Tables 6 and 7.

Table 6: Influence of government bursary funds on participation rates in public secondary schools in Makueni county Kenya analysis Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824[a]	.679	.680	.36165

a. Predictors: (Constant), **Government bursary funds**

Regression results in Table 6 indicate that the relationship between government bursary funds and participation rates was positive but moderate (R= .679) because R^2 was not equal to 0 ($R^2 \neq 0$) but within 0 and 1. An adjusted R^2 gave a clear prediction. The adjusted R square of 0.68 indicated that 68% of the variation in the participation of students in schooling in public secondary schools in Makueni County could be explained by provision of government bursary funds in financing education. To test if this analysis had significant prediction, the model significance was determined and analyzed in the ANOVA table presented in Table 7.

Table 7: Regression Coefficients of influence of government bursary funds on Students' participation in education

Model		Unstandardized Coefficients		Standardized Coefficients	Hypothesis Testing	
		B	Std. Error	Beta	T	Sig
1	(Constant)	.742	.290		2.551	.015
	Government bursary funds	.798	.067	.821	11.964	

a. Dependent Variable: Students participation rates in school

Table 7 presents the regression coefficients of the independent variable government bursary funds guided by standardized and unstandardized coefficients (beta). It can be shown from the analysis that government bursary funds had a significant and predictive influence on the students' participation in schooling at *p value* of .015.

Results in Table 7 indicated that there was statistical relationship (0.015<0.05) between government bursary funds and students' participation rates. Therefore, the null hypothesis which stated that there is no statistically significant relationship between government bursary funds and participation rates in public secondary schools in Makueni County, Kenya was rejected at 0.05 level of significance and the alternative hypothesis which implies that there is statistically significant relationship between government bursary funds and participation rates in public secondary schools in Makueni County was upheld. Based on the findings, a conclusion was made that government bursary funds and participation rates in public secondary schools in Makueni County are statistically dependent and that government bursary funds influences students' participation rates in public secondary schools in Makueni County, Kenya.

The findings brought forth by the current study mirror those in Thailand on the Equitable Education Fund which was established in 2016 as a fiscal policy targeting poor students with a view to improving their education outcomes (UNESCO, 2024). The objective of the EEF according to Bastagli,Jessica and Harman (2016) were to ensure equity and efficiency in attaining inclusive education that is specifically serving the most disadvantaged quantile of households. In the case of the current study, the differentiated bursary scheme aims at alleviating the financial burden of poor households. To show commitment in ensuring equitable financing of education, in 2020 the EEF budget stood at THB 83 billion, which was 16.8% of the public education budget. This allocation according to UNESCO (2024) is significant. A key salient feature of EEF is the conditional cash transfer programme which distributes cash to poor households so as to increase their school attendance which boosts their participation rates in education. According to the UNESCO report, households that satisfy the eligibility criteria to the program are required to ensure that their children attend at least 85% of school days per year. The findings of the current study show that bursary allocation boost school attendance and hence participation rates of students from disadvantaged backgrounds and that students from poor households are retained in the education system without disruptions.

CONCLUSION

The study findings indicate that there was positive but moderate relationship between bursary awards and student participation rates in secondary education. The study also established that financing education through bursary awards had influence in determining students' participation rates in education in public secondary schools in Makueni County Kenya. Further, the results revealed that, there was statistical relationship between bursary awards and students 'participation in education. Based on the results, there was sufficient evidence to reject the null hypothesis and accept the alternative hypothesis.

RECOMMENDATIONS

From the study findings, the study makes the following recommendations in line with the research objective of assessing the influence of bursary awards on students' participation rates:

i. The government should continue and also increase bursary awards to students as a way of bolstering participation rates of students in secondary school education.
ii. The Ministry of Education should provide and solicit for scholarships from development partners to ensure smooth participation of learners in education, especially those from poor backgrounds.
iii. School Boards of Management should come up with institutional bursary schemes that target vulnerable students and those at the risk of dropping out of school due to financial constraints. These schemes may be funded through profits from income generating activities; charity walks or from other sources as the BOMs may deem viable.
iv. Since bursary awards have the most significant influence on participation rates due to their targeted approach, the government should align its funding of secondary education with a targeted model. This will improve participation rates in education greatly.

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