

**INFLUENCE OF NON-GOVERNMENTAL ORGANIZATIONS ROLE ON  
VULNERABLE CHILDREN'S ACCESS TO BASIC EDUCATION IN  
NYAHURURU DISTRICT, LAIKIPIA COUNTY-KENYA**

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**DECLARATION**

This research report is my original Work and has not been presented for a degree in any other university

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## **DEDICATION**

This research report is dedicated to my late husband Geoffrey Mwambia and my loving children, Irene Nkatha Mwambia, Jackline Muthoni Mwambia, Rose Kathure Mwambia and Brian Gitonga Mwambia.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and Semi Arid Lands
<b>CEO</b>	Chief Executive Officer
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for All
<b>GOK</b>	Government of Kenya
<b>MDGs</b>	Millennium Development Goals
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NGO</b>	Non-governmental Organization
<b>NORAD</b>	Norwegian Agency for Development Cooperation
<b>PO</b>	Project Officer
<b>PR</b>	Principal
<b>SPSS</b>	Statistical Package for Social Scientists
<b>UIA</b>	Union of International Association
<b>UK</b>	United Kingdom
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UPE</b>	Universal Primary Education

## ABSTRACT

Lack of full capacity and budgetary constraints in general have opened up the education sector for NGO involvement. While there have been many studies on the role and impact of NGOs both in Kenya and in post-conflict zones, there has been limited research and data on the role of NGO assistance to the development of the education system, generally in Kenya and Nyahururu in particular. This study therefore sought to examine the contribution NGOs in Nyahururu have made in enhancing access to education by the vulnerable children. It aimed at establishing the extent to which NGOs financial support to schools affects vulnerable children's access to basic education in Nyahururu District, to determine how the NGOs intervention in the provision of basic necessities to individual vulnerable children affected their access to basic education, to examine the influence of NGOs capacity building of parents on access to basic education by vulnerable children, and to establish the extent to which infrastructure development in schools by NGOs enhanced access of vulnerable children to basic education. The study utilized a sample size of 40 students; 20 school principals and 10 CEOs/project managers working in the NGOs that support education programmes in the Nyahururu district. Stratified sampling process was used while subjects were arrived at purposively. Questionnaires and key informant interviews were used for data collection. The data was then coded and entered into the computer and analyzed with the aid of the computer programme, the Statistical Package for Social Scientists (SPSS). The results indicated that all the contributions done by NGOs towards enhancing accessibility of education among vulnerable children were significant. The contributions towards infrastructure development scored most at above 60% followed by financial support at 50%. Providing basic necessities to individuals was third at 36.6% score while last was capacity building to parents that scored 16.7%. This means NGOs support in the form of infrastructure development will likely have more impact than the others. Constructing facilities would provide students with better learning environment and the necessary equipment needed to pursue studies. More should also be channelled to financial support. This could be in form of fees payable to institutions, or even pocket money. Providing basic needs follow in order of priority then training comes last. It will also be beneficial to all students (not only the vulnerable students). The results showed that NGOs remain relevant in provision of basic education. On significance of this study, the findings of the study should inform the school administrators on the relevance of these entities in education with respect to easing the burden of having to grapple with limited resources. Implementing the recommendations would enable them to take appropriate action that may foster non-state actors' engagement in the education sector to enhance access to basic education for all vulnerable children. Further research is suggested for other geographical areas apart from Nyahururu. This is because the scope of this study was limited to Nyahururu district. This to some extent limited the extent to which the outcome could be used to interpret situations in the country. Further studies are suggested for wider Laikipia County and for other areas in which NGOs do support basic Education for vulnerable children.

## CHAPTER ONE

### INTRODUCTION

**1.1 Background to the study** Education is a process of socialization that brings change in the behavior of individuals. The knowledge and skills acquired through education empowers individuals to learn to live with dignity and freedom. Through the process of education, human beings develop abilities and acquire skills and attitudes that help them to modify their behavior according to the social, economic and political demands of the environment (Iqbal, 2009).

