

**AN INVESTIGATION OF PUBLIC- PRIVATE PARTNERSHIPS IN  
ENHANCING PRIMARY SCHOOL RETENTION FOR ORPHANED CHILDREN  
IN ABOGETA DIVISION, MERU COUNTY, KENYA**

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## **DECLARATION**

I declare that this thesis is my original work and has not been submitted to any other University for assessment or any other purpose. I therefore submitted it for the first time as a partial fulfilment for the award of masters of Education at Kenyatta University.

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## **DEDICATION**

This work is dedicated to my mum Pauline, my daughter Glory; my son Kirimi, my grandson Shem and to the entire Kenyans.

## **ACKNOWLEDGEMENTS**

I am thankful to the Almighty God who has been gracious to me throughout my life and my academic journey up to this point. I thank my supervisors' Prof Fatuma Chege and Dr Salome Nyambura for dedicating their time to go through this thesis. Special thanks to my family for moral and financial support. May God bless you all.

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## OPERATIONAL DEFINITION OF TERMS

**Civil society**-includes organisations and individuals who share common values and social cohesion and commit themselves to the group's wellbeing.

**Family support**- all activities from the extended family members geared towards helping orphans

**Githeri**- a meal of maize and beans cooked together

**Needs**- something which someone cannot do without/ necessity

**Orphaned children**- children below the age of 18 who have lost one or both parents

**Participation**- active involvement in enrolment, retention, progression and performance

**Partnership**- cooperative and collaborative activities which public and private actors do together on the basis of supporting education for orphans

**Public**- the government bodies who use tax payers' money to implement policies and support education for orphaned children

**Private**- those organisations or individuals who use their own resources to support orphaned children in order to remain in school

**PPP**- joint efforts for both the government, organizations and individual to help the orphaned children

**Rights**- something which an individual is entitled to

**Retention**- making someone to remain or stay somewhere throughout the required time without problems.

## **ABBREVIATIONS AND ACRONYMS**

AIDS: Acquired Immune Deficiency Syndrome CBO: Community Based organization

CHH: Child headed households CSO: Civil Society

Organizations EFA: Education For All

FBO: Faith Based Organization

FPE: Free Primary Education

GOK: Government of Kenya

HIV: Human Immuno Deficiency Virus

KAACR: Kenya Alliance For Advancement of Children

NGO: Non-Governmental Organization

PPP: Public and private partnership ROK: Republic of Kenya

UNAIDS: United Nations programme on HIV/AIDS

UNICEF: United Nations International Children's Emergency Fund

UPE: Universal Primary Education

WLA: World Learning Association

## **ABSTRACT**

The population group that often suffer from limited access and retention in school education includes orphans, children from low income families, indigenous people and other marginalized groups. Worldwide evidence suggests that orphaned children are not accessing education or are leaving school before achieving basic literacy and numeracy skills. Studies have shown that partnerships can help enhance education status of vulnerable groups for instance in the provision of bursaries, provision of infrastructure, and other requirements. The increased number of orphaned children places a tremendous strain on families, communities and nations whereby partnerships are needed for the support. In Kenya, these children have little access and retention to school making them vulnerable to problems like child abuse, child labour and others which needs both public and private partnership. This study explored how public (government) and private (family, Non-Governmental Organizations and Faith Based Organisations) partnership influence school retention of orphaned children in Abogeta division, Meru county. The significance of this study was to enlighten the government, FBOs, NGOs and family on the need of partnership in order to help orphaned children to remain in school. The study was guided by Maslow's theory of motivation whereby through public and private partnership involvement by providing for their needs, orphaned children can be facilitated to access education and remain in school. A descriptive survey design was used where purposeful sampling was used to select informants from FBOs, NGOs and administration officers, random sampling was used to select the 8 schools out of 74 schools in the division and 48 orphaned children both boys and girls from the sampled schools. Data was collected using interview guide, structured questionnaires, observations and focus group discussions. Quantitative data obtained from questionnaires was analysed using descriptive statistics and analysed using the Statistical Package for Social Sciences (SPSS). Qualitative data from observations, interviews and FGDs was analysed thematically according to the main themes, objectives and research questions then conclusions and recommendations was drawn from the research findings. Charts and tables were used to present the findings from FGDs, interviews, questionnaires and observations. The findings from this study was important in providing information to the governments, NGOs, FBOs, communities and families to enable them formulate a broad strategy within which resources could be channeled more effectively to ensure school retention for the orphaned children. There is need to research on the causes of truancy among orphaned children even after being supported.

# CHAPTER ONE

## Introduction

This chapter consists of background of the study, statement of the problem, justification of the study, research objectives, research questions, and assumptions of the study. It also discusses limitations of the study, logistic and ethical consideration, theoretical framework and operational definitions of terms.

### 1.1 Background of the study

Public and private partnership (PPP) depicts a government driven organization or private business wander which is subsidized and worked through an association of government and at least one private segment organizations (Broabent D and Leaghin, 2003). In this study public partnership was utilized to talk about the endeavors made by the legislature to guarantee school maintenance of orphaned children, and private partnership to examine endeavors made by people, groups and other invested individuals in help for training for orphaned children.

Education is widely believed to be critical for any nation's economic, political and social development (UNICEF, 2010). It is associated with facilitating the community to move out of poverty and fully take part in the society and in the labour market. This made the governments around the world to have the concern for providing and financing education particularly basic education. This duty is big and difficult for the government to accomplish hence looking for different methods of funding and giving services from private sectors as well as support from families and the community (Patrinos et al 2009). According to World Bank (2003), effective and reasonable access to education is becoming subtle to several individuals. Mostly low income families, girls, poor and marginalised groups especially orphans have limited access to

education. Consequently, there are implies which people in the public and private partners meet up to supplement each other's exertion in giving training administrations to those groups keeping in mind the end goal to enhance learning results. This outcomes in what is famously known as the public and private partnerships (PPPs) that can be custom fitted and focused to address the issues of orphaned children among other groups which are needy (World Bank, 2003).

In 2007, an expected figure of 145 million youths beneath 18 years were either single double orphaned on the worldwide .Millions of other children can be depicted as susceptible because of the impact of illnesses, destitution, wars and misfortunes. All inclusive 15 million children were orphaned by AIDS, where 11.6 million were from Sub-Saharan Africa (UNICEF 2008).

A report by Joshua Zhong (2006) demonstrated that 573,000 youths were orphans in China, which was 0.04% of the entire Chinese populace of 1.3billion. This report demonstrated that around 86% of the orphaned children remained in the towns while 79% live with relatives and 69% live in orphanages. As indicated by the report, 700,000 orphaned youth get an essential government concedes where more than 200,000 orphaned youths don't get any normal governments financing.

As indicated by UNICEF (2004) 12.2 million youth were orphaned by AIDs in Sub-Saharan Africa, 4.3million from other reason like wars, misfortunes and different illnesses. Notwithstanding the issue of orphan hood, a few other kids are well idea of as susceptible on account of disease of their parents, they are financially poor, separated because of HIV status of the relative (Family Health International, 2005). The vast majority of these OVC were kept in orphanages where they get money related guides from the state and the vast majority of them (especially in Sub-Saharan Africa) appear to be supported by benefactors from western countries (UNICEF, 2004). The advantages of these orphanages were seen to be more secure for the OVC

because there was no discrimination among them like in the home. The funds catered for the orphaned children's school fees and other basic needs.

According to School Community Partnership Serving OVCs (SCOPSO) (2009), there was an estimate of 5.4million orphaned children in Ethiopia who suffered health problems and lacked access to health care facilities and education. To address these problems, World Learning Association (WLA) came up with the school community partnership serving OVCs project in Ethiopian schools to offer education, provide basic needs and attaching them to their relatives with facilities accessible to them within their community. The importance of orphans being with their relatives was that they would get emotional and social support from them.

Uganda had more than 2 million orphans with one out of every five children orphaned between 6 and 15 years (MGLSD/UAC, 2000). With the added burden of poverty, HIV/AIDS and armed conflicts, many communities were facing crisis. The government of Uganda and its partners (CBOs, FBOs, and NGOs) were working to help households meet the financial, social, psychological, educational and health needs of orphaned children so that they could remain in school.

As per School Community Partnership Serving OVCs (SCOPSO) (2009), there was an approximation of 5.4million orphaned kids in Ethiopia who endured medical issues and needed access to medicinal services and education. To address these issues, World Learning Association (WLA) thought of the school Community Partnership serving OVCs venture in Ethiopian schools to offer instruction, give essential needs and joining them to their relatives with offices available to them inside their group. The significance of orphaned being with their relatives was that they would get passionate and social help from them.

Uganda had above 2 million orphans with one out of each five kids orphaned in the between 6 and 15 years (MGLSD/UAC, 2000). With the additional weight of neediness, HIV/AIDS and equipped conflicts, numerous groups were facing crisis. The administration of Uganda and its collaborators (CBOs, FBOs, and NGOs) were attempting to enable family units to meet the money related, social, mental, instructive and health needs of orphaned kids so they could stay in school.

As indicated by WHO (1990) referred to by GDD Plan Finland (2005), the issue of "child headed family" was recognized in the 1980s in Rukai region of Uganda. Research by Foster (2002) noticed that no child headed families in the African setting since orphaned kids were clearly dealt with inside the family units of their more distant family which gave security to the orphaned kids who were additionally individuals from that family. As per UNICEF, (2010), there was sensational increment of orphaned by 24% when contrasted with 12% of every 2004 which made the majority of the more distant families unequipped for dealing with the serious neediness and the extra errands (GOK, 2005). These kids were tossed out of the more distant families and began attempting to meet the essential needs of their kin particularly those in school making them poorer and at times unfit to maintain these siblings in school. The idea to mitigate and accommodate the stranded youngsters in the Child Headed House hood (CHH) had become the primary concern all around (Ennew, 2005).

According to UNICEF (2010), Zimbabwe had about 100,000 Child Headed Households (CHH) and quarter of the children's population, about 1.6 million lost one or both parents due to HIV and other sicknesses. The government of Zimbabwe began a systematic cash transfer programme with the United Nations children's fund (UNICEF) under National Action Plan (NAP) for orphaned children from 2011-2015. The program was especially for underprivileged families

who might get a normal of \$20 month to month to cook for nourishment, instruction and different needs in order for them to remain in school like other children. This programme changed their lives better and absenteeism was reduced.

Experience proposed that youngsters were best administered to within families and groups (International HIV/AIDS Alliance, 2001). In any case, the help and assurance of orphans can't be left to individual house hoods and extended families alone because the extended family systems declined due to modern economic and social changes (Madhavan, 2004). Other scholars pointed out that the large number of orphans had outstripped the meagre resources the traditional caring institutions could manage to provide (Cattel, 1986.ROK, 1994). This meant that some form of public assistance was required to provide these children with adequate food, health care, clothing, education and psychological support to help them improve their living standards and school retention (Diamond and Gew, 2000).

