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**FACTORS HAMPERING ENROLMENT AND RETENTION OF ORPHANS IN
THE FREE PRIMARY EDUCATION IN MUNICIPALITY DIVISION, KIAMBU
EAST DISTRICT, KENYA.**

BY

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(Special Education) of Kenyatta University**

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*Factors Hampering
Enrolment and*




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DECLARATION

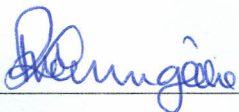
This thesis is my original work, and has not been presented for a degree or any other award in any other University.

Signed 

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DEDICATION

To my family members who encouraged and supported me morally, spiritually and financially from conceptualization to completion of this work.

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May the Lord Bless you all.

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ACRONYMS AND ABBREVIATIONS

ASAL	-	Arid and Semi Arid Lands
ATS	-	Approved Teacher Status
CBS	-	Central Bureau of Statistics
FPE	-	Free Primary Education
MOEST	-	Ministry of Education Science and Technology
OVC	-	Orphans and Vulnerable Children
PTA	-	Parents Teachers Associations
RAAAPP	-	Rapid Assessment Analysis and Action Plan Process
ROK	-	Republic of Kenya
SID	-	Society for International Development
SIDA		Swedish International Development Cooperation Agency
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations International Children Fund
UPE	-	Universal Primary Education
ARV	-	Anti-Retroviral drugs
NCCS	-	National Council for Children's Services
PEN	-	Poverty Eradication Network
CDF	-	Constituency Development Fund
CDTF	-	Community Development Trust Fund
LATF	-	Local Authority Transfer Fund

ABSTRACT

The purpose of the study was to investigate the factors that hinder enrolment and retention in Free Primary Education by orphans in public primary schools in Municipality Division of Kiambu East District. Though various studies have been done on education of orphans it is still not well understood why some orphans drop out of school or do not enroll at all even after provision of Free Primary Education in Municipality Division of Kiambu East district. The objectives of the study were; to find out the difficulties faced by orphans in accessing education; to identify the factors perceived by teachers as the causes of non-enrolment and poor retention of orphans in formal public school; to assess the factors perceived by stakeholders in education as the causes of non-enrolment and poor retention of orphans in informal school and to determine the difficulties faced by school heads in retention of orphans in primary schools. The study population was 719 which included Head teachers, teachers, stakeholders and orphans. Systematic sampling was used to select respondents from their registers. The sample size was 161 individuals. Data was collected using questionnaires and was analyzed using frequency distribution, means and percentages. The results of the study indicated that up to 36% of the orphans interviewed were not enrolled in formal school. The majority of the respondent orphans (80%) dropped out of formal school at the grades below class four. Lack of guardians was reported by up to 48% of the orphans interviewed as a factor leading to their dropping out of school. With regards to enrolment and retention, various factors were cited by head teachers, teachers and other stakeholders as responsible for non-enrolment and poor retention of orphans in formal primary schools. These factors included irresponsible guardians or lack of guardians 96%. High levels of poverty in the area was closely linked to child labour and inability to meet basic needs 67% and stigmatization of AIDS orphans 45%. Although no statistics were furnished, teenage pregnancy was cited by 62% of the respondent teachers and stakeholders as another cause of girls dropping out of school. With regard to challenges faced by school heads in retaining orphans in school, the majority of the respondents (65%) identified poor feeding programme, irresponsible guardians (41%) and lack of shelter for the orphans (36%) as challenges facing school heads in maintaining orphans at school. From the findings of the study it was evident that although orphans benefited from the Free Primary Education about 9% of total number of orphans enrolled between 2006 and 2007 in Municipality division had dropped out formal primary schools. The researcher recommended that the FPE funds should have a vote head that caters for basic needs for orphans and that teachers should be equipped with skills to handle orphans to make the school environment friendlier to the orphans. Recommendations were also made on the need to sensitize the community on the needs orphans to make the community accept orphans and treat them well.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a basic right and a requirement that puts an individual at a vantage position for success in life. Abagi (1998) notes that education enhances an individual's access to paid employment, promotes political awareness and participation and facilitates the achievement of gender equity. Educated citizens provide qualified man power that support the country's economy

Among the African countries, the idea of free education emanated from the 1961 conference held by UN member countries in Addis Ababa (Bartels, 1983). This was a period when independent states were evaluating their education systems after colonial regimes. The main aim of the Addis Ababa Conference and the participating states was to have Universal Primary Education (UPE) by 1980 and make it compulsory and free among other things.

The Jomtien Conference brought together 150 countries where it was affirmed that education is a fundamental right for all throughout the world (Fiske and Barbara 2000). This conference helped many African countries revisit the goals of UPE and renew their commitments. The 164 countries at the 2000 Dakar EFA Forum committed themselves to raise the percentage of children completing primary education with the aim of achieving Universal Primary Education (UPE). Lockheed and Verspoor (1991) stated

that virtually all newly independent countries gave priority to primary education and Kenya was no exception.

Universal Primary education has not been realized in most nations due to rising poverty, rising numbers of vulnerable children and cultural factors. The major cause of vulnerability among children is death of parents resulting in high numbers of orphans. It is estimated that 12.3 million children have been orphaned by Aids in sub Sahara Africa. By the end of 2003 there were about 143 million orphans below 17 years in 93 Countries of sub Sahara Africa, Asia, Latin America and the Caribbean (UNICEF ,USAID &UNAIDS 2004).

Orphan-hood results from among other things Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) related deaths of parents and road carnage. The United Nations Development Programme UNDP (2006) claimed that more than 16% of adults in Kenya were HIV infected. In 2004 the Ministry of Health announced that HIV/AIDS had surpassed Malaria and tuberculosis as a leading killer. Since 1984, more than 1.5 million Kenyans had died of HIV/AIDS (Federal Research Division, 2007).

The United Nations Children's Fund (UNICEF) and United States Agency for International Development (USAID) estimated the number of orphans in Kenya to be 1.7 million and the number was expected to rise to 1.9 million in six years time (UNICEF ,USAID &UNAIDS 2004).

Records in the Kiambu District statistics office showed that there were 4046 orphans in the district. Out of these only 2557 orphans were enrolled in schools since 2003. This was

only 63% of the total number of orphans, thus indicating possible non enrolment or drop out.

In April 2005 the Global campaign for Education estimated that 60 million girls and 40 million boys of primary-school going age were out of school. While this number is declining, it is not declining quickly enough to achieve the goal of Universal Primary Education by 2015. A large percentage of the children who are dropping out of school are orphans and vulnerable children (ROK, 2005). Dropout rates in Kenya in 2003 were 2.0 % and the current estimates by Ministry of Education is 7.1% for 2007(Federal Research Division 2007). Currently, about 200 children have dropped out of school in Municipality Division of Kiambu East District which translates to 1% of the total enrolment in primary schools. (DEO 2007).

Provision of basic education to all has been of great concern to the Kenyan Government. In January 2003, the Government of Kenya initiated the policy of Free Primary Education. A total of ksh.9 billion was allocated to FPE programs in the budget read on 12th June 2003. The money was to be used for buying teaching and learning materials. Later, the government disbursed more funds to cater for repairs, maintenance and remuneration for non-teaching staff. In total, every child was given an annual allocation of 1020 Kenya shillings.

The introduction of FPE resulted in high enrolment in primary schools with enrolment shooting up to 7,2 million in 2003 as compared to 5.9 million previously. This was

however followed by dropout cases of vulnerable children at the rate of 2.0% as reported in Education statistical booklet (ROK. 2004).

In the two years of 2006 and 2007, a total of 200 orphans dropped out of school in Municipality Division out of total enrolment of 20,312 pupils in the district. This was 1% of the total enrolment and 9% of orphans enrolled in Municipality Division. It is evident that there are a few orphans out of school in the District either due to dropout or non-enrollment. The FPE policy provided funding to all Kenyan children equally. However, the government did not take into consideration the different needs of children who were living in difficult circumstances such as the Orphans. The evidence of drop out of these children even with FPE clearly indicates that there are factors forcing them out of school other than those addressed by the government through FPE. There is therefore need for the government and the community at large to adopt strategies that will ensure sustainability of Orphans in schools. An account of the factors that hinder access and retention of Orphans in schools is of great importance in guiding government expenditure in providing Free Primary Education to all.

1.2 Statement of the Problem

Access to primary Education by all has been a latent concern of the government and education Institutions. The Kenya Government demonstrated this by introducing Free Primary Education in 2003. Despite this good move by the Government, some orphans have not accessed education and several of those already enrolled have dropped out of school. In 2003 the dropout rate nationally was estimated to be 2% (R.O.K, 2004). In the period 2006-2007, a total of 200 orphans dropped out of school in Municipality Division

out of total enrolment of 20,312 pupils in the district. This was 1% of the total enrolment and 9% of orphans enrolled in Municipality Division.

At the school level, enrolment and retention of orphans is in the docket of the Head teacher. The Head teacher is expected to retain the orphans by utilizing the FPE funds following the set ministerial guidelines, which only cater for stationary, textbooks and maintenance of physical facilities. In the cases of orphans, factors that hinder access and retention go beyond fees and textbooks. Whether orphans have been managing to enroll and remain in schools has been a subject of mere conjecture and presumptions. This research intended to contribute towards the closing of this gap. A study carried out by the Human Rights Watch in 2005 shows that most Governments including Kenya failed to intervene when children dropped out of school to act as care givers to sick parents and engage in child labor to provide basic needs to the members of the family.

Though there are many studies done on education of orphans such as “Letting Them Fail,” (Human Rights Watch, 2005), they do not give clear strategies on how nations and societies can ensure access to education by individual orphans. There was thus a need to carry out a study that clearly investigates the missing link between recommendations and implementations by governments and partners. This study focused on the factors that hinder enrolment and retention of orphans in education with the aim of bringing out the major factors that derailed intervention by government and partners in ensuring access for each orphan.

1.3 Purpose of the Study

The purpose of the proposed study was to investigate the factors that hindered access to Free Primary Education by orphans in public primary schools in Municipality division of Kiambu East District. The study focused on major factors that caused non-enrolment and drop out of orphans in public primary schools. It also identified teachers' and other stakeholders' opinions on the causes of dropping out and on strategies that could be employed to ensure access to education by orphans.

1.4 Objectives of the Study

The broad objective of the study was to investigate the factors that influenced the enrolment and retention of orphans in public primary schools in Municipality Division of Kiambu East District, Kenya. The specific objectives were:

- i. To find out the difficulties faced by orphans in accessing education
- ii. To evaluate the difficulties faced by school heads in retention of orphans
- iii. To assess the factors perceived by teachers and stakeholders as causing poor orphans enrolment in formal primary schools.
- iv. To identify factors perceived by teachers and stakeholders in education as causing dropping out of formal primary schools by orphans.

1.5 Research Questions

- i. What difficulties do orphans face in accessing education?

- ii. What factors have contributed to drop-out and non enrolment of orphans in public primary schools?
- iii. What obstacles do head teachers face in enrolment and retention of orphans in primary schools?
- iv. What roles have head teachers and other stakeholders played in increasing enrolment of orphans in primary schools?

1.6 Significance of the Study

1) The findings of the study may be used by stakeholders to plan intervention strategies for orphans to address the factors identified as hindering access and retention of orphans in public primary schools. The stakeholders will include: School Administration, Parents, Ministry of Education Officials, Local Provincial Administration, Local Municipal Authority, Local Community Leaders , Government partners such as NGO's, Relatives and significant others.

The government can use the findings to prioritize its expenditure on education to curb wastage. In addition, the study may be useful to stakeholders at the constituency level and could guide their use of Constituency Development Fund (CDF) to assist orphans, by enabling them remain in school. The results may be used as evaluation of FPE impact on education of orphans in Kenya.

1.7 Delimitations and limitations

The study limits itself to only one division of Kiambu East District. For more conclusive results, all divisions in the district should have been studied. However, this is not

possible due to financial constraints and other logistics such as time. Findings of the study can only be generalized to areas and schools with similar characteristics to Kiambu Municipality Division.

The proposed study confined itself to teachers, pupils, chiefs and parents in public primary schools which are the beneficiaries of the FPE. One orphan and vulnerable children's (OVC) Center which caters for orphans was included because it provided a large population of orphans who had dropped out of school or had failed to enroll in the public school. Secondly, children who fell under the category of orphans were studied.

1.8 Assumptions

The study was based on the following assumptions:

- All respondents were to be cooperative and would provide reliable responses.
- All the schools selected would have kept records reflecting enrolment and dropout statistics for orphans.
- School heads and teachers would be able to identify orphans.