The World Conference on Education for All (EPA), held in Jomtien, Thailand in 1990 established the goal of achieving basic Education for All (EFA) by the year 2000. The Jomtien Declaration provided an expanded vision for basic education to include; early childhood care and education, programs for out-of-school children and literacy programs for adults. The declaration laid emphasis on equity in providing access for everybody to quality schooling to ensure acceptable learning levels (Shanti, 2000). The declaration also called for strengthening partnerships in the provision of education with non-Governmental organizations, the private sector, and local communities. Following the Jomtien Declaration, several international and multilateral initiatives were launched to tackle illiteracy and the schooling needs of children in the wake of various international declarations. Following the Jomtien Conference Declaration of 1990, over 100 countries set up their own country specific EFA goals and plans. The Constitution of Kenya 2010 provides that all children have a right to education and obligates the state to provide free and compulsory education for all children up to the age of 14. Kenya's Vision 2030 proclaims the same goal to be achieved by the year 2030, in line with the Millennium Development Goal (MDG)

number 2 on Achieving Universal Primary Education (Republic of Kenya, 2007). The centrality of education in the development process cannot be overstated. There is extensive evidence of high social and economic returns to education, specifically primary education. Although governments have been steadily increasing investments in education, the requirements and expectations of schooling have also grown. In the face of such growing expectations from school education, the State is hard put to meet not only the basic needs of access to all children with efficiently managed education administration but is also required to be at the frontier of education innovation and quality improvements. How can these growing expectations of excellence in basic education be translated into reality? The provision of basic education, like most other public services, suffers from severe deficiencies in its coverage, effectiveness and quality (Lahore University of Management Sciences, 2005).

The consequence of the numerous international and country-specific policy frameworks has been a surge in school populations across the globe. Whereas the demand side has seen substantial improvements in enrolment rates in schools, the supply side in terms of budgetary allocations and infrastructural development by the mainstream government departments has not matched the increase, posing administrative challenges to the school administrators. Weak institutional capacity to support the increase in enrolment, including lack of appropriate national planning and budgeting, weak school infrastructure that is, overcrowded schools among other myriad of challenges have compounded the work of the administrators against the backdrop of leaders responding to the global push for increased numbers in basic education.

On the brighter side of the divide between challenges and opportunities, to allow the most needy children access to education, schools could be provided with material and

financial incentives. This would mean, for example, increasing the operational budgets of schools, which enrol orphans and vulnerable children (Family Health international and USAID, 2001). In addition, it has been proposed that to access education, the children should be provided with educational, health and nutritional subsidies that would cover the cost of school fees, uniforms, books, medical expenses, food and other school supplies (Subbarao, Mattimore & Plangemann, 2001; Hunter & Williamson, 2000; World Bank, 2002). To midwife this proposition, the non-governmental organizations (NGOs) sector provides financial support either directly to the schools or to the families of vulnerable children thus leveraging the financial burden to the schools. With this support, the concentration of the school administrators has been eased from that of worrying about financial resources to ensuring curriculum implementation as funds become available to meet the budgetary needs of the school.

Because the impact of child vulnerability is multifaceted, it has been advised that educational interventions should be integrated with those that pertain to psychosocial support, the meeting of material needs, policy and law. This means that there should be policies ensuring that existing home-based/residential care of vulnerable children meets their developmental, psychosocial and material needs. Enforceable legal legislations to protect these children should prohibit discrimination and stigmatization of access to education, basic health services and ensure the protection of their inherent rights (USAID and Family Health International, 2001).

In terms of psychosocial support, the intervention involves empowering parents/guardians and teachers with skills that would enable them to recognize and respond supportively to vulnerable children who may become stressed, Withdrawn and display disruptive behaviour, show declining academic performance and



increased school absenteeism. This vulnerability when experienced needs to be mitigated in school by the provision of safe, supportive and caring-oriented school living conditions.

Such conditions have been addressed in Namibia (UNICEF, 2005) with the support of NGOs, through capacity building to create circles of support for vulnerable children to enhance capacity within the community and the schools to provide specific support in strengthening the skills of guidance and counselling teachers and primary care givers to address vulnerable children issues and build their sensitization, skills and confidence to recognize and manage vulnerable children. These interventions have built a critical mass of informed stakeholders within the education system, making coordination of school programmes by the administrators largely smooth, thus stable schools for better academic performance.