The provision of equal educational opportunities, (expanded access, maintenance and result) to young men, young ladies and the poor was an issue around the world, and especially in the creating nations. This is the reason Kenya like other African nations sorted out state fundamental Education For All (EFA) where potential strategies to balance training openings were defined and discussed to include OVC in school because most had dropped out of school due to lack of school fees (GOK, 1992). The legislature of Kenya in 1990, reaffirmed its sense of duty regarding Universal Primary Education (UPE), following the Jomtien meeting, by setting the year 2000 as the objective for fulfillment of UPE, and 2015 as another due date for EFA in Dakar amid the world training gathering 2000, (Teachers envision volume 4, 2003) and the United Nations Girls instruction Initiative (UNGEI) held in Dakar in May 2010. It was aimed at providing basic education to all children including OVC in order for them to remain and

participate in school.

Kenya's introduction of free primary education (FPE) was wrinkling hope and turning lives around for all its children (UNICEF, 2004) which led to massive increase in school enrolment of OVCs (UNICEF, 2009). In any case, Kendall and O'Gara (2007) contended that FPE arrangements are not sufficient to ensure consideration and sustenance for orphaned kids. They additionally expressed that such youngsters had specific prerequisites which must be distinctly taken a look at by schools and partners if sensible maintenance was to be figured it out. Most orphaned kids particularly those in Child Headed Households (CHH) needed sustenance, safe house, dress and restorative care.

FPE led to massive increase in enrolment in Kenya. Anecdotal from teachers and other education sector staff suggested that many children who came to school following the introduction of FPE were the orphans and other vulnerable children (UNICEF, 2009). The abolition of school fees was seen as one of the initiative that would offer the response to the needs of OVC where most of them had dropped out of school because they lacked school levies and other requirements. FPE didn't cater for basic needs that is; food, shelter, clothing and medical services which made the OVC not to remain in school. Other challenges were teacher child ratio was high which minimised teacher/ child contact, classroom congestion, lack of enough furniture and little or no attention take to children by teachers.

The living standard of a child would greatly influence his or her educational outcome. Children in most developing countries were reared in environments which lacked basic facilities like food, safe drinking water, good shelter and sanitation among others. According to CRC article 27, every child has a right to standard of living adequate for his/her physical, mental, spiritual and social development. For the OVC to achieve this, it needed the effort of both public and private

partnership to provide for these needs. These partners should not only focus on education but also on the basic needs of the orphaned children because unless the physiological needs are met, the OVC cannot participate in class nor remain in school.

Kinyua (2003) noted that due to poverty and poor economic status in Kenya, church organizations, voluntary bodies and non-governmental organizations (NGOs) mainly cater for basic needs and education for orphans and vulnerable children. The community based supportcreativities have been take basically without assistance or funding from outside increasing opportunities and in number (Foster, 2003). He also noted that there was a high prevalence of community responses by churches, mosques, community based organizations. These responses made orphans remain and participate in school.

A study in Kenya by Chege, F., Wawire, V. and, Ruto, S. (2009) stated that orphaned children showed depression and often reported not joining others in school and at home. They also displayed learning problems in class because of the consequences of orphan hood which always involved physical and verbal abuse from some guardian and community members. However, both boys and girls face discrimination and violence, exacerbation when they are living outside family care. Mostly, girl child faces a disproportionate level of risks and vulnerability for exploitation, physical and sexual abuse, HIV infection and burden of caring for the family members (UNICEF, 2004; USAID, 2004).

In Kenya, Imenti South Sub County of Meru county was noted for its high number of orphaned children whose total number was 6,852 (Development Plan, 2008-2012). This was attributed mainly to high rates of HIV/AIDS and high poverty levels. Different household structures and

living arrangements, household socioeconomic status, and school attendance status provided some measures of orphans' well-being in the district (Imenti South Development Plan 2008-2012). In the district, Abogeta Division records half of the aggregate number of orphans in the region (GOK, 2008), where the greater part of these children are supported by NGOs, for example, Ripples universal, Save the kids Canada, Plan international, Save the children Canada, Plan International and Faith based organizations (FBO) like catholic OVC education programme called (mucore programme) among others while others get support from relatives.

### **1.3 Statement of the problem**

The orphaned children usually face various barriers in their lives as they attempt to remain in school. In Kenya it is currently estimated that there are over three million orphans where 12-15% are headed by an orphan sibling. As noted out in background section, almost 50% of the orphaned kids in Imenti South sub district was in Abogeta division with 3,462 orphaned kids and 33% of this populace contained school going age that required education, social insurance, physical assurance and other monetary requests so as to stay in school. The civil organizations, religious associations (private) and other well-wishers had ventured in by giving essential needs, training, medicinal care and directing administrations. It was not clear how the general population segment of Government of Kenya (GOK) through the Ministry of Education (MOE) upgraded the training of orphaned kids in spite of the fact that there was Free Primary Education (FPE) in light of the fact that orphaned kids were not treated especially. Since the GOK supported for the private and open associations, there was have to build up how the GOK (open), common associations, religious associations and other intrigued bodies (private) partners to guarantee that orphaned kids' essential needs were met with a specific end goal to stay in school. The partners had no follow up on whether they remained in school and whether they had other

problems that hindered them from school retention.

The task of this study was therefore, to establish the nature of public and private partnership and how they work together in enhancing primary school retention for orphaned children in Abogeta division.

#### **1.4 Purpose of the study**

The study aimed at investigating the roles played by the public and private partnership in enhancing school retention for orphaned children whereby the public entails Government of Kenya (GOK) and private represents guardians, Civil Society Organisations (CSOs) and the Faith Based Organisations (FBOs).

#### **1.5 Objectives of the study**

- a) To investigate how public (GOK) and private partnership (CSOs, FBOs,) operated to support retention of orphaned children in school in Abogeta Division.
- b) To find out how the family/guardians partnership with schools enhanced retention of orphaned children in school in Abogeta Division.
- c) To assess the orphaned children's views regarding the support from the various education partners to their education in Abogeta Division.
- d) To find out the influence of Public/ private partnership on orphaned children retention in school in Abogeta Division.

#### **1.6 Research questions**

- a) How do public (GOK) and private (CSOs, FBOs) partnerships operate in order to support orphaned children in Abogeta Division?
- b) How do the family/ guardians partnership with schools enhance retention of orphaned children in school in Abogeta Division?
- c) What were the views of orphaned children regarding the support from various partners to their education in Abogeta Division?
- d) How did the Public/ private partnership influence school retention of orphaned children in Abogeta Division?

### **1.7 Assumption of the study**

The study was based on the following assumptions:

- 1) The selected schools in Abogeta division had enrolled all children including orphaned children.
- 2) Extended families/ guardians absorbed and cared for orphaned children after the death of their parents.
- 3) Orphaned children received support from the government (public) and other organizations (private).

### **1.8.1 Delimitation of the study**

The study was limited to study orphaned children in Abogeta division in Meru County only and not other divisions in the District. This was because the division had bigger number of orphaned children who were in school. The division had a total of 74 primary schools but only twelve (12) schools were sampled and only ninety six (96) orphaned children due to the understated limitations. The information got was used by other scholars to generate relevant information

about other similar situations.

### **1.8.2 Limitations of the study**

- Time was a limiting factor when carrying out the study because covering all the twelve schools in the division within the timeframe needed sacrifice.
- Finances was a limiting factor for activities such as travelling long distances to reach the respondents, typing, printing and binding of the documents which made the study to take a longer duration than planned.
- Distance, poor roads and weather conditions sometimes made it difficult to reach the schools and the researcher had to use motor bike and other places walked.
- The opinion of the respondents was useful but constraints of getting some and contradictions of others was a problem.

### **1.9.1 Theoretical Framework**

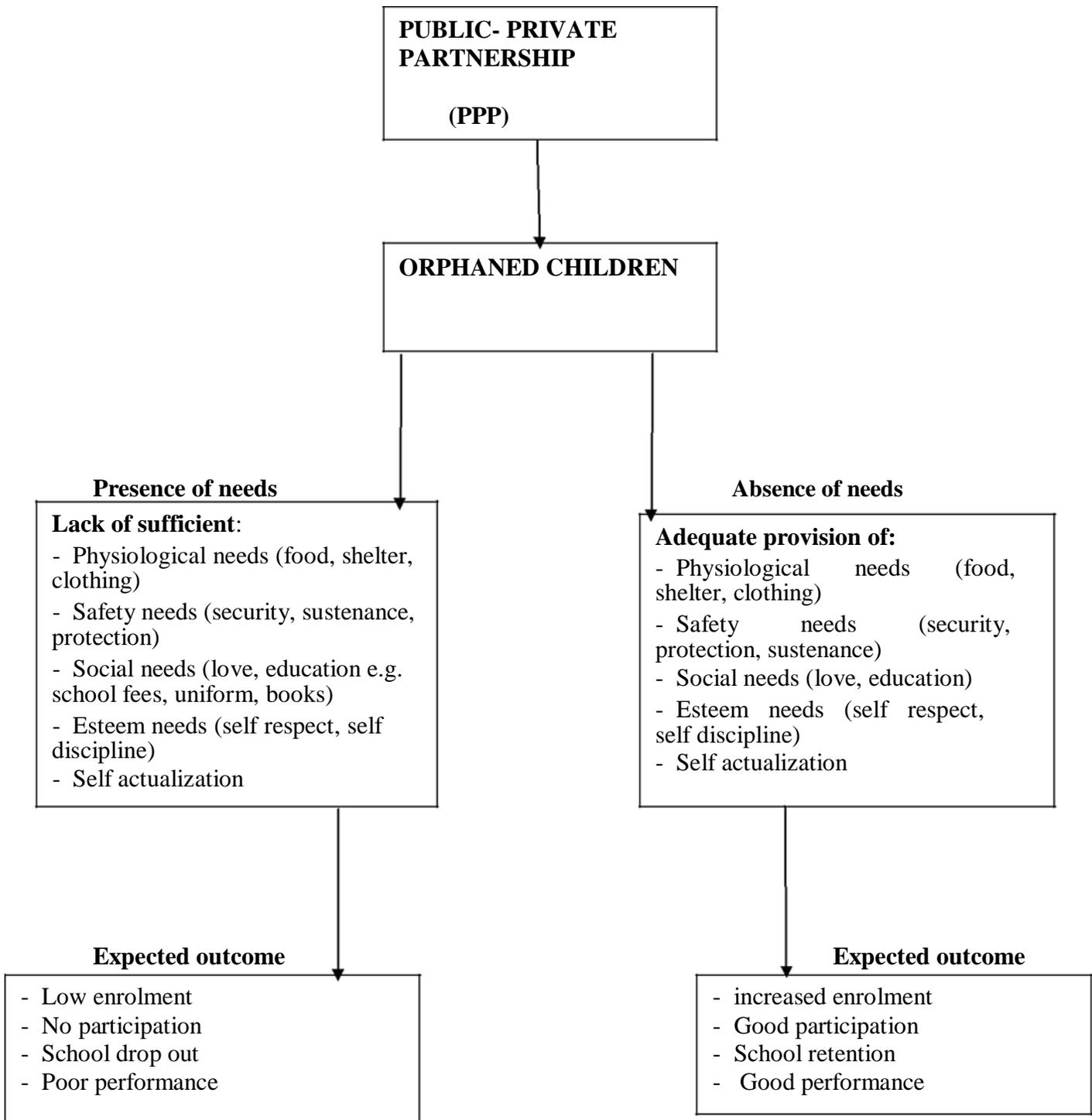
The research was guided by Maslow's (1954) theory of motivation which expresses that it isn't until the point when the physiological needs of an individual are fulfilled to a worthy level that a man motivate to the following stage in the pyramid known as security needs. At the point when the danger needs are fulfilled, the individual feels safe and his roused to the following level.