1.9 Theoretical Framework

The theory that was adopted for this study was the Hierarchy of Human needs formulated by Maslow (1943). Maslow listed categories of needs in the order of their assumed priority as shown in figure 1.1

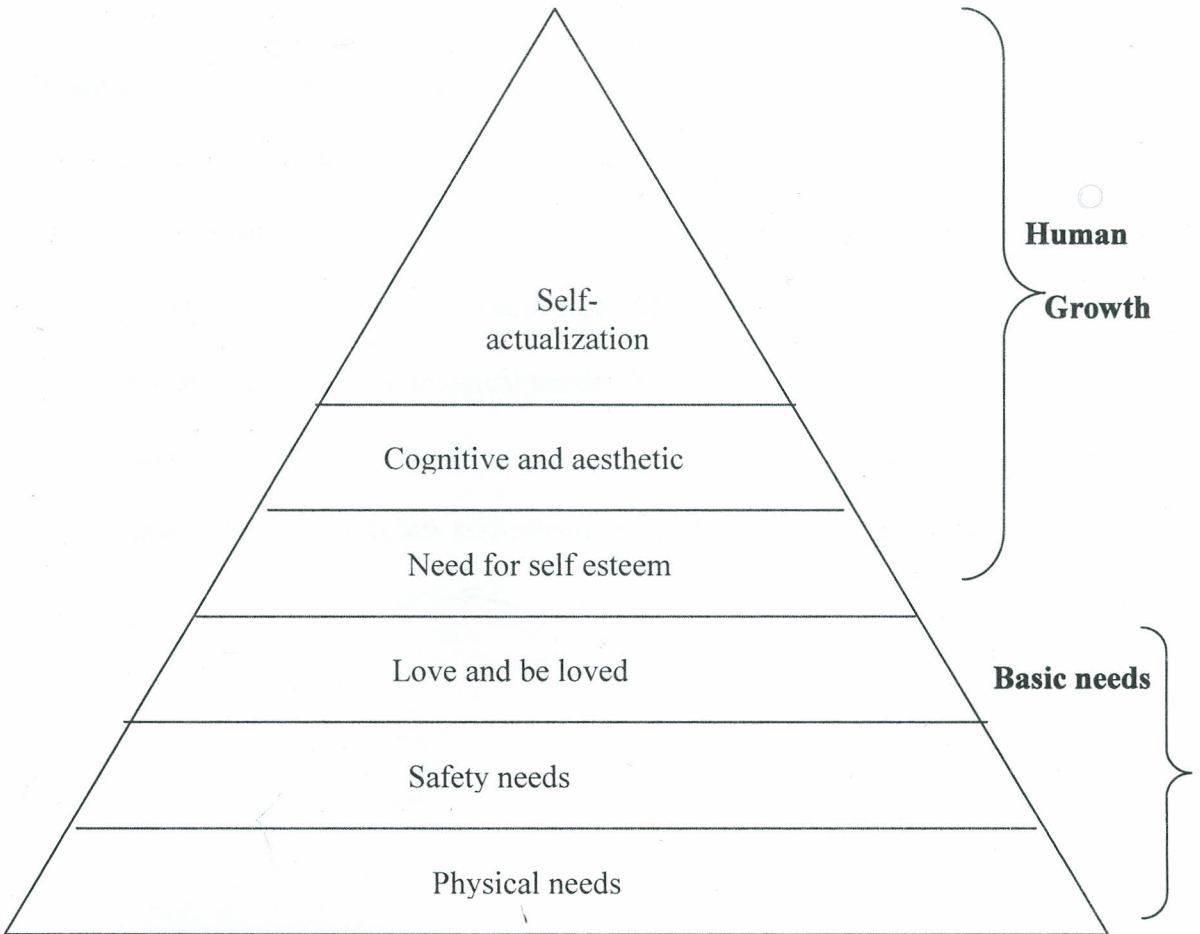


Fig 1.1 Maslow's Hierarchy of Needs

The theory states that humans will seek satisfaction of their needs in a hierarchical fashion. According to this theory, higher order needs such as economic well being and self actualization will not be pursued until lower order needs such as physical, security and safety needs are assured. This hierarchy of needs applies quite well to the education of orphans. Although the Government introduced Free Primary Education in a bid to

enhance education for the poor, most orphans do not access education. This phenomenon results from the fact that various lower order needs for these children may not have been satisfied, thus they cannot be motivated to seek education, which for them, is a higher order need (Cognitive and aesthetic needs).

When death of parents occurs, children are denied the need to be loved and parental care is no more. They lack safety needs because they could be evicted from their home by relatives and disinherited of the parent's property. They also lack physiological needs such as food, shelter clothing and health care. Most orphans are forced into child labor so that they can satisfy the physiological needs. While they are engaged in child labor they cannot access education. Children who lose their parents are subjected to discrimination and stigmatization thus gets low self-esteem which leads to dropping out of schools.

1.10 Conceptual Framework

The researcher developed a conceptual frame work based on the theoretical framework showing various factors that are interrelated which may hinder access and retention of orphans in primary schools as shown in figure 1.2.

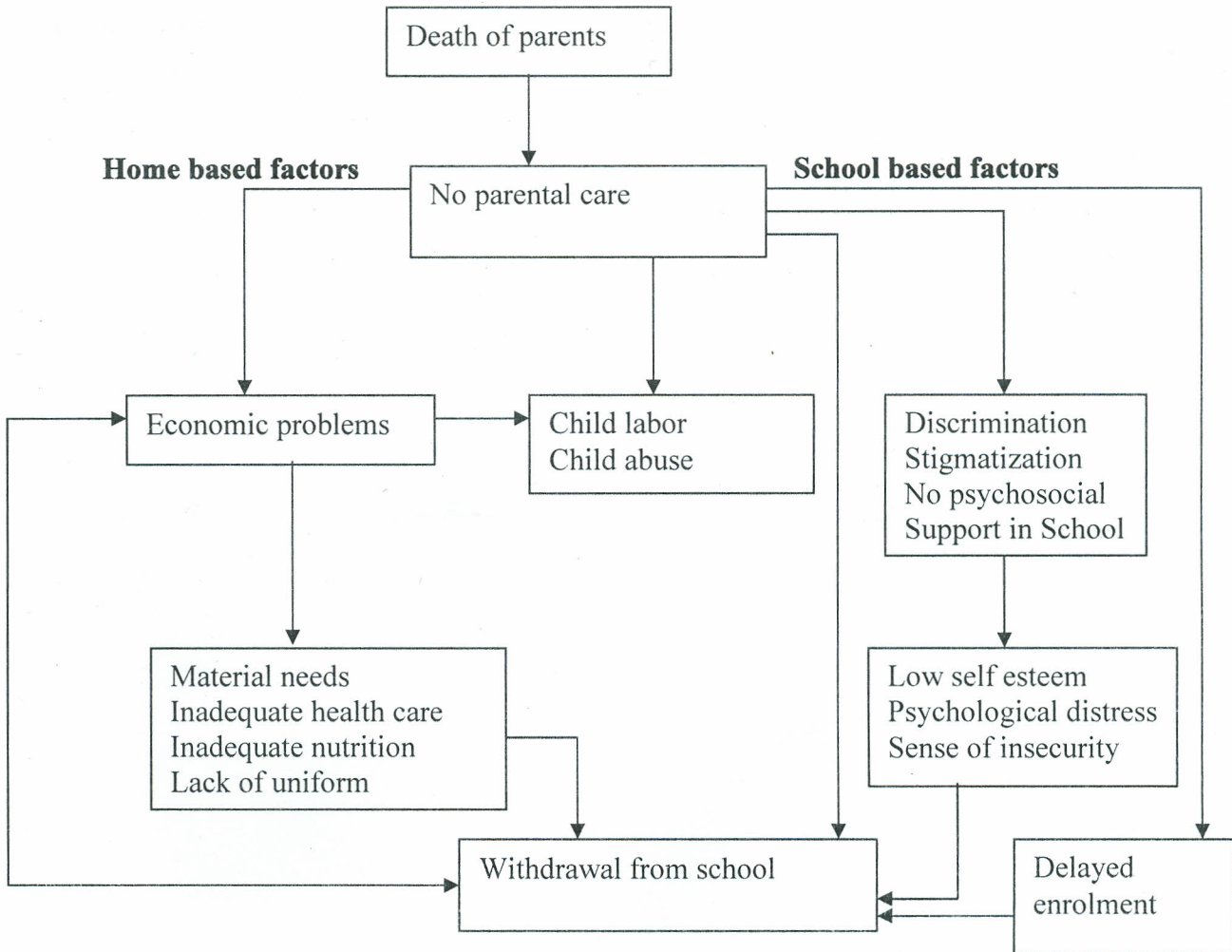


Figure 1.2: Access and Retention to Education by Orphans (Developed by the Researcher)

The conceptual framework shows that the factors that may hinder education access for orphans can be put into two categories: home based and school based factors. These form the first three levels of needs stipulated in Maslow's hierarchy of needs.

Due to poverty and death of parents the first three levels of needs are not fulfilled. (Physical needs, safety needs and need to love and be loved). As a result these orphans are not motivated to access education. They have low self-esteem and a sense of insecurity. This leads to non-enrolment or delayed enrolment and drop out of school.

1.11 Operational Definition of Terms

Access	The opportunity to enroll in school, use school facilities and acquire learning.
Drop out	Withdrawing from the school system or cutting off school attendance.
Orphan	A child who has lost one or both parents (As a result of death)
Poverty	Inability of an individual or household to afford basic necessities such as food, clothing, shelter and education
Retention	Continued attendance to school and participation in the learning Process.
Vulnerable Child	A child, whose safety, wellbeing and development are for various reasons threatened including children who are emotionally deprived or traumatized and also those from poor families.
Wastage	Cumulative numbers of dropout and non enrolment cases.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the area of study and addresses the following topics; Universal Primary Education, Free primary Education in Kenya, Education Access in Kenya, Dropout rates in Kenya, Orphan estimates in Africa and Kenya and Factors Affecting access to Education.

2.2 Universal Primary Education (UPE): (Global Perspective).

Mukathe (1999) asserts that the concept of UPE is as old as humanity itself. The idea of UPE emerged at various times in different countries as a response to religious, social, economic or political challenges felt by the states and governments. According to Mukathe (1999), Germany was the earliest to implement UPE in the years 1724 to 1806, Russia 1806, Austria 1814, Greece 1834, Spain 1838, Sweden 1824, Argentina 1841 and Norway 1848, Japan in 1872, France 1882, Britain and Netherlands 1900 and Belgium 1914. In U.S.A, UPE was embraced in 1854, however, in the state of Massachusetts the first general education law was passed in 1642. The provision of UPE led to legislation making its provision first an obligation of towns or communities to provide schools. It was followed in due course by further legislation to make it free and secular (Philips, 1975).

To translate U.N principles into action, the United Nations Educational Scientific and Cultural Organization (UNESCO) and UNICEF sponsored regional meetings to discuss the future of Education. In 1956, a meeting was held to discuss the future of education in

Latin America and Caribbean. This theme was discussed in Santiago in 1963. Asian countries met in Karachi in 1960 and in Tokyo 2 years later. They set themselves the goal of increasing gross enrolment ratios from 70% in 1964 to 90% in 1980.

The 1961 conference held in Addis Ababa Ethiopia set the goal for African Nations to achieve Universal enrolment in primary education by 1980 (Lockheed and Verspoor, 1999). Most developing countries however did not achieve higher and universal enrolment as expected. A new impetus towards the realization of the goal of UPE was set at the historic World Conference on Education for All held at Jomtien, Thailand in 1990. This conference sought to revive the international community's commitment to developing basic education as a fundamental human right (R.O.K, 2001).

This renewed impetus created in 1990 in Jomtien has been reflected in a succession of international conferences supported by the U.N in the last decade (1990s). These include the World Summit on Population and Development 1990, the World Summit for Social Development, 1995 and the World Conference on Education, 2000. These meetings produced declarations, which recognized basic education as a human right as well as a means for social economic and political development.

The Dakar conference held in Senegal in April 2001 renewed the commitment by most nations to provide UPE. Countries all over the world have adopted different strategies to ensure effective implementation of UPE. In most countries, provisions of free primary education have been the option taken to ensure UPE. This strategy however may still not achieve UPE when large numbers of orphans remain out of school.

2.3 Free Primary Education in Kenya

The Kenya government has had the desire to achieve UPE since independence. The intention of the government to achieve UPE was articulated in Session Paper Number 1 of 1965 on African Socialism in which the government committed itself to eradicate ignorance, poverty and disease.

The Kenyan government later in 1974 declared free primary education from standard 1 to 4. Fees were then abolished for all primary classes in 1978. Following this move by the government, access to primary education increased and enrolment rose to 90% in 1979, but increase in population strained the economy forcing the government to introduce Cost Sharing Policy for all services including education. The introduction of the cost sharing policy in 1988, affected enrolment and hindered children from poor families from accessing school.

In 2001, parliament passed the children's Act, which recognizes education as a basic child right. This was followed by the introduction of Free Primary Education in 2003. This declaration has led to high enrolment in all public primary schools placing a big challenge on the education sector to provide more learning/teaching resources and manpower. The government provides a total of Ksh1020 per child per year in public primary schools. This however is not adequate to cater for the very needy children who have not fulfilled their basic needs such as food and clothing. This has led to the group,

especially orphans and other vulnerable children failing to enroll or drop out of school (GOK, 2004).

2.4 Education Access in Kenya

The introduction of FPE in Kenya generally increased enrolment and opportunities for accessing primary education to many children. A study carried out by the ministry of Education between 1999 and 2004 showed that the number of primary schools increased from 17,623 in 1999 to 19,643 in 2004 (ROK, 2004).