Education provision is primarily the task of the Ministry of Education in Kenya. However, its lack of full capacity and the budgetary constraints in general have opened up the education sector for NGO involvement. NGOs provide a large part of educational services and help reinforce government efforts in achieving universal primary education (UPE) objectives (Ibembe, 2007). These services include payment of school fees for the needy children, building of class rooms; building the capacities of both parents/guardian and teachers; school infrastructure development; advocacy for increased budgetary allocation; provision of basic necessities (toiletries, blankets, bed sheets, plates, cups, cutlery, clothes, shoes (including sports shoes), school supplies (e.g. pens, pencils, calculators, mathematical sets, school bags, stationery, uniforms and mattresses) among other forms of support. The government cannot compete with their ability and desire to innovate, since the government's capacity and structure does not allow the flexibility required to experiment with these new

education approaches (Sequeira, Modesto & Maddox, 2007). There is therefore need to investigate the contribution of these efforts by the NGOs in bridging the gaps within the education sector, to effective school administration and create knowledge of the impact they create on the communities in which they work with respect to access to basic education. This study will therefore investigate the role of non-Government sectors in closing the gap in access, equity and quality in basic education.

### **1.2 Statement of the problem**

While there have been many studies on the role and impact of NGOs both in Kenya and in post-conflict zones, there has been limited research and data on the role of NGO assistance to the development of the education system, Kenya in general and in Nyahururu in particular. Most of the research done on this topic has been in the form of field observations, annual reports and annual budgets produced by the NGOs themselves. There are several local NGOs and transnational partnerships assisting the education sector in Nyahururu District, but little information is available to the public on the role their continued presence has played on the education sector. While their role in other community development dimensions was evident, the scope of the organizations' involvement in the education of vulnerable children was not as evident. This study therefore sought to examine the contribution NGOs in Nyahururu have made in enhancing access to education by the vulnerable children.

### **1.3 Purpose of the study**

The purpose of this study was to establish the role of non-governmental organizations on access to basic education by vulnerable children in Nyahururu District, Laikipia County-Kenya.

#### **1.4 Objectives of the study**

The study was guided by the following specific objectives:

- i. To establish the extent to which NGOs financial support to schools influence vulnerable children's access to basic education in Nyahururu District.
- ii. To determine how the NGOs intervention in the provision of basic necessities to individual vulnerable children affect their access to education in Nyahururu District
- iii. To examine the influence of NGOs capacity building of parents on access to education by vulnerable children in Nyahururu District
- iv. To establish the extent to which infrastructure development in schools by NGOs enhanced access of vulnerable children to education in Nyahururu District.

#### **1.5 Research questions**

The study sought to answer the following research questions:

- a. To what extent does NGOs' financial support to schools influence access to basic education by vulnerable children in Nyahururu District?
- b. How does NGOs' provision of basic necessities affect access to education by vulnerable children in Nyahururu District?
- c. How does NGOs' capacity building activities for parents influence access to education by vulnerable children in Nyahururu District
- d. Does NGOs participation in infrastructure development in schools enhance access to education for the vulnerable children in Nyahururu District?

### **1.6 Significance of the study**

This study purposed to establish the contribution of NGOs on access to basic education by vulnerable children. The findings of the study could inform the school administrators on the relevance of these entities in education with respect to easing the burden of having to grapple with limited resources. This may enable them to take appropriate action that may foster non-state actors' engagement in the education sector to enhance access to basic education for all children. As such strengthening of the partnership between the NGOs and the schools may create synergies through which school administrators may find reprieve for the challenges they face in ensuring efficient curriculum implementation. The study would also serve as a stepping ground for further research in the field of non-state actors' contribution to educational administration.

### **1.7 Limitations of the study**

Since the study was limited to Nyahururu District, the number of NGOs working in district could not provide a sample size large enough to facilitate generalization of the findings to the entire country of Kenya. However, this was addressed by carrying out census sampling of all the target organizations.

### **1.8 Delimitation of the study**

This study investigated the role of NGOs on access to basic education by vulnerable children. The study focused on; financial support, provision of basic necessities, capacity building activities for parents and guardians and participation in infrastructure development in schools by the NGOs and how these activities enhanced access to basic education by the vulnerable children.