Education is a social need which each tyke today is entitled, however unless the physiological needs and security needs are fulfilled, orphaned kids can't be persuaded to take part in instructive exercises. As per the theory, there is prove that starving or terrified kids are not prone to accomplish the prerequisites of the school like the very much fed and ensured kids. In connection to this, orphaned kids whose physiological and security needs may not be fulfilled may not go to and stay in school. Hence yearning and instability may compel orphaned kids out of school.

The physiological and safety needs of kids are the obligation of family to fulfill but since stranded kids have no guardians to assume this liability, the administration (open), group and other common associations (private) should accomplice with a specific end goal to accommodate these requirements to an adequate level. This will prompt great enrolment, interest, maintenance and execution of orphaned kids in primary education.

### **1.9.2 Conceptual framework**

As the number of populace in orphaned kids increments in number, the groups are unequipped for meeting their essential necessities and training. Quality watch over OVC s training was accomplished through association of both pubic (government) and private (NGOs, FBOs, social associations and other well-wishers) by accommodating these necessities. Figure 1 underneath demonstrates how when these accomplices gave enough necessities to OVC the result was certain and when their requirements were not completely met, the result was negative.



*Source: Author 2017*

According to figure 1.1, orphaned children were dependent on public and private partnership in order to acquire basic education. If public and private partnership provided orphaned children with the physiological needs (food, clothing, shelter, health and so on.) to start with, this would inspire them to the following level of necessities.

Security and protection needs was accomplished by orphaned kids when the school organization and instructors (open) did not harass and favor them in school/class and the group (private) did not subject them to child labour, child abuse and disregard them. On the off chance that there was love and security at school and in the group, at that point orphaned children's passionate dependability and psychosocial support would be figured it out.

Educational needs was met when public (government) through FPE, bursaries and other education funds were evenly distributed to the OVC. Also if private partners (civil society NGOs and religious institutions) provided all the requirements in school including buying school uniform, books, and paying school fees and monitoring done, orphaned children would remain in school.

If their basic needs, safety needs and social needs were met, there would be good enrolment, effective participation, good retention and good performance in education. This would lead to the development of esteem needs which focuses on self-respect and respect for others.

Self-actualization was achieved when orphaned children attained a good job and being able to lead a good life in future.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0. Introduction**

This chapter discusses the role of PPP in supporting school retention of orphaned children, orphans views regarding the support from various partnerships, PPP influence on orphans“ retention in school, family/guardian partnership with schools to enhance school retention of orphaned children and summary of literature review.

#### **2.1.1. The role of public partnership in supporting school retention for orphaned children.**

The World conference on Education for All (EFA), held in Jomtein, Thailand in 1990, strengthened the requirement for fundamental instruction. It was noticed that such training was to serve the fundamental requirements for all. To sufficiently give this, there was have to grow the vision to go past asset distribution, institutional structures, educational module and customary conveyance frameworks to a comprehensive structure to address the particular needs of individual groups (Sifuna, 2005). It was normal that by 2015, every powerless kid will approach totally free and mandatory education of good quality.

Developing nations have put in endeavors to meet Universal Primary Education (UPE) targets. To accomplish these objectives, nations have received various procedures. For instance, Latin American has focused on money exchanges as a method for enhancing elementary school enrolments and maintenance for orphaned kids (Adrienne and Mbiti, 2000) while African nations

have utilized all inclusive methodologies strikingly free essential training programs. For instance in Kenya it prompted monstrous increment in enrolment of orphaned children who did not keep tutoring on the grounds that there were other concealed charges and school uniform (UNICEF, 2009). The preferred standpoint was that orphaned children who had dropped from school continued back.

Numerous nations have a national approach concerning orphans and susceptible kids which they have fused universally for mediations (UNICEF, 2005). For example, the Nigeria's orphaned children education policy states that; the federal government of Nigeria shall enact dissemination and enforce registration focused on protecting the right of orphaned children as citizens of Nigeria and ensuring access to free education (UNICEF Report, 2004).

In Kenya, the purpose of the national policy on orphaned children is to guarantee security and support to all orphaned children in Kenya so as to realize their full prospective, that is physically, intellectually, socially emotionally and spiritually and to realize their rights (GOK, 2005). The 2004 HIV Education Sector Policy statement recognized that orphaned children had exceptional necessities and recommended that sectoral backing may be required to empower education sector to accomplish its task through effective resource mobilization approaches. The Kenyan government under the Universal primary Education policy (UPEP) allocated approximately Kshs 1,020 to a child per year for children enrolled in primary school including OVC. (GOK, 2004). The money was to cater for other requirements in order to remain in school which was not adequate to their needs and needed more support from other partners.

In Zambia, Better Education and Life opportunities Networking Organizational Growth (BELONG) programme offers decent school feeding programme to orphaned children attending

Zambian community schools, which was meant to improve children's dietary status, execution, participation and maintenance. In Rwanda, the group checking program consolidated tyke headed families with counselors who were prepared and skilled to control, coordinate, give and rouse these youngsters thrive in adapting together with supporting them get therapeutic administrations, security and lawful rights (World Bank fourth coming). This was important because most orphaned children needed guidance and counselling and be inspired to know the importance of education so that they can remain in school.

As per CRC, article 28, each child is qualified for quality instruction and it is the obligation of the nation to guarantee free and mandatory essential training and to rouse differing frameworks of optional training available to all children and tertiary instruction acquired by all in light of ability. CRC suggested that the target of instruction ought to be to enhance the child's identity, gifts, mental and physical capacities absolutely (GOK, 2002).

A report by (GOK, 2003) proposed the formation of a subsidy structure meant to support orphaned children at work to take up schooling again. It also proposed that the importance of support programmes to motivate the child's family and giving clothes, school fees, sustenance and social insurance; yet because of the nonappearance of perception and administration countrywide, local and neighborhood levels prompts cash not proficiently getting to orphans and their families (GOK 2004).

Financial help for orphans in type of assets to cook for their necessities in organizations and in the groups was given by CBOs, FBOs, and NGOs in Kenya. The kind of subsidizing gave incorporates rotating reserves, private company credits and different administrations, for example, cost of burial service, lease among others (GOK, 2004). In 2004, the legislature of Kenya through the Ministry of Home Affairs together with UNICEF presented a trial money

exchange program for orphans and susceptible kids. The program did not provide food for the focused on amass in light of the fact that the cash arrived in the wrong individuals (Mwaniki, 2007).

The government of Kenya additionally distributed 840 million Kenya shillings to cater for 42,000 orphans and susceptible kids in this year's spending assignment (standard, June ninth 2011). Each constituency was to get about four million Kenya shilling to assist about 200 orphans which landed to the wrong hands and failed to support them.

### **2.1.2 The role of private partnership in supporting school retention for orphans.**

Fostering of orphaned children within family lines remained the most common secure place for care which without doubt favoured the smooth absorption of the growing number of orphaned children despite noticeable changes such as increased involvement of the maternal relatives (grandparents) and the young (Beer & others, 1996, cited by Hunter& Williamson, 2000). Studies in Africa showed that, extended family delivered the basic care for the orphans and the institutional reaction was only additional (Burchand Dewit, 1986; Mitchell, 1989 Foster et al 1997; Webb, 1995). Thus families and institutions are engaged in partnership to support orphaned children (Hunter, 1991; Foster 1997). For example, traditionally Ugandan communities immersed orphans within the larger family structure where each household fostered at least one orphan by giving medical care, security, food and other requirements (ROU, 2004).

According to UNAIDS (2004), local orphans were generally taken the extended families where they mostly failed to fit and opted Child Headed Household. Reports indicate that 12% of these households composed of orphans looking after themselves (GOK, 2004) while child headed 18 families constitute 5% of all family type in Kenya struggling to survive (GOK, 2005a). Poverty

was found to initiate some problems among children who decided to live on their own once both parents died. Abebe, (2008) noted that older child stopped schooling to work on farms to earn a living while the young siblings struggle to remain in school. Abebe (2009) claims that in child Headed Households (CHH) the older girls take responsibility of the mother and the son struggle to get t all aspects to things work to resemble the head of the family. Therefore they end up leaving school to work for their siblings. In 2008 Rwanda Women Network (RWN) supported 90 child headed households with clothing, school fees and facilitated nutritional food supply and everyday upkeep like cleaning and moral support to OVC done by community volunteers (GOR, 2008b).

In the United States of America, orphans and vulnerable children are often kept at care homes called orphanages which are funded by institutional charities and religious groups (spectator, 2006). A report on children on the brink (2000) said that settlement in the institutions was the finest taken as the last option because they seemed attractive for providing food, clothing and education, but generally failed to meet young people"s emotional and psychological needs.

Children are best nurtured inside families and groups (International HIV/AIDS Alliance, 2001). Be that as it may, the help and assurance of vagrants can't be left to singular families and more distant family alone. Group gatherings, religious associations, CBOs, and NGOs are the main line of help for family units looking after orphans and powerless kids. NGOs and existing CBOs have built up exercises and program to help OVC. These exercises offered incorporates going by influenced family units, showing local abilities, giving food, attire and school charges, and giving otherworldly, enthusiastic and mental help (UNICEF/UNAIDS, 2000).