During the period 1999 to 2004, enrolment in both public and private schools increased by 25% from 5,917,162 to 7,314,763 with the most significant increase recorded between 2002 and 2003. Enrolment in public primary schools increased from 5,874,776 in 2002 to 6,906,355 in 2003 an increase of 17.6%. Further analysis indicates that in 2004, Rift Valley Province registered the highest public school enrolment of 1,773,881 constituting 24.9% followed by Eastern Province 1,348,938 (18.9%) and Nyanza 1,258,890 (17.6%). Northern Eastern province recorded the lowest enrolment of 67,437 (0.9%).

The introduction of FPE encouraged enrolment by orphans. In 2003, 871,459 orphans were enrolled in primary schools consisting of 12.2 % of the total enrollment. Nyanza recorded the highest number of orphan's enrolled accounting for 22.3% followed by North Eastern and Western provinces, at 17.7 and 13.1% respectively. The lowest number of orphans enrolled was in Central province at 7.2% as shown in table 2.1 below.

Table 2.1: Number of Orphans by Province, 2003

Province	Enrollment	Number of Orphans	Percentage of Orphans
Coast	486,629	57,281	11.8
Central	904,770	64,972	7.2
Eastern	1,309,807	135,851	10.4
Nairobi	217,167	19,882	9.2
Rift Valley	1,779,789	144,506	8.1
Western	1,054,693	138,683	13.1
Nyanza	1,339,895	298,440	22.3
North Eastern	66,773	11,844	17.7
Total	7,159,523	871,459	12.2

Source: Education Statistical Booklet (ROK 1999-2004)

2.5 Dropout Rates

In 2003 the dropout rates were at 2.0% , the highest dropout rate was recorded in Nyanza province of 2.9% followed by North Eastern with 2.6% and Western province with 2.4%. The provinces with least dropout rate were Central province with 0.9% and Nairobi with 1.5%, (Table 2.2).

Table 2.2: Primary Dropout Rate by Gender and Province, 1999 and 2003

Province	1999			2003		
	Boys	Girls	Total	Boys	Girls	Total
Central	3.1	2.6	2.9	1.0	0.8	0.9
Eastern	6.4	5.7	6.1	1.9	1.4	1.6
Nairobi	1.6	1.3	1.5	1.6	1.3	1.5
Rift Valley	4.9	4.7	4.8	2.3	2.2	2.2
Western	5.1	5.0	5.1	2.4	2.4	2.4
Nyanza	5.5	6.2	5.8	2.8	3.1	2.9
North Eastern	5.5	6.9	6.0	2.3	3.1	2.6
Coast	5.2	5.0	5.1	1.9	1.8	1.8
Average	5.0	4.8	4.9	2.1	2.0	2.0

Source: Education Statistical Booklet (ROK 1999-2004)

Although FPE encouraged high enrollment in primary schools, the apparent increase might have been short lived for orphans. The study carried out by the Ministry of Education showed that there was 2.0% drop out rate in 2003. This number was most likely constituted by orphans. If a comparison is made between table 2.2 showing dropout rates and table 2.1 showing orphans enrolled, it is evident that the provinces that had high percentage of orphans enrolled also registered high dropout rates as shown in table 2.3.

Table 2.3: Orphans Enrolled versus Dropout rates by Province in 2003.

Province	Number of Orphans	Proportion of orphans enrolled in %	Dropout rates in %
Nyanza	57,281	22.3	2.9
North Eastern	64,972	17.7	2.6
Western	135,851	13.1	2.4
Coast	19,882	11.8	1.8
Eastern	144,506	10.8	1.6
Nairobi	138,683	9.2	1.5
Rift Valley	298,440	8.1	2.2
Central	11,844	7.2	0.9

2.6 Orphans Estimates in Sub Saharan Africa, Asia and the Caribbean.

The number of orphans has continued to grow in Sub-Saharan Africa as a result of HIV/AIDS infection and other factors such as armed conflicts. It is estimated that 12.3 million children have been orphaned by Aids in Sub-Saharan Africa. This orphan population will continue to increase as HIV positive parents become ill and die. Sub Saharan Africa has the highest proportion of children who are orphans, but Asia has higher absolute numbers of orphans, which was estimated at 87.6 million in 2003.

By the end of 2003, it was estimated that there were 143 million orphans aged between 0 to 17 years in 93 countries of sub Saharan Africa, Asia, Latin America and the Caribbean (UNICEF,UNAIDS&USAID 2004).

2.7 Orphans Estimates in Kenya

Kenya has a population of approximately 36,900,000, 13,100,000 of whom are children aged less than 15 years. The national orphan population is estimated at more than 1.7 million. Various estimates and projections of the percentage of children who are orphans (losing one parent or both due to all causes) are high. That is 9.1 % in 1995, 12.4% in 2001 and 14.3% in 2010 as projected by Children on the Brink (UNICEF, USAID&UNAIDS2004). This projection is in agreement with surveys and projections done by Demographic and Health Survey and The Multiple Indicator Cluster Survey (MICS). All these data support the consensus that the number of orphans in Kenya is likely to increase and exceed 2 million by 2010.

A comprehensive study carried out by UNICEF in 2004, showed enormous variance in orphan population by province. The orphans' estimates and the distribution of orphans show varying levels of need for different provinces. This poses a great challenge for the government in planning for intervention for orphan's education. Provision of FPE is just but one level of intervening, there is need for more studies to come up with effective province based strategies to cater for the various needs that keep orphans out of school.

2.8 Research on Needs and Care for Orphans

Various studies have been carried out on orphans needs and mitigation processes put in place by various organizations. Studies done by Aloo (2006) and Makungu (2005), showed the need to have advocacy for orphans to ensure that communities remove or reduce barriers that prevent orphans from attending school and accessing other basic services. The Rapid Assessment Analysis and Action Plan Process (RAAAPP) reviewed the services provided to orphans by the government as well as other partners. From the report it was evident that quite a large number of orphans lacked access to basic services such as health and education. (GOK 2004). This supports the need for advocacy as shown by Aloo and Makungu. The RAAAPP report further indicates that lack of proper monitoring and coordination at the national, provincial and District level leads to adequate funds not effectively reaching the orphans (GOK 2004). According to Hepburn (2001), orphans require well designed primary educational opportunities that allow the Orphans to socialize and develop behaviorally, provide them with emotional support, nutritional and health care as well as life skills.

A study done by Hepburn (2001), assessed national and community level initiatives that have the potential to increase primary education access by orphans and vulnerable children in areas heavily affected by HIV/AIDS in Eastern and Southern Africa. The assessment analyzes various initiatives to learn lessons that can be used to more effectively target resources to increase primary education access for orphans and other vulnerable children in the region. The research pointed out that governments lack proper

management structures, processes and capacities to effectively implement outreach programs to needy children.

The research analyzed eleven initiatives that have been tried to increase access for orphans. The initiatives were categorized into four. These include subsidize school related costs, Restructure traditional educational delivery, Increase access indirectly through community mobilization awareness and national advocacy and Improved educational quality through curriculum revision and training. Though most of the initiatives have been tried in some countries a few orphans still lack access to education. The Kenyan Government took the first category initiative by providing Free Primary Education. Despite taking this step a number of orphans drop out of school while others fail to enroll. (GOK 2004). Consequently, there is a knowledge gap in establishing major factors that contribute to drop out and failure to enroll in school, in Municipality Division of Kiambu East.

2.9 Intervention Measures to assist orphans by the Kenyan Government and Partners

Kenya has been participating in regional meetings on this critical issue: in Zambia (2000), Namibia and Lesotho (2002), Botswana (2003) and Uganda (2004). In 2000, Kenya established the National AIDS control Council (NACC), which developed the Kenya HIV/AIDS strategic plan. This plan identified as a priority the mitigation of the socio-economic impacts at individual's, family, community and national levels. This plan

was also linked with the National Development Plan and National Poverty Eradication Strategic Plan.

Kenya has shown commitment to developing strategies for creating a supportive environment for orphans by providing counseling and psychosocial support. In its 2002/2003 budget, in addition to the regular health budget, the government set aside Ksh.300 million for an initial purchase of anti-retroviral (ARV) drugs for the treatment of HIV/AIDS patients and Ksh.50 million towards setting up of a national bursary for HIV/AIDS orphans and children with disabilities (GOK, 2004).

The National Council for Children's Services (NCCS) was established in 2003, which was tasked with the formulation, designing and implementation of policies relating to children and the coordination of strategies outlined in the children Act. In addition to this, the OVC National Steering Committee was constituted in May 2004. The committee's mandate included setting standards and articulating strategic direction for all matters relating to OVC. The civil society and the private sector in Kenya have been very supportive of the OVC agenda. Their activities have been constrained by limited funding and technical skills. The full extent of their response however is not known due to the lack of a detailed situational analysis.

An analysis done by the Government (GOK, 2004), gave a summary of the response of various organizations providing services distributed in various sectors. A total of the 131 organizations provide food support to about 803,717 orphans and vulnerable children. A

total of 129 organizations out of the number sampled provided educational support to 167, 923 OVC. The support given is in form of school fees, uniforms and stationary. About 230,134 orphans and vulnerable children receive some kind of health care, which is provided by 134 organizations. This analysis shows that there are still a large number of orphans not attended to either by the government or other partners. This explains why nearly 2 million children are engaged in child labor. The extent to which working children are unable to access schools due to lack of basic needs is still unknown hence the need for research on access and retention in school by orphans.

2.10 Poverty Incidence in Kenya

Poverty is one factor that makes orphans more vulnerable and prevents them from accessing education. A study carried out by the Central Bureau of Statistics (CBS) in conjunction with World Bank, Swedish International Development Cooperation Agency (SIDA) and Society for International Development (SID), showed that nationally 53% of Kenya's population lived below the poverty line in 2003. According to the strategy paper 2004-2007 prepared by Poverty Eradication Net work, Kenya has 52% of its population living below the poverty line. This means that they are not able to meet their basic needs.

A poverty line was drawn based on a monetary indicator of well being that took into consideration household consumption expenditures on food and a comprehensive range of non food items such as schooling, health, transport and rent (PEN 2007). A further monetary poverty line was derived which represented the cost of a basic basket of goods. This poverty line was determined and based on the expenditure required to purchase a

food basket that allowed minimum nutritional requirements to be met (set at 2,250 calories per adult per day) in addition to the cost of meeting basic non-food needs (PEN, 2007). In Kenya, this poverty line was estimated to be about Ksh.1, 239 and 2,648 for rural and urban households respectively. The percentage of total population in a given area whose consumption is below the poverty line is the measure of poverty incidence.

The major characteristics of the poor in Kenya are landlessness and lack of education. The poor are clustered in certain socio-economic categories that include small farmers, pastoralists in Arid and Semi Arid Lands (ASAL) areas, agricultural laborers, casual labourers, physically handicapped, orphans and street children.

Poverty has numerous manifestations including low and unreliable income, poor health, low levels of education and literacy, insecurity and uncertain access to justice, disempowerment and isolation from the mainstream of socio-economic development. A large number of the poor in Kenya cannot afford private health care (76% in rural and 81% in urban). About 20% of the urban and 8% of the rural poor found even public health charges unaffordable (PEN, 2007). Poverty has affected access to education.

2.11 Poverty in Central Province, Kiambu District and Municipality Division.

Central Province comprises of 29 political constituencies. Poverty incidence in Central as a whole is 31%. Among the constituencies, poverty incidence ranges from 16% in Kabete to 43% in Nyeri town constituency. Central province constitutes 8% of total national poverty. A large percent of the population relies on agriculture as the source of income.

Increase of population in Central Province has caused land to be fragmented in to uneconomical sizes resulting in poverty. Poverty in Central Province also has been caused by the collapse of many cash crop farms such as coffee estates and poor roads especially in areas that produce milk and horticultural products forcing most of the produce to go to waste. (ROK 2004)

In Kiambu District, poverty is seen as the inability of an individual or house hold to afford basic necessities such as food, clothing, decent shelter, health and education. The Welfare Monitoring Survey 11 Report of 1994 indicates that in 1992, 32.6 % of the District's population was living below the poverty line. Currently, it is estimated that 25.08 % of the District's population is poor. (ROK 2004) This implies that there are 198,598 poor persons in Kiambu District. The District's contribution to national poverty is 1.48% according to Kiambu District Development Plan (2002-2008). The poverty situation in Kiambu is manifested in various ways, for example, inaccessibility to education and inadequate education facilities. Though primary school enrolment has been increasing, a number of drop out cases have been recorded. Children drop out of school to work in the tea and coffee plantations. Poverty is also manifested in inaccessibility to health services. Despite the availability of health services in most parts of the District, many residents of Kiambu find the cost sharing fees unaffordable.

In the Municipality Division, about 10% of the total population is poor. In many parts of the Division, land is fragmented into small uneconomical farm sizes thus affecting productivity. The Division has several coffee estates with a large number of casual laborers who are underpaid. The collapse of some coffee estates such as the Mbo-I-

Kamiti farm cut off the only source of income for many households making them poor and unable to provide basic requirements including education according to Kiambu District Development Plan (2002-2008).

2.12 Poverty Reduction Intervention in Kenya

Since independence, 1963, various governments have designed and implemented decentralized anti-poverty programs. These interventions were intended to distribute food, assets, cash or services to needy households and communities. Ministries were allocated funds and decided on how these resources were apportioned to districts and communities. After 40 years of implementing these programs through ministries, it was apparent that it was not effective and the resources did not reach most of the targeted population.