### **1.9 Assumptions of the study**

In conducting the study, it was assumed that the NGOs that participate in education programmes in the district support students in both public and private schools.

### **1.10 Definitions of significant terms**

The following terms assumed the indicated meaning in this study:-

**Access** refers to the ability of vulnerable children to attend school and get equal learning opportunities as other children from stable backgrounds.

**Basic Education** refers to the compulsory and free formal and informal fundamental training or knowledge, skills and experiences that all children under school going age needs to acquire or attain, from preschool to secondary school.

**Basic necessities** refer to items that are necessary/essential which students must have in school to facilitate smooth learning. They will include books, pens, blankets, bed sheets calculators, mathematical sets, school bags, stationery, uniforms, mattresses and sanitary towels for girls.

**Capacity building** refers to the development of knowledge, skills and attitudes in individuals and groups of people relevant in the design, development and maintenance of institutional and operational infrastructures and processes that are locally meaningful.

**Infrastructure** refers to basic facilities, services, and installations needed for the functioning of a school, such as classrooms, water, power, toilets among others.

**Non-governmental organization** refers to any non-profit, voluntary citizens' group which is organized on a local, national or international level, operating independently of government to deliver resources to the underprivileged.

**Parent** refers to the primary caregiver who takes care of the vulnerable child. In this study, the father or mother, guardian, relative, sibling and those in authority who are basically concerned with the welfare of the vulnerable child will be considered parents.

**Vulnerable children** refers to children who belong to high-risk groups who lack access to basic social amenities or facilities.

### **1.11 Organization of the study**

The study is organized in to five chapters:

Chapter one highlights the background and statement of the problem, purpose, objectives, significance, limitations, delimitations, basic assumptions and definitions of significant terms of the study.

Chapter two deals with literature review which is organized into the following themes: the extent to which NGOs financial support to schools affect vulnerable children's access to basic education in Nyahururu district, how NGOs intervention in the provision of basic necessities to individual vulnerable children affect the access to basic education, the influence of NGOs capacity building of parents on access to education by vulnerable children and the extent to which infrastructure development in schools by NGOs enhanced access of vulnerable to education. At the end of chapter two a conceptual framework is provided.

Chapter three covers research methodology that was employed. This includes research design, the target population, the study sample size, sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection and data analysis techniques.

Chapter four consists of data presentation, analysis and interpretation of the findings.

Chapter five has the summary, conclusions, recommendations and suggestions for further research studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is divided into three sections that look at relevant past studies. The first section is a review of literature that relate to the role of NGOs in Education. The second section describes the theoretical foundation that informs the study, while the last section presents the conceptual framework on which the study is based. The conceptual framework provides the linkage between the literature, the study objectives and the research questions.

#### **2.2. Literature/theoretical Review**

Mazibuko (2003) defines Non-Governmental Organization (NGO) to mean any grouping of people who have a common mission to meet a particular need in their society or community, and are not formed or controlled by government. For a long time NGO have been involved in provision of Education to the under privileged (Mazibuko, 2003). Mazibuko states that throughout the world groups of people identify needs in their communities which government institutions are either not designed to meet or which government institutions are unable to meet because of the unavailability of resources, and the government having other priorities. This is particularly the case in poor countries. He further says that at other times private citizens are compelled to organize themselves to meet certain needs because government is not willing to address these needs, even where resources may be available. For instance, this happens in oppressive regimes and dictatorships of various kinds. So, an NGO may address a need which is normally not a concern of government, but frequently it happens that NGO's address needs which in a normal



society should be addressed by government. South Africa serve as example where private citizens mobilized themselves to serve their fellow citizens because the government was not willing to meet the needs of the people.

A study by Jagannathan (2009) in India showed that while NGOs are best associated with small projects and micro-level interventions, a growing and strategic role for the NGOs to support and enrich education programs of a national dimension and to collaborate with the Government in a macro setting. The study attempted to identify the comparative advantages that NGOs can bring to mainstream education (Jagannathan, 2009). The survey established that the NGOs can and do play a strong role in assisting the State to complement the public education system and to improve its effectiveness. The experimental approaches of the NGOs have successfully tackled many shortcomings in schooling. NGO models in education increase the accountability of the schooling system to the beneficiaries.