Makungu (2005) noticed that if no one but groups could be engaged and sharpened about orphaned kids then the circumstance would enhance significantly. NGOs, FBOs, CBOs and other

private divisions are contributing a ton of endeavors and assets in help of OVC. However their endeavors are obliged by restricted financing, specialized and proficient abilities (Hepburn, 2001). Swaziland's All Children Safe in Schools and Neighbour hood Care Points programmes still target their intervention, but share responsibility among local and international actors, and are solidly backed by agency or donor support, and show some sort of government collaboration at the district or national levels.

There are numerous associations focusing on stranded children's welfare in Rwanda. Imbuto establishment, one of the biggest undertaking targets OVC education and the change of their living conditions. Rwanda Women Network (RWN) additionally pays school charges and gives educational materials and start up units for youthful grown-ups who finish professional preparing (SIAPAC, 2008). In Kenya, budgetary help for orphans in type of assets to cook for their necessities in organizations and in the group is given by CBOs, FBOs, and NGOs. The sort of subsidizing gave incorporates school expenses, spinning stores, private venture credits and different administrations, for example, cost for channel, lease among others (GOK, 2004). They likewise give accounts to psycho-social help, wellbeing insurance benefits however as a rule vagrants stay unattended (GOK, 2004).

## **2.2. Orphans views regarding the support from various education partnerships.**

Freud and Burlighan (1973) discovered that regardless of moderately great living conditions in orphanages, the isolated children experienced sentiments of not being needed, and denied of maternal fondness. Another overview done in kapanong and kanana in South Africa demonstrated that dominant part of orphaned kids revealed that they were not treated a similar route with other kids via guardians which influenced them to dread to and be disparaged,

(Simbayi, L.C, Shisana, O. and Chauvea,J. 2002). While another review done by Schaal and Elbert, (2006) in Rwanda demonstrated that kids living in orphanages announced that they had less post injury indications on the grounds that there was grown-up cooperation, essential need of nourishment, safe house and medicinal administrations met.

As indicated by Shisana,O. and Simbayi, L. (2005), those orphaned kids who got bolster from The Valley Trust Youth Caregiver Program in South Africa detailed that they profit by the program and revealed positive changes out of partake in the program.

In Zimbabwe, a report by Apicalla et al (2006) demonstrated negating issues where half of OVC affirmed that they felt better being helped by grown-ups particularly individuals from their religion while a larger part powerless gathering showed up who never felt bolstered and others announced relinquishment by family and friends. In a meeting directed to some OVC understudies who are recipients of The OVC Scholarship and Leadership Program in Kenya demonstrated that they were upbeat proceeding with their instruction and seeing their fantasies ending up valid in the wake of having lost expectation (USAID, 2010).

### **2.3 Influence of Public/ private partnership on orphaned children's retention in school.**

Public partnership has greatly influenced orphaned children's retention in school. For example in the United States of America, orphaned children are often kept at care homes called orphanages where large international charities and the State continue to fund them for their education and other basic facilities (The Spectator.UK,2011).In Namibia, the ministry of health and social services is responsible for the provision of general health services to orphans while the ministry of education is responsible for education and runs a school feeding programme to retain orphaned children in school (republic of Namibia, 2007). In 2001, the government of Kenya

enacted children's Act that all child are entitled to education, which should be the responsibility of the government and parents (GOK, 2001).

A report by GOK (2003) proposed the establishment of a bursary scheme aimed at assisting OVC working to resume to normal learning system by providing them with basic needs. In 2004, the government of Kenya through the ministry of Home Affairs, together with UNICEF initiated a pilot cash transfer programme for orphans and other vulnerable children (Mwaniki, 2007). The programme lacked proper monitoring and evaluation and did not help the targeted group.

Private partnership also plays a great role in ensuring orphaned children's retention in school. In Zimbabwe, Children First (CF) provided school block grant to 53 schools in Harare and Umzigwane districts enabling over 15,000 OVC to access and remain in primary and secondary school before during and after Zimbabwe declared emergency for children. CF supported local NGOs to provide supplies, materials and technical assistance to schools to improve OVC access, retention, educational quality and availability of support services.

#### **2.4. Family/ guardians' partnership with schools**

Over the years, studies affirm that children do better in school when parents/ guardians are involved as partners. Henderson and Map (2002; 2007) showed that children whose guardians/ family who participated in the learning of children made them progress in school, registered in higher level programmes, had higher graduation rates, had positive attitude towards school and were well behaved both in and out of school. They also discovered that children need guardians who play a variety of roles such as paying school fees, buying uniform, attending all school activities and planning for their future. But today this is becoming difficult because the extended family systems are declining as a result of the modern economic and social changes ( Kilbride

and Kilbride, 1993). A report by (USAID, 2002) observed that the majority of orphaned children in African countries did manual jobs in order to buy school uniform, books, food and also work for the upkeep of their younger siblings where nobody attends to their needs which make them to be out of school.

### **Summary of literature review**

The literature reviewed showed that the issue of orphaned children's education is internationally looked upon by both the governments and other private bodies. To begin with, governments in many nations have demonstrated a great deal of worry in the training of OVC everywhere throughout the world. Most governments in creating nations have actualized the Free Primary Education and embraced the training arrangement and putting reserves aside for the OVC instruction to hold them in school ( The World Bank, UNAIDS and UNICEF, 2005).

extended family members/ guardians takes care of orphaned children where parents are dead or the one parent left is not capable of supporting their education. Where extended family members do not take this responsibility and the older siblings take over leading to child-headed house hold (CHH).

Besides, it is noticed that extended family members/ guardians takes care of orphaned kids where guardians are dead or the one parent left isn't capable for supporting their education. Where extended family members don't assume this liability and the more seasoned kin assume control prompting youngster child-headed house hold (CHH).This implies support and security of vagrants can't be left to singular families and more distant family frameworks alone for the quantity of orphans has exceeded the pitiful assets that the conventional minding foundations could give (Forsthe and Rau, 1996). Numerous learning foundations for stranded kids have been set and numerous associations like, NGOs, FBOs, and CBOs and have indicated enthusiasm for

supporting stranded kids' school maintenance.

Lastly, evidence showed that orphaned children have different views about the support they receive from the sponsors where some reported positive achievements while others reported negative achievements (Schaal et al 2006; Simbayi et al 2002). Limited studies seem to have been carried out on whether all orphaned children who get the support from both public and private partners remain in school. Therefore the study was seeking to find out what can be done by both public and private partnerships in order to ensure orphaned children remain in school like other children.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presented a discussion of the research procedures which was employed in the study. It included research design, location of the study, target population; sampling techniques and sample size, research instruments, data collection procedures and data analysis techniques.

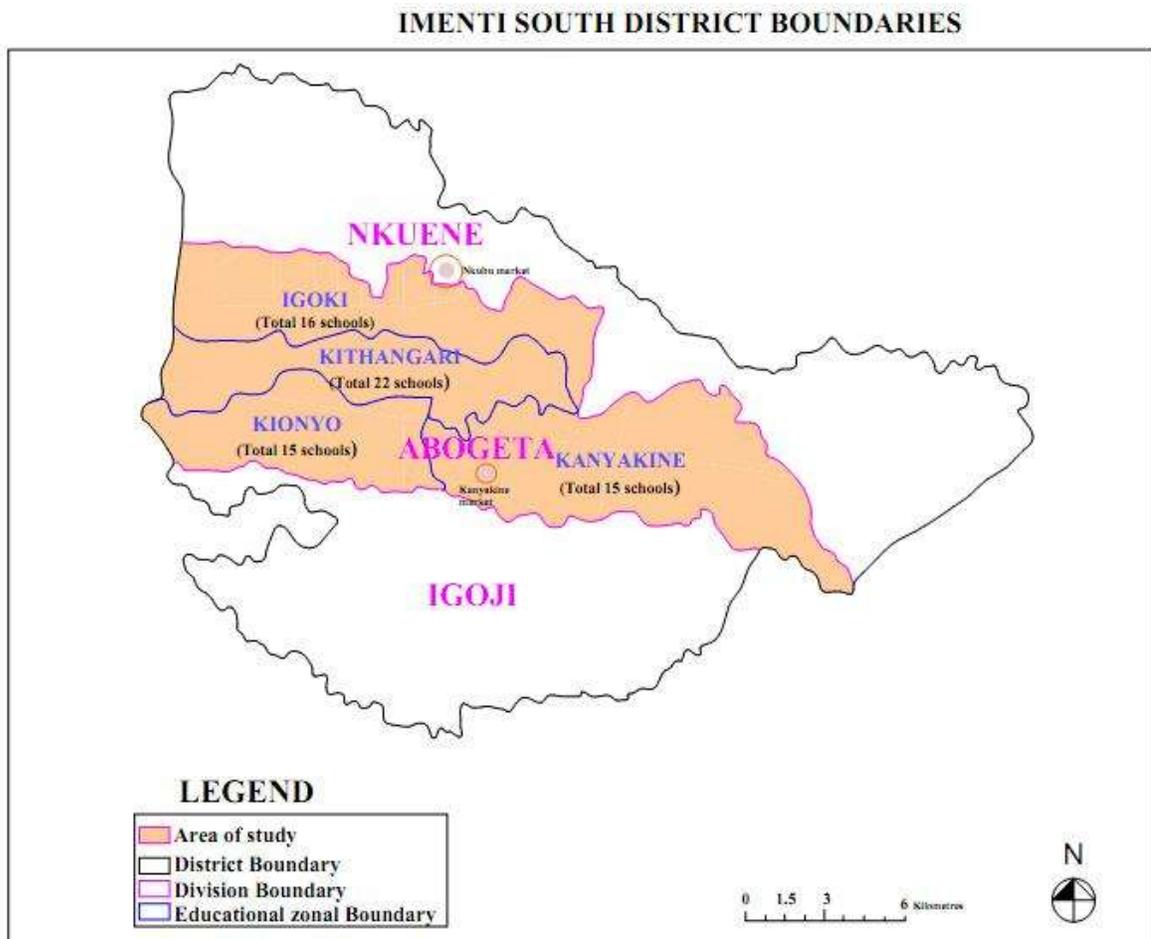
#### **3.1 Research design**

This study used a survey design. Survey is a method used to collect information within a short time by interviewing and administering questionnaires to a sample of individuals ( Orodho,2003) which was aimed at collecting data in order to answer questions concerning the current status of the study (Mugenda and mugenda, 2003). The design was descriptive in orientation. A descriptive research gives an accurate account of characteristics of a particular phenomenon, situation, community or person. The researcher preferred the design because it was appropriate for educational fact-finding and sought for a great deal of information which was accurate. It also enabled the researcher to gather data at a particular point in time and used it to describe the nature of the existing conditions (Cohen et al., 2000). A survey design was meant to bring out a deeper insight and understanding of how public and private partners operate together to support orphans to enhance school retention. The premise was that it enabled those orphaned children who had dropped out of school to resume back to class.

