NON-GOVERNMENTAL ORGANIZATIONS’ EDUCATIONAL CONTRIBUTION TO NEEDY PRIMARY SCHOOL CHILDREN IN VOI DIVISION, KENYA

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OCTOBER 2012
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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GRACE W. KISEU

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DEDICATION

Dedicated to my husband the Very Rev Canon Dr. Festus Kiseu, our children Shereta, Hilda, the late Alfred and Joy, I am especially indebted to our son, the late Alfred with whom it was a joy to be with, in the first weeks of the research work just before that tragic road accident which claimed his childhood life. May God rest his soul in eternal peace Amen.
ACKNOWLEDGEMENTS

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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>ADP</td>
<td>Voi area Development Plan</td>
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<td>AMREF</td>
<td>African Medical Research Foundation</td>
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<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
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<td>CBE</td>
<td>Curriculum Based Establishment</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>DFID</td>
<td>Department of International Development</td>
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<td>EPZ</td>
<td>Export Processing Zone</td>
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<td>EWS</td>
<td>Early Warning Bulletins</td>
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<td>FGD</td>
<td>Focused Group Discussion</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>FTI</td>
<td>Fast track Initiative</td>
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<td>GEP</td>
<td>Global Education Partnership</td>
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<td>GESCR</td>
<td>Gender Equity in School Completion Rates</td>
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<td>GTZ</td>
<td>Germany Technical Co-operation</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>IDA</td>
<td>International Development Agency</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>I-PRSP</td>
<td>Interim Poverty Reduction Strategy Paper</td>
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<td>JICA</td>
<td>Japan International Co-operation Agency</td>
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<td>KANU</td>
<td>Kenya African National Union</td>
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<td>Acronym</td>
<td>Description</td>
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<tr>
<td>KEPIM</td>
<td>Kenya Participatory Impact Monitoring</td>
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<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<td>KESSSP</td>
<td>Kenya Education Sector Support Programmes</td>
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<td>KWS</td>
<td>Kenya Wildlife Society</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoHEST</td>
<td>Ministry of Higher Education Science and Technology</td>
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<td>MPET</td>
<td>Master Plan on Education and Training</td>
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<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
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<td>NARC</td>
<td>National Alliance for Rainbow Coalition</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NPEP</td>
<td>National Poverty Eradication Plan</td>
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<td>OPEC</td>
<td>Organization of Petroleum Exporting Countries</td>
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<td>PEDP</td>
<td>Primary Education Development Programme</td>
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<td>PLAN</td>
<td>Plan International</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<td>QASO</td>
<td>Quality Assurance Officer</td>
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<td>SWAP</td>
<td>Sector Wide Approach Planning</td>
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<td>SAGAs</td>
<td>Semi Autonomous Government Agencies</td>
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<td>SME</td>
<td>Small Micro Enterprise</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>TTAP</td>
<td>Taita-Taveta ASAL Programme</td>
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<td>Acronym</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WV</td>
<td>World Vision</td>
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# ABBREVIATIONS

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>A.E.O</td>
<td>Area Education Officer</td>
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<tr>
<td>F.A.O</td>
<td>Food and Agricultural Organization</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>U.P.E</td>
<td>Universal Primary Education</td>
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ABSTRACT
Parents of needy children lived below poverty line. Consequently their children were denied the opportunity to enjoy increased access in aspects not included in free Primary education (FPE) package. This descriptive survey study sought first to quantify NGOs contribution to education in Voi in aspects not included in the free education package and secondly to find out if there were alternative sources of assistance in the absence of NGOs assistance. The population of the study included those who had received NGO assistance only in Voi division comprising of 30 schools, 100 class teachers, and 474 (287 boys and 187 girls) needy children, their 398 parents / guardians. The overall total target population number was 1005 respondents. The researcher used purposive sampling technique as part of multistage sampling procedure together with the simple random technique and the random assignment technique to select 100% NGO managers (3) from Plan international, Global Education Partnership and World Vision, 30% of head teachers (10), teachers (30), parents (119) and needy children (142) that is 86 boys and 56 girls, from NGO assisted public primary schools (10): Sagalla location’s Gimba, Kalela, Sagalla, George Sowa and Gideon Mosi and Kasighau location’s Kajire, Kale, Itinyi, Rukanga and Miasenyi. The researcher developed five (5) research instruments: two interview schedules for NGO managers and head teachers and three focus group discussion guides to collect primary data. Secondary data was collected through reviewed literature, from books, newspapers, journals, bulletins, theses and the internet. Data were collected through observations, in depth interviews and focus group discussion. Quantitative data presentation took the form of percentages, means, frequencies, tables, pictures and pie charts. The NGOs contributed through advocacy, uniform, desks, text books, pens and rulers, school feeding programme, free medical camps, boreholes, water tanks constructing classrooms/kitchens, employing and paying the PTA/NGO teaching staff, which helped improve access and completion by increasing enrolment and completion and lowered drop out. However, as girls’ access and completion trends in Voi division improved that of the boys dropped sharply. The study found low 46 % male participation compared to 54% female participation in education in Voi. Alternative sources of assistance in the absence of NGOs’, merry go rounds, small scale micro enterprises (SMEs) women groups, profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers, Corporate bodies like Safaricom, Airtel, Wild Life Works, Churches, Constituency Development Fund, Voi Municipal Council, Free Primary Education, and self sustainability using the capacity building skills as taught by outgoing NGOs. The researcher recommends that the NGOs, government, parents and the communities should consider building boarding primary schools in Voi. The government should bring to book those who have been involved with the FPE corruption scandals in order for donors to build faith in the Kenyan government again. Companies, groups or individuals should consider assisting the needy children in Voi access education. Finally, parents of needy children should take responsibility over their children and see NGOs as filling the gap left by the government, themselves and the community.
CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

The Master Plan on Education and Training (MPET) 1997-2010 is quick to remind Kenya’s education policy makers that “there is overwhelming research evidence that a minimum of education attainment among the majority (if not all) of a country’s population is a prerequisite for modern development” (Republic of Kenya 1998:18)

After independence in 1963, the Kenya Education Commission Report Part I also known as the Ominde Commission recommended the entry age to primary school to be at six years (Republic of Kenya, 1964p.64). In 2002 at least 8.9 (100%) million should have been enrolled in Kenya. However, only 5.9 (66.3%) million children were in schools while 3 (33.7%) million primary school going age children were out of school (Ministry of Education, 2007).

The implementation of free Primary education (FPE) in January 2003 led to an enrolment of 1.5 (50%) million children in primary schools by March 2003. It was commendable that FPE brought an increase of 1.5 (50%) million children out of the initial 3 (100%) million children who were out of school. However, at least 1.5 (50%) million children remained out of school three months after the implementation of the free primary education policy. There was a minimal increase of 0.2 (6.66%) million increase by 2007. This made a total of 7.6 (85.4%) million children in school and 1.3 (14.6%) million children still remained out of school even after the introduction of FPE. In spite of FPE by 2009, Kenya had 1.37 million children coming from low income households, pastoral communities and slums who most of them could not attend school.
due to poverty (The Standard Tuesday July 8, 2009). Poverty still made it difficult for needy children of school going age to access education in spite of the FPE initiative that was aimed at a

The poor suffered socio-economic problems like lack of money as well as lack of basic needs like food, shelter and clothing. Poor infrastructure, lack of transport, lack of adequate land for pasture, diseases, and lack of hospitals led to increased poverty. According to Nungu (2010)

Upon attaining political independence in 1963, Kenya embarked on an ambitious educational program aimed at universalizing access to education. According to Jomo Kenyatta, the first president of Kenya, the young nation faced three major threats: ignorance, poverty, and disease (Nungu, 2010:7).

Poverty led to lack of access to the Free Primary Education and contributed to compromised equity and quality of education. The compromised equity and quality of education due to poverty has affected the rate of modern development in Kenya. Voi continues to suffer inaccessibility, ignorance, poverty and disease more than forty years after independence in spite of NGO assistance. Agents of help like NGOs and any like minded stakeholders could alleviate poverty and lead to improved access equity and quality education to the needy school going age children.

NGOs like Plan International (PLAN) had assisted Voi since 1982. Others that came in the 90s were World Vision and global education partnership (GEP). However, low enrolment, high dropout rate, low completion and transition rates to secondary summarized the education standards in Voi division. According to Own and Associates (2004) nationally, low enrolment, high dropout rate, low completion and transition rates to secondary was a nationwide problem in spite of NGOs. Own and Associates (2004) state that:
GER at primary level has been in the decline from 95% in 1990 to 88.1% in 2000 (after adjusting age range to cover 6-13 years), while about 3 million school-age children are out of school. For the last ten years, completion rates and transition rates from primary to secondary has stagnated at 46% and 47% respectively. (Own and Associates 2004:2)

In addition negative cultural practices related to gender insensitivity led to gender disparities as was seen in discrimination against girls and women who remained illiterate and underwent early marriages, clitoridectomy and child labour. In Voi division there are tribes called Wariangulo, and the Duruma who still hold to the tradition of both marrying of the young and the belief of being adults at marriage without considering how tender the age could be. Children who do not gain access to school become vulnerable to harmful cultural rites such as, early marriage, female genital mutilation (FGM) (Mwaluda, 2003). The girl child faced more challenges than boys that led to lack of access, equity and quality education. According to The Ministry of Gender Report (2009) the challenges were as a result of:

- a number of obstacles including preference for boys…in education, pregnancy of girls in primary school leading to school dropout, forced early marriages, an increasing rate of premature death of parents, forcing many girls to take over responsibilities for up bringing their siblings and gender-insensitive school environments (Ministry of Gender Report 2009:1).

Similarly, emerging issues such as corruption, HIV/AIDS, child labour, poor technology, environmental challenges and human wildlife conflict have affected the access to education in Voi division (Republic of Kenya 2008). According to Early Warning bulletins (EWS) bulletin August 2009 Elephants and Buffalos were a major threat to household members as they moved to community land in search of pasture and water in Taita Taveta district (EWS bulletin, August 2009). Poor leadership, both administrative and political, made the government look like or actually ignored a particular area in its development programmes. The United Nations (2010) report says that:
targeted interventions, sustained by adequate funding and political commitment, have resulted in rapid progress in some areas. In others, the poorest groups, those without education or living in more remote areas, have been neglected and not provided the conditions to improve their lives United Nations (2010:4)

Daily Nation (January 7th 2003) newspaper asserted that the government released Kenya shillings five hundred and nineteen million (519) to its more than seventeen thousands (17,000) primary schools countrywide towards the implementation of free primary education policy. This was further broken down to Four hundred and six shillings per student (406) per year. Many of the head teachers described the amount as inadequate to meet the demands. The complaint was met by an increase of that amount by the government to six hundred and thirty three shillings (633) per student per year. When the money was increased the Minister for Education Professor George Saitoti said in Mombasa, Coast province that, “Shillings 633 had been allocated to every pupil per year for buying learning equipment and told head teachers to display how the money was spent on school notice boards”. (Daily Nation July, 2003) He further warned that; stern action would be taken against those who defied the directive on not charging fees even if the amount given did not seem to be enough.

In 2004 the government of Kenya (GoK), through the Ministry of Education Science and Technology (MoEST) gave a capitation grant of Kshs. 1,020 to cover various school items and operations (Kshs. 650 for each pupil per year to cover direct teaching-learning materials (SIMBA Account), and Ksh. 370 was sent to each school to cover various costs including wages for support staff, repairs, maintenance, quality assurance, water and electricity (General Purpose Account). The average cost of primary education per year was calculated by Own and Associates (2004) researchers and was found to be about 6,154 per child against the MoEST capitation grant
of 1,020. The shortfall came to about Ksh. 5,134 (OWN & Associates, 2004). That shortfall needed to be addressed if the needy child was to enjoy access, equity and quality education.

Though the government is the main education provider, the unit cost of education is far much higher than what the government can provide. The government expected to work with NGOs to fill that gap. The government, established partnerships between the households and local communities, development partners, private sector providers of educational services, including sector employers, religious organizations and civil society, such as NGOs and foundations. Such partnership was expected to ensure that KESSP received support and eventually lead to the attainment of the overall goal of EFA and MDGs by 2015 (Ministry of Education Science and Technology 2005).

The MOEST provides a policy and broad framework for a wide range of non-governmental and community-based education service providers, such as national and international NGOs, Community Based Organizations (CBOs) and Faith Based Organizations (FBOs), entrepreneurs and philanthropists. Many of these service providers are registered under different Government departments, such as the Office of the President, Attorney General Chambers and Social Services (Ministry Of Education Science And Technology, 2005) The donors that supported the government of Kenya in FPE included: DFID (UK) International Development Agency (IDA) under the World Bank, Canadian International Development Agency (CIDA), United Nations Children Education Fund (UNICEF), Organization of Petroleum Exporting Countries, (OPEC), Fast track Initiative (FTI), Japan International Co-operation Agency (JICA) World Food Programme (WFP), and the United States Agency for International Development (USAID). The
government thought it would work with NGOs. However, it faced very many internal challenges on governance that some donors opted to withdraw thus jeopardising the continuity of FPE (The Standard Tuesday December 22, 2009).

It was clear that the needy child in Voi had not yet benefited in equity and quality in education in spite of the FPE and NGO assistance. An indication that there were other socio-economic problems that still kept children away from school that the free education package did not include.