A characteristic of NGO's is that in most cases they depend on donations for the resources required to perform their functions. The donations may come from the community, from businesses, from the government of the country in which the NGO operates, or from foreign governments, foundations and businesses.

### **2.2.1 NGOs financial support and children's access to basic education**

According NGO-Education.net a way that NGOs can help developing nations is to provide assistance with accessibility to higher education. In developing countries a student typically has to give up income that their family depends on to attend a learning institution. In addition, they also have to pay for tuition, materials and a commute. This is simply too much for many students and families to bear. NGOs help alleviate this burden by offering financial assistance to universities and schools in

impoverished countries (NGO-EDUCATION.NET, 2013). Hanchett (2008) of the World Vision states that NGOs can play a role in eliminate these fees or underwriting their costs through efforts like scholarships, bicycles to get to class, or creative micro-enterprise development projects that, for instance, might produce school uniforms at a low cost while providing income to parents (Hanchett, 2008).

Non-governmental organizations are professionally-staffed organizations aiming at contributing to the reduction of human suffering and to the development of poor countries (Streeten, 1997). They do this in various ways; by funding projects, engaging in service provision and capacity building, contributing to awareness and promotion of the self-help of various groups (Baccaro, 2001). Meanwhile, Desai (2005) has mentioned that NGOs have an important role to play in supporting women, men and households, and expected that they can meet the welfare. She accounted some role and functions for NGOs, such as counselling and support service, awareness raising and advocacy, legal aid and microfinance.

During the 1990s, scholars increasingly referred to microfinance as an effective means of poverty reduction (Rekha 1995; Cerven & Ghazanfar 1999; Pankhurst and Johnston (1999). Oxaal & Baden (1997). Mayoux (2001) & Cheston and Kuhn (2002) have pointed out the importance of microfinance in empowerment, particularly women empowerment. Microfinance is defined as efforts to improve the access to loans and to saving services for poor people (Shreiner, 2001). It is currently being promoted as a key development strategy for promoting poverty eradication and economic empowerment. It has the potential to effectively address material poverty, the physical deprivation of goods and services and the income to attain them by granting financial services to households who are not supported by the formal banking sector (Sheraton 2004). Microcredit programs provide small loans and savings

opportunities to those who have traditionally been excluded from commercial financial services. As a development inclusion strategy, microfinance programs emphasize women's economic contribution as a way to increase overall financial efficiency within national economies.

The microfinance empowers women by putting capital in their hands and allowing them to earn an independent income and contribute financially to their households and communities. This economic empowerment is expected to generate increased self-esteem, respect, and other forms of empowerment for women beneficiaries. Some evidence show that microfinance would empower Women in some domains such as increased participation in decision making, more equitable status of women in the family and community, increased political power and rights, and increased self-esteem (Cheston and Kuhn 2002). Well-being as an output of microfinance not only covers the economic indicators, but also other indicators such as community education, environment, recreation and accessibility to social services. It is related to the quality of life (Asnarulkhadi, A. S. 2002).

In order to gain economic sustainability, NGOs through microfinance help the communities to reduce poverty, create jobs, and promote income generation. In the developing countries, sustainability is linked more closely to issues of poverty and the gross inequalities of power and resources (Hamnett and Hassan 2003). This is due to the fact that in the Third World countries, the ecological system sometimes conflict with the socio-economic needs of local people who depend on a local ecosystem for their survival (Nygren 2000). In contrast, in the developed countries, as Bradshaw and Winn (2000) have noted, more priority is given on environmental aspect of sustainable development. In these countries, since the wealth of the nation and of most individuals has reached a certain level, therefore sustainability has been fuelled

primarily by concern for such issues as climate change, biodiversity, the deprivation of the natural environment, and the over-consumption of natural resources -especially non-renewable (Hibbard and Chuntang 2004).