### 3.2 Location of the study

The study was carried out in Abogeta division, Imenti South Sub County of Meru County. The sub County borders Nithi County in the South and Imenti Central Sub County in the North. The district has 3 divisions; Nkuene, Abogeta and Igoji. The researcher intended to take Abogeta because it had the highest number of orphaned children (3,462 out of 6,852) as compared to other divisions. The division had seventy four (74) primary schools. It was divided into 4 educational zones, namely; Igoki, Kithangari, Kionyo and Kanyakine.

Figure 2: map of Imenti south sub county boundaries



Source: Imenti South District Development plan 2008-2012

### 3.3 Target population

The target population was drawn from 12 public and private primary schools in Abogeta division. The sample consisted of three (3) schools per every education zone, 8 children from every school (4 boys and 4 girls to balance gender) were sampled making a total of 96 children; 12 head teachers, 5 parent/guardian, 3 sponsors (NGOs, FBOs CBOs leaders) and 2 administrative leaders. The total number of the target population was 118 respondents.

Abogeta division has four (4) education zones as indicated in the table below;

*Table 3: Number of public and private schools in Abogeta division per zone.*

Zone	Public Schools	Private Schools	Total
Igoki	10	06	16
Kithangari	12	10	22
Kionyo	09	06	15
Kanyakine	12	09	21
Total	43	31	74

*Source: Abogeta Division primary schools Record 2013*

#### 3.4.1 Sampling technique

Simple random sampling was used to select the 12 schools out of 74 schools in the division.

Kerlinger (1992) pointed out that random sampling warrant each member of the respondent equal chances to be designated. Each primary school in the 4 zones was written on different 27 pieces of papers. They were folded and put in baskets per zone and thoroughly mixed. From each

basket, 3 folded papers were randomly picked. The picked schools were the sample for the study.

### **3.4.2 Sample sizes**

From the 12 sampled schools out of 74, the researcher purposively sampled 96 orphaned children out of the 3,462 orphans in the division to fill the questionnaires; 4 boys and 4 girls from every school were sampled. 1 head teacher from every primary school was sampled to give full information of the children whether they got any support from the government, NGOs, CBOs, FBOs, others and the problems encountered in schools regarding the distribution of bursaries and discipline matter of the orphans. 5 guardians were sampled to represent others to explain the touching issues they addressed to the orphaned children and the problems they faced. 3 sponsors were purposeful sampled to give the criteria they used in selecting the orphaned children and the support they provided to them. 2 administrative officers were sampled to give report on how they distributed the government resources meant for the orphaned children making a total of 118 respondents.

## **3.5 Research instruments**

### **3.5.1 Questionnaire**

Structured questionnaires were developed and administered to collect basic data from the children and the head teachers. This was because a questionnaire had the ability to collect a large amount of information from a large sample size in a reasonably quick way. Its limitation was that it was only administered to those who were capable of reading and comprehending the content.

This made the researcher to prepare questionnaire for children from class four (4) to eight (8). Two different questionnaires were prepared; for children and for head teacher (appendix ii and iii). These were administered by the researcher to the orphaned children and the head teachers.

The information collected included; where orphaned children got support from, the kind of support they get, the treatment they receive from their guardians, whether the support orphans received was adequate for their needs, the challenges head teachers faced and how the number of orphaned children was influenced by free primary education.

### **3.5.2 Focus Group Discussion**

Focus group discussions were conducted by the researcher for two groups of orphaned children in school. They were grouped boys alone and girls alone for privacy and freedom of expression. The purpose was to get views on what support they got and from whom, the challenges they encountered and, how they coped with the situations and other physical problems.

### **3.5.3 Interview schedule**

Interviews were conducted by the researcher to the private partners (sponsors, for example FBOs, NGOs) and the guardians (appendix iv and v). The researcher visited the partners in their respective places of work (offices) at different times. This was done to get information on how they got particular children, the kind of support they give and where they got the income they use to support the orphaned children with. The information collected was recorded to report the findings and also to help in determining the roles played by the sponsors. Guardians were interviewed in their homes to give information on the challenges of these orphans and how these challenges can be overcome.

## **3.6. Validity and Reliability**

The orientation of this study was mainly qualitative and accepted standards of addressing validity and reliability in research were followed. Patton, (2001) advocates the use of triangulation by stating that it strengthens a study by combining methods. This means using

several of methods including using both qualitative and quantitative approaches.

The study established reliability and validity based on the recommendations above to be line with qualitative approach. Piloting of research instruments was carried out to establish validity and reliability of the study instruments to address the study objectives. Validity of the study was enhanced by triangulating both research instruments and data sources where the main objective of the study was the role of public/ private partnership in enhancing primary school retention of orphaned children. Questionnaires, interview schedule and Focus Group Discussions were triangulated to obtain a deeper perspective. Also data sources were triangulated by including orphaned children, head teachers administration officers, education officers and sponsors.

### **3.7. Piloting**

The instruments were piloted at Nkubu primary school and Stella Maris academy in Nkuene division of Meru County. The piloting targeted orphaned children enrolled in the schools, head teachers and the sponsors. Necessary corrections and amendments were made to address the objectives of the study.

### **3.8. Data analysis**

Kerlinger (1973), defined data analysis as categorizing, ordering, manipulating and summarizing data to attain answers to research questions. The collected information from questionnaires, interviews and FGDs was edited, coded and put in the computer for analysis. The results of analysis were presented in the form of frequency distribution tables and charts. The researcher used both quantitative and qualitative data analysis techniques. Quantitative data obtained from questionnaires was analysed using descriptive statistics and analysed using the Statistical Package for Social Sciences (SPSS). Qualitative data from observations, interviews and FGDs was analysed thematically, that is, organized according to the main themes, objectives and research questions then conclusions and recommendations were drawn from the research findings.

### **3.9. Logistical and Ethical considerations**

The following procedures were undertaken to ensure ethical issues were observed in this study. Permission to carry out the study was sought from relevant authorities, Kenyatta University board of post graduate studies, National council of Science and Technology (NCST). Owing that the study was of sensitive population, the researcher used class teachers' record to sample the subjects of the study and explained them in a room the importance of the study and that all the study participants' rights to privacy and confidentiality was respected and no OVC was exposed to any harm during the study. Consent was sought from guardians and the head teachers.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents analysis and discussions of the findings of public/private partnership in enhancing primary school retention of orphaned children in Abogeta division. The data has been analysed, presented and interpreted according to the research objectives. The chapter has five parts where the first part presents general demographic characteristics of the study. The other four parts presents data based on research objectives.

#### **4.1 Respondents demographic characteristics**

Abogeta division is in Imenti south sub-county Meru County where the study was done and had more orphaned children than the other two divisions. The orphaned children were of school going and attended both private and public schools. Some of the orphaned children stayed with relatives especially the grandparents and others guardians. Education being very important in life today, the government of Kenya, faith based organizations, non-governmental organizations and other well-wishers have joined hands to ensure that orphaned children remain in school.

A total of one hundred and eighteen (118) respondents were involved in this study. 96 (81.4%) were orphaned children, 12 (10.2%) were head teachers, 5 (4.2%) were guardians, 3 (2.5%) were sponsors and 2(1.7%) were administrative officers.

Table 4.1 below shows the number of respondents and figure 4.1 the age of respondents.

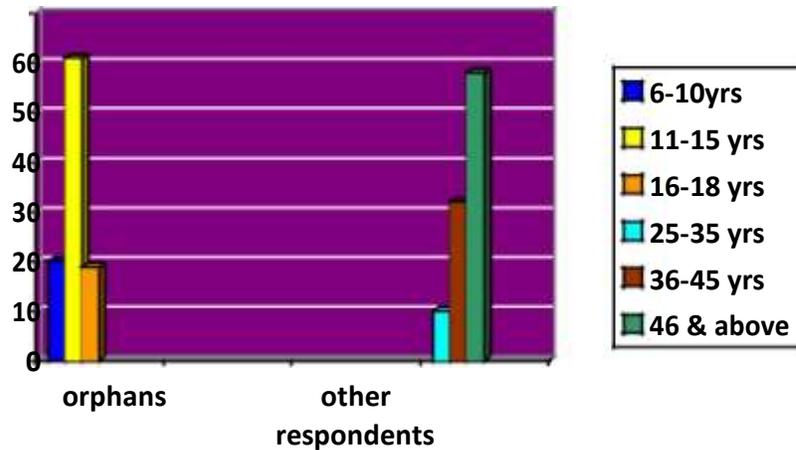
**Table 4.1. Respondents in the study**

Respondents	Frequency	Percentage
Orphans	96	81.4
Head teachers	12	10.2
Guardians	5	4.2
Sponsors	3	2.5
Administration officers	2	1.7
Total	118	100

#### **4.1.2 Age of the respondents**

Most of the orphaned children 61% were aged 11 to 14 years enrolled in various primary schools while majority of the other respondents 58% were aged between 41-50 years. Other respondents represented head teachers, guardians, administrative officers and sponsors who took the responsibility paying school fees, provided school uniform, food and shelter to the orphaned children in order for them to remain in school. These respondents also provided the information of these children and how retention is maintained in school.

#### **Figure 4.1 Age of Respondents**



Data from figure 4.1 above indicated that orphaned children were taken from age six to eighteen years who were in school and especially those who could be able to read and write in order to comprehend all that was in the paper and gave the correct information needed. Other respondents included the head teachers, sponsor and administration officers who were above 25 years. This meant that other respondents were adults who were responsible of supporting and handling orphans with great care with the awareness of the challenges they underwent which sometimes deprived them opportunities of school retention.