In order to ensure effective targeting, the government has taken steps to facilitate direct allocation of additional resources to Districts and Communities. In the past few years, there has been an increase in resources devoted to constituency and community based development programs. These include funds such as Constituency Development Fund (C.D.F), the Community Development Trust Fund (CDTF), the Roads Fund, the Aids Fund, the Local Authority Transfer Fund (LATF), and the Constituency Education Bursary Fund. This direct disbursement of funds to community level was meant to improve targeting of resources and community participation in decision-making. Most of the projects implemented under CDF are community based such as building of health centers, schools and bridges. This may not ease the level of poverty in households where

some homes have income well below the poverty line. Children in such homes cannot attend school, as they have to work to supplement family income. The education bursary fund also may not assist the orphans out of school because it targets children who are already in school. Subsequently there is a visible gap in ensuring access for orphans thus the need for research in this area to establish possible interventions to improve the access.

2.13.0 Factors that Influence Access to Education by Orphans

There are various factors that impede the implementation of UPE in the world. A study done for the International Bureau of Education, revealed that wastage was caused by lack of control of school attendance, remoteness of pupils' home from school, unsuitability of the curriculum, overloading of programs, the verbalism of teaching methods, overcrowded classes, lack of qualified staff, lack of individualized teaching, lack of guidance and counseling, fatigue and poor living conditions at home. (UNICEF, 2006)

A study carried out in Tanzania by Ainsworth and Filmier (2002), highlights the factors that influence access to education by orphans as the cost of schooling, house hold chores, stigmatization and discrimination of children orphaned by AIDS, Childs emotional reactions, and parents assessment of the child's ability to cope. From the above arguments, factors that cause dropout can be categorized as:

- Household and community based factors.
- School based factors

2.13.1.0 Household and Community Based Factors

There are several community based factors that contribute to orphans access to education.

2.13.1.1 Increased Poverty

Poverty is cited as a major cause of drop out in many parts of the world. In many developing countries education is neither compulsory nor entirely free, thus children whose parents are poor are said to be among the educationally deprived and marginalized (Backley, 1989).

Lockheed and Verspoor (1991), also supports the fact that in all countries, children of poor parents are less apt to enroll in school and more apt to drop out than children from better off families. In addition, Macro-economic analysis indicates that the level of poverty is high with 53% of Kenyans living below the poverty line. These people are unable to access basic services like food, shelter, and health and education (GOK, 2004). Due to high levels of poverty, many parents in the rural areas and the ASAL areas have not been able to provide their children with basic education.

2.13.1.2 Child Labor

Lockheed et al (1991) observed that in poor families, child labour is vital to supplement the family income. In Developing countries children in poor families may drop out of school to look after their siblings and carry out domestic chores. Lockheed et al (1991), notes that in India and several African countries, poor rural girls seldom participate in school because they have to draw water, prepare food and help with child care and farm activities. Consequently, work prevents many children from gaining education, while at

the same time the education system does not take into account the special circumstances of such working children.

According to an International Labor Organization (ILO) study cited by Kigotho in the East African Standard of April 15th 2004, about 760000 children in Kenya are engaged in hazardous occupation.

2.13.1.3 HIV/AIDS Pandemic

The HIV/AIDS pandemic has been a significant contributor to high dropout rates in the country. Many children have been affected by the disease. As parents succumb to the virus, children are forced to drop out of school to take care of them. The children take over the responsibilities of income generation and care of the family. The number of orphans in Kenya is estimated to be 1.7 million according to Children on the Brink (UNICEF, USAID &UNAIDS 2004). Children orphaned by AIDS are in most cases isolated by the other pupils. As a result, school becomes less appealing. This arises from fear of infection and lack of understanding about the nature of transmission of HIV/AIDS.

2.13.1.4 Teenage Pregnancies and Early Marriages.

Various reports in the media indicate that teenage pregnancies were a significant factor contributing to drop out. For example, in the East African Standard of April 8th 2004 12 (School and Career), Ken Romani notes that among the Maasai, men 'book' future wives at an early stage. Such girls did not go to school because they were seen as people's

wives. In addition, in the East African Standard of May 24th, 2003:21, Musaka reports that more than half of the girls in Kisumu municipality drop out of school to get married.

2.13.2.0 School Based Factors

There are also other factors that are related to school

2.13.2.1 The Cost of Schooling

The cost of formal instruction could lead to high dropout rates. According to the Second Report on Poverty in Kenya (ROK 2004), 30.7% of the children out of school cited affordability as the main reason. Before the introduction of FPE most pupils could not raise fees such as the District Education Boards fund. The introduction of FPE did not take care of other costs of uniforms and lunch for the poor pupils.

2.13.2.2 Inadequate Facilities and Resources

Learning facilities play an important role in access to education. After the introduction of FPE in Kenya, there was an influx of pupils leading to overcrowding in classes. In some schools, pupils were learning under very harsh weather conditions due to lack of classrooms. As a result of high enrolment in some schools, toilets and clean water were not adequate. All these could lead to low attendance and drop out (ROK, 2001).

2.13.2.3 Teachers Attitudes and Conduct

According to Abagi (1998), teachers' attitude towards their work and pupils, their classroom management and their interaction with pupils have a great impact on retention

of pupils. Low quality of instruction and poor teaching methods could lead to frustration and boredom of learners who eventually drop out of school.

2.14 Summary of the Related Literature Reviewed

The Literature reviewed shows that provision of education as a basic human right started as far back as the 16th century, when the first education law was passed in 1642 (i.e. 17th Century?). The U.N. laid a lot of emphasis on the enforcement of UPE and this was followed by various conferences that were organized by UNESCO to advocate for Education for All. The participating states set themselves the goal of increasing gross enrolment ratios from 70% to 90% and also achievement of Universal Primary Education by 1980.

Most countries including the African countries have shown the desire to provide UPE by introducing Free Primary Education. In Kenya, the intention to provide FPE started as early as 1974 and was reintroduced in 2003. Although the introduction of FPE encouraged increase in enrolment including enrolment of Orphans, a 2.0% drop out rate was registered in 2003. This percentage most likely consisted of orphans and vulnerable children who had more pressing survival and basic needs that forced them to drop out of school. The various studies carried out on education access and OVC issues did not address the factors that forced orphans out of school after the introduction of Free Primary Education. This study therefore, intended to close this gap.

Literature has also been reviewed on orphan's interventions by the Kenya Government and Partners. The RAAAPP report (GOK 2004), revealed that there was still a large percentage of orphans not attended to by either the government or other partners. This has forced more than 2 million children to engage in child labour.

Literature on poverty in Kenya, Central Province, Kiambu District and the Municipality has been reviewed. The Literature reveals that about 53% of Kenyans live below poverty line. Though the Government has put in place various programs to fight poverty, the projects initiated may not benefit individual orphans especially those who are out of school. This shows a gap in ensuring access for orphans thus the need for research in the education of orphans.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research methodology, location of study, study population and study sample. It also describes the instruments used and explains how the validity and reliability of the instruments was ascertained. Analysis of data was presented in details.

3.2 Research Design

The descriptive survey design was used for this study. According to Velma and Beard (1981), descriptive studies have the advantage of being effective ways of collecting data from a large source in a highly economical way and in a short time as well as producing valid and reliable generalizations. Another advantage of a descriptive design according to Robson (2003) is that it may be adopted for the collection of generalizable information from almost every human population.

3.3 Location of the Study

The study was carried out in Municipality Division of Kiambu East District .Kiambu East district covers an area of 190.5 km². The District borders districts like Nairobi west, Thika, and Kiambu West. It has four divisions including Municipality, Kiambaa, Lari and Githunguri (Appendix 7). The District has recently been sub divided to form Githunguri district which is not captured in the map. Municipality division was selected because it had the highest number of schools in coffee estates, which are known to have a high prevalence rate of HIV cases. The HIV prevalence rate for the District in 2007 was 34% while that of Municipality Division was 40% as compared to other divisions which had

less than 36%. (ROK 2005) These schools had high numbers of orphans enrolled when FPE was introduced. The division also has the highest percentages of orphans dropping out of school (DEO, 2007).

3.4 Target Population

Municipality Division has one zone with 16 schools and one Orphans and vulnerable Children's (OVC) center. The zone has six Locations. There are 16 heads of schools ,1 OVC manager, 288 teachers, 6 chiefs and 200 orphans in the OVC Center. The 16 public schools had 13 committee members each giving a total of 208 members. This gave a total study population of 719 individuals.

3.5 Sampling Technique and Sample Size

Systematic sampling technique was used to select teachers, pupils and committee members from their respective registers. All head teachers and chiefs were included in the study because they were not many. The teachers, committee members and orphans were sampled as shown below.

- 20% of the teachers whose total number was 57, this included 4 teachers in each school.
- 20% of the orphans which numbered 40
- 20% of school committee members who numbered 41, this was 3 members in each school

The total sample was 161 individuals.

Teachers and committee members were sampled from all schools and the orphans were sampled from the OVC center.

3.6 Research Instruments

The researcher used questionnaires and interview guides in data collection. See Appendices I to IV. Questionnaires were preferred for teachers, committee members and chiefs because it is faster and more economical. Three questionnaires were used, one for head teachers, another one for teachers and the third one for other stakeholders (Committee members and chiefs). An interview guide was used to collect data from the orphans. The questionnaires collected data on personal details of the respondent and wastage factors which gave information on number of orphans enrolled in schools, number of orphans who dropped out of school and reasons for non enrolment of orphans and drop out.

The interview schedule collected data on personal details of the interviewee, factors causing non enrolment or drop out and the psycho social needs of the respondent.

3.7 Pilot study

A pilot study was carried out in two schools in Kiambaa Division which were not included in the study. The head teacher, two teachers and two committee members in each school were given questionnaires. The two schools selected had similar characteristics to the schools that were in the study in that they were both in the coffee plantations, where orphans were most likely to drop out of school. They were

systematically sampled from the list of schools in kiambaa division. The pilot study was used to ascertain the reliability and validity of the research instruments.

3.7.1 Validity of the Research Instruments

Validity is the degree to which a test measures what it purports to measure. Research instruments were discussed with colleagues and later by experts in the study area who included the researcher's supervisors. From their views the researcher made corrections on the research instruments to ensure that the instruments were measuring what they intended to measure. This also ascertained the clarity of the wording and that the respondents were able to interpret questions in the same way

3.7.2 Reliability of Research Instruments

Reliability of an instrument is the consistency in producing similar result. It refers to the degree to which the instrument is consistent in producing the same results. The test - retest technique was used to assess the reliability of the questionnaires. The developed questionnaires were given to the head teacher, two teachers and two committee members in the two schools in Kiambaa Division. The completed questionnaires were scored manually. The same questionnaires were given to the same respondents after a period of two weeks. They were scored manually. A comparison of the answers given in the two sets of questionnaires was made and was analyzed using spearman's Rank Order correlation where a correlation coefficient was used to establish the extent of reliability. A correlation coefficient (r) of 0.75 was arrived at which was considered high enough to conclude that the instruments were reliable

3.8 Logistical and Ethical Considerations

The researcher sought for authority from the Ministry of Education to carry out the study in public schools after being issued with a letter by the graduate school and Kenyatta University to collect data. Authority was also sought from the Manager of the OVC center. The researcher ensured that the respondents understood the questionnaires well and emphasized that response to the questionnaires was voluntary. The respondents were also assured of confidentiality of the information they gave.

3.9 Data analysis

Before the actual data analysis, the gathered data from the questionnaire, instruments was validated, edited and then coded. In the validation process, the collected questionnaires were checked to determine whether an accurate sample was obtained in terms of proportion of the issued instruments. They were checked for completeness and those that were less than 50% complete were disregarded. Finally, categories of responses were identified and classified on a prepared sheet as per research questions or objectives of the study. In editing, the instruments were scrutinized to see whether there were errors omissions, inadequate responses, illegible responses and out rightly irrelevant responses. They were then classified into two categories of accurate and questionable responses. Instrument with 60% questionable response were disregarded. Out of 121 questionnaires given 5 were discarded.

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Data was analyzed using quantitative and qualitative techniques. Quantitative data from questionnaires were analyzed using descriptive statistics such as frequency distribution, means and percentages. The qualitative data collected was systematically organized into themes consistent with the research objectives from which conclusions and generalizations were made. Findings were presented using pie charts, bar graphs and frequency distribution tables.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the data collected from the respondents. Presentation of the findings and discussions are made as per the research objectives. These include ; finding out the difficulties faced by orphans in accessing education, identifying factors perceived by teachers and stakeholders as the causes of non enrolment of orphans from schools, identifying factors perceived by teachers and stakeholders in education as the causes of dropout of orphans from school, determining the difficulties faced by school heads in an effort to retain orphans in primary schools and recommending intervention strategies that can be put in place by the stakeholders to improve access and retention of orphans in primary schools. Though all questionnaires issued out were not filled, the researcher was able to get at least a 95% response rate in all categories (orphans, teachers and stakeholders in education) which were adequate for analysis). Relationship between variables was shown using percentages, frequency distribution tables and means. Discussion of the results was done as per the objectives of the study.