### **2.2.2 NGOs provision of basic necessities and its influence on basic education by vulnerable children**

The funds allocated and disbursed to schools by the Ministry of education under free secondary education are largely inadequate due to high rates of enrolment and high costs of instructional materials. Schools often have inadequate supply of basic instructional materials like pens, pencils, geometrical sets and equipment, manila papers, newsprints, charts and wall maps. Through non-governmental organizations such as commercial banks and foundations affiliated to them, assistance has been extended to schools to make up for such shortfall.

### **2.2.3 NGOs capacity building activities for parents and guardians and how it affects access to basic education by vulnerable children**

Capacity building is another NGO's strategy that helps to bring about sustainable community development. Capacity building is an approach to development that builds independence. It can be: (i) a 'means to an end', where the purpose is for others to take on programs; (ii) an 'end' in itself, Where the intent is to enable others, from individuals through to government departments, to have greater capacity to work together to solve problems or (m) a process, where capacity building strategies are routinely incorporated as an important element of effective practice (N SW Health 2001). Before beginning to build capacity within programs, practitioners need to identify pre-existing capacities such as skills, structures, partnerships and resources. Frankish (2003) has counted a number of dimensions for community capacity including financial capacity (resources, opportunities and knowledge), human

resources (skills, motivations, confidence, and relational abilities and trust) and social resources (networks, participation structures, shared trust and bonding).

UNDP (1997) has introduced capacity building as the process by which individuals, groups, and organizations increase their abilities to (1) perform core functions, solve problems, define and achieve objectives; and (2) understand and deal with their development needs in a broad context and in a sustainable manner. Furthermore, in terms of NGOs' functions, Langran (2002) has defined capacity building as the ability of one group (NGOs) to strengthen the development abilities of another group (local communities) through education, skill training and organizational support. Capacity building is an approach to development not a set of pre-determined activities. There is no single way to build capacity. Although experience tells us that there is a need to work across the key action areas, practitioners approach each situation separately to identify pre-existing capacities and develop strategies particular to a program or organization, in its time and place. NGOs, through the provision of education, skill and knowledge, develop the capacity of community towards achieving sustainable development. In fact, NGOs act as a capacity builder to help the community to develop the resources, building awareness, motivating to participation in project and finally improving the quality of community's lives.

A link to empowerment is frequently cited as one of the reasons for and outcomes of community capacity building. Empowerment is discussed at the level of individual empowerment (changes in skills, knowledge, consciousness and awareness, hope, action and beliefs in abilities to affect change) and changes in wider social structures and processes that result in increased resources and opportunities (Verity 2007). Furthermore, with regards to sustainability, capacity building has been identified in much sustainable development policy as one of the key strategies for increasing the

potential towards sustainable development. For example, in a program to train women to establish a small enterprise, a positive result will be that women have co-operated to start the enterprise, but a sustainable outcome will depend on whether women have the capacity to make it work and derive an income from it without external financial or technical assistance (Viswanath 1991).

Many researchers argue that building community capacities and fostering empowerment are more effective ways of achieving sustainable community development than programs and success indicators imposed by outside experts (Harrison 1998; Mobbs 1998). They point out that outside experts usually have limited knowledge and understanding of the particular context, needs and issues of a community. Local solutions to achieving sustainable community and economic development are therefore seen as important outcomes of a capacity-building approach (Lennie 2005).

#### **2.2.4 NGOs participation in infrastructure development in schools and how it enhances access to basic education by vulnerable children**

In 2003, enrolment trends in Kenyan Primary schools increased drastically from 73% before the FPE Act to 149% after the act was reinstated (Oketch & Rolleston, 2007). The government, private sector and NGOs responded to the increased need for school buildings to accommodate the newly enrolled students by building new schools. Similar to the concept of Harambee in the 1960's and 1970's to satisfy the demands of schools, international NGOs joined the local communities to alleviate the strain on the government to lodge the new 1.5 million students. Classroom sizes swelled with pupil: teacher ratios reaching as high as 120:1 in some regions of Kenya. These ratios, alarming as they are, were one of the multiple problems with providing the physical

infrastructure including schools, books, desks, notebooks, pens, pencils and internet access.