#### **4.2 Operation of public/ private partnership in enhancing school retention of orphans.**

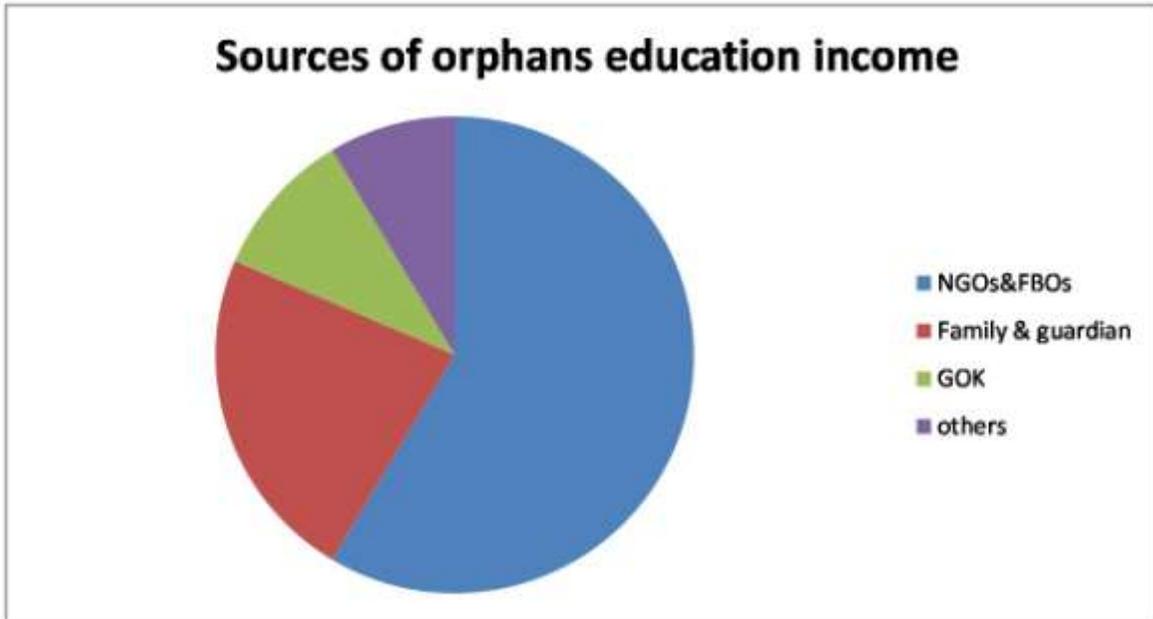
The first research objective in the study was on how PPP operated to support school retention for orphaned children in Abogeta division of Imenti south sub county. It was established during FGD and interviews that community groups, FBOs, NGOs and other individuals were the first line of support for households caring for orphaned children. They had established activities and programmes like providing food, clothes, and school fees, providing spiritual, emotional and psychological support. For example the group of orphaned children who were sponsored by catholic sisters of the Holy Family received spiritual guidance through seminars during the

holidays. Most orphans live with the extended family members. NGOs like Save the Children Canada, Ripples international and FBOs such as Mucope programme learned by catholic Diocese of Meru, Rev.Fr. Mwija's Education Programme has sponsored children in the area of study where most orphaned children receive the above mentioned requirements.

Those orphaned children who stayed with the members of the extended family had an advantage because fostering by extended family is culturally acceptable and assumed to be suitable where the child finds stability, love and emotional support from relatives. These relatives provided basic needs and education for the orphaned children and they felt that they were supporting their family member. Also the orphaned children that they were within their home and with people they were familiar with.

The government of Kenya also through Free Primary Education, CDF and other government subsidy have played a very big role in school retention of orphaned children. In public schools, children are given both text books and exercise books. For example, a report by GOK (2003) proposed the establishment of a bursary scheme aimed at assisting working OVC to resume to normal school system and also proposed the need for sponsorship programme that focuses on the child's family and providing clothes, school fees, nutrition and healthcare. For example in an interview a guardian said that she took the orphan girl to school because the expenses were only uniform and food and one does not buy all the time and food was available all the time.

This showed that both the public and the private partners were working towards the supporting the orphans school retention. This was possible because guardians stayed with orphans, provided food, shelter and clothing; the sponsors provided school fees, clothes while the government had bursaries and FPE.



**Figure 4.2 Sources of income for orphaned children**

The findings from figure 4.2 indicate that most of the orphaned children interviewed, 70% of their educational funds come from NGOs and FBOs. Also, 18% of the orphaned interviewed in private schools were sponsored by NGOs and FBOs were from support from family/guardians, 10% of the orphaned children relied mostly from what they got from the government of Kenya (GOK) especially those who stayed with poor and old grandparents. 3% of the orphaned children intervened claimed that they get their basic needs from well-wishers who feel that these children have a right to education and survival. This showed that both public and private partners participated in making school retention possible for the orphaned children.

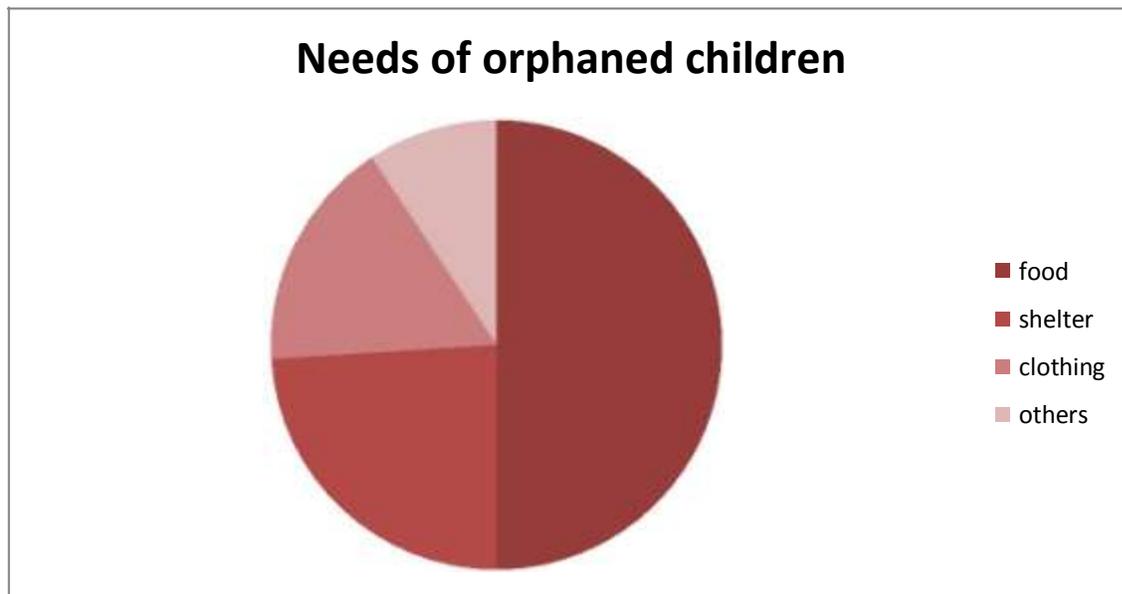
#### **4.2.2 Needs of the orphaned children**

Basic needs have to be met so that orphaned children can move to the next level of needs. In the study all the physical needs were moderately met. They include food, shelter and clothing. For orphans, lack of basic needs may have a double effect on school retention because they already have lost the bread winner(s). Food is necessary in the human life. Most orphaned children in the study had enough to eat although a class five boy complained that sometimes the grandmother refused to cook and said he didn't collect firewood. Another orphaned child said, "When the food is little, my aunt sends me and when i come back i meet they have already eaten then am given a cup of tea and am told the food was for my uncle". Food being a basic need was supposed to be adequately provided to orphaned children because it mostly leads to truancy and absenteeism. Lack of adequate food also could lead to malnutrition which could course infections and school attendance becomes irregular. The government of Kenya also provided food to the orphans through the chiefs office.

Clothes were another basic need which had issues especially to the youth. Soake and Mutemi (1996) said that clothing was another basic requirement that orphans must have to ensure good health. A class 7 boy said that he had stopped attending school for a week to harvest coffee in a neighbour's shamba to buy a trouser "dirty jeans" to be like other boys. Another class eight girl reported in a FGD that her aunt gives her old clothes from her children, which made her feel that if her parents were alive she could be bought new ones. This issue sometimes made children escape home to work in order to get money to buy the clothes they felt best for them and for the

fashion. Shelter was another issue discussed. A class 8 boy mentioned that the priest built a 4 bed roomed house with water inside and a toilet for which the father could not. This showed that the sponsors played a great role in ensuring school retention because exposure to rain, cold and others may lead to illnesses, destruction of resources in the house leading to absenteeism.

**Figure 4.3. Orphaned children’s needs**



According to figure 4.3. above, food was the most essential need for the orphaned children. Most guardians provided orphaned children with food. Out of the orphans needs, 50% consisted of food which every individual cannot live without. Shelter also was very important and constituted 24% of the needs. Security was discussed and most children reported that they were not harassed by their caregivers and had good places to stay. Clothing had 17% where orphaned had issues especially with the latest fashion. Other needs constituted 9% which included soap, oil and sanitary towels for girls.

One of the guardians said that they were told to provide basic needs to the orphaned children that

is food, shelter and clothing while the sponsor paid school fees. Some of the sampled schools provided feeding programme which made orphaned children remain in school. One of the sponsors interviewed said that he grouped the orphaned children according to vulnerability so that he can be able to offer the necessary assistance.

### **4.3 Family/ guardian partnership with schools.**

The second research objective in this study was based on how the family/guardians partner with schools to ensure school retention for orphaned children in Abogeta division. Sometimes parents are needed in schools for meetings, visiting days, education days, when children have discipline problems and many others reasons. In some cases, guardians become reluctant attending to the school when needed. The table below shows the attention given by guardians about the orphaned children’s education.

**Table 4.2 Family/guardians participation in schools**

Time	Frequency	Percentage
Visiting	26	27.1
Attending meetings	12	12.5
Checking children’s work	10	10.4
Not available at all	48	50
Total	96	100

The table above shows that the largest number of guardians 50% didn’t participate in any school even when called by the head teacher for important issues of the school. This made the orphaned

children to view the guardians as if they were not concerned with their development in school. It also contributed to them not giving out their report forms when they were needed especially when they did not perform well. About 27% of the orphaned children were visited during visiting days which motivated them and felt that they had somebody who cared for them. Those who were visited viewed themselves the same as those children whose parents were alive. 13% of the guardians attended school meetings, sometimes which were compulsory in some primary schools. This showed that some of the guardians valued education and the orphaned children positively. Only 10% of the guardians were interested in checking the progress of the children.

#### **4.3.2 Family/ guardians provision of orphans needs**

Needs are necessities required by every human being. Orphaned children required basic needs for their survival like any other children. They include; food, shelter and clothing which every child were entitled to from the family. The family/ guardians provided for these needs although some orphaned children claimed they were not adequate for them.

**Table 4.3 Basic needs provided by guardians**

Needs	Adequate	Not adequate
Food	18	25
Shelter	16	15
Clothing	08	14
Total	42	54

Table 4.3 indicates that all basic needs were provided to the orphaned children by their guardians although there were complaints caused by lack of satisfaction from the orphaned children. Those orphaned children who reported that food was not adequate said that they always ate gather'

which was little to satisfy them and they needed enough and variety of food. Variety of food was to ensure that they ate balanced diet.