4.2 Demographic Characteristics of the Respondents

The characteristics analyzed include gender of respondents, age, level of education of the orphans at the time of dropping out of school, professional qualification for teachers, and relationship of the stake holders to the school.

4.2.1 Orphans

(a) Orphans Gender

With regards to the gender of the respondents in the orphans category 56% of the respondents were male while the remaining 44% were female. According to Eshiwani (1984), education for boys is more preferred than for girls in many African communities. In case of poverty and low income, therefore, girls are more likely to drop out of school in favor of boys often carrying out domestic or paid labour to supplement family income needs.

(b) School Enrolment Status of the Orphans

The results of the study indicated that up to 36% of the orphans interviewed were not enrolled in formal primary school. This indicated that despite the government's efforts to offer free primary education in Kenya, it still was not accessible to a significant proportion of children especially orphans due to various factors to be discussed in the next section.

(c) Meals Per Day and Dropping from School

It emerged that the majority (44%) of the orphans interviewed were only able to have two meals per day. Where food was not limiting, students were reported taking more than two meals per day, usually three. Up to 26% of the orphans only took one meal per day. This according to the teachers interviewed compromised their ability to pay attention in class

since they were hungry. Teachers reported having to spend their money sometimes to buy food for hungry pupils especially orphans who were neglected by their guardians.

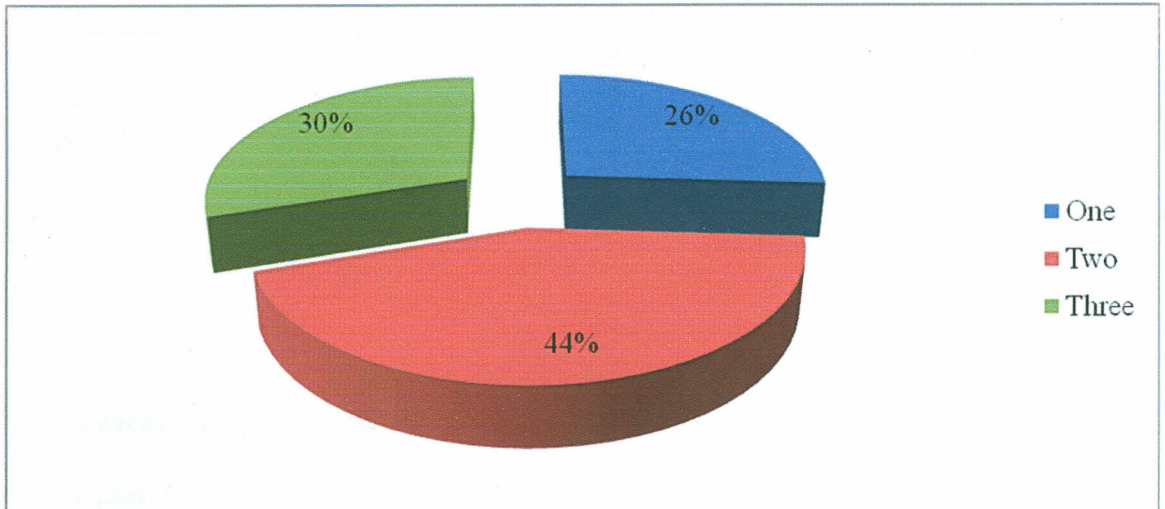


Figure 4.1: Meals Taken Per Day by the Orphans

(d) Level of Education of Orphans at the Time of Dropping Out

The study revealed that the majority of the respondent orphans (80%) dropped out of school at the grades below class four. It must be noted that as students advance in grade more learning hours and resources like books are required of a student at this level to pursue education. For orphaned children especially with little or no guardian support, the increased need for resources was reported to increase the chances of dropping out. In cases where there was no food for lunch, increased learning hours worsened the situation. With advanced age, the orphans interviewed reported that some guardians realised that they can be of more help at home with domestic labour as well as paid labour to supplement household income, thus advocating for their dropping out.

Table 4.1 Level of Education of Orphans at the Time of Dropping Out

Level	Frequency	Per Cent
Nursery	4	16
One	4	16
Two	4	16
Three	8	32
Four	1	4
Five	1	4
Eight	3	12
Total	25	100

4.2.2 Teacher's Characteristics

(a) Gender

The study revealed that 64% of the respondents were female while the remaining 36% were male as summarized in. This gave a rather biased representation of gender in the study with more females than male teachers respondents

(b) Teachers Age

The study revealed that up to 57% of the respondent teachers were at the age of 35 to 44 years. Teachers with 45 to 54 years constituted 34% of the respondents. It can be concluded therefore that the majority of teachers interviewed had many years of experience in teaching and were therefore well conversant with the factors that affected orphans and vulnerable children in education

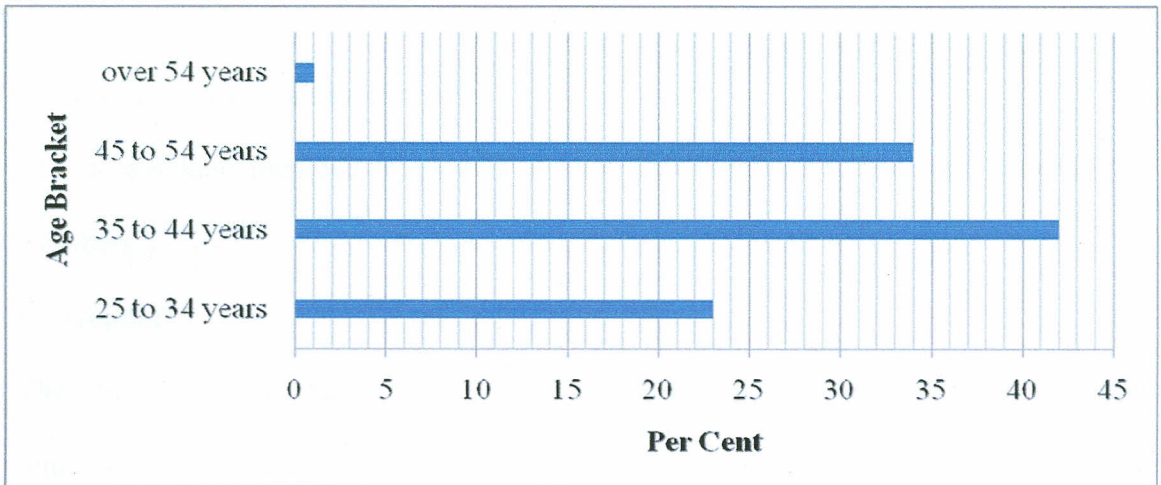


Figure 4.2: Age Bracket of the Teachers

(c) Professional Qualifications

With regards to teachers highest professional qualifications, the majority (53%) of the teachers interviewed had PI training followed by those with ATS qualifications at 34%. Most teachers felt that they are not professionally equipped to handle children with special needs especially those who had joined after introduction of FPE such as the over age, those from the streets and former working children who were not used to strict discipline.

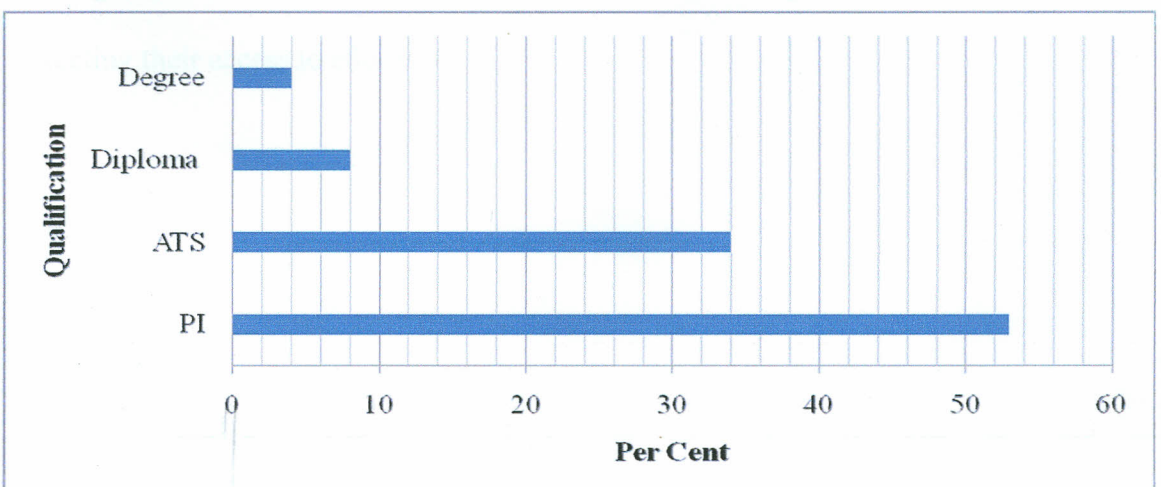


Figure 4.3: Teachers' Professional Qualification

4.2.3 Stakeholder's Characteristics

The stake holders included chiefs, school committee members and parent's association members

(a) Gender

The study revealed that 55% of the respondent stakeholders were males while the remaining 45% were females as summarized in Figure 4.1. Unlike in the teacher's category this category gave slightly biased representation in terms of gender with more male than female respondents

(b) Stakeholders Age

The study revealed that up to 30% of the stakeholders interviewed were at the age of 35 to 44 years. Stakeholders with 45 to 54 years constituted 18% of the respondents (Figure 4.11). It can be concluded therefore that the majority of respondents in this category were likely to be parents with pupils in schools and thus had interest in the factors that affected children in education. Up to 8% were stakeholders over the age of 54 who due to old age demonstrated a lot of experience on issues regarding orphans and factors affecting their access to education

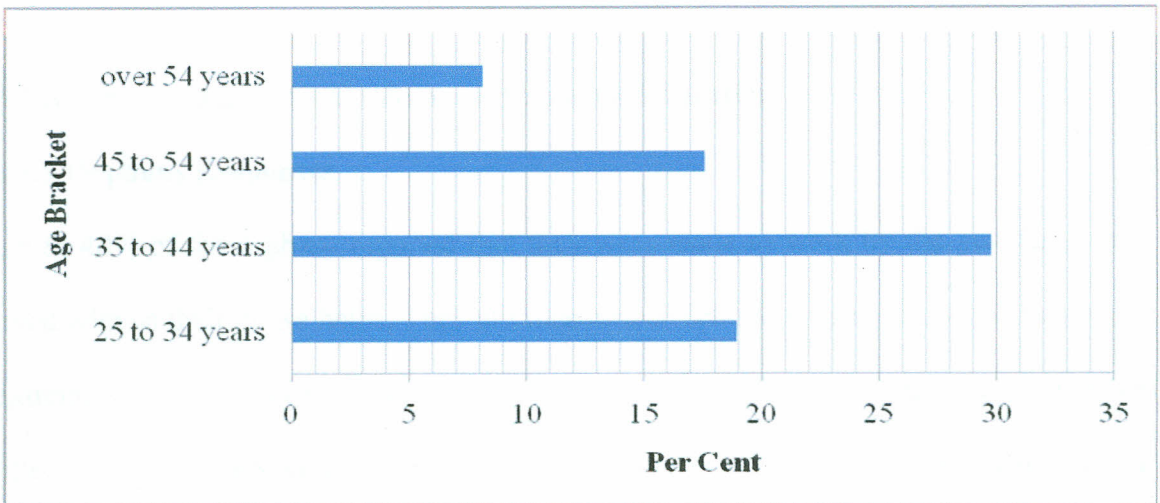


Figure 4.4: Age of the Stakeholders

(c) Relationship between Stakeholders and the School

The study further revealed that with regards to the relationship between stakeholders and the schools, up to 73% were school committee members. School committee members are always at the center of decision making with regards to the running of the school and thus familiar with issues regarding orphans and vulnerable students' access and retention in education. In addition, 11% of the respondents were PTA members, 8% were chiefs, while the rest 8% were sponsors.

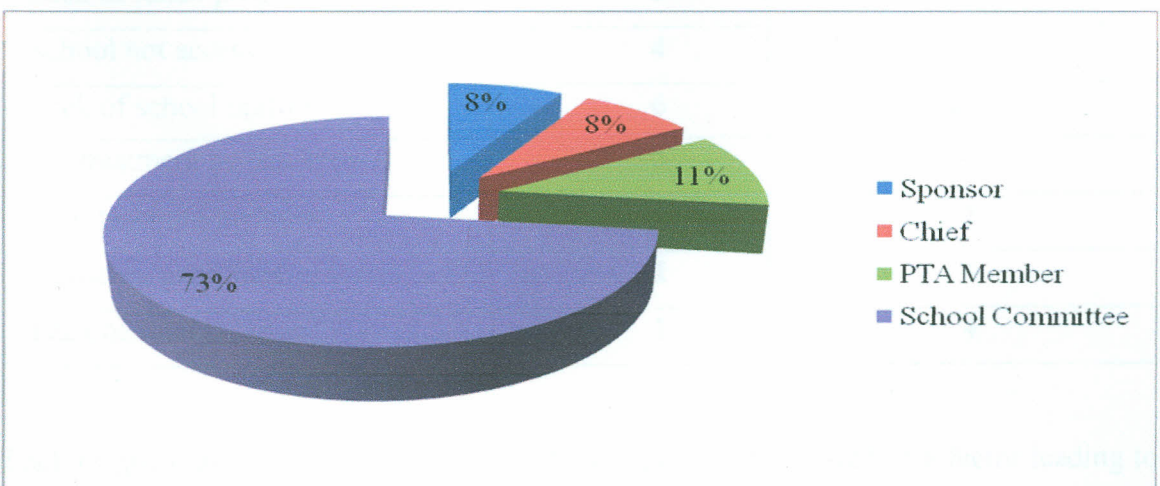


Figure 4.5: Categories of respondent stakeholders

4.3 Difficulties Faced by Orphans in Accessing Education

4.3.1 Orphans Responses

Up to 48% of the orphans reported that they were made to work by the guardians they lived with as their house helps. They at times missed school or came late when they were extremely tired after heavy work so that they dozed off in class and could not participate effectively. This they said affected their performance in class. In most cases, child labour took the form of unpaid work in the family such as domestic service, agriculture and small family enterprises. Many of the activities were gender-specific with the majority of child domestic workers being girls. These children were often at risk of exploitation and abuse.