Organizations such as Action Aid Kenya committed to building 17 boarding schools for girls in the North Rift Valley. Supported by a 5-year grant from the UK's Big Lottery Fund, the project is being carried out simultaneously in Ghana, Kenya and Mozambique. Although enrolment rates are equal for boys and girls in primary schools (in Kenya), there is still a large disparity between boys and girls attending secondary schools. Action Aid Kenya is building the 17 schools to provide safe access to secondary schools for girls. In summary the NGOs do fill a gap in the society and communities on specific issues. Education is such an area in which their contribution is done through financial support, provision of basic needs, in putting up infrastructure and in supporting economic empowerment of targeted communities. It is important to understand how these roles have been taken by NGO in Kenya. This study focused on Nyahururu district.

### **2.3 Theoretical framework**

The study was based on the Systems Theory formulated by Ludwig von Bertalanffy (1971). Systems Theory is the trans-disciplinary study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. It investigates both the principles common to all complex entities, and the (usually mathematical) models which can be used to describe them. By systems, Bertalanffy means 'complexes of elements standing in interaction. The closed system is called closed if it neither takes in nor emits matter (only energy exchange is possible and taken into account). The system is called open if there is a continual input and output of both energy and matter in it.

The open system theory also emphasizes the necessary dependence of any organization upon its environment. An organization imports various forms of energy from the environment, and transforms that energy into some other forms in the production process. At the processing stage the organization creates a new product, process materials, trains people, or provides a service. Something is done to the input. The output is then exported (with value added) to the environment. It then becomes input for another system or the system itself. The cycle is eventually renewed and the process begins again.

The environment is made up of several social, economic and political institutions, which are constantly interacting and inter-dependent. Everything in an environment is a complete system on its own. But it is a unit or subsystem of yet a larger system and all are inter-dependent. The same is true of the school system. Schmuch (1977) advanced that schools are essentially living systems and that without people they are nothing but concrete and paper. As living systems, they are in constant process of interaction with their communities and other institutions in them. They see the school system as a living and dynamic organization, and though a complete system on its own, yet it is a sub- system of the nation's educational system which in turn subsists in the larger social supra system called the environment. Using an enlarged Input-Process-Output-Feedback Model adapted from Hanson (1977) and Owens (1981), education as a process may be examined as involving the following five forms of inputs: (i) Human resources such as students, teachers, administrators, catering workers gardeners, bus drivers, and others; (ii) Materials resources such as buildings, desks, books, equipment, pencils, and others; (m) Financial resources such as money; (iv) Constraints, such as requirements of the law and policy, expectations of parents, values and goals; and (v) Existing knowledge in the society.



The thought process involves mainly the teaching-learning process. Examples of subsystems include: Organizational structure - classrooms, school levels, hierarchy, and departments and instructional technology - data base learning theory, teaching, administering tests, and conducting extra-curricular activities.

The output or products of the educational system are students in the form of educated people now better equipped to serve themselves and society. These students have acquired more knowledge, intellectual and manual skills, and powers of reason and analysis. Also affected are their values, attitudes and motivation, creativity, communication skills, cultural appreciation, sense of social responsibility and understanding of the world. Some of the outputs go back to the system as new inputs. The feedback process is evaluative because it provides the necessary information about the performance so that appropriate modifications can be effected on the objectives and other inputs. Feedback is the process by which self-regulating and self-directing systems adjust themselves. It entails drawing some of the systems output back into the system as information inputs so that possible discrepancies between intended outputs and actual outputs could be compared. Feedback is positive when no discrepancy exists but it is negative when there is.