1.2 Statement of the Problem

Needy school age children in Voi division needed to enjoy increased accessibility, equity and equality of education in public primary schools. However the problem of low enrolment, high dropout and low completion had persisted for the past forty years in the division and had impacted negatively on the needy children’s access, equity and quality in education. Therefore the needy child in this division was not enjoying equity and quality in education. This study was about increasing access to needy primary school going age children because their parents/guardians lived below poverty line. This condition disabled them from adequately supporting their children in school consequently forcing them to drop out of school. This study was carried out to find out the contribution that could be made by NGOs to assist such disadvantaged children to access basic education. The contribution of NGOs to this problem was expected to make an impact during this era of free primary education (FPE). However, it was not clear whether the contribution of the non-governmental organizations to needy children had made an impact in accessibility, equity and equality of education in public primary schools in Voi
division during this era of FPE. The main concern for this study was to quantify the NGOs contribution to needy primary school children in Voi division in relation to access, equity and quality of education during this era of FPE in the period of this study (2003-2007).

1.3 Purpose of the Study

The purpose of the study was to determine the extent to which NGOs had contributed to the education of the needy primary school children in Voi division in a bid to achieve equity and quality in education during this era of FPE.

1.4 Objectives of the study

The specific objectives of the study were:

i. To quantify NGOs contribution to education in Voi in aspects not included in the free education package.

ii. To find out if there were alternative sources of assistance in the absence of NGOs assistance.

1.5 Research Questions

To achieve its purpose and specific objectives the study sought to answer the following research questions:-

i. How had the recent introduction of free education affected the contribution that the NGOs had been giving to needy children in public primary schools in Voi division?

ii. What alternative sources of assistance were in place in the absence of NGOs?
1.6 **Significances of the Study**

i. This research was carried out to determine the extent to which NGOs had contributed to the education of the needy primary school children in order for them to receive equitable, efficient and quality education.

ii. The findings of this study would not only contribute to the body of knowledge on the role of NGOs in education, but also provided information to education policy makers especially the Ministry of Education on the support needs for needy children that NGOs needed to focus on.

iii. The local community would also benefit from this study by learning the role of NGOs in relation to the educational assistance provided to needy children with a view of making informed decisions in the future when an NGO approached them in a bid to extend educational assistance to needy children. The data provided by the researcher could assist NGOs improve their approach to educational assistance to needy children.

iv. This research shows whether the NGOs contribution to FPE had any impact on the needy children’s access, equity and quality of education or not Voi division. This is an eye opener to the leaders and educationists so that they could make requisite changes if the leaders were to help Voi people to meet the EFA and MDG goals by 2015.
1.7 Assumptions of the Study

The assumptions of the study were that NGOs operated in support of the needy children’s education in Voi division and that they were registered with the National Council of NGOs (NGOs Act 1990). Apart from that they were expected to have operated in Primary schools. It was hoped that the NGO’s objectives were related to Kenya’s education policy initiatives’.

On the other hand it was assumed that the NGOs’ were evaluated by an apparatus of the Ministry of Education to find out if the actual assistance was related to the problems of the needy children. That would necessitate that the NGOs were aware of the problems that caused needy children inequity in education, like the HIV scourge, negative cultural practices, child labour, and gender insensitivity to name a few.

Finally, that the contribution to the needy children in public primary schools in Voi division had been affected by the introduction of free education and that the respondents would accept to be video-taped as stake holders in the sample would be willing to provide information that the researcher required for the study.

1.8 Limitations of the study

i. The study sample population of 10 schools was purposively selected from only 30 public primary schools because though Voi had a total of 33 public primary schools and from the background of this study all the school going age needy children in Voi had suffered low enrolment, high dropout and low completion for over twenty years 3 of its schools had never received assistance from NGOs and could not be included in this study.
ii. The study sample population of 10 NGOs was purposively selected from only 3 NGOs though Voi had a total of 10 NGOs and from the background of this study all the NGOs had contributed to the education of the needy children in Voi Public primary schools but Voi continued to suffer low enrolment, high dropout and low completion for over twenty years: during the period of this study 7 of its NGOs had stopped contributing or had given a onetime form of assistance to the needy children’s education (for example built one water tank and left) and could not be included in this study.

iii. The primary schools were far apart from each other and the terrain and poor roads led to unreliable or no public transport to and from those schools. Hire of taxis got expensive because the researcher was self sponsored and suffered financial constrains.

iv. The death of the researchers’ three year old son in a road accident during the research period, affected the researcher’s studies during the time of mourning and healing before embarking on the study.

1.9 Delimitation of the Study

i. However, despite the shortcomings in selecting the schools for the study, the sample population selected was a representation of the public primary schools in Voi division. The study sought to establish how NGOs continued providing support to the needy children’s education in aspects that were not included in the free education package. The study covered a five-year spun from 2003 to 2007

ii. Similarly, despite the shortcomings in selecting the NGOs for the study, the sample
population selected was a representation of the NGOs in Voi division that met the purpose of this study that was to establish how NGOs continued providing support to the needy children’s education in aspects that were not included in the free education package. The study covered a five-year span from 2003 to 2007.

iii. The researcher developed a good rapport with the different NGO managers who willingly provided a driver if and when a vehicle was available and the researcher needed it to go to the sampled schools that were in the villages in the interior.

iv. The researcher took time off the University as per the counsellors’ advice and reapplied for readmission after gaining some level of healing. The University administration was kind enough to grant the researcher the opportunity to continue with the same supervisors whom the researcher found to be very understanding and gave immense guidance too.

1.10 Theoretical Framework

The theory behind this research revolves around the government’s 1997-2001 Development Plan where the government as the main educational provider, intended to work in partnership with NGOs, donors, religious organizations, parents teachers associations (PTAs) and other stakeholders (Republic of Kenya 1997:136). This study used the partnership model between the government as the main educational provider and the NGOs as the main study variable, in helping the needy children access primary education and be retained in school for a full primary cycle. A full primary cycle in Kenya is eight years of primary schooling. The Republic of Kenya (1997) gives the understanding that education provision would only be fruitful if combined
efforts by all stakeholders were put together.

Issues related to poverty eradication, quality and equity influence the plan. It was very clear that the 1997-2001 Development Plan shows the government’s recognition of the role of NGOs in education. This development Plan was influenced by poverty eradication, quality and equity, which were the core area of study in this research. In partnership model, user costs were removed in order for all school age going children to enrol in primary schools. This was expected to increase enrolment to possibly 100 percent and completion from 47 to 70 percent for both boys and girls by 2012 (Republic of Kenya, 1997). The researcher saw a gap that confirmed that poverty was still a major hindrance to attainment of basic education though the government through FPE and in partnership with other stakeholders like NGOs expected to meet most of its challenges in providing affordable basic education to the needy for faster development in line with the attainment of international standards.
### 1.11 Conceptual Framework

**Non Governmental Organizations’ educational contribution to needy primary school children in Voi division, Kenya.**

<table>
<thead>
<tr>
<th>Government</th>
<th>Parents</th>
<th>Community</th>
<th>NGOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide qualified teachers, pay teachers’ salaries, pay quality assurance officers (QASOs), Curriculum Development through KIE, Evaluation by KNEC, grants for tuition, activity, maintenance, refresher courses, stationary, textbooks, computers, cabinets for AEO and head teachers, special hardship allowance, physical facilities, water and electricity increase gender parity, reading and writing materials like chalk, manila sheets</td>
<td><strong>Food:</strong> Breakfast, lunch, supper  <strong>Shelter:</strong> Four walled classroom as well as a house at home with a roof on top, not grass thatched  <strong>Clothing:</strong> School uniform: blouse/shirt, skirt/short, sweater, socks, shoes, pens, exercise books national examination fees (KCPE), internal exam foolscaps and healthcare.</td>
<td><strong>Buildings,</strong> water tanks, boreholes, Land, school kitchens, Pit-latrines, Teachers’ houses  <strong>Independent Variable</strong></td>
<td>Objectives determined the kind of contribution:  Sponsorship of internal examinations, pay KCPE exam fees, pay extra teachers, meet the needy children’s basic needs like food, shelter, clothing, construction of water tanks and school buildings, erect fences to avoid wildlife menace, renovate dilapidated buildings, provide writing and reading materials, home visits to establish financial/social difficulties of the needy child, motorcycles informal schooling / seminars on; sustainability of projects in the absence of NGOs, poverty eradication strategies, effects of child labour, gender insensitivity, negative cultural practises, HIV/AIDS scourge, special intervention of the girl child to access school and be retained in school till completion, food security, QASOs, teachers, AEO.  <strong>Independent Variable</strong></td>
</tr>
</tbody>
</table>

**Independent Variable**

**Needy Children**  
Equity and quality, in Primary Education  
**Dependent Variable**

Source: Researcher’s own (2012)
The relationship between the variables is illustrated by the arrows. The independent variables such as the government, parents, community and NGOs have an impact to equity and quality in primary school education. They can work separately and can also strengthen each other to impact on the needy children. On the other hand the needy children depend on the impact of the independent variables to produce the desirable results.

The theoretical framework in this study was based on the partnership model between the government as the main educational provider and the NGOs as the main study variable, in helping the needy children access primary education and be retained in school for a full primary cycle. This study sought to establish if the partnership between the government and NGOs had an impact on access, equity and quality in primary school education of needy children in Voi division.
1.12 Definition of Key Terms

Child: A person under 16 years old.

Children Rights: Legal authority of children to have their needs met equally in spite of gender, race or socio-economic upbringing.

Equity: Impartiality in education as relates to socioeconomic, geographical, gender, and/or religion of the needy child.

Free Primary education: A government policy whereby children in public primary schools in Kenya do not pay levies towards their education, therefore all children of school going age were expected to attend school.

Needy child: A child who lives in conditions, which the parent/guardian is unable to afford basic necessities such as food, clothing, housing, health and education.

Non-governmental Organisation: A private non-profit making organisation working with governments (also known as charitable organizations).

Policy: A plan of action adopted by the government.

Poverty: The inability of an individual or household to afford basic necessities such as food, clothing, housing, health and education for children.

Presidential decree: An official order or directive issued or decision made by the leader of a country.

Primary age: 6 – 13 years old. (Standard 1 to 8)

Public School: School maintained by the Central government.

Quality: High academic excellence, which was worth the cost.

School: Learning institution assisted by Non-Governmental Organizations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature was reviewed critically by looking at the variables of analysis, methodology and findings. On the same note, gaps were identified for this study to fill at the end of each subsection. To this effect the literature reviewed in this chapter focused on the following areas:-

2.2 The contribution that the NGOs had been giving to needy children in public primary schools

Madale (2007) conducted a study for his PhD thesis in Sokoine University of Agriculture. Tanzania Assessing the Contribution of Plan International to Primary Education in Tanzania: The Case of Kibaha and Kisarawe District Councils. The study attempted to assess the intervention of private sector particularly NGOs to primary education as an effort to backup the government’s efforts in the primary education sub-sector during the era of Primary Education Development Programme (PEDP) which came in place in 2001. He traced the existence of NGOs as key partners of the public sector to social service provision since the pre-independence in Tanzania but their effect were mainly felt during the era of Structural Adjustment Programmes (SAPs) which took effect in the early 1980s (Madale, 2007) This study found out if the FPE had effects on the NGO contribution in Voi.

The study sampled 10 (18%) schools from each district; the total sample size was 467. This included 80 teachers, 40 school committee members, 160 parents, and 160 pupils (STD IV – VII). The sample of officials covered 20 school head teachers; 3 education officials; 2 District Education Officers from Kibaha and Kisarawe; and 4 NGOs officials. Checklist of questions,
focus group discussions, participant observations and documentary review were the key instruments of data collection. Frequencies and cross tabulation were the major tools for analyzing descriptive data, whereas statistical analysis employed Chi-square and T-test (Madale, 2007).

Assistance by PLAN related to improved enrolment and lowered drop out. The study revealed that the enrolment in schools with Plan International support both in Kibaha and Kisarawe District Councils was 93.5%. Kibaha had the highest enrolment rate of 94% whereas in Kisarawe enrolment rate was 93%. There was no significant difference on enrolment between schools with Plan International support and schools without Plan support and this was attributed to the Tanzanian government’s initiative of offering free primary education, commonly referred to as the Primary Education Development Programme (PEDP) that was initiated in 2001. The PEDP’s efforts together with the support by Plan International to construct and improve school infrastructure, and teaching and learning facilities, Schools met the national standard of pupil-desk ratio of 1:3 and were at 1:2 or 1:3. However, schools had no culture of maintaining the available facilities despite availability of capitation grants. They waited for PLAN to repair “PLAN desks” (Madale 2007:9) unlike in India where Suharko (2007) found that an NGO known as Gram Vikas had built the capacity of those it assisted to an extent that a system of maintaining the infrastructure was built and it was the responsibility of the villagers. “Generally, each village decides its own method to collect the fund to cover the repair and maintenance of the pumps and the salary of the pump operator” (Suharko 2007:5).
The pupil-pit latrine ratio of schools with Plan was at 1:36 and a pupil-pit latrine ratio in schools without Plan International support was 1:40 against the national pupil-pit latrine ratio that was 1:25 for boys and 1:20 for girls. In schools without Plan International support most pit latrines were dilapidated and some were in use but without fixed doors and windows. The implication of these findings is that an improved pit latrine project in the studied schools had a positive correlation with increased girls’ attendance in school (Madale 2007).