Shelter was also another necessity for human beings. Fifteen (15) orphaned children claimed that they were not comfortable with the place where they lived because the house used as a kitchen was at the same time the bedroom where they slept. This made their clothes turn colours and sometimes smoke disturbed them at night as they slept especially when the firewood used was not dry. They also claimed that they shared living rooms both boys and girls. But during an interview with guardians, one grandmother said that she had challenges because she was staying with four orphaned children and the house was one which was used as a kitchen and bedroom. Those who lived with their guardians claimed of the harsh conditions especially when they urinated on bed whereby one was beaten and given punishment to wash the house before going to school.

Fashion was an issue to all orphaned children. Most of the respondents who mentioned about clothing being an issue wanted to be like other children in dressing. They claimed that they were never bought new clothes especially during Christmas time like other children with parents but in most cases they were given old ones from friends or other children in the family. During the interviews, it was found that orphaned children's problem was not clothes but the fashion.

#### **4.3.3 Provision of guidance and counselling to orphans by guardians**

Issues of truancy and absenteeism were mentioned by several head teachers. It was reported that most orphaned children were frequently absent from school especially when they had not done

school work, sometimes when they slept and woke up late for school and other times without any reasons at all. Most of the orphaned children living with grandparents had discipline problems in the community. These problems needed guidance and counselling both at home and at school.

This made most churches start pre- adolescent seminars where some are free sponsored by Christians so that all can attend.

**Figure 4.3. Guidance and counselling at home**



From the interview conducted with orphaned children, thirty two per cent (32%) of them received guidance and counselling at home from their guardians and had easy time coping with school life and had no indiscipline cases. Sixty eight per cent (68%) of the children claimed that many people blamed and quarrelled them instead of helping them claiming that they ignored their guardians especially their grandparents. Most of them had discipline problems with their guardians, teachers and other children at home and in school. One of the guardians (grandmother) claimed that the orphans she stayed with had no respect for her and when she asked for assistance from someone to talk to them they refused to listen to him and said they

were being accused wrongly.

Guidance and counselling is vital for the orphaned children in order for them to realize their problems, adjust and cope with the situations. Most schools offer guidance and counselling to children and especially the orphans. This was the reason why the respondents who had problems of absenteeism, truancy and discipline changed with time and were able to cope with school life. The was reported by one guardian who reported that he felt that he could not stay with orphan any more but through the help of the school the boy changed his behaviour and loved being in school.

#### **4.4 Orphans Views on the support they get from the PPP.**

The third research objective was on the views orphaned children gave regarding the support they received from PPP. Many things were provided to the orphaned children by the government and the private bodies in order for them to remain in school but some orphaned children did not value the support they got. Those children who were being sponsored by a catholic sister were provided with school uniform, books, school levies and in special cases food and clothing. The made the sister to lament because of how children under her programme wasted and misused the things they were given especially books and uniform because they felt that they were free and could go for them whenever they needed them.

Table 4.4 Orphans responses on resources provided

Availability of materials	Frequency	Percentage
Adequate	35	36.5
Not adequate	50	52
Need urgent help	11	11.5
Total	96	100

A large number of orphaned children 52% claimed that the resources they received from PPP were not enough. An issue was raised in a FGD by an orphan girl staying with her grandmother that they were given 5 kilo grams of maize and 2 kilo grams of beans from the chief's camp and they were told to use it for a month and wait until they would be called for some more. This was to be eaten by five members of the family with nothing else to change with. This made her not to go for it the next time they were called for. When the administration officer was interviewed about the food and the funds they received for the orphaned children, he said, "you give them today and after a week they are there coming for some more. Sometimes they say I have eaten their money." From the investigations done by guardians, sometimes these resources were not evenly distributed because the neediest orphaned children received little grants which made them to have a negative attitude towards the support.

Guardians' attitude towards the orphans was mentioned where children said that sometimes they suffered a lot but had nothing to do and also nowhere to run to. This was because of the situations they passed through, for example harsh and tight working conditions which sometimes

made them miss time to do school homework. Other times if they shared their experiences with other people outside the home especially their teachers, and if their guardians happened to know, they were punished or beaten. Their guardians also claimed that they were never satisfied even when one did something good to them they did not appreciate. This was true because one orphan girl who stayed with her aunt disappeared from her aunt to live with the grandmother who was very old and had nothing to support her. She always expected school requirement to be met by the aunt.

About 37% of the orphaned children were very comfortable and appreciated the support they were receiving. In a FGD a class eight boy reported that the catholic priest built a four bed roomed house, paid their school fees for the five orphaned children and put them in boarding schools. They were also provided with shopping for use in school during the term which made them remain in school for the whole term. Still in a FGD, a class six girl said, “We should thank God for those people who have taken us through our education like their own children because there are many children in the streets wishing to be in school but they are not.”

There was another group of children 11.5 per cent who needed urgent help. These were total orphaned children living with relatives who after receiving the things to support the orphaned children used them for their own children and ways. A case was raised by a girl in class seven (7) who was bought a school bag and school uniform by her sponsor and they were exchanged with old ones. She was given the old ones and the new ones were given to her cousin. This practice was common because most of the things given were durable, unique and beautiful.

Most sponsors complained that there were some orphaned children who drop out of school after everything was done for them. For example many sponsors paid school fees for a whole year.

One sponsor claimed of a boy who after buying uniform, paid school fees for a whole year in a boarding primary school, shopping for him, stayed in school for only two weeks and disappeared from school and went back home. This stressed the sponsor because he kept sending the workers to go for him and talk to him so that he could love and remain in school. Another sponsor said that they always misused the things given and keeps disturbing her for more things especially text books which they tear into pieces and demand for more. The partnership of providing the materials so that orphaned children can remain in school resulted in negative views because sometimes orphaned children sought for ways which would make the stay at home rather than being in school.

Head teachers reported that they were happy for what they received from the government and the sponsors because it was able to sustain the orphaned children in school although there were others who were not sponsored. This made it difficult for head teachers to support them fully with the little grants they received. One head teacher said that what they receive from the government was not sufficient for all the orphaned children in his school but he worked it wisely to retain them by giving them more materials than other children in school.

#### **4.5 PPP influence on school retention of orphans.**

This research objective was to investigate how public/private partnership influences school retention for orphaned children in Abogeta division. The following were the findings;

##### **4.5.1 Government initiative**

One of the government's initiatives that influenced school retention for orphaned children was Free Primary Education (FPE) which led to high enrolment of children. Children from

public schools who participated in the FGD said that they received free stationery from school which reduced absenteeism. One of the head teachers interviewed evidenced that he had special arrangements with his staff members concerning issuing of stationery especially exercise books, pens and mathematical sets. Orphaned children were to get more than the other children and special attention paid when their books were filled up.

#### 4.5.2 NGOs/ FBOs initiative

They have played a great role on school retention of orphaned children by providing the facilities mentioned below.

**Table 4.5 Facilities provided**

Requirements	Frequency	Percentage
School fees/levies	55	57.3
Uniform	10	10.4
Food	14	14.6
Clothing	12	12.5
Medical	3	3.1
Shelter	2	2.1
Total	96	100

The analysis in table 4.5 revealed that most of the orphaned children's 57% fees was paid by the private partners. The responses were interpreted against the need and the background of the children where 10 received school uniform. Indeed 14 orphaned children who show lack of food 12 lack of clothing were provided. 3 children were provided with medical care and 2 were built

houses for shelter.

### **4.5.3. Administrative initiative**

Through the administrative office, orphaned kids could get government supports. One chief in a in an interview schedule informed that they get government gifts for orphans. Through the group region headsmen, they got a list of orphaned kids from each village and guardians remaining with them. He said that the awards were circulated equitably to the orphaned kids. The chief additionally specified about the administration revolving fund which they provide for the guardians to purchase different prerequisites for the orphaned kids which is given yearly.

### **4.5.4 The home setting**

Home setting contributed a considerable measure to class maintenance of orphaned kids. As UNICEF (2005) contended that school draws kids from residential obligations, a class eight boy contended that he didn't need schools to close on the grounds that the auntie influenced him to work without a rest. This made him to remember his parents who used to work and do everything for them. Mandela (2004) reported that many orphans in Kisa location of Butere District Kenya missed their parents and kept remembering their love, care, affection and protection they offered to them before they died. In FGDs most orphaned children claimed that they were not able to complete school work because of the household chores given at home.

## **Discussion**

By and large, the response on how best public/private partnership can enhance school maintenance for the orphaned kids should concentrate more on money related intercessions joined by an expanded corroborative activity. The responses are like the suppositions given by various specialists in regards to the help for orphaned children's training. UNICEF (2002) hypothesized that numerous orphaned children in sub-Saharan Africa never finished education because of constrained assets. As a response to this test, the administration of Kenya consolidated FPE to help instruction for orphaned children kids (ROK, 2002). Additionally money related help in type of assets to cook for the requirements of orphans in establishments and in the group is given by CBOs, FBOs, and NGOs (GOK, 2004).

The findings concurs with that of Mandela (2004), who reported that despite the introduction of Free Primary Education by the Kenyan government in 2004, many orphaned children did not remain in school and that was why public and private partnership was necessary in order to support and influence school retention in Abogeta division of Meru County Kenya.

Both the PPP assistance is required to provide adequate food, health care, clothing, education and shelter to the orphaned children in order for them to remain in school. The suggestions by various respondents concur with this because the study shows that orphaned children's needs are not fully addressed. For example the need for medical care and shelter (see table 4.5) is poorly looked upon, meaning that health care was necessary as point out by Soake and Mutemi ,(1994) because a stressed child and sick cannot remain in school.

Most orphaned children stayed with their extended family members where they were provided

with basic needs and education. According to a study carried by Urassa *et al.*,(1997) in Tanzania, it also showed that the extended family systems absorbed and cared for orphans with minor adaptations. Also Ntonzi et al., (1999) in their study about the role of the extended family in orphaned children care in Northern Uganda, found that the extended family support for orphans was overburdened by their big number. This as a result lead to orphaned children sometimes given old clothes, being sent when the food was little and grandparents refusing to cook.

## **CHAPTER FIVE**

### **Summary, Conclusions and Recommendations**

#### **5.0 Introduction**

This chapter presents summary of the main research findings, conclusion, and recommendations.

The summary is presented according to the research objectives that guided the study.

#### **5.1 Summary of the findings**

In this study orphaned children were identified as children under the age of 18 years who have lost one or both parents. Public / private partnership (PPP) described joint efforts made by the government and other civil organizations to enhance school retention for orphaned children.

##### **How Public/ Private Partnership operates**

This was all the efforts that the government of Kenya and other civil organization had put in money and materials to make orphaned children remain in school. Families, communities and the government shared responsibilities to protect orphaned children. Meeting their needs provided a unique opportunity for collective action on individual, local and national levels. No single government, civil society organization or community could do it alone, and each had an important role to play in orphans' school retention.