Table 4.2 Difficulties Faced by Orphans in Accessing Education

Factor	Frequency	Per Cent
Take care of siblings/ child labour	12	48
Lack of guardians	12	48
Lack of lunch programme	5	20
School not accessible (distance)	4	16
Lack of school uniform	6	24
Mistreatment by teachers	2	8
Poor teaching methods	1	4
Abuse by guardians	1	4
Lack of food at home	1	4

Lack of guardians was reported by 48% of the orphans interviewed as a factor leading to their dropping out of school. It was reported that some guardians chased away the

orphans from homes and as they looked for refuge somewhere else. Some of them landed in school. Such students found it hard to concentrate in class since they were emotionally unsettled and lacked basic needs like food, clothing and shelter and sanitary pads for girls.

Lack of uniforms was reported by 24% of the respondents, lack of sanitary pads was reported by 30%, lack of food (4%) lack of lunch programmes (20%) were also causes of orphans dropping out of school. The orphans suggested that parents should also help in supplementing in providing facilities and equipment, which the school cannot afford for example by donating the clothes and books their children are not using to the needy pupils. They called for parents to start a school feeding programme for students by contributing foodstuffs and money. They urged parents to get involved in school matters and stop thinking of their children only.

Abuse and mistreatment of orphans was also cited by the respondents as a major cause of orphans dropping out of school. Abuse by guardians was reported by 4% of the respondents as a cause of orphans dropping out of school. Guardians were reported to either physically or mentally abuse children under their care. As a result orphans were forced to drop out of school. Abused or neglected by caretakers or children from very poor families left home in search of solutions to their problems. Girls in particular ended up in towns and usually engaged in commercial sex activities to sustain themselves economically. In addition Up to 8% of the respondents reported that mistreatment by teachers was the major cause of their dropping out of school. This included violence,

sexual harassment, corporal punishment and psychological abuse (mockery, sarcasm, belittling, among others)

4.4.0 Factors Affecting Enrolment of Orphans in formal primary Schools.

Responses were received from teachers and stake holders who included chiefs, school committee members and parents' association members.

4.4.1 Teacher Perception on the Rate of Orphans Enrolment in Schools

Despite the increased enrolments after the introduction of FPE, the study revealed that enrolment was still very low among orphans of primary school going age in the area. According to 93% of the teachers, one to twenty percent of orphans of primary school going age were still not enrolled in schools. The teachers reported that late enrolment and repetition especially for orphans was common and had distorted age groups to the extent that the average age of children completing primary education had increased up to 17 years in some cases.

With regards to enrolment, various factors were cited by teachers as responsible for poor or non enrolment in primary schools in the area. The majority of the teachers (91%) cited irresponsible guardians and lack of cooperation from guardians of the orphans as major problems facing orphans enrolment in schools. They said that whenever they summoned the guardians to school to discuss an issue affecting the children, only a few of them turn up. At times, the parents/guardians would claim that it was the teacher who is trained on how to handle a child so there is no need for them to go to school. A teacher said that guardians would even spurn professional advice when it is offered; she give an example

of how she usually advised guardians with handicapped children in the community to enroll them in the special unit class in her school but many of them usually turned down the offer.

A large number of teachers cited that the majority of orphans failed to enroll in primary education due to high levels of poverty in the area. Orphans still at home were said to be there because of poverty (70%) and lack of basic needs (69%). There were children headed households, which needed to look for food for their brothers and sisters. The teachers added that there was no single organization that could cover all that needed to be done and no funding could ever be adequate to meet the needs of orphans. The government for instance could not meet all their needs and that was why it was only meeting the learning resources. The numbers of students was overwhelming and the resources could not be enough.

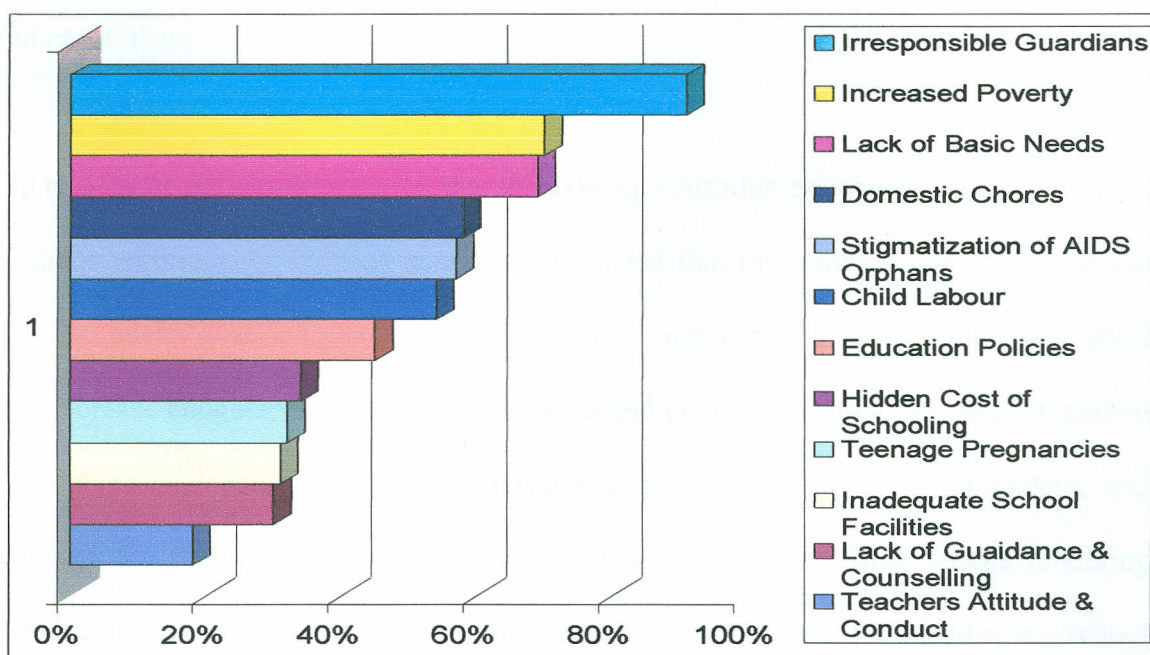


Figure 4.6: Factors Affecting Orphans Enrolment in Schools as Reported by Teachers

Child labour was identified by up to 54% of the teacher's interviewed as a cause of poor or no enrolment in primary schools. Teachers in schools bordering the coffee plantations said that there was rampant child labour as children helped their poor parents to supplement their meager income. Other jobs that these children engaged in were illegal such as selling illicit brew and child prostitution. Such pupils were said to have a negative attitude towards school and education and hardly enrolled in schools.

Stigmatization of AIDS orphans was identified by 57% of the respondents as causing poor enrolment in schools prompting the affected children to remain away from school and some of the children ended up in the streets. Stigmatization of the orphans was common as many guardians of such children were said to be extremely sensitive and were usually reluctant to let people know that they have a vulnerable child hence they did not enroll them.

Up to 45% of the respondents felt that the existing education policies were a hindrance to orphans enrolment in primary schools. They cited that the policies should address the need to intensify awareness of special education opportunities for the vulnerable child and increase budgetary allocation for bursaries and grants to schools, enhance integration of orphans and persons with special learning needs into the education system, and increase the number of trained teachers in special education. Other factors hindering enrolment in schools included lack of guidance and counseling (31%), inadequate school facilities (30%) and hidden costs of schooling.

4.4.2 Stake Holders Responses on factors affecting enrolment of orphans in formal schools

The stakeholders cited various factors as responsible for poor or non enrolment in primary schools in the area. The majority of the stakeholders (90%) cited irresponsible guardians as a major problem facing orphans enrolment in schools. They cited neglect of orphans by guardians which had led to their failure to join school despite the government's provision of free primary education.

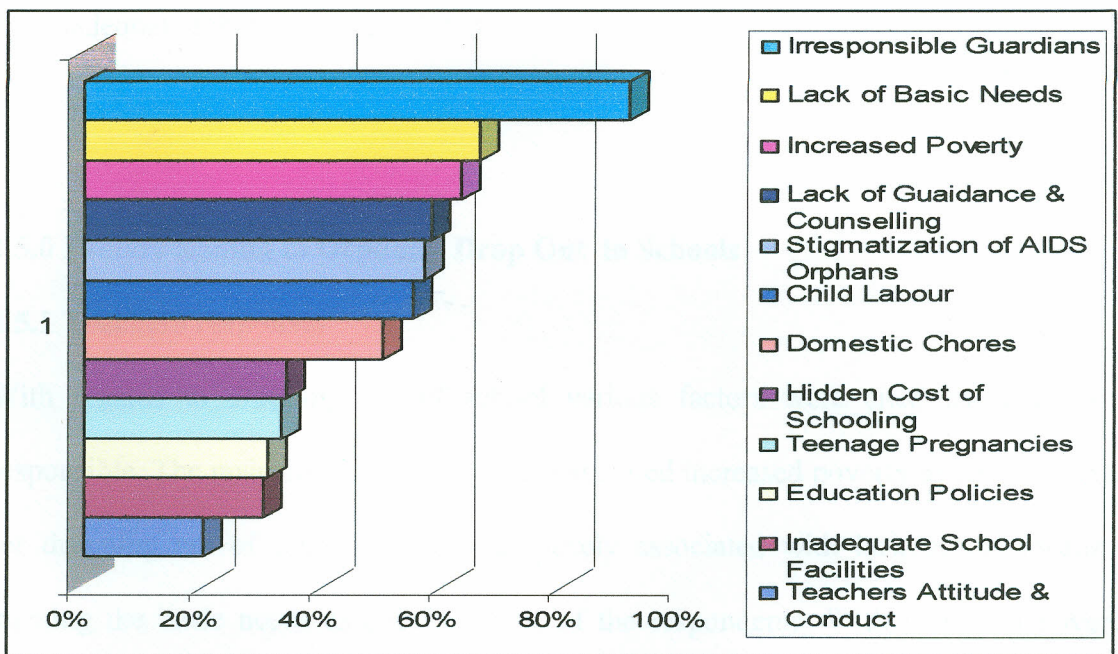


Figure 4.7: Factors Leading to Orphans Non Enrolment in Schools reported by stakeholders

Just as the teachers, the stakeholders also cited increased poverty as a barrier to students' enrolment in schools. This was reported by 63% of the respondents especially in child headed households which engaged the orphans in looking for food for their brothers and sisters. It was no surprise therefore that factors related to poverty were identified by a

large proportion of the respondents like lack of basic needs (66%), child labour by 55% and domestic chores (50%).

Stigmatization of AIDS Orphans was also cited by this class of respondents. Up to 57% of the respondents reported that guardians discriminated orphans of AIDs victims keeping them at home since they were perceived to be HIV positive , likely to die soon with no need for learning. Other factors identified as hindering school enrolment included teenage pregnancies/early marriages (33%), hidden costs of schooling (34%) and inadequate school facilities (30%).

4.5.0 Factors leading to Orphans Drop Out in Schools

4.5.1 Teachers responses

With regards to dropping out of school various factors were cited by teachers as responsible. The majority (72%) of the teachers cited increased poverty as a major reason for dropping out of schools. This was closely associated with lack of the means of meeting the basic needs as cited by 64% of the respondents. With increased poverty, orphans dropped out of schools and helped their poor guardians to supplement their meager income by working in coffee farms and engaging in prostitution.