On dropout 130 pupils dropped out in 20 selected schools in Kibaha and Kisarawe District Councils. The results indicate that dropout in schools without Plan International support was higher compared to schools with Plan International support both in the District Councils of Kibaha (0.5%) and Kisarawe (1.4%). The dropout rate in schools without Plan International support in Kibaha District Council was 3%. Findings indicated a dropout rate of 1.7% in schools without Plan International support in Kisarawe District Council. Reasons for dropout responses registered pregnancy, truancy, illness, death, child labour, petty trade, and lack of school needs. (Madale 2007)

Ground Work Inc., (2002) presented a paper to the UASID on NGOs and education provision in Bangladesh entitled: *NGOs as Deliverers of Basic Education* and quoted a study done by CAMPE (1995) and SDC (Sedere 1998) on 187 NGOs out of the 410 that responded to the study offered primary education programs for children. Bangladesh has national level NGOs such as BRAC and PROSHIKA and international NGOs like PLAN and CARE. PLAN’s assistance to schools includes improved physical facilities, learning materials, and teacher training where the trained teachers serve as teachers in the Community Learning Assistance
Program CLAP program. The CLAP programme is a PLAN’s brainchild that works to provide additional coaching to school children in school subjects after or before school hours. This has enhanced their learning achievement and also has increased the low contact teaching time in schools. The importance of CLAP program is that parents own the program as they pay 20-30 taka per month and therefore are much involved in the activity through parents meetings. This has increased the school contact time to 4 hours from 2 hours for Grade 1 and 2 for all children (Ground Work Inc., 2002).

CARE works through the local NGOs in selected areas to provide basic and girls’ education. CARE established partnerships with several local NGOs to improve existing schools in a region called Hill Tracts. The program dealt with long neglected areas with many minority, language and cultural issues. The progress in education recorded in the last ten years in the rest of the country had not happened in the Hill Tracts. It is a difficult area, which is not prioritized by any national level NGOs such as BRAC and, only CARE has given priority to Hill Tract villages in the interior of the districts. (Ground Work Inc., 2002:9)

The UNESCO (June 2010) Country Programming Document on Kenya states that:

Following the introduction of free primary education by the Government of Kenya (GoK) in 2003, a 20 per cent increase in enrolment was registered in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. The completion rate for primary school increased from 62.8 percent in 2002 to 81.0 percent in 2007 (UNESCO, 2010:6-7)

The government of Kenya relied on the contribution of other stake holders to improve access to education to bridge the gap in access, equity and quality education. The MOEST (2005) notes
that, “Government, individuals, communities, the private sector…and development partners, will jointly support the education sector” (MOEST 2005).

The Ministry of Education Science and Technology (MOEST) realised that assistance by NGOs was fundamental to alleviate the financial constrains the FPE had caused due to raised enrolment figures nationwide and the urgent need for more teachers, desks, classrooms, kitchens, boreholes and water tanks and books. The needy children could not meet basic needs like food, shelter and clothing. Therefore the excitement of high enrolments was short lived in 2003 and by 2004 the reality was that MOEST went to the drawing board and came up with a Sector Wide Approach Programme to secure funding for the Kenya Education Sector Support Programme (KESSP), and NGOs one of the suggested support partners that would help FPE to succeed.

The overall aim of MOEST’s SWAP is to develop and secure funding for the Kenya Education Sector Support Programme (KESSP), which will be the basis upon which the Government, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and development partners, will jointly support the education sector (MOEST 2005)

Suharko (October 2007) wrote an article in the Discussion Paper No.160 of the Graduate School of International Development Nagoya University Japan, *The Roles of NGOs in Rural Poverty Reduction: The Case of Indonesia and India* and remarks that

> The role of NGOs in reducing poverty is not a new issue. Especially since the post World War II, NGO involvement in poverty reduction has become a mainstream. They have been engaged in relief, emergency or longer-term development work or the mixture of all three…it is generally assumed that NGOs have the institutional capacity to reduce poverty (Suharko 2007:3).

Like all other schools in Kenya the needy children of Voi were supposed to go to well constructed schools because according to KESSP (2005), “Poor primary school infrastructure is one of the major barriers to improving access to primary education in Kenya” (KESSP 2005:1).
Suharko (2007) quotes Gram Vikas, (2002) and Johnson, (1999) who found that in India an NGO called Gram Vikas financed the construction of sanitation infrastructures like toilet and bathing room through involving the community. The people organized the village executive committee for cost sharing. Gram Vikas contributed cement, bricks, aggregate, sand, steel, material for roof, ceramic pan, water seal, and foot rests, door for toilet and skilled labourers. Meanwhile, the people contribute the quantity of stone, mud, centering materials, all unskilled labour. The cost for constructing a toilet & bath room was approximately Rs. 4,000 depending on the type of the materials used. Gram Vikas contributed around Rs. 2,500 and the family contributed the rest. Similarly, the people contribute about 30% of the capital cost of setting up a piped water supply system.

According to MPET 1998, physical facilities had a bearing on quantitative growth and quality of education. In the same line, parents from a poor community were likely to construct low quality buildings using cheap labour and material. MPET (1998) advised that the government to establish essential benchmarks on basic physical facilities for primary schools (Republic of Kenya, 1998).

The Ministry of Education and Human Resource Development (1999), in collaboration with the Ministry of Health set up some benchmarks for physical facilities in schools, which are shown below:

i. Classroom 25’ x 36’

ii. Administration blocks 40’ X 25’, three office spaces, staff room, store and workshop.
iii. Sanitation facilities 1:30 pupils (boys), 1:25 (girls), 1 staff toilet per single stream school.

iv. Acreage: A double stream school requires 7 acres land while a boarding school required 12 acres. A single stream - day school requires 5 acres while a single stream, boarding school requires 7 acres. All these were the minimum requirements but the more land a school had the better for future expansion. Other requirements in Ministry of Education (1999) included: Equipment like: desks, forms, tables, cupboards, shelves, chairs, charts, black boards. Schools environment – trees, foot paths, hedges, to keep away disruption from e.g. wild animals, swamps, rivers, roads to name a few.

From Cap 211 section 18 of the Education Act, appointed quality assurance officers in the Ministry of Education, had powers from the Minister of Education to enter any school, with or without notice to take audit of the school’s facilities, records, accounts, notebooks, examination scripts, workshops, dormitories, classrooms, kitchens and any other buildings in the school. Section 19 further stated that the Minister of Education made regulations to maintain the standard of education. They included the number and qualification of the staff, the size of classes and the expenditure involved. The ministry of education through the minister also approves curricula, syllabuses, books and school calendars of the year. It also provided for admission, suspension, punishment and dismissal of pupils (Republic of Kenya, Revised 1980). With the checks and balances put in place by the Ministry of Education and the government thought that the FPE would improve the standards and quality of education in primary schools in Kenya. NGOs would improve on areas that were related to their objectives and leave out areas that were not related to their objectives. For example they would construct boreholes and water tanks but rarely would they provide for schools’ environment – trees, foot paths, hedges, to keep away disruption from e.g. wild animals, swamps, rivers, roads.
The building code in MPET (1998) encouraged the use of cheap local material and labour. With FPE, enrolment increased, there was need to expand existing schools. Multi-streaming the existing ones could do this. However, warning was given to the effect that, school mapping needed to be done first. Streams to be added only if the compound met the benchmark requirements. Partnership between parents and NGOs as well as the government could help in a way that, parents provided labour and local materials like bricks and furniture then, NGOs provided roofing, materials, timber, and fittings. NGOs could employ and pay a watchman to take care of that property.

As relates to school buildings like classrooms, boreholes and water tanks, administration block, and even the cooking shelter/kitchen, most of the schools outside Voi town were in a dilapidated condition. The increase in enrolment overstretched the available facilities. Therefore NGOs participation in bridging the gap needed to not only repair the old dilapidated ones but also add more classrooms, and kitchens, boreholes and water tanks to meet the demand. School accounts were provided with funds by the government but the funds were inadequate because the funds were for strict use as per the vote heads though they did not meet the requirements of the said vote heads either.

The researcher in this study in Voi used focus group discussions in depth interviews and documentary review as key instruments of data collection. The major tools for descriptive data analysis were frequencies and cross tabulation. The study in Voi would reveal what NGOs contributed to schools and whether there were any maintenance plans put in place. This study
found out the contribution of NGOs on needy girls’ attendance to the Voi primary schools. It also found out on the drop out in the era of FPE and NGO assistance.

Rural poverty is the right term to use for the public primary schools in Sagalla and Kasighau in Voi division. As such because needy children in Sagalla received NGO assistance ten years later after Kasighau and that affected the girl’s access to education, and the schools in Sagalla had poorer physical facilities than those in Kasighau. This study find out how the NGOs contributed to needy children and the extent which they gained or not gained access, equity and quality education. From the reviewed literature the researcher found that no study had been done on the implementation of the free education to the contribution that NGOs had been giving to needy primary schools in Voi division. With the free education policy in place, poverty continued to affect access to education and low enrolment, high dropout and low completion continued in Voi. Finally the study in Voi found out how NGOs involved the community as they gave help to needy primary school children during this era of FPE.

2.3 Alternative sources of assistance in the absence of NGOs

The FPE became an expensive affair and the government could not handle it on its own, yet the NGOs have a time frame and at some point they must exit. This section attempts to find out whether there are alternative sources of assistance in the absence of NGOs so that needy children’s access to education continues to thrive in Voi division even after NGOs are long gone.

Mango, Kristjanson, Krishna, Radeny, Omolo and Arunga (2009) carried out a study, of 4773 households in 71 communities on poverty dynamics in Kenya. To get the study sample Simple
random sampling was carried out and that resulted in 63 villages in the rural areas and 8 in the urban areas making a total of for the 71 villages. The study was carried out between July 2005 and June 2006. The purpose of the study was entitled: *Why is it some households fall into poverty at the same time others are escaping poverty? Evidence from Kenya.* In order to identifying the reasons that households moved into and out of poverty the study employed a participatory and community-based methodology for poverty assessment known as the ‘Stages of Progress Methodology.’ This methodology had been used earlier for similar studies conducted in different parts of India, Kenya, Uganda and Peru Mango, Kristjanson, Krishna, Radeny, Omolo and Arunga (2009. The findings were that in virtually all 71 communities, households climbed out of poverty in orderly steps as follows:

The first step out of poverty was by acquiring food, the second one was obtaining adequate clothing and making improvements in their shelter came third, while securing primary education for their children came fourth, the fifth was starting small businesses (such as selling groceries), and the sixth one was acquiring small animals, like chickens, sheep and goats. “Most communities in the study felt that households should no longer be considered poor once they [were] able to acquire livestock assets” Mango, Kristjanson, Krishna, Radeny, Omolo and Arunga (2009: vi). This was an indication that the poor responded better to NGOs contribution if the NGOs addressed their needs in orderly steps that took them out of poverty. Therefore the successful NGOs in education provision were those that also dealt with the first three steps of getting out of poverty. Only then were then were high returns of educational contribution realised.
Likewise Mango, Kristjanson, Krishna, Radeny, Omolo and Arunga (2009) found that households used the following strategies to escape from poverty.

i) Crop diversification accounted for twenty six (26%) of households that escaped from poverty.

ii) Crop commercialization, i.e. a shift from producing crops mainly for home consumption to producing them largely for the market accounted for 23%.

iii) Increasing the land under cultivation helped 23% of household escape from poverty.


According to the Ministry of Finance (2002) the average farm size in Voi area is 1 acre (0.4 ha) and main food crops produced are maize, beans, cassava, cowpeas and sweet potatoes. Ministry of Finance (2002)

On the other hand Allen, Campbell, Chatterjee, Ismail, Ocapearson, Renshaw, (May 2007) presented a working paper to UNICEF, Kenya entitled: Can The Kenyan State Put The 300,000 Most Vulnerable Children In The Country On A Cash Transfer Programme By The End Of 2010? This paper describes actions the Republic of Kenya is taking to develop a cash transfer programme to the households of the most vulnerable children in Kenyan society as one way of acting upon articles 22 and 25 of the Universal Declaration of Human Rights on the right to social welfare. The paper eludes that:

Cash transfers to poor people, managed by public authorities and sourced from taxes were in place in several countries in Europe by the early years of the last century, where they complemented other forms of social assistance, such as free education and subsidized health care and housing. Cash transfers spread to the USA and Canada and to other parts of the world such as Australia and South Africa towards the middle of the last century (Allen, Campbell, Chatterjee, Ismail, Ocapearson and Renshaw, May 2007: 1).
According to the paper, Kenya intended to reach out to 300,000 most vulnerable children by 2010. Such children were supposed to receive social assistance in form of free education, free health care, school lunches, and cash transfers (Allen, Campbell, Chatterjee, Ismail, Ocapearson, and Renshaw, May 2007).