##### **Family/ guardians partnership with schools**

Orphaned kids required needed guardians who are constantly accessible when required. They assume different parts, for example, paying school charges, encouraging, purchasing clothes,

going to all school activities, Henderson and Map (2006). It was confirmed from the discoveries that family/guardians gave fundamental needs however the biggest gathering (half) didn't go to any of the school activities. This was the reason the vast majority of the orphaned kids reported a great deal of truancy and non-attendance as said by a few head teachers. In this way, both the guardians and the schools expected to cooperate by giving a helpful situation at home and in school, guide and direction these orphaned kids.

### **Orphaned children's views**

People have individual differences. Most of the orphaned children interviewed and in the FGD had not appreciated the support they got feeling it wasn't enough for them. On the other hand, there was another group which was grateful and felt that whatever was done to them even their own parents' couldn't do it.

### **Public/ Private Partnership influence**

Free primary education strategy had significantly facilitated the school necessities making school maintenance a probability. Most orphaned kids detailed that they get practice books and course readings from school.

Kinyua (2003) noticed that because of neediness and poor monetary status in Kenya, church associations, willful bodies and non-government organization (NGOs) for the most part provide food for essential needs and education for orphans and susceptible kids. From the discoveries, unmistakably the greater part of the assets for orphaned children's education is from NGOs/FBOs. They also provide for other need like food, shelter and clothing. This was evidenced by a class seven boy who explained how a priest built a four bed house for them.

According to Mwaniki 2007, the government of Kenya through the Ministry of Home Affairs together with UNICEF initiated a pilot cash transfer programme for orphans and vulnerable children. The pilot programme did not cater for the targeted group because the money landed in the wrong people. This is true because from the head teachers' questionnaires, they suggested that no other support they get the government apart from the FPE fund.

## **5.2 Conclusion**

From this study the following conclusions were made:

- 1) It is clear that Private partnership (NGO/CBO) supported orphaned children with the biggest percentage than the government.
- 2) Although there was FPE there were other needs that needed urgent attention in order for orphans to remain in school.
- 3) The extended family systems are weakening in Kenya today where orphaned children found rescue after the death of their parents due to economic transformation, migration and social changes.
- 4) Administrative offices are working with truth when it comes to issuing of resources for the orphaned children.

## **5.3 Recommendations**

- 1) All primary schools should enrol orphaned children and the head teachers to mobilize stakeholders to start a school feeding programme.
- 2) Families/ guardians staying with orphaned children always liaise with schools to ensure proper learning and retention.

- 3) All partners supporting orphaned children should have a follow up activity to ensure that all remained in school.
- 4) Administrative officers should keep records of all orphaned children in their areas and know them by their needs so as to provide what they receive evenly.
- 5) The government of Kenya should allocate enough funds to provide basic needs to the orphaned children in order for them to remain in school.
- 6) The Ministry of Education should initiate partnership with other ministries especially Ministry of health to provide health services to the orphaned children.

#### **5.4 Suggestions for further research**

The study was based on investigating how public/ private partnership influences school retention of orphaned children. The researcher suggested the following areas to be researched on:

- 1) To find out whether all school going orphaned children are enrolled in primary schools.
- 2) To find out the role of the community members in supporting orphaned children education.
- 3) The causes of truancy among orphaned children even those being supported.

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APPENDIX I:

**Complementary Letter to the respondents.**

Kajuju Florence J

Kenyatta University,

School of Education,

P.O Box 43844,

Nairobi.

Thro“

District Education Officer,

Imenti South Sub County

Dear Sir/ Madam

**RE: AN INVESTIGATION OF PUBLIC- PRIVATE PARTNERSHIP IN ENHANCING  
PRIMARY SCHOOL RETENTION FOR ORPHANED CHILDREN IN ABOGETA  
DIVISION, MERU COUNTY.**

I am a post graduate student in Kenyatta University pursuing Masters of Education. I will be conducting a study on the above stated topic in the district.

I hereby request you to fill the questionnaire items as honest as possible and to the best of your knowledge.

The responses will be absolutely confidential and anonymously given.

Thank you in advance.

Yours sincerely,

Kajuju Florence.

**APPENDIX II**  
**QUESTIONNAIRE FOR PUPILS A**

This questionnaire is to establish the roles played by public and private partnerships in the education for orphaned children in selected primary schools in Abogeta division.

**For children (upper primary)**

The information that shall be given in this questionnaire shall be treated with great confidentiality unless with consent from the respondent.

*Please put a tick or fill in where necessary*

**Respondent's background**

1. Sex..... male[ ] female [ ]
2. Age .....
3. Class .....

**Section I: school needs and support**

1. (i) How many children are you in the family? .....
- (ii) Do you stay together? Yes [ ] No [ ]
- (iii) If no, with whom do the others stay with? .....
2. Are there school items you need that you don't get? Yes [ ] No [ ].
3. Have you ever stopped from going to school? Yes [ ] No [ ]

What reason made you stop going to school? a) No one to pay fees (b) My parents could not afford (c) Others specify .....

4. Now you are attending school, who meets your school related expenses? (a) Parents [  ] (b) Relatives [  ] (c) Brother/sister [  ] (d) NGO [  ] (e) Church [  ] Others specify  
 .....
5. If you have brothers and sisters, do they go to school? Yes [  ] No [  ]  
 If yes, who meets their school related expenses? (Use the above options)

**Section 2: Availability of basic requirements**

1. Who provides for your basic needs: food, shelter, and clothing? (a) Relatives [  ] (b) Friends [  ] (c) Church [  ] (d) Donors [  ]
2. What kind of treatment do you get from the person(s) who provides for your needs? (a) Friendly and adequate [  ] (b) Friendly but not adequate [  ] (c) Adequate but not friendly [  ] (d) Valueless [  ]
3. Where else do you get support from apart from your parents? (a) Relatives [  ] (b) Religious groups [  ] (c) NGOs [  ] (d) Others specify .....
4. What kind of support do you get? (a) Basic needs [  ] (b) Educational needs [  ] (c) Psychological needs [  ] (d) All of them [  ]
5. Who introduced you to get the support? (a) Through the church [  ] (b) Through a friend [  ] (c) Administrative office [  ] (d) Others specify  
 .....
6. How frequent do you get the support? (a) Soon the need arise [  ] (b) Weekly [  ] (c) Monthly [  ] (d) Once a term [  ] (e) Yearly [  ]
- 7.

## APPENDIX III

### QUESTIONNAIRE FOR HEAD TEACHERS

The information given in this questionnaire shall be treated with great confidentiality unless with consent from the respondent.

Please tick ( ) against the relevant answer in the spaces provided.

1. Period of working in this school.

(i) Less than 5 years [ ] (ii) 7 years [ ] (iii) More than 10years [ ]

2. The average number of orphaned children in your school?

(i) Less than50 [ ] (ii) Between 50-100 [ ] (iii) Over 100 [ ]

3. How frequent do the guardians visit the school?

(i) Once a week [ ] (ii) Once a month [ ] (iii) Once a term [ ] (iv) Once a year [ ] (v) Not at all [ ]

4. Do orphaned children get adequate support from their guardians?

(i) Yes [ ] (ii) No [ ]

5. What kind of support do orphaned children get from the school?

(i) Bursary [ ] (ii) Books [ ] (iii) Nothing [ ]

6. How often do the children make an attempt to run away from school?

(i) Often [ ] (ii) Rare [ ] (iii) Has never happened [ ]

7. Was the number of orphaned children influenced by FPE? (i) Yes [ ] (ii) No [ ]

8. What challenges do you encounter with these children?

(i) Discipline [ ] (ii) Absenteeism [ ] (iii) Dropping out of school [ ] (iv) Any other specify.....

**APPENDIX IV**  
**Interview guide for private partners**

**A. Demographic data:**

Age of the respondent.....

Marital status .....

Education level .....

Occupation .....

**B. Source of income and education for orphaned children**

1. How did you get the children you support?
2. What criteria did you use for selection?
3. Who made the decision of supporting them?
4. Do relatives of these children give any support?
5. What kind of support do you offer them?
6. Do all the children you support go to school? Yes/No
7. If no give reasons
8. Where do you get the resources to support these children?
9. What value do you think the education will add to the lives of these children?
10. What is the perception of these children towards the support you give?
11. What challenges do you encounter when dealing with these children?
12. What changes have you noticed with these children from the time you started supporting them?

## APPENDIX V

### Interview guide for guardians

#### Demographic data

Age.....

Marital status.....

Occupation.....

Educational level.....

1. How many orphans do you care for?
2. What are the most crucial things for these orphans?
3. Do the orphans you stay with go to school?
4. What challenges do you face when caring for these orphans?
5. In which ways do you think the challenges can be overcome?

## **APPEDIX VI**

### **FOCUS GROUP DISCUSSION**

#### **Focus group discussion guide for orphans and vulnerable children**

##### **A. Problems faced by orphans and vulnerable children at home and in school**

1. What problems do you encounter when it comes to paying of school fees?
2. How does the feeding at homes affect your attendance and retention in school?
3. How do you acquire the basic needs?

##### **B. Coping strategies**

1. Who do you stay with?
2. What challenges do you encounter at home?
3. Do you ask for any assistance from other people in the community?
4. What home activities hinder you from learning?
5. How do people react when you approached them for assistance?

##### **C. Psychological Effects**

1. How do you feel when you miss something required in school?
2. How do you feel when other children call you an orphan or poor?
3. What treatment do you receive from others in your immediate environment?
4. Do you value what the government and other private partners do to you?
5. How do you show the acceptance of their support?

**APPENDIX V: RESEARCH AUTHORIZATION LETTER**



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION**

Telegrams: "ELIMU" Imenti South  
Telephone: 064-51132  
Email: deolimentsouth@yahoo.com  
When Replying please quote

SUB-COUNTY DIRECTOR OF EDUCATION OFFICE  
IMENTI SOUTH SUB-COUNTY  
P O BOX 481  
NKUBU

Ref : IMS/GEN/47/82

5<sup>th</sup> February, 2015

All Head Teachers  
Primary Schools  
Abogeta Division  
**Imenti South Sub County**

**RE: RESEARCH AUTHORIZATION**  
**KAJUJU FLORENCE JUSTUS – REG NO E55/21093/2010**

This is to inform you that *Kajuju Florence Justus* has been authorized to carry out research on "*An investigation of Public-Private Partnership in enhancing Primary School Retention for Orphaned Children*".

Please accord her the necessary assistance

FOR SUB-COUNTY DIRECTOR  
OF EDUCATION IMENTI  
SOUTH SUB-COUNTY

**B. W. NJOROGE**  
**FOR: SUB COUNTY DIRECTOR OF EDUCATION**  
**IMENTI SOUTH**