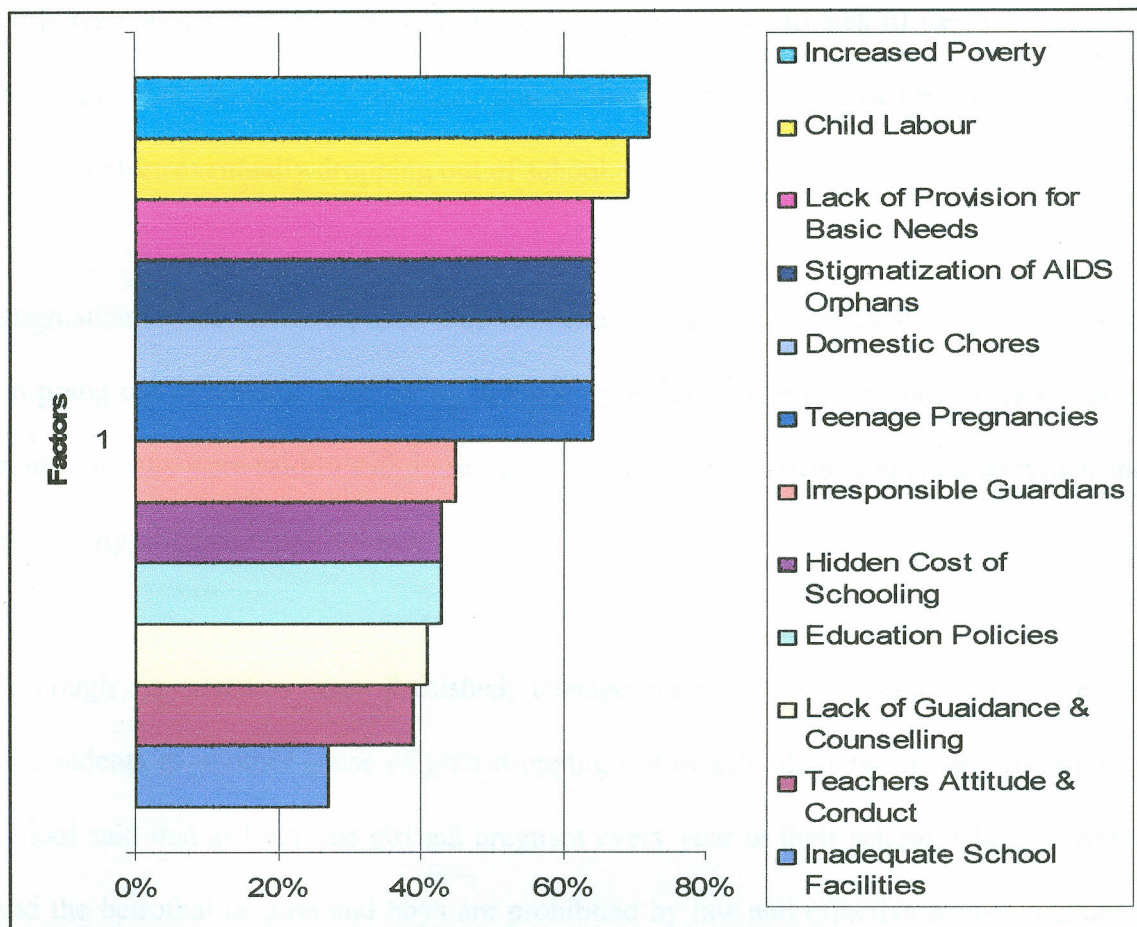


Figure 4.8: Factors leading to Orphans Drop Out in Schools as Reported by Teachers

Child labour (69%) and domestic chores (64%) were respectively identified by teachers interviewed as causes of orphans dropping out of schools. In the schools visited, there were a few cases of some orphans who had enrolled but later dropped out due to various reasons. Girls were more affected where supplementation of domestic labour was required as the community preferred to educate boys at the expense of girls education. In some cases, orphans who had enrolled went back to work as they claimed that they could make money even without going through school.

Girls were also reported to have dropped out of school due to lack of sanitary pads. An interview with the teachers indicated that some girls missed school for five days every month before eventually dropping out of school.

Stigmatization of AIDS orphans was identified by 64% of the respondents as causing dropping out of classes. After being mocked by fellow students and sometimes teachers, some students were said to sulk in self pity, withdraw from social and class activities and eventually dropped out of school.

Although no statistics were furnished, teenage pregnancy was cited by 64% of the respondents as another cause of girls dropping out of school. A teacher at one primary school said that at least one girl get pregnant every year in their school. Child marriage and the betrothal of girls and boys are prohibited by law and effective action, including legislation, should be taken to specify the minimum ages of marriage to be eighteen years and make registration of all marriages in an official registry compulsory. There is need to protect children from all forms of sexual exploitation and sexual abuse. It is the state's responsibility to take measures to prevent engagement of a child in any sexual activity

Irresponsible guardians were identified by 45% of the teachers as a cause drop out in the study area. Children abused or neglected by caretakers left home in search of solutions to their problems. Sometimes children were compelled to drop out of school to care for the ailing parents or due to diminished resources to keep them in school girls in particular ended up in towns and usually engaged in commercial sex activities to sustain themselves

economically. Other factors included hidden costs of schooling (43%), inadequate school facilities (27%) and teacher's attitude and conduct (39%).

4.5.2 Factors leading to Orphans Drop Out in Schools as Reported by Stakeholders

With regards to dropping out of school, various factors were cited by the stakeholders. The majority (77%) of the respondents cited lack of basic needs as a major reason for dropping out of schools. This was closely associated with increased poverty stated by (60% of the respondents). With increased poverty, orphans were reported to drop out of school and engage in economic activities both legal and illegal to supplement family income. Consequently, child labour which is also associated with poverty was identified by 70% and domestic chores by (71% of the stakeholders as causes of orphans dropping out of schools. In the schools visited, there were a few cases of some orphans who had enrolled but later dropped out.

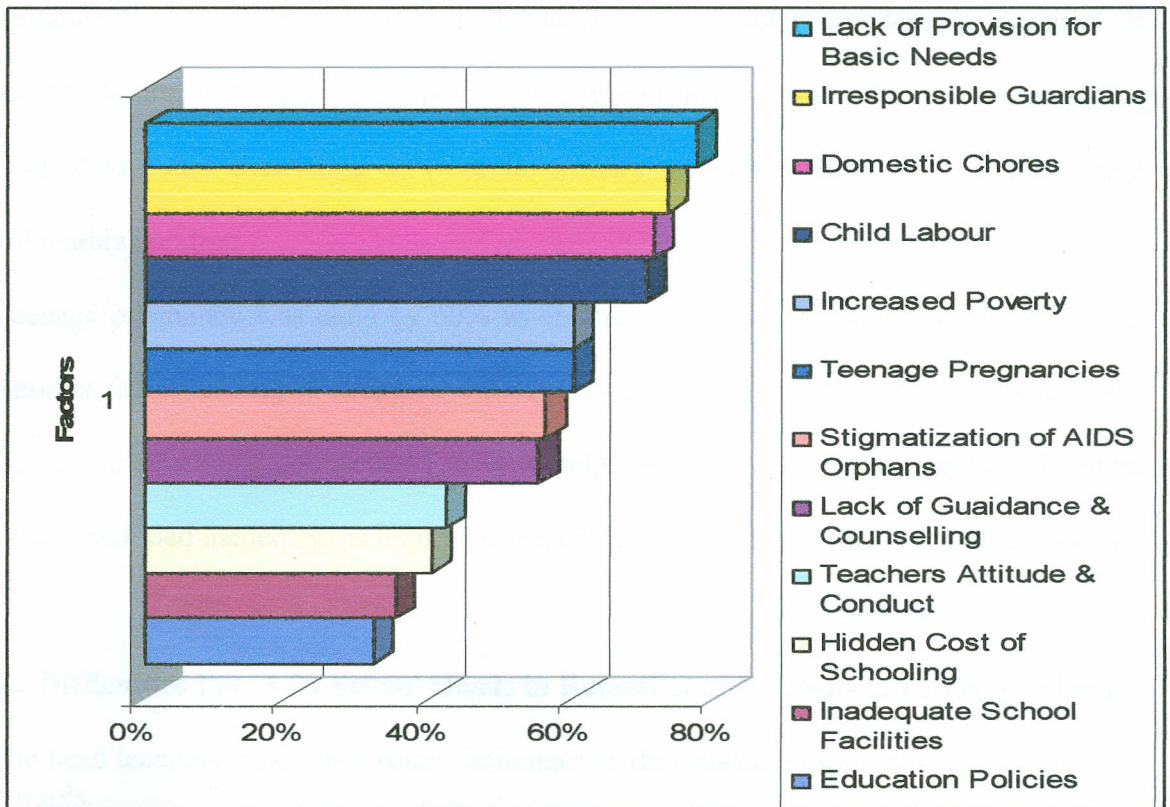


Figure 4.9: Factors Leading to Orphans Drop Out in Schools as Reported by stakeholders.

Irresponsible guardians were identified by 73% of the respondent stakeholders as a cause for orphans dropping out of school in the area. Children abused or neglected by caretakers left school and home in search of solutions to their problems often landing in the streets or taking odd jobs to survive. The guardians, even the able ones, did not provide food for the orphans or buy any extra books for these children, as they believed everything should be provided for by the government.

Stigmatization of AIDS orphans was identified by 56% of the respondents as causing dropping out of being mocked by fellow students. Teachers were also said to be involved in abuse of the orphans. Lack of guidance and counseling was cited by 73% of the

respondents. Most stakeholders felt that teachers were not professionally equipped to handle children with special needs especially the orphans. They called for strengthening of guidance and counseling services in primary schools especially for Orphans and vulnerable children

Teenage pregnancy was cited by 60% as another cause of girls dropping out of school. Another factor leading to dropping out of school according to the stakeholders included lack of guidance and counseling (55%) to help students cope with the orphan situation. Others included inadequate school facilities (35%) and hidden costs of schooling (40%).

4.6 Difficulties Faced By School Heads in Retention of Orphans in Primary School

The head teachers experience some challenges as they endeavor to retain orphans in schools.

4.6.1 Status of Orphans Enrolment in Schools in the Area

The study revealed that orphans were more likely to drop out of school as compared to students who were not orphans. While the percentage of dropouts for all the pupils enrolled in the schools studied was one per cent for the years 2003, 2004, 2005 and 2006, the percentage of dropouts for the orphans ranged from 18% in the year 2006, 16% in the year 2005, 15% in the year 2003 and 9% in the year 2004. This indicates that due to various factors discussed earlier orphans were many times more likely not to benefit from free primary education programme than students who were not orphans.

Table 4.3: Status of Orphans Enrolment in Schools in the schools studied

Year	Enrolment		Dropout			
	Pupils	Orphans	Pupils		Orphans	
			No	%	No	%
2003	10,310	508	91	1	75	15
2004	12,200	536	79	1	49	9
2005	12,160	455	110	1	71	16
2006	12,220	550	141	1	101	18

The data on the orphans was not easy to get in most schools, as it seemed like there was lack of a proper mechanism with which to identify orphans in schools. In almost half of all the primary schools, teachers kept a register of attendance which only provided data for daily attendance, age and gender of the pupils. When asked why they didn't have records about the various OVCs, the teachers said that it was seen as intrusive and a taboo to ask children such details as whether they were orphans.

4.6.2 Challenges Faced by School Heads in Retaining Orphans in Primary Schools

With regards to challenges faced by school heads in retaining orphans in school, the majority of the respondents (65%) identified poor feeding programme as the greatest challenge. In most cases, school feeding programmes were missing or too unreliable leading to orphans dropping out especially those from poor families. The schools with predictable feeding programme constantly provided food to pupils and as result attracted many more of the orphans than schools not offering food.

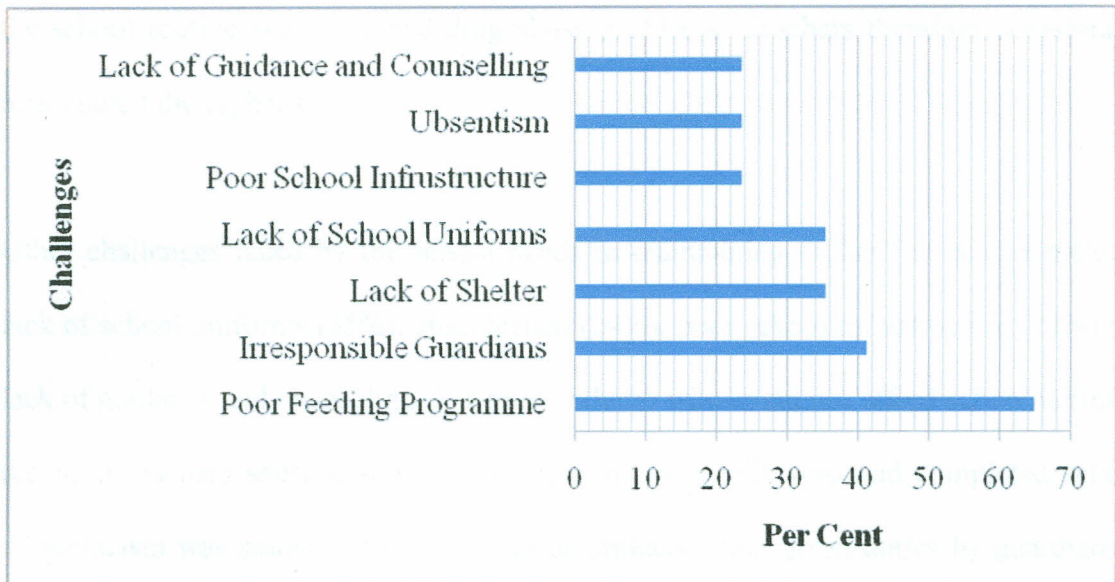


Figure 4.10: Challenges School Heads Faced in Retention of Orphans in Schools

Irresponsible guardians were cited by 41% of the respondent school heads as a challenge to maintaining orphans in schools. Despite doing little to provide for orphans basic needs, guardians were reported to take orphans from school sometimes to engage in economic activities to supplement for the guardian family needs. In addition guardians were said to be less co-operative when called by school heads to discuss issues affecting orphans at school. They sometimes failed to attend parents meeting at school and sometimes sent neighbors.