This study found that some NGOs like GEP went to Voi and concentrated on providing desks and books only. These findings were contrary to what Mango, Kristjanson, Krishna, Radeny, Omolo and Arunga (2009) found. That the first step out of poverty was by acquiring food, the second one was obtaining adequate clothing then making improvements in their shelter came third, while securing primary education for their children came fourth. GEP did not consider whether the community’s first three needs had been met first and the researcher found that when FPE came they could not survive but had to leave Voi. Parents refused to contribute because they mistook FPE to mean no payment of fees/money to school. Though the Ministry of Finance (2000) notes that agricultural sector is emphasized the farm sizes are too small for any meaningful agricultural activity to take place. Sisal is one of the main cash crops right from Voi town to Sagalla and parts of Kasighau locations but the sisal estate belonged to tycoons who were not locals and did not benefit the locals. In fact the locals were considered as squatters in their own homeland. In the absence of NGOs the poor would have to overcome the squatter problem and low acreage as part of the strategy to escape out of poverty and provide education to their children. Cash transfers to the needy children could form an alternative source of assistance in the absence of NGOs in Voi. This study sought to find out if there were alternative sources of assistance in the absence of NGOs.
2.4 Summary

This study would investigate the contribution of NGOs to find if it improved enrolment and completion as well as reduced drop out as a way of measuring improved equity and quality education. Secondly it was not clear whether needy children in Voi had any other alternative sources of assistance in the absence of NGOs.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter described the procedures that were used in carrying out this study. The sections in this chapter included: Research Design, Locale, Target Population, Sample design, Data Collection procedures, Research Instruments, Piloting, and Data Analysis.

3.2 Research Design

This was a descriptive survey study. The researcher evaluated the extent to which NGOs contributed to the education of the needy children in Voi division public primary schools. Gay (1981) considered a sample of 10% of a population to be the minimum for a descriptive survey study, which had a large population. A survey study aimed at providing accurate information about a phenomenon and allowed collection of quantifiable data in a standardized manner from a larger sample (Borg & Gall, 1993). “A descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics.” (Mugenda & Mugenda 1999:160) The advantage of this method was collecting extensive and elaborate information within a short time using cases that had the required information with respect to the objectives of the study thus, facilitating more accurate data analysis. (Mugenda & Mugenda 1999)

3.3 Locale

The study was carried out among public primary schools where the majority of the poor were expected to take their children to school. The study was carried out in Voi division, in Voi
constituency, Taita Taveta County. Voi division is located approximately 200km North West of Mombasa and 360km South East of Nairobi. Voi division receives low rains ranging from 440mm to 1900mm per annum. It is a generally low land area ranging from 500m above sea level to 2,300 at the pockets of Sagalla and the Kasighau hills. It borders Kwale district to the South, Mwatate and Tausa divisions to the East, and Makueni and Kitui district to the North (Republic of Kenya, 2002b).

Voi qualified as a location that had cases with the required information with respect to the objectives of the study thus, facilitating a more accurate data analysis (Mugenda & Mugenda 1999). This is because 66% of the population in Voi lives in absolute rural poverty and rely on subsistence agriculture for their livelihood. Voi is range land suitable for ranching and dry land farming (Ministry of Finance 2002).

According to Himberg (2006) Voi is an Arid and Semi Arid Land (ASAL), within the famous Tsavo West National Park. Himberg did a study entitled: *Community-based Ecotourism as a Sustainable Development Option in the Taita Hills, Kenya* and found that although tourism is the third most important foreign exchange earner for the country [it] has scarcely benefited Taita Taveta communities. Sufficient benefit sharing mechanisms between the communities and the state have been lacking. Poverty levels have continued to rise, which has been attributed to inadequate attention to natural resource management and resulting in a fragile ecosystem (Himberg 2006:1)

Voi has the most severe wildlife human conflict because it has the highest land under wildlife (Mombo, 2003). In his research Mombo found that Voi has 62 per cent of its land under wildlife, 24% under ranches, 11% human settlement, and 3% barren rocks and pockets of seasonal rivers (Mombo, 2003). The size of Voi division is 2972.0 km square. The population for Voi in 2002
was 57,486 and in 2003 it rose to 58,459. 62% of Voi is occupied by the Tsavo East & West National Parks where there are 5876 ranches. The Taita Taveta District Development Plan (2002-2008) divided Voi division into two zones namely; Sagalla/Voi and Kasighau. There were 33 public primary schools in total with Sagalla/Voi having 18 and Kasighau having 15. The plan also defines Voi as one of the poverty stricken areas in Taita Taveta district “poverty is rampant in Voi municipality because of the squatter problem” (Republic of Kenya, 2002b:7). Voi suffered rampant poverty. NGOs helped needy children in 30 public primary schools in Voi division; 18 from Sagalla and 12 from Kasighau however low enrolment, high dropout and low completion had been a major problem. Secondly, it was not clear whether the onset of FPE in 2003 had any effect on the contribution made by the NGOs to needy primary school children in Voi.

There were two reasons for the choice of Voi as the area of study. The first one was that no study had been done to establish the effects of FPE to the contribution that the NGOs had been giving to needy children in public primary schools in Voi division. Secondly, since NGOs must exit after their lifespan, it was not clear whether there were alternative sources of assistance to keep help needy children access quality education children in the absence of NGOs in Voi. The period under study is 2003-2007.

3.4 Target Population

The researcher used a list given by the Voi Area Education Officer (AEO) that had names of 33 public primary schools and 33 head teachers of those schools together with 3 names of NGO that assisted public primary schools since 1999-2007. On the other hand the NGO managers of
PLAN, GEP and World Vision provide names of public primary schools that they had assisted. When the researcher compared the two lists the NGO managers’ list for Kasighau division had 12 schools while that of the Voi AEO had 15 schools. On further interrogation, the AEO realised that 3 schools from Kasighau had never been assisted by any NGOs. Therefore the researcher worked with the target of 30 schools only that had received NGO assistance in Voi division. The head teachers provided the researcher with information on their class teachers totalling to 100 class teachers. The researcher got the targeted needy children through records from the class teachers, head teachers, and NGO managers. The needy children totaled to 287 boys and 187 girls. The parents of the needy boys and girls were found from records of the head teachers, class teachers, NGO managers, totaling to 398 parents of needy children. The overall total target population number was 1005 as shown in Table 3.1 below.

Table 3.1: Total Target Population of the study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO managers</td>
<td>3</td>
</tr>
<tr>
<td>Head teachers</td>
<td>30</td>
</tr>
<tr>
<td>Class teachers</td>
<td>100</td>
</tr>
<tr>
<td>Needy Boys</td>
<td>287</td>
</tr>
<tr>
<td>Needy Girls</td>
<td>187</td>
</tr>
<tr>
<td>Parents/guardians of needy boys and girls</td>
<td>398</td>
</tr>
<tr>
<td>Total Target Population of Respondents</td>
<td>1005</td>
</tr>
</tbody>
</table>
3.5 Sample design

In order to sample head teachers, needy boys, needy girls, their parents or guardians, and NGO managers supporting the schools the researcher used the purposive sampling technique as part of multistage sampling procedure together with the simple random technique and the random assignment technique. Gay (1981:1) considered a sample of 10% of a population to be the minimum for a descriptive survey study, which had a large population. The reason why this study used a study sample that was above ten 10% percent minimum was with a view to improve accuracy. This survey study aimed at providing accurate evaluated information about the extent to which NGOs contributed to the education of the needy children in Voi division’s public primary schools. This study also allowed the collection of quantifiable data in a standardized manner from a large sample.

a) Purposive sampling technique

The first stage was the purposive sampling technique because according to Mugenda, “it … allows a researcher to use cases that have the required information with respect to the objectives of his or her study” (Mugenda and Mugenda 1999 p.50). The criterion for choosing this technique in this study was for the researcher to use the cases that were supported by NGOs only. An explanation on how each respondent was sampled is given below:

i) NGOs

The researcher used the purposive sampling technique to identify 10 NGOs that included, Plan International (PLAN), Global Education Partnership (GEP), World Vision, Danida through Taita-Taveta Asal Programme (TTAP), International Labour Organization, Care International,
Skodge ‘Ngua Mlambo’, Kencell (current Airtel), and Tycoon Ranchers (A E O’s Office Voi, 2002 interview), (Mwafuga, 2002 interview). An explanation is given below:

The researcher then used the snowball sampling method to sample thirty (30%) per cent NGOs. “In this method, initial subjects with desired characteristics are identified using purposive sampling technique. The few identified subjects name others that they know who have the required characteristics...” (Mugenda and Mugenda 1999:51)

The researcher used the information from the interview schedules of the head teachers and the managers to identify that Plan International (PLAN), Global Education Partnership (GEP) and World Vision were the consistent NGOs assisting needy primary school children in Voi division. Therefore the three NGOs allowed the researcher to use cases that had the required information with respect to the objectives of this study (Mugenda and Mugenda 1999).

ii) Parents / guardians of needy boys and girls

First the researcher used purposive sampling technique to sample only the Parents / guardians of needy boys and girls who were being assisted by NGOs then used those cases and applied the simple random sampling technique to sample thirty (30%) percent of 398 parents / guardians of needy boys and girls being assisted by NGOs from the 10 schools as explained below.

The researcher determined that each of the 10 schools needed to produce 11 parents / guardians of needy boys and girls per school and 9 extra ones to make 119. The researcher was allowed by the head teachers to meet all the parents / guardians of needy boys and girls being assisted by
NGOs and was allocated a tree shade/classroom for that purpose. Using the prepared list of 5 schools per location each location needed to produce 55 parents/guardians of needy boys and girls and 4 extra ones in one location and 5 extra ones in the remaining one. In the first location, the researcher called them to the front and gave each of them pieces of paper that were plain and only 1 had a tick beginning with class 1 to 8 parents/guardians. Eight (8) parents/guardians of needy boys and girls got a chance to be in the study sample. The rest who did not get a tick in round one went for round two that had plain papers and 3 ticks to be picked by any parent/guardian from any class making 11 parents/guardians per school totalling to 55 parents/guardians in each location. The extra 9 parents/guardians were sampled in the following manner: Both locations went for a third round. In the first location the remaining parents or guardians were given plain papers and 5 ticked ones to pick totalling to 60. The third round for the second location had 4 ticked papers to be picked by any of the remaining parent or guardian totalling to 59. A total of 119 parents/guardians of needy boys and girls from 10 sampled schools were therefore purposively sampled, 60 from Sagalla and 59 from Kasighau locations respectively.

Though the head teachers, had been purposively sampled in the first stage, the next stage was simple random sampling technique was “applied to obtain the actual sample of cases in order to get in depth information” (Mugenda and Mugenda 1999:50). An explanation is given below:

iii) Head teachers

First the researcher used purposive sampling technique to sample only the head teachers that headed schools with children who were being assisted by NGOs then used those cases and applied the Simple random sampling technique to sample 10 schools. The researcher used 33.3%
of 30 schools in order to get 10 schools for the two divisions to have a sample of 5 schools each totalling to 10 schools and that improved accuracy of results as explained below:

The researcher used the list given by NGO managers and applied the simple random sampling technique through the use of lottery system by randomly allocating numbers 1 to 18 to each school in Sagalla division and placing the numbers in a container then mixed them up and picked any first 5 numbers at random to choose schools and head teachers for the study sample. Therefore simple random sampling method was used to sample head teachers 10 whose schools were visited by the researcher for the head teachers’ interview schedule.

iv) Class teachers
First the researcher used purposive sampling technique to sample only the Class teachers that taught children who were being assisted by NGOs then used those cases and applied the simple random sampling technique to sample thirty (30%) percent of 100 class teachers from the ten schools that had earlier been purposively sampled. A total of 30 teachers were required in the sample. 15 teachers were sampled from Sagalla and 15 teachers from Kasighau by the researcher allocating 3 random numbers per 5 schools in each location. The researcher visited each of the schools and asked the head teachers to allow the class teachers to meet briefly with the researcher. Once the purposively sampled teachers met the researcher, they were asked to go to the front and picked folded papers equivalent to the class teachers present in the room. Only 3 papers had a tick. The rest of them were plain. The 3 teachers who picked the papers remained for the class teacher’s interview schedule while the rest of them were not included in the study. The 3 teachers in 10 schools totalled to 30 teachers in the study sample, 15 from each location.
v) Needy children

First the researcher used purposive sampling technique to sample only the needy children that were being assisted by NGOs. Secondly, the researcher applied the simple random sampling technique to sample 30% needy children (the locals referred to the needy children that were being assisted by NGOs as “watoto wa mrad” meaning NGO children). The third step was random assignment technique which was used in getting samples of 15% for needy boys and of 15% needy girls. According to Mugenda and Mugenda (1999) the random assignment is different from stratified sampling because “in stratified sampling, the population is divide into two or more groups using a given criterion and then a given number of cases are randomly selected from each population sub group” (Mugenda and Mugenda 1999:47-48).

On the other hand “In a random assignment, a random sample is first selected by whatever method of sampling. Once a random sample is selected, samples within the sample are randomly assigned to two or more...groups” (Mugenda and Mugenda 1999:47) In this study, the purposively selected sample was subjected to simple random sampling technique that enabled the researcher to come up with a sample of 30% needy children. Then in order to improve accuracy, the researcher conducted a random assignment technique on the 30% by assigning two groups of 15% needy boys and 15% needy girls in the two different locations as explained below:
Needy boys

The researcher prepared 86 ticked papers and divided them into 10 piles for each school making 10 packs of 8 and extra 6 pieces. Each pack of 8 was divided into two for each location respectively. There were lots of 5 plus 3 extra ticked papers for Sagalla and 5 plus 3 extra ticked papers for Kasighau locations respectively. The researcher packed extra blank papers separately that were used to add in each school to make up for the extra pupils who would not be considered for the sample if they failed to pick the ticked papers though they received NGO assistance and attended the first part of the session of picking the study sample.

Sagalla

The researcher visited each of the 5 schools in Sagalla location as per prior arrangement with the head teachers, and asked to meet only boys who were being assisted by NGOs. The researcher divided the boys per class from class 1 to class 8. One by one per each class the boys randomly picked the papers and the ones who got ticks remained for the focus group discussion while the ones who got blank papers were not considered for the focus group discussion. The first 3 schools in Sagalla had 9 ticked papers each making 27 ticked papers while the fourth and fifth schools had 8 ticked papers making 16. The random assignment technique was used in getting samples of (15%) making total of 43 needy boys in Sagalla location.

Kasighau

The researcher visited each of the 5 schools in Kasighau location as per prior arrangement with the head teachers, and asked to meet only boys who were being assisted by NGOs. The researcher divided the boys per class from class 1 to class 8. One by one per each class the boys
randomly picked the papers and the ones who got ticks remained for the focus group discussion while the ones who got blank papers were not considered for the focus group discussion. The first 3 schools in Kasighau had 9 ticked papers each making 27 ticked papers while the fourth and fifth schools had 8 ticked papers making 16. The random assignment technique was used in getting samples of (15%) making total of 43 needy boys in Kasighau location.

Needy girls
The researcher prepared 56 ticked papers and divided them into 10 piles for each school making 10 packs of 5 and extra 6 pieces. Each pack of 8 was divided into two lots of 5 plus 3 extra ticked papers for Sagalla and 5 plus 3 extra ticked papers for Kasighau locations respectively. The researcher packed extra blank papers separately that were used to add in each school to make up for the extra pupils who would not be considered for the sample if they failed to pick the ticked papers though they who received NGO assistance and attended the first part of the session of picking the study sample.

Sagalla
The researcher visited each of the 5 schools in Sagalla location as per prior arrangement with the head teachers, and asked to meet only girls who were being assisted by NGOs. The researcher divided the girls per class from class 1 to class 8. One by one per each class the girls randomly picked the papers and the ones who got ticks remained for the focus group discussion while the ones who got blank papers were not considered for the focus group discussion. The first 3 schools in Sagalla had 6 ticked papers each making 18 ticked papers while the fourth and fifth
schools had 5 ticked papers making 10. The random assignment technique was used in getting samples of (15%) making total of 28 needy girls in Sagalla location.

Kasighau

The researcher visited each of the 5 schools in Kasighau location as per prior arrangement with the head teachers, and asked to meet only girls who were being assisted by NGOs. The researcher divided the girls per class from class 1 to class 8. One by one per each class the girls randomly picked the papers and the ones who got ticks remained for the focus group discussion while the ones who got blank papers were not considered for the focus group discussion. The first 3 schools in Kasighau had 6 ticked papers each making 18 ticked papers while the fourth and fifth schools had 5 ticked papers making 10. The random assignment technique was used in getting samples of (15%) making total of 28 needy girls in Kasighau location.

Finally, a total of eighty six (86) needy boys being assisted by NGOs were in the sample: 43 needy boys from Sagalla location and 43 from Kasighau. A total of 56 needy girls being assisted by NGOs were in the study sample: 28 needy girls from Sagalla location and 28 needy girls from Kasighau location. A total of thirty (30) teachers were in the study sample. 15 teachers from Sagalla and 15 teachers from Kasighau: 3 per school in 10 schools. As well as a total of one hundred and nineteen (119) parents /guardians of needy boys and girls from 10 sampled schools were therefore purposively sampled, 60 (12 from each of the five schools) from Sagalla and 59 (12 from 4 schools and 11 from 1 school) from Kasighau locations respectively. The total sample size of respondents’ number was 304 as shown in Table 3.2 in the next page:
Table 3.2: Sample of the study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGO managers</td>
<td>3</td>
</tr>
<tr>
<td>Head teachers</td>
<td>10</td>
</tr>
<tr>
<td>Class teachers</td>
<td>30</td>
</tr>
<tr>
<td>Needy Boys</td>
<td>86</td>
</tr>
<tr>
<td>Needy Girls</td>
<td>56</td>
</tr>
<tr>
<td>Parents/guardians of needy boys and girls</td>
<td>119</td>
</tr>
<tr>
<td><strong>Total Sample Size of Respondents</strong></td>
<td><strong>304</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The researcher developed five (5) research instruments.

- Two Interview schedules for NGO managers and head teachers
- Three Focus group discussion guides

3.6.1 Interview schedule

The researcher used semi-structured interview schedules which had both structured and open ended questions. The structured questions gave an opportunity for in-depth probing questions to get more information (Mugenda and Mugenda 1999:86). According to Patton (2001) interviews probe for two reasons: -

(i) To motivate the respondent to explain the reason behind what he had said before.
(ii) Interviews help eliminate irrelevant or unnecessary information.

The interview schedules were administered to 10 head teachers and three (3) NGO managers were open ended. The schedules sought for general information about the NGOs’ assistance to the schools. Section A sought to find the respondents’ demography on gender then Section B while Section C sought to find out about the research questions similar to the ones given to the focus group discussion guides.

3.6.2 Focus Group Discussion (FGD) guide

There were three Focus group discussions guides that with two sections each: Section A focused on the effects of the implementation of free education to the contribution that the NGOs had been giving to needy children in public primary schools in Voi division and Section B focussed on alternative sources of assistance in the absence of NGOs. One for parents, another one for the class teachers and the third one for class teachers. During the focus group discussions the researcher separated three homogeneous groups. Needy children, their parents, and class teachers respectively, were each put in a separate group at a time per each guide per school. Children were drawn from each class being assisted by the NGO. The researcher monitored discussions by being there and controlling the discussion session using the prepared focus group discussion guides. All focus group discussions were videotaped. Neither the teachers nor the head teacher were allowed in the focus group discussion for pupils, nor were pupils allowed in parents’ or teachers’ focus group discussion. This encouraged freedom in the discussion. It also avoided intimidation.
3.7 Piloting

Pre-testing was carried out on a population similar to the one of the study to be carried out. It helped to identify ambiguous questions as well as sensitive areas that were not to be included in the questionnaire and changes were made in the sequence of questions (Mugenda and Mugenda 1999 p.186)

3.8 Reliability of Research Instruments

The split half method was used to test the internal consistency reliability of the instruments. The researcher followed the steps by Orodho (2005:185) on carrying out the spilt half reliability method as follows: - A sample of items made the domain of indicators that measure the variable. The test was then administered to the total group of about five respondents. The odd and even number method was used to split the items. The odd numbers were put in group 1 and the even numbers were put in group two. Each subject’s total score was computed from the two groups of items. The researcher then correlated the scores from the two groups for all their subjects. The researcher calculated the difference to see whether it was acceptable. The instrument with a high split-half reliability had a higher correlation coefficient as shown in the next page

The researcher used Spearman Brown Prophecy formula:

\[ r = \frac{2 \times \text{Corr. between the halves}}{1 + \text{correlation between the halves}} \]

\[ r = \frac{2r}{r+1} \]

r= reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.
The researcher used sample data to test on the reliability of the questionnaire for head teachers, NGO managers, focus group discussions, teachers, parents and needy children separately. A coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good according to Gay (2003). The researcher got a coefficient of 0.8 for head teachers 0.8 for NGO managers, 0.77 for teachers, 0.78 for parents, 0.80 for needy boy and girls. The researcher therefore concluded that the instruments were reliable for the study.

3.9 Validity of Research Instruments

To determine internal content validity, the instruments were given to experts who advised for changes accordingly. Kasomo (2006) says that; “Content validity of an instrument is determined through expert judgement by carefully and critically examining or inspecting the items that make the instrument” (Kasomo, 2006:73).

3.10 Data Collection Procedures

The researcher obtained permission to conduct research from the National Council for Science and Technology. The study collected both primary and secondary data. Primary data was collected in the field through interview schedules and the focus group discussions. The researcher got secondary data reviewing literature from newspapers, books, journals, thesis and internet. The researcher personally visited the schools as well as made phone calls to book appointments with the head teachers before the date of data collection. The purpose of the visit was to hand in letters showing permission to collect data and arrange on when the research could be carried out. The researcher booked interview appointments with the NGO managers by phone calls. On the interview day, the researcher personally visited the managers in their offices. The
managers’ responses backed the rest of the responses in the study sample. In this way the researcher was able to determine the extent to which NGOs had contributed towards the education for needy primary school children in Voi division. Video camera personnel covered the data collection period. The sample schools were up to 30 kilometres away from Voi town. Therefore the researcher had to hire taxis that made her reach those ten schools for lack of regular public transport. Focus group discussions and interview schedules were used to yield qualitative data that was recorded on tape as well as written responses in notebooks. Data organisation: Qualitative data in the form of text, and videotaped recordings, which described the fieldwork, were read / watched thoroughly for the researcher to familiarise with it. The videotaped data were put in CD ROMs. The information in CD ROMs helped the researcher to study each focus group discussion as a whole picture as well as get the verbatim expression of each respondent. The CD ROMs enabled the researcher to organise the data in such a way that selected snapshots were put into a diskette. They were then transferred to flash disks in PowerPoint files. The PowerPoint files were used in printing pictures when writing the report. The researcher then thematically described the data by creating categories, themes and patterns from a few selected snapshots in PowerPoint files. The analysis of qualitative data in form of text, and recordings put in the form of thematic description whereby the researcher looked for trends e.g. unsatisfactory / satisfactory or needs change / does not need change and the like. The analysis was based on the purpose of this study, which was to determine the extent to which NGOs had contributed to the education of the needy primary school children in Voi division. It was also guided by the specific objectives of the study, and the research questions. Writing of the research report: The research report showed how similar or different the research findings were compared to the researcher’s expectations, derived from experience or literature review. The use
of verbatim voices of the respondents was employed because “Such quotations make the report real, very informative and express feelings and attitudes from the interviewees” (Mugenda and Mugenda 1999:206)

3.11 Data Analysis Plan

The researcher followed the steps involved in qualitative data research, as explained by Mugenda and Mugenda (1999). Based on Mugenda’s text, the researcher decided to use descriptive data analysis plan. The researcher received responses from, NGO managers, head teachers, teachers, pupils and parents. By use of CD ROMs, the researcher organized the data in such a way that the snapshots were then transferred to another diskette in PowerPoint files. The PowerPoint files were used in printing pictures when writing the report. The methods that were used to analyse the qualitative data were reported by giving selected verbatim remarks of the respondents. This gave voice to those who were being studied as a way of empowering them. The respondents were given a chance to state their problems the way they perceived them and participated in seeking solutions to their problem (Mugenda and Mugenda 1999:201). In writing the data analysis report, first, the researcher determined the respondents demographic data based on the gender and then established the actual support that NGOs had given the needy children and finally sought to establish the impact that NGOs had had on the problem of low enrolment, high dropout and low completion that had persisted for the past forty years in Voi division and had impacted negatively on the needy children’s access, equity and quality in education. The presentation of the quantitative data took the form of percentages, means, frequencies, tables, pictures and pie charts.
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

Chapter four presents and analyses the data collected. The scope of the study covered a five-year span from 2003 to 2007. In covering the research period between 2003 and 2007, the researcher collected data within the eight year cycles that ran as follows: 1996-2003, 1997-2004, 1998-2005, 1999-2006, and 2000-2007. The purpose of the study was to determine the extent to which NGOs had contributed to the education of the needy primary school children in Voi division in a bid to achieve equity and quality in education during the era of FPE.