Up to 24% of the school heads felt that their teachers were not professionally equipped to handle children with special needs especially those who had joined after introduction of FPE such as the over age, those from the streets and former working children who were not used to strict discipline. They said that most of these children took long to adjust to

the school routine and some had drug abuse problems. Teachers therefore occasionally mishandled the orphans.

Other challenges faced by the school heads in maintaining orphans at school included lack of school uniforms (35%), absenteeism (24%), poor school infrastructure (24%) and lack of guidance and counseling. For poor children who could not afford school uniforms the head teachers sourced some for them from the pupils who had completed school. Absenteeism was associated with hunger or orphans being given duties by guardians to perform instead of going to school. Poor school infrastructure included poor sanitation and lack of learning resources for orphans especially the disabled.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings and the conclusions arrived at by the researcher. It also outlines the recommendation made in line with the findings of the research.

5.2 Summary

The purpose of the study was to investigate the factors that hindered access to Free Primary Education by orphans in public primary schools in Municipality division of Kiambu East District. The study focused on major factors that caused non-enrolment and drop out of orphans in public primary schools. Data was collected using questionnaires and was analyzed using frequency distribution, means and percentages. The results of the study indicated that up to 36% of the orphans interviewed were not enrolled in schools. Where food was not limiting, students were reported taking more than two meals per day, usually three. Up to 26% of the orphans took only one meal per day. The study revealed that the majority of the respondent orphans (80%) dropped out of school at the grades less than class four.

Up to 48% of the orphans reported that they were made to work by the guardians they lived with as their house helps. Lack of guardians was reported by up to 48% of the orphans interviewed as a factor leading to their school dropout. With regards to enrolment, various factors were cited by teachers as responsible for poor or non

enrolment in primary schools in the area. The majority of the respondent teachers (91%) cited irresponsible guardians and lack of cooperation from guardians of the orphans as major problems facing orphans enrolment in schools as compared to 90% in the case of stakeholders. Orphans still not attending school were said to be due to poverty (70%) and lack of basic needs (69%) by teachers as compared to 63% and 66% by stakeholders respectively. Child labour was identified by up to 54% of the teacher's interviewed as a cause of poor or no enrolment in primary schools as compared to 55% in the case of stakeholders. Stigmatization of AIDS orphans was identified by 57% of the respondent teachers and 43% of stakeholders as causing poor enrolment in schools prompting the affected children to remain away from school and some of the children ended up in the streets.

Various factors were cited by teachers as responsible for orphan's school dropout. The majority (72%) of the respondent's teachers cited increased poverty as a major reason for school dropout as compared to 70% of the respondent stakeholders. This was closely associated with lack of basic needs such as food sanitary pads and uniforms as cited by 64% of the teacher's respondents. Child labour was identified by (69%) and domestic chores (64%) of the teachers interviewed as causes of orphans dropping out of schools. Although no statistics were furnished, teenage pregnancy was cited by 64% of the respondent teachers and 60% of the stakeholder as another cause of girls dropping out of school.

The study revealed that orphans were more likely to drop out of school as compared to students who were not orphans. With regards to challenges faced by school heads in retaining orphans in school, the majority of the respondents (65%) identified poor feeding programme as the greatest challenge. Irresponsible guardians were cited by 41% of the respondent school heads as a challenge to maintaining orphans in schools. Lack of shelter for orphans was another problem facing 36% of school heads in maintaining orphans in school.

5.3 Conclusions

From the findings of this study, it was apparent that although a number of orphans have benefited as a result of the FPE, many more were still out of school. This was largely due to factors like , child labour, lack of cooperation from guardians, and stigmatization by community members such as teachers, fellow students and guardians. Though the school administration had tried to maintain the orphans at school, the headmasters were still faced with challenges of high costs of maintaining the orphans thus unable to maintain a constant and reliable feeding programme and shelter for the orphans and having to deal with irresponsible and uncooperative guardians. Therefore, a lot still needs to be done to ensure that every child has a chance to access basic education. The following are some recommendations which may assist in ensuring that the orphans get access to FPE.

5.4 Recommendations

The following recommendations are made from the findings of the study

- i. There were a number of orphans who were still not able to enroll in school despite the FPE having been in place since 2003. There are a number of barriers still in place such as the lack of adequate shelter, clothing, sanitary pads and food. The government should introduce a provision under FPE to provide such basic needs to the orphans.
- ii. A cash transfer program should be introduced in schools which would start a sustainable program where pupils would make cheap sanitary pads for girls. Such a program can be income generating so that pads are sold in the neighborhood.
- iii. Most respondents cited irresponsible guardians as a major factor .Education officers should ensure that schools organize sensitization programs for guardians to enlighten them on the needs of the orphans and provide guidance and counseling for the guardians .
- iv. The government should partner with donors to start income generating activities in homes taking care of orphans to reduce the impact of poverty on enrolment of orphans to schools.
- v. Some teachers were found to have contributed to drop out of orphans when they mistreated them. There is need to have all the teacher trainees in pre-service training undertake a course in special education so that they know how to handle these children. In addition teachers need skills in guidance and counseling. For those teachers in the field, the MOEST can organize in-service courses.
- vi. In almost half of schools visited there were no records of the orphans in general or of the various categories. There is need to have records in place indicating the

OVCs present in each class by their category at the beginning of each term so as to facilitate proper planning both at the school level and at the national level. In addition to having their daily attendance noted in the usual class registers, additional information should be recorded in a different register so that more details can be included.

- vii. A major problem affecting orphans was that of stigmatization both at home and at school which resulted in many of them not attending school. There is need to carry out sensitization campaigns so that they can gain acceptance from their family, members of the community, school children, teachers and the school administration.

- viii. There is need to ensure that there is a responsive legal framework which the education providers will use. Currently there is no harmonization on educating the OVCs in the various legislative instruments such as the Education Act, Children's Act and Disability Act. It is important to get these Acts harmonized so that the provision of education to the various OVC is domesticated and provided as a right.

5.5 Recommendations for Further Research

To understand further the factors affecting access and retention of orphans in primary schools after provision of free primary education, further research is recommended in the following areas.

- a) The study was carried out in one division only. Similar studies should be carried out in other parts of the country to gather adequate information on the subject to be able to generalize.
- b) Further research should also be carried out to collect adequate data on the number of orphans enrolled and not enrolled in schools so that interventions aimed at improving their access to education are based on accurate information.

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APPENDICES

APPENDIX 1: HEAD TEACHERS QUESTIONNAIRE

This questionnaire has been prepared to gather information on factors that influence the enrolment and retention of orphaned children in public primary schools of municipality division. You are kindly requested to respond to the questionnaire as honestly as possible. The questionnaire is meant for research only and all responses will be treated with strict confidentiality.

Please do not write your name.

SECTION A DEMOGRAPHIC INFORMATION

Please put a tick against the appropriate response.

1) Please indicate your gender

a) Male

b) Female

2) Indicate the age bracket appropriate to you

a) Below 25 years

b) 25-34 years

c) 35-44 years

d) 45-54 years

e) Over 54 years

6) Please indicate the number of pupils who have dropped out of school since 2003.

Class	1		2		3		4		5		6		7		8		TOTAL	
	Boys	Girls	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2003																		
2004																		
2005																		
2006																		

7) Comment on pupil's enrolment in relation to your school capacity.

a. Over enrolled

b. Adequately enrolled

c. Under enrolled

8) How many orphans have been enrolled in your school over the last 4 years?

9) Please estimate the proportion of school going orphans around the school who have not enrolled in school.

a. 1-10%

b. 11-20%

c. 21-30%

d. Over 30%

10) In your opinion what are the factors that cause non enrolment of these children in school?

11) What are the reasons contributing to drop out orphans?

12) Have you managed to bring back to school orphans who had dropped out of school?

- 13) What measures did you apply to bring them back to school?
- 14) Please give suggestions on strategies that can be put in place to ensure enrolment of Orphans in school.
- 15) Suggest measures that can be employed to prevent drop out.
- 17) How many teachers have under gone training in:
- Special education
 - Guidance and counseling
- 18) Do you have guidance and counseling program in the school?
- 19) What challenges do you face in in retaining orphans in your school?
- _____
 - _____
 - _____
 - _____
 - _____

Thank you for your cooperation

APPENDIX II: TEACHERS' QUESTIONNAIRE

This questionnaire has been prepared to gather information on factors that influence the enrolment and retention of orphans in public primary schools of the municipality division. You are kindly requested to respond to the questionnaire as honestly as possible. The questionnaire is meant for research only and all responses will be treated with strict confidentiality.

Please do not write your name.

SECION A. DEMOGRAPHIC INFORMAITON

Please put a tick against the response appropriate for you.

1) Please indicate your gender

a) Male

b) Female

2) Indicate the age bracket appropriate to you

a) Below 25 years

b) 25-34 years

c) 35-44 years

d) 45-54 years

e) Over 54 years

3) What is your highest professional qualification?

(a) PI

(d) Degree

(b) ATS

(e) Others

(c) Diploma

4. Indicate any other course that you have taken to improve your skills of teaching.

SECTION B. WASTAGE FACTORS

5. Below are some of the factors that contribute to non-enrolment, repetition and drop out from school. Please rank the factors, which in your opinion contribute to non enrollment of orphans in school or drop out of school by writing 1, 2, or 3 in the columns depending on the alternative applicable to you.

The alternative choices are: -

1. Highly contributes
2. Moderately contributes
3. Does not contribute

	Contribution factor	Non enrolment	Drop out
1.	Increased poverty		
2.	Child labour		
3.	Lack of basic needs		
4.	Teenage pregnancies and early marriages		
5.	Children involved in domestic chores		
6.	Other hidden costs of schooling like uniforms and activity fees		
7.	Inadequate school facilities and resources e.g. teachers, classrooms, etc		
8.	Teachers attitude and conduct		
9.	Stigmatization of children orphaned through AIDS		
10.	Lack of guidance and counseling programme		
11.	Educational polices management based factor		
12.	Irresponsible guardians		

6. In your opinion, what measures can the government put in place to improve access and retention of orphans in schools?

.....
.....
.....

7. Does your school have guidance and counseling program?

8. What proportion of school age going orphans around your school is not enrolled inschool?

- a. 0-10%
- b. 20-30%
- c. Over 30%

9. How many orphans have dropped out of school?

10. Are there orphans who have been brought back to school from child labour?

Thank you for your cooperation

KENYA
MAIN CAMPUS
BRARY

APPENDIX III: STAKE HOLDER QUESTIONNAIRE

This questionnaire has been prepared to gather information on factors that influence the enrolment and retention of orphans in public primary schools of Municipality Division. You are kindly requested to respond to the questionnaire as honestly as possible. The questionnaire is meant for research only and all responses will be treated with strict confidentiality.

Please do not write your name

SECION A: DEMOGRAPHIC INFORMATION

Please tick against the response appropriate for you

1) Please indicate your gender

a) Male

b) Female

2) Indicate the age bracket appropriate to you

a) Below 25 years

b) 25-34 years

c) 35-44 years

d) 45-54 years

e) Over 54 years

3. Indicate your relationship with the school.

1. Sponsor

2. Chief

3. PTA member

4. School committee

4. Any other please explain.....

.....

SECTION B: WASTAGE FACTORS

5. Below are some of the factors that contribute to non-enrolment, repetition and drop out from school. Please rank the factors which in your opinion contribute to children in your area not to enroll in school, repeat classes or drop out of school by writing 1, 2, or 3 in the columns depending on the alternative applicable to you.

The alternative choices are: -

1. Highly contributes
2. Moderately contributes
3. Does not contribute

	Contribution factor	Non enrolment	Drop out
1	Increased poverty		
2	Child labor		
3	Lack of basic needs		
4	Teenage preferences and early marriage		
5	Children involved in domestic chores		
6	Other hidden costs of schooling		
7	Inadequate school facilities and resources		
8	Teachers attitude and conduct		
9	Stigmatization of children orphaned through AIDS		
10	Lack of guidance and counseling programme		
11	Educational policies and management based factors		

5 Do you know of any orphans who have dropped out of school?

6. In your opinion what measures could be taken to improve access and retention of orphans and vulnerable children (OVCS) in schools.

.....
.....

7. What role have you played in ensuring access for orphans in the division?

.....
.....
.....

Thank you for your cooperation

APPENDIX IV: INTERVIEW GUIDE FOR THE ORPHANED CHILDREN

Bio data

- i) age
- ii) Gender
- iii) Number of brothers and sisters

2. Wastage factors probing notes

- (i) Have they ever enrolled in school?
- (ii) At what age did they enroll?
- (iii) In which class did they drop out

3. Factors causing drop out or non enrolment

- (i) Why did they drop out
- (ii) If they have never enrolled, why?

4. Provision of basic needs.

- (i) Whom do they live with?
- (ii) How big is the house they live in?
- (iii) How many meals do they taken per day.
- (iv) Who provides the meals?
- (v) What duties do they have at home?

5. Psycho social needs

- (i) How would they like to be treated at
 - (a) Home
 - (b) At school

6. Child labor

i).Do they engage in any form of work

ii) Why do they work?