The researcher determined the respondents demographic data based on the gender and then established the actual support that NGOs had given the needy children and finally sought to establish the impact that NGOs had had on the problem of low enrolment, high dropout and low completion that had persisted for the past forty years in Voi division and had impacted negatively on the needy children’s access, equity and quality in education. The findings are recorded in the next page:
4.1.1 Respondents’ Demographic data

Table 4.1: Respondents’ Gender

<table>
<thead>
<tr>
<th>Respondents</th>
<th>n=304</th>
<th>n=139</th>
<th>n=165</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needy children</td>
<td>86</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>24</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>NGO Managers</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Head teachers</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Class teachers</td>
<td>21</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows that more female (95) parents than male (24) parents participated in the focus group discussion. Head teachers, teachers, as well as NGO managers complained about the minimum participation that male parents gave in matters concerning education in Voi division. The female parents said that their husbands were less interested in attending school meetings preferring to go drinking. Some women said they were single mothers. The researcher observed that during every FGD men sat on the right side and women on the left side of the researcher and men were always conspicuously few. Another observation was that poverty was indicated in the way some parents dressed in patched or torn clothes. These findings were in agreement with Nungu (2010) that education is affected by equity concerns such as gender, region, ethnicity and socio economic background (Nungu 2010:7). The percentage frequency of respondents’ gender is shown in Figure 4.1 below:
4.2 How NGOs provided support to the needy children’s education in aspects not included in the free education package

The first objective of this study was to establish how NGOs provided support to the needy children’s education in aspects not included in the free education package. This objective focussed on how NGOs provided support to the needy children’s education in aspects not included in the free education package. The profile of NGOs who were involved in the education of needy primary school children in Voi district during the period of this study is: World Vision (W.V), Plan International (Plan) and Global Education Partnership (GEP). The interview schedules for the head teachers as well as that of the NGO managers established that Sagalla began receiving NGO assistance in 1999 Kasighau had been receiving help from NGOs since 1989. Though the researcher was carrying out this study in period between 2003 and 2007, in

4.2.1 The enrolment trends of needy children in Sagalla location during NGOs’ assistance


<table>
<thead>
<tr>
<th>Year</th>
<th>Class 1 girls</th>
<th>Class 1 boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=56</td>
<td>n=86</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1996</td>
<td>9</td>
<td>16.1</td>
</tr>
<tr>
<td>1997</td>
<td>12</td>
<td>21.4</td>
</tr>
<tr>
<td>1998</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>1999</td>
<td>12</td>
<td>21.4</td>
</tr>
<tr>
<td>2000</td>
<td>15</td>
<td>26.8</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.2 a total of 142 needy children 56 girls and 86 boys enrolled in class 1 during between 1996 and 2000. During the study period the lowest enrolment for girls was in 1998 when 8 (14.3%) needy girls were enrolled compared to needy boys’ highest enrolment of 28 (32%) in the same year. These findings were in agreement the UNESCO (2010) which states that “in poor areas girls are significantly less likely to be enrolled in schools. For example 20.8 per cent of eligible girls in the North Eastern province were enrolled in primary education in
2008 versus 81.5 per cent in Central province.” North Eastern is one of the poorest provinces in Kenya but 20.8% of its girls were enrolled in school as compared to Voi that registered 8 (14.3%). Poverty was one of the reasons for low enrolment of girls in Voi (UNESCO 2010:7).

The enrolment of needy girls improved from 8 (14.3%) in 1998 to 15(26.8%) needy children in 2000. This was attributed to NGOs increased participation in Voi division when in 1999 NGOs also started helping Sagalla division. “Were it not for the NGOs like world Vision, some girls would not be in school today. They would be married women though at a tender age” said the head teacher Gideon Mosi primary school in Sagalla location. This study found that all (100%) respondents were in agreement that the NGOs advocated for the girl child education and that improved the enrolment of girls in Voi. NGOs were praised for working with the schools and the children’s department in Voi as well as the village elders and the chief together with the churches and sometimes the police in removing girls from early marriages to return them to school. The excessive concentration on the girl child was at the expense of the boy child and the needy boys’ enrolment which was at 28 (32.6%) in 1998 went down to 15 (17.4.7%) by 2000. According to the NGO manager, this was attributed to the fact that the boy child had been forgotten as advocacy programmes mainly favoured the girl child in Voi.
4.2.2 Establishing the dropout trends of needy children in Sagalla location during NGOs’ assistance

Table 4.3 Dropout of needy children in Sagalla location after NGO assistance between 1999 and 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Class 1 girls n=28</th>
<th>Class 1 boys n=61</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1996-2003</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1997-2004</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>1998-2005</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>1999-2006</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>2000-2007</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.3 the needy girls who dropped out of school in each eight year cycle from 1999-2006 and 2000-2007 after the coming of NGOs were 4 (14.3%) and 5 (17.9%) girls respectively totalling to 9 (32.2%). On the other hand, the number of dropouts among boys increased drastically from 0 (0%) in 1999-2006 to 11 (18.0%) in 2000-2007 totalling to 11 (42.3%). This was an indication that fewer girls than boys dropped out of school during the study period. Boys faced a major challenge on drop out as opposed to girls in Sagalla division. These findings do not agree with the Development Plan 1997-2001 that dropout is to be lowered to 30% for both boys and girls by 2012 (Republic of Kenya 1997).
During the parent’s focus group discussion a bitter semi-literate mother of a needy child had this to summarize the causes drop out in Voi. She told the researcher that

...the boys are wasting out there with their fathers... wasting themselves in m’bangara (a type of a local brew) and all types of drugs... [while] some [are] selling snacks in Voi town bus terminus or burning and selling charcoal while their sisters are learning in school ...its upon the womenfolk to struggle by themselves otherwise things are bad... ” as she threw her hands up in the air in despair (A desperate mother during an FGD session at Gideon Mosi Primary school)

The desperate mother was clear that dropout affected more boys than girls in Voi. Though NGO assistance helped improve the enrolment of girls it created another problem where the boys got neglected and ended up in drunkenness, drug abuse, charcoal burning and child labour resulting to low enrolment though NGOs contribution was ongoing in Voi.

One of the reasons for drop out was as a result of lack of strict procedures on disciplining the absentees. The needy children told the researcher that even after absenting themselves they were not followed up after all. They gave the reasons such as lack of food at home coupled with the inconsistent school feeding programme; which was on and off. The class teachers said that attendance was at 100% whenever the lunch programme was on but lack of it translated to absenteeism and led to dropout.

The head teachers, teachers and parents decried the long duration that education officers took before visiting their schools because it lowered the quality of education. Parents and needy children added that some teachers missed classes and some went to school while drunk yet no action had been taken against them because the office had abandoned their schools. The NGO
managers complained of finding some cases of drunken teachers as well as untaught classes too. The researcher also found one drunken teacher on different occasions in two of the schools that were in the study sample. In one school where the researcher had gone to conduct focus group discussions with the needy children, the drunken teacher was too drunk that he lay down and slept under a shade behind the staffroom for the whole morning session. When a colleague asked him to get up because there was a visitor, the drunken teacher lifted up his head and in response asked “are you an education officer... what has made the education office remember our school today?” then he went on to sleep. The researcher was informed by the deputy head teacher that the head teacher had attended a meeting at the district education office on that material day. When asked why the officers did not frequent their schools, respondents said probably that the terrain and the problem of transport made it difficult for the officers to visit them frequently. The researcher was interested to find out how the head teacher would know that a certain teacher had not taught his/her lesson but the schools had poor systems of record keeping. There was no register of attendance for teachers to sign in or out in all 10 (100%) schools. It was difficult to quantify the exact number of absences a teacher had had in a given week or term. Since there were scanty official records the needy children’s note books helped the researcher to establish that little teaching and learning was going on.

The focus group discussions showed that lack of father figure role models, poverty, unfavourable boy child government policies and child labour resulted to more drop out of boys than girls in public primary schools in Sagalla during the period under study.
Table 4.3 also shows that in 1999-2006 the girls who dropped out of school were 4 (14.3%) and 8 (85.2%) were retained while no boy 0 (0%) boy dropped out of school and all 11 (100%) were retained. These findings agree with a study in the Education Action Aid journal, (2001) in the United Kingdom Britain, that revealed that partnership between the Ivorian government and World Food Programme to provide lunches to children in schools, increased retention and reduced dropout. Studies done after ten years of the (1990-2000) indicated that about two million children had benefited and retention rose by 83 per cent. The focus group discussion revealed that NGOs begun assisting Voi division in 1999 and all stake holders received that gesture with a lot of excitement. The focus group discussion for children revealed that NGOs provided basic needs like food (porridge, maize and beans) shelter classrooms/ houses), and clothing (uniform) that encouraged them to remain in school lowering dropout. The focus group discussion for parents revealed that provision of borehole, and tanks by NGOs for harvesting water, improved sanitation, at the same time provision of desks and books as well as health care, lowered dropout. These findings were in agreement with the 1997-2001 Development Plan that was influenced by poverty eradication, quality and equity by the Ministry of Education working in partnership with NGOs, donors, religious organizations, PTAs and other stakeholders (Republic of Kenya, 1997).

Table 4.4 also shows that in 2000-2007 5 (17.9%) girls and 11 (18.0%) boys dropped out of school. The managers of NGOs said that more boys than girls dropped out of school because there was a tendency of more donors concentrating on helping the needy girl and that trend left the needy boy out which contributed to the drop out of boys. It was found from the focus group discussions and the interview with head teachers and NGO managers, that child labour and drug abuse were the main reasons for the drop out. Though there was food in school, poverty
conditions at home drove boys to charcoal burning, lorry and car wash points and sell of snacks in Voi town to travellers at the bus terminus. Some boys bought siphoned petrol from tankers and sold it at a low price to motorists along Mombasa road. During the interviews with the head teachers one of them told the researcher that “When boys get money at such a tender age and with no role model to guide them, they find themselves trapped into doing drugs”. Findings from the focus group discussion for class teachers indicated that primary school age boys got themselves into drug abuse in form of bhang, local brew and sometimes hard drugs and dropped out of school.

4.2.3 The Completion trends of needy children in Sagalla location during NGOs’ assistance

Table 4.4: Completion of needy children in Sagalla location after NGO assistance between 2006 and 2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Class 1 girls</th>
<th>Class 1 boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>2004</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>2005</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown in Table 4.4 a total of 53 needy children, 28 girls and 25 boys completed school in Voi division between 2003 and 2007. Table 4.3 also shows that completion for needy girls increased from 2 (7.1%) in 2003 to 10 (35.7%) in 2007. NGOs increased the completion for girls in Voi division. These findings were in agreement with the Republic of Kenya (1997, 1998, 1999, 2002a) that advocated for partnerships with NGOs and other stakeholders in order to improve completion. Since more girls were retained to completion than boys girls benefitted more from NGOs than boys. The Focus Group Discussions and the interviews revealed that the government had favourable policies for the girl child. NGOs provided girls with food, de-worming medication and mosquito nets. The boys’ completion dropped sharply from 11 (4%) in 2006 to 4 (16%) in 2007. These findings were in agreement with a Report of the National Conference on Education and Training Held at Kenyatta International Conference Center Nairobi: Kenya on November 27th to 29th 2003, apart from low enrolment other indicators of lack of access to education included high dropout and low completion. Absenteeism too resulted in poor performance in national examinations which compromised equity and quality of education in African countries south of the Sahara. These problems needed a concrete solution that could be provided through the government as the main education provider and the contribution of other stakeholders like parents, communities and NGOs Ministry of Education Science and Technology (2003).
Table 4.5: The actual support that NGOs gave to needy children in Voi division

<table>
<thead>
<tr>
<th>Contribution</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Uniform</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>School bags</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Desks</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Text books, pens and rulers</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>School feeding Programme</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Boreholes and water tanks</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Free medical camps</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Classrooms/kitchens/toilets</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>PTA/NGO teaching staff</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.5 shows that the highest educational contribution that NGOs made to needy primary school children in Voi division was advocacy (19%), and then uniform (15%). These findings are in agreement with Marube (1995) who in his post graduate diploma in education (PGDE) thesis found that in Taita Taveta district [where Voi division is found] lack of uniform was the highest cause of drop out followed by poverty Marube (1995 p.43). This study also found that after uniform, the third highest contribution by NGOs in Voi was desks (13%), and then text books, pens and rulers (11%). Others were school feeding programme and free medical camps (10%
each) and boreholes and water tanks (8%). The lowest contribution was on constructing new classrooms/kitchens and PTA/NGO teaching staff (4% each).

4.2.4 NGOs Contribution in pictures

The researcher took the following pictures that show contribution by NGOs to needy children:

Figure 4.2: Needy children of class six in uniform provided by NGOs

Figure 4.3: A grass thatched kitchen constructed and furnished with ‘sufurias’/ cooking pots by World Vision and the needy parents
Figure 4.3 shows a grass thatched kitchen constructed by World Vision and the needy parents. These findings were in agreement with the building code in MPET (1998 p.59) that encouraged the use of cheap local material and labour. These findings were in agreement with (MPET 1998) that parents from a poor community were likely to construct low quality buildings using cheap labour and material (MPET 1998:59). The NGO managers’ interviews as well as the head teacher’s interview showed that every NGO had its system of providing support to the needy children in Voi division. PLAN offered 100% help without asking for contribution from the community. This system created overdependence whereby the recipients refused to own any item them PALN had assisted them with. The researcher found that a broken table that was not repaired because “ni meza za PLAN”

as shown below:

Figure 4.4: A table donated by Plan International but the community had not owned it enough to repair it.
Figure 4.4 shows a table donated by Plan International but the community had not owned it enough to repair it. One of the head teachers lamented that: “The parents are not co-operative in contributing money to repair such because they expect the NGO that gave the donation to also do the maintenance.” PLAN left after their tenure of stay in Voi was over and went to the neighbouring Kwale district.

On the other hand, the GEP manager told the researcher they went to Voi after PLAN and in their feasibility study they learnt that there was a problem of ownership whenever donations were given for free. Therefore they asked for 50-50 cost sharing what the respondents called “shilingi kwa shilingi” meaning shilling per shilling. That way the GEP only topped up with 50% of what the parents had already contributed. The maintenance costs were also factored into that budget so at least 15% share of the 100% went maintenance cost. During the interview the GEP manager told the researcher that “Since the parents contributed first, then we topped up the level of our contribution was determined by the parents’ contribution. We involved them in the decision making process from the beginning to the end and that made them own either; the text book project or classroom or desk project and so far we have seen success”. When the researcher visited the ten schools there was evidence of well maintained covered text books, and desks. However, the GEP manager lamented to the researcher that at the onset of FPE parents refused to contribute their share and this made them think of leaving Voi because they could not run office costs without the parent’s contribution. They eventually closed office and moved away from Voi in 2004 a year after the onset of FPE.
World Vision provided support in the ratio of 70% - 30% meaning that World Vision provided 70% while the parents gave 30% so that they could own the intended project. World Vision managed to survive even after the introduction of FPE because they did not insist on financial contribution. The 30% could as well come from what the parents and their children called “nguvu kazi” meaning manual labour. The head teachers said that parents and needy children carried sand, slashed the compound, dug the foundations of classrooms, gave cowpeas and maize if the harvest season favourable, goat keepers also sent goats to be sold.

The researcher established the actual support that NGOs had given the needy children, and the impact that NGOs had had on the problem of low enrolment, high dropout and low completion that had persisted for the past forty years in the division and had impacted negatively on the needy children’s access, equity and quality in education.

4.3 Alternative sources of assistance in the absence of NGOs’ assistance

The second objective of this study was to establish if there were alternative sources of assistance in the absence of NGOs’ assistance. All 304 (100%) respondents from the 10 sampled schools gave ideas on alternative sources of assistance in the absence of NGOs as shown in the next page:
Table 4.6 Responses on alternative sources of assistance in the absence of NGOs

\[ n = 304 \]

<table>
<thead>
<tr>
<th>Alt. Source</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sme</td>
<td>147</td>
<td>15</td>
</tr>
<tr>
<td>Tyc</td>
<td>102</td>
<td>11</td>
</tr>
<tr>
<td>Co-op</td>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td>Wild</td>
<td>111</td>
<td>11</td>
</tr>
<tr>
<td>S.sus</td>
<td>84</td>
<td>9</td>
</tr>
<tr>
<td>chur</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>cdf</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>vmc</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>fpe</td>
<td>304</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>956</td>
<td>100</td>
</tr>
</tbody>
</table>

Key:

i  Smes: Women groups’ merry go rounds, small scale micro enterprises

ii Tyc: Profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers

iii Co-op: Corporate bodies like Safaricom, Kencell (now Airtel)

iv Wild: Wild Life Works

v S.Sup: Self sustainability using the capacity building skills as taught by outgoing NGOs

vi Chur: Churches

vii Cdf: Constituency Development Fund
Vmc: Voi Municipal Council

Fpe: Free Primary Education

Figure 4.6: Responses on alternative sources of assistance in the absence of NGOs

Figure 4.6: shows that nine (9) responses preferred forms of alternative sources of assistance in the absence of NGOs. The highest was FPE (32%) and the least was the Voi municipal council (3%). These findings were in agreement with UNESCO (2010) that; “the completion rate for primary school increased from 62.8 percent in 2002 to 81.0 percent in 2007” (UNESCO, 2010:7). During the focus group discussion respondents were full of praise for the FPE. The responses were generally based on what the various “alternatives” had so far benefitted or not benefitted the needy children and their parents.
Figure 4.6 also shows that at 15% the Small scale micro enterprises (SMEs), merry go rounds/women groups were the second most preferred alternative source of assistance in the absence of NGOs. However, parents of needy children who were in SMEs, women groups and merry go round groups lamented that sometimes they lacked money to pay their monthly premiums in shares or loan repayments. This did not benefit needy parents and their children. They further lamented that the help that came from such activities was short lived and inadequate to take a child through the eight year cycle in primary education. These findings were in agreement with The Ministry of Planning and National Development (2004) that notes that there were “pockets of very high poverty that exceeded the national average…” Ministry of Planning and National Development (2004:7)

The researcher was told by the parents of needy children that once Wild life Works (11%) registered their children they asked the parents to stop charcoal burning, poaching and trained them on various skills like basketry, art and design, tree planting and nursery keeping, bee keeping that gave them an alternative way of getting money. Whoever went back to the old ways of environmental degradation, or negative cultural practices was deregistered and his or her children discontinued from educational benefits from wild life works. For example parents of needy children were given an opportunity to run a tree planting nursery by picking seeds of indigenous trees in Tsavo National park and Wildlife Works bought all the healthy seedlings that were ready for planting. Parents of needy children said that in that way Wildlife Works helped them to meet their financial obligations and some of that money went to the education of their children. The manager of Wildlife Works told the researcher that some of the seedlings were planted in the project school and others were sold for profit within and outside of the country.
The proceeds helped in construction of classrooms and beautifying schools with animal art work for children to keep leaning, they also did artwork in maps, and science related diagrams, as well as the lower primary memorization charts that were drawn using environmental friendly recycled materials. The researcher observed, and the respondents at Kale primary school Sagalla location also said that they were among the beneficiaries of Wildlife Works.

The focus group discussion for teachers revealed that Tycoon ranchers (11%) assisted needy children from their profit making enterprises or organizations in form of a onetime assistance to the community like building a classroom, buying books, giving balls and nets for netball etc. They said that such onetime assistance was inadequate. These findings were in agreement with the Republic of Kenya (1984) that found that financial burdens among the poor parents made it difficult for their children to remain in school through the whole primary cycle.

Figure 4.6 shows that 7% respondents said that they would turn to the CDF for help in the absence of NGOs. The respondents based their answers from what the CDF had done in the past. These findings were in agreement with www.mars groupkenya.org/constituencies Voi who noted the CDF had assisted Kasighau location primary schools like Rukanga Primary school in 2006 and Itinyi in 2003 and Kajire in 2003 by renovating class classrooms. In Sagalla location Sagalla and Kale primary schools had modern classrooms completed but still needed more desks. Still in Sagalla location Gideon Mosi primary got assisted twice during the study period in 2003 the CDF renovated a class room, and in 2006 a classroom new class room was constructed (www.mars groupkenya.org/constituencies Voi).
According to figure 4.6 at least 6% respondents would choose co-operate bodies to cushion them against poverty in the absence of NGOs. The respondents mentioned Safaricom, Kencell (now Airtel), Taita Discovery Center and Sheldrick Trust. Parents and the head teacher and teachers of Maisenyi primary told the researcher that British army built dorm for 40 and 40 girls through the Safaricom and Sheldrick Trust. They hoped that the Taita Discovery centre which had given them books and the Southern Cross safaris which provided tap water would continue helping in the absence of NGOs. The FPE fund for water was 250 per pupil but school needed 800/ and parents had refused to pay so the Southern Cross safaris help was very timely. The head teacher said that the school needed more furniture, like chairs, tables, cup boards, 38 desks. “Otherwise without such help”, the parents told the researcher that, “our children will just drop out of school.” Itinyi primary recived help from the Danish government through the DANIDA that built three classrooms. The Taita Discovery Centre one time gave Itinyi primary school a onetime of 25% of their 30% share of agreement between World Vision and themselves for classroom construction. They then rose only 5% to make their 30% for classroom construction. They then rose only 5% to make their 30%.

Similarly Figure 4.6 also shows that 6% of the respondents chose the church as a preferred form of alternative assistance in the absence of NGOs’. During the parents’ FGD, the head teachers’ and NGO interview schedules; two churches were mentioned as having acted as alternatives to NGOs. The Anglican Church of Kenya (ACK) St Marks Sagalla who took over the education of 3 needy girls who missed to join Secondary because the NGOs contributed to education of needy children in public primary school level only. At the onset of FPE Marungu and Itinyi primary schools lacked enough class rooms to accommodate the high number of children who enrolled in
their schools, and the head teachers and parents said that they requested the church to help and it did. The two schools were accommodated by the church. The Itinyi Catholic Church that had offered its church premises to be used as class rooms by two schools at the same time. “The church depends on the offerings given by the church goers so churches in poor rural areas like this place, are equally poor finding themselves in a poverty cycle but we were glad to get accommodated by the church” added one of the head teachers who sought anonymity. These findings were in agreement with Nungu (2010) who found that the challenges of education among the needy were “congested classrooms...and basic facilities” (Nungu 2010:7). These findings were in agreement with Own &Associates (2004) who state that”The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings” (Own &Associates 2004:4).

Figure 4.6 also shows that only 3% respondents would choose the Voi Municipal Council (VMC) to help in the absence of NGOs. These findings also showed that 97% of the respondents did not have much faith in the VMC offering assistance in the absence of NGOs. These findings were not in agreement with the KESSP (2005) that with effective coordination through the district education boards (DEBs) the:

Local Authority Trust Fund (LATF) and the Constituency Development Fund (CDF) provide funding to a wide range of community based projects including school construction (KESSP 2005:2).

The parents also claimed that there was no effective coordination between them and the DEBs because their opinion was rarely sought before projects were done. As a result, during the focus group discussion there was a lot of reservation for CDF with claims of corruption in spite of the work that had been done in some of the primary schools. As if to confirm the fears of the local
community all (100%) respondents said that no new primary school had been built in Voi through the CDF between 2003 and 2007. These findings were not in agreement with Ministry of Education Science and Technology (2005) that CDF was an ongoing on-going programmes/initiatives established through the CDF Act 2003 that targeted development projects at the grass root level, and effective coordination through the DEB. The primary schools were to benefit from at least 1,400 classrooms nationwide including building of new primary schools to reduce the effects of lack of access in education by 2007 (Ministry of Education Science and Technology 2005).

The findings of this study agree with Ministry of Education Science And Technology (2005) that though the government is the main education provider the cost of education was too high and it worked in partnerships with the households and local communities, development partners, private sector providers of educational services, including sector employers, religious organizations and civil society, such as NGOs and foundations to attain access, equity and quality education during this era of FPE (Ministry of Education Science and Technology 2005)
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

This research was carried out to determine the extent to which NGOs had contributed to the education of the needy primary school children in Voi division in a bid to achieve equity and quality in education during this era of FPE. In a view to meet the purpose and the objectives of the study, the summary of the findings were based on the research objectives while the conclusions sought to answer the research questions and finally the recommendations were also based on the specific objectives of the study.

The specific objectives of the study were:

5.1.2 To quantify NGOs contribution to education in Voi in aspects not included in the free education package.

The findings of this study showed that NGOs contributed to the needy children’s education in Voi through: Advocacy, uniform, desks, text books, pens and rulers, school feeding programme, free medical camps, boreholes and water tanks constructing new classrooms/kitchens and employment and payment of PTA/NGO teaching staff. The NGO contribution improved enrolment, lowered drop out and increased completion. NGO assistance enabled more needy children to complete school. However, as girls’ completion trends in Voi division improved boy’s completion dropped sharply. The focus group discussions showed that lack of father figure role models, poverty, unfavourable boy child government policies and child labour resulted to more drop out of boys than girls in public primary schools in Voi division during the period under study. On the other hand the girls’ seemed to have benefitted more because focus
group discussions and the interviews it was revealed that the government had favourable policies for the girl child. The NGOs also provided food, de-worming medication, mosquito nets, since Voi division was mosquito infested and malaria caused absence in schools and sometimes death to the needy children.

The NGOs involved community during construction because they provided raw materials like, stones, hard labour, and grass to thatch the kitchen’s roof. This study found that physical facilities had a bearing on quantitative growth and quality of education. The parents from this poor community constructed low quality buildings using cheap labour and material. From the discussion groups it came out clearly that needy children enrolled in school mainly due to the assurance of eating in a given day and that increased enrolment.

The focus group discussion for children revealed that NGOs provided boreholes, and tanks for harvesting water, improved sanitation, provision of desks and books as well as health care, basic needs like food (porridge, maize and beans) shelter classrooms/ houses), and clothing (uniform) that encouraged them to remain in school lowering dropout rates.

The head teachers’ interview schedules revealed that World Vision NGO hired and paid qualified teachers to curb understaffing in Voi division where the Teachers Service Commission had left a gap in staffing. The partnership role of the NGOs to supplement the government in staffing in Voi division in the primary school sub-sector was crucial in increasing equity and quality in education.
5.1.3 To find out if there were alternative sources of assistance in the absence of NGOs’ assistance

Alternative sources of assistance in the absence of NGOs’, merry go rounds, small scale micro enterprises (SMEs) women groups, profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers, Corporate bodies like Safaricom, Kencell (now Airtel), Wild Life Works, Churches, Constituency Development Fund, Voi Municipal Council, Free Primary Education, and self sustainability using the capacity building skills as taught by outgoing NGOs.

According to the head teachers’ interview schedule, the focus group discussions for teachers, children and parents’ one of the alternatives that was used in the absence of NGOs was:- women groups, merry go rounds and small scale micro enterprises (SMEs) that were expected to strengthen the capabilities of the poor and vulnerable groups to earn income.

The focus group discussion for teachers revealed that another alternative source was: - onetime assistance from profit making enterprises or organizations like tycoon ranchers and corporate bodies like Safaricom, Kencell (current Airtel)

The manager of Wildlife Works organization, the parents’ focus group discussion and the head teachers’ interview schedule showed that another alternative source after NGOs left was the Wildlife Works that was a ‘profit making organization’ that registered the needy children and helped them through training their parents in various skills like basketry, art and design, bee keeping, reafforestation, and asked the parents of needy children to stop charcoal burning, poaching and negative cultural practises. The sale that the parents made became an alternative
way of getting money that was used in buying text and exercise books, story books, etc in the school. Whoever went back to old ways of environmental degradation, or negative cultural practises was deregistered and his or her children discontinued from educational benefits from Wildlife Works.

5.2 Conclusions

To achieve its purpose and specific objectives the study sought to answer the following research questions:-

i. How had the recent introduction of free education affected the contribution that the NGOs had been giving to needy children in public primary schools in Voi division?

ii. What alternative sources of assistance were in place in the absence of NGOs?

5.2.1 How had the recent introduction of free education affected the contribution that the NGOs had been giving to needy children in public primary schools in Voi division?

The recent introduction of free primary education (FPE) by the government affected the contribution that the NGOs had been giving to needy children in public primary schools in Voi division. The introduction of FPE affected the contribution that the NGOs had been giving to needy children in public primary schools because the parents of needy children were unwilling to give their share of contribution to NGOs claiming that education was free. NGOs provided assistance was related to education in form of advocacy, uniform, desks, text books, pens and rulers, school feeding programme, free medical camps, boreholes and water tanks constructing new classrooms/kitchens and employment and payment of PTA/NGO teaching staff, to schools.
NGOs found it difficult to in meeting their objectives needy children since needy parents refused contributing individual free manual labour. When it got too difficult to meet the running costs, some NGOs left and needy children who depended on them dropped out of school. The parents behaved as if the NGOs had an obligation to provide that assistance which should not have been the case. NGOs were just offering assistance but it was the role of every parent to bring up and educate their child/ children. Never the less needy parents of needy children found it difficult to meet this obligation and that is why NGOs were handy in offering that help.

5.2.2. What alternative sources of assistance were in place in the absence of NGOs?

The possible alternative sources of assistance in the absence of NGOs included merry go rounds, small scale micro enterprises (SMEs) women groups, profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers, Corporate bodies like Safaricom, Kencell (now Airtel), Wild Life Works, Churches, Constituency Development Fund, Voi Municipal Council, Free Primary Education, and self sustainability using the capacity building skills as taught by outgoing NGOs.

The government introduced FPE as an alternative source however, it was surrounded with corruption scandals and donors pulled out. The head teachers complained that they had big debts with bookshops since the FPE book money delayed reaching the school accounts on time. One reason that they gave was corruption in the government and specifically in the ministry of education.
According to the parents, the government funded women groups so the women benefitted from small scale micro enterprises (SMEs) that were intended to lift them out of poverty and in a way support their children’s education. Female parents lamented that the income they got as profit through business due to SMEs was faced with a lot of financial demands so it was short lived and inadequate to take a child through the eight year cycle in primary education. They claimed that so far none of them had fully moved out the poverty cycle due to SMEs.

The focus group discussion for teachers revealed that another alternative source was: - onetime assistance from profit-making enterprises or organizations like tycoon ranchers and corporate bodies like Safaricom, Kencell (current Airtel). They built classrooms, bought uniform, and food. One of them donated computers to schools but only one school had electricity so the other computers in the other schools picked dust and were of no use to the needy children’s’ education.

Another alternative source after NGOs left was The Wildlife Works that was a ‘profit making organization’ that registered the needy children and helped them through training their parents in various skills like basketry, art and design, bee keeping, reforestation, and asked the parents of needy children to stop charcoal burning, poaching and negative cultural practises. The sale that the parents made became an alternative way of getting money that was used in buying text and exercise books, story books for the needy children.
5.3 Recommendations

The recommendations were confined to the three objectives of the study. The specific objectives of the study were:

5.3.1. To establish how NGOs provided support to the needy children’s education in aspects not included in the free education package.

The NGOs should come up with ways of combating the long distance to and from schools for the needy children. The government, parents and the communities should consider building boarding schools in Voi division being an ASAL area.

5.3.2. To find out if there were alternative sources of assistance in the absence of NGOs assistance.

The NGOs should put alternative strategies so that in their absence needy children will complete the eight year cycle in primary education. The government should bring to book those who have been involved with the FPE corruption scandals in order for donors to build faith in the Kenyan government again.

More education for empowerment is required to help the women groups succeed well in the SMEs. Men should also be involved. Any company, group or individual one time assistance should continue with a view of reviewing further assistance in future. The CDF and the donors could provide transport like school buses, vans. The Wildlife Works should be encouraged to continue helping the needy realize their potential. More frequent visits by the education officials could help in establishing exact need per school and early assistance could reach needy children.
5.4 Recommendations for Further Research

i) A similar research should be replicated in public secondary schools in Voi division.

ii) Research should be carried out on the factors affecting the primary school education of the boy child in Voi division and other parts of the country.

iii) Research should be carried out on the Parents and Communities’ educational contribution to needy primary school children in Voi division

iv) Research should be carried out on the Government’s educational contribution to needy primary school children in Voi division
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www.marsgroupkenya.org/constituencies Voi
Appendices

Appendix 1: Interview schedule for NGO managers.

Section A
Please tick one Sex  M  F

Section B
1. Does your organization assist needy primary school children in Voi?
   [ ] Yes  [ ] No

   If Yes, Identify the number of years your NGO has assisted each school.
   ______________________________________________________

2. Why did your NGO select Voi?
   ______________________________________________________
   ______________________________________________________

3. Is the NGO supporting needy children elsewhere in the country?
   [ ] Yes  [ ] No

4. IF YES in c (i) above, what previous experiences, if any, has the NGO brought to Voi? Briefly explain.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. Why was Voi chosen instead of any other part of the country?
   ______________________________________________________
6. Why did you choose to assist primary education?

7. How many schools is your organization assisting in Voi?

8. How many children are currently being assisted in Voi?

9. a) What is the objective of the NGO with regard to assisting the needy children?

   b) What is the mission and vision of the NGO?

   c) Why do you assist needy children?

   d) What challenges have you faced in assisting the needy children?
10 a) Briefly explains the actual support that the NGO has given to the needy children in Voi?

b) Is the support related to the educational problems that the needy children faced before receiving the support? Briefly explain.

c) Is the support adequate to meet the needy children’s educational needs? Briefly explain.

d) What else would you want the organization to do for the needy children??

Section C

1. For how long shall the NGO continue supporting the needy children in Voi?
2. In the absence of NGOs, how else will the needy children continue with education?

3. How has the recent introduction of free education affected the contribution that your NGO had been giving in the past as opposed to now to needy children in public primary schools in? Briefly explain.
Appendix 2: Interview schedule for head teachers of public primary schools with needy children.

Section A

Please tick one Sex

M [ ] F [ ]

Section B

1. Is your school assisted by [an] NGO [s]?
   [ ] Yes [ ] No

2. How many NGOs have assisted your school in the past five [5] years? Identify the number of years each NGO has assisted the school.

3. How many children are currently being assisted in your school?
   [Kindly indicate per class]

   1 ______ 2 ______ 3 ______ 4 ______
   5 ______ 6 ______ 7 ______ 8 ______

   If more than one stream a) or (b) according to the number of streams

4. What is the objective of the NGO with regard to assisting the needy children in your school?

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. What did the NGO is mission and vision with regards to assisting needy children in your schools?

   ___________________________________________________________________
6 Why does the NGO assist needy children in your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7 Briefly explain the actual support the NGO has given needy children in your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8 Is the support related to the educational problems that your children in your school faced before receiving the support? Briefly explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9 Is the support adequate to meet your children’s educational needs? Briefly explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
10. What else would you want the organization to do for needy children in your school?


Section C

1. For how long shall the NGO continue supporting needy children in your school? Briefly explain.


2. In the absence of NGOs, how else will needy children in your school continue with education? Briefly explain.


3. How has the recent introduction of free education affected the contribution that the NGOs have been giving to needy children in your primary school?


4. With the introduction of free primary education the needy children still need support from NGOs

   [    ] Yes  [    ] No.

   If yes, in what areas?


Appendix 3:

Focus Group Discussion Guide for Needy Children

Section A

Please tick one Sex  M  F

Section B

1. a) Briefly explain the actual support that the NGO has given you?
   b) How often do you receive the assistance from the NGO?

2. a) Is the support adequate to meet your educational needs? Briefly explain
   (b) What else would you want the organization to do for you?

Section C

1. For how long shall the NGO continue supporting you?

2. In the absence of NGOs, how else will you continue with education? Briefly explain.

3. How has the recent introduction of free education affected the contribution that the NGOs have been giving you?

4. Do you still need assistance from NGOs?
   [   ] Yes  [   ] No.

If yes, in what areas?

Section A
Please tick one Sex  M  F

Section B
1 a) Briefly explain the actual support that the NGO has given you?
   b) How often do you receive the assistance from the NGO?
2. a) Is the support adequate to meet your educational needs? Briefly explain
   (b) What else would you want the organization to do for you?

Section C
1. For how long shall the NGO continue supporting you?
2. In the absence of NGOs, how else will you continue with education? Briefly explain.
3. How has the recent introduction of free education affected the contribution that the NGOs have been giving you?
4. Do you still need assistance from NGOs?
   [ ] Yes  [ ] No.

If yes, in what areas?
Appendix 5: Focus Group Discussion Guide for class teachers of needy children

Section A
Please tick one Sex  M   F

Section B
1. a) Briefly explain the actual support that the NGO has given you?
   b) How often do you receive the assistance from the NGO?
2. a) Is the support adequate to meet your educational needs? Briefly explain
   (b) What else would you want the organization to do for you?

Section C
1. For how long shall the NGO continue supporting you?
2. In the absence of NGOs, how else will you continue with education? Briefly explain.
3. How has the recent introduction of free education affected the contribution that the NGOs have been giving you?
4. Do you still need assistance from NGOs?
   [   ] Yes  [   ] No

If yes, in what areas?
Appendix 6: Letter of Introduction

Kenyatta University  
Department of Educational Administration,  
Planning and Curriculum Development  
P.O Box 43844  
Nairobi.

Dear Respondent,

**RE: A Research on Non-Government Organization Contribution Towards The Educational For Needy Primary School Children in .**

I am carrying out a research to determine the non-government organizations contribution towards the education for the primary school children in .

The purpose is to determine the extent to which NGOs shall continue providing support to the children in aspects that are not included in the free education package.

Do not write your name

All the data collected will be used only for the research purposes and will be treated with utmost confidence.

Please respond to the questions as frankly as possible. This is not an exam. All answers are accepted, because there is no wrong or right answer.

Thanking you in advance for your assistance.  
Yours faithfully,

GRACE KISEU.
Appendix 7: Taita-Taveta County Administrative boundaries
Appendix 8: Approval of Research by the Kenyatta University Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
       dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 15th June, 2010

TO: Ms. Grace W. Kiseu
C/o Educational Management,
Policy & Curriculum Studies Department

REF: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 24th May, 2010
approved your research proposal for the M.Ed degree.

Thank you.

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

Cc. Chairman, Educational Management, Policy & Curriculum Studies Department

Supervisors:
1. Prof. Jonathan Olembo
   C/o Educational Mgt., Policy & Curriculum Studies
   Department
2. Dr. G. Onyango
   C/o Educational Mgt., Policy & Curriculum Studies
   Department

JMO/hkk

Committed to Creativity, Excellence & Self-Reliance
Appendix 9: Research Authorization by the National Council for Science and Technology

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENTECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2223125, 318245, 318249
When replying please quote

Our Ref: NCST/RRI/12/1/SS/608/3

Date: 2nd July 2010

Ms. Grace W. Kiseu
Kenyatta University
P. O. Box 43844
NAIROBI

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Non-governmental organizations' educational contribution to needy primary school children in Voi District" I am pleased to inform you that you have been authorized to undertake research in Voi District for a period ending 31st December 2010.

You are advised to report to the District Commissioner and the District Education Officer, Voi District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

[Signature]

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Voi District
The District Education Officer
Voi District
Appendix 10: Research Authorization by the District Education office, Voi

MINISTRY OF EDUCATION

Telegrams: Education
Telephone: Voi 043 -2031057

DISTRICT EDUCATION OFFICE
VOI DISTRICT
P.O BOX 95
VOI

8th JULY, 2010

ALL HEADTEACHERS
PRIMARY SCHOOLS
VOI DISTRICT

RE: RESEARCH AUTHORIZATION

This is to inform you that Ms. Grace W. Kiseu has the authority of carrying the research on Non -- Governmental Organizations Education contribution to needy primary school children in the District.

Please accord her the necessary help that will facilitate her project. Serve the office with the research report on completion.

KASSIM M. SHEE
DISTRICT EDUCATION OFFICER
VOI DISTRICT
Appendix 11: Research Authorization by the District Commissioner, Voi division

OFFICE OF THE PRESIDENT

Telephone: [Information redacted]
Telefax: [Information redacted]
When replying please quote Ref.No.ADM.17/VOL.1/9

DISTRICT COMMISSIONER'S OFFICE
VOI DISTRICT
P.O BOX 1 - 80300
VOI

Date: 8th July 2010

All District Officers
VOI DISTRICT

RE: RESEARCH AUTHORIZATION
MS. GRACE W. KISEU

This is to confirm that the above student of Kenyatta University has been authorized to carry out research on "Non-governmental organizations' educational contribution to needy primary school children in Voi District" for the period ending 31st December 2010.

Kindly accord her the necessary assistance when she calls on you.

G.M.KAMWERU
FOR: DISTRICT COMMISSIONER
VOI DISTRICT

C.C

✓Ms Grace W. Kiseu
Kenyatta University
P.O Box 43844
NAIROBI