## 2.4 Conceptual framework

**Figure 2: 1: The conceptual framework**

The conceptual framework of the study is as shown in Figure 2.1

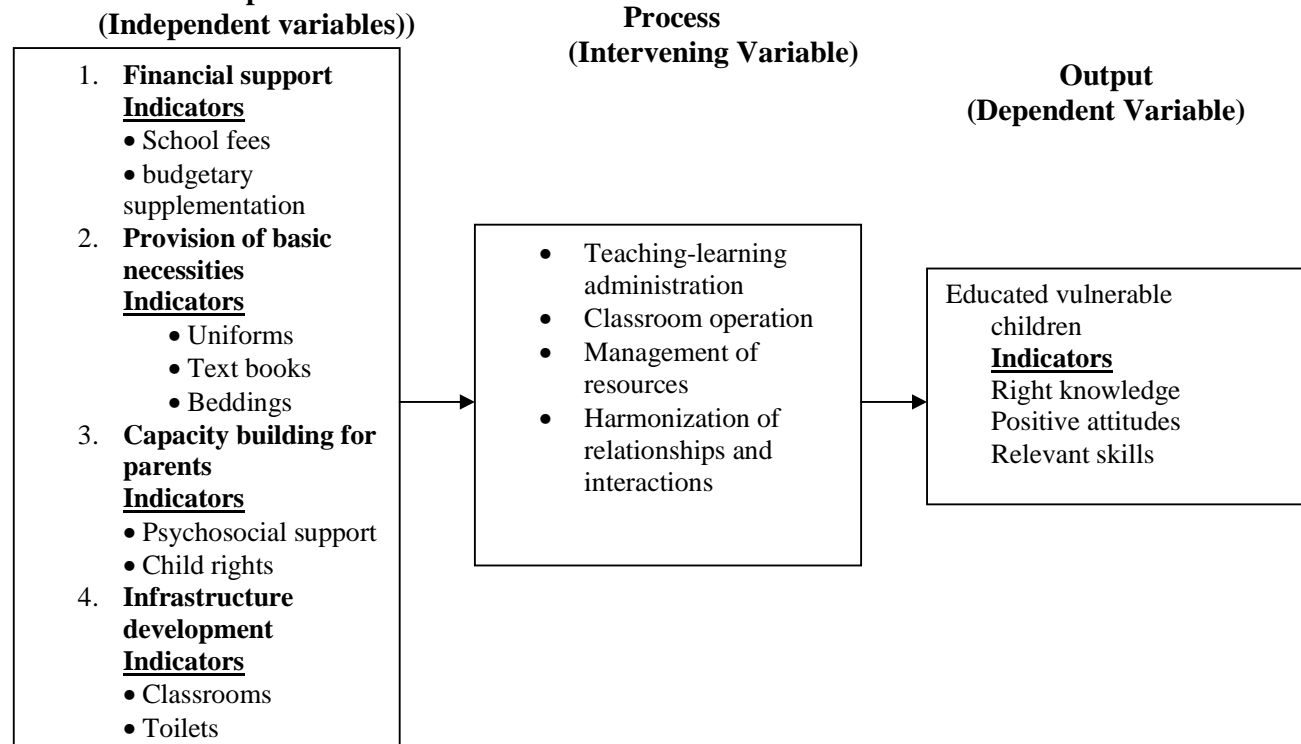


Figure 2.1 shows the conceptual framework. It shows the school system as an input-process-output model in which the roles played by the NGOs serve as inputs into the system, school administration as the throughput process and access to education by vulnerable children as an output of the system. The inputs (NGOs' roles) that may influence access to education by vulnerable children are financial support, provision of basic necessities, capacity building of parents and development of infrastructure in schools attended by the children.

It is conceptualized that NGOs provide financial support either through direct disbursement to the school or payment of school fees for the vulnerable children in form of bursaries. The anticipated impact of this financial support to schools is to supplement the constrained school budgets to allow the school administrators meet the shortfalls with respect to the provision of the requisite facilities for curriculum implementation. With the bursaries, vulnerable children are able to remain in school and the school enrolment is maintained. This allows the principal to concentrate on curriculum implementation and supervision rather than sending students away for unpaid fees, thus better academic performance.

Provision of basic necessities such as curriculum support materials (exercise books, pens calculators and mathematical sets), students' beddings (Blankets, bed sheets and mattresses), school bags, uniforms and sanitary towels for girls among other necessities relieves the financial burden for both parents and the principals Who Would otherwise provide such necessities. This ensures maximum attendance, participation and motivated students leading to better academic performance. In the long run, the school becomes attractive to other learners who enrol and thus improving the financial sustainability of the school besides the administrators cultivating good community relations.

Capacity building of parents of vulnerable children serves to mitigate the effects of stigma associated with negative perceptions about vulnerable children with disabilities who are often kept away from school. Besides, sensitizing the parents on the importance of taking these children to school (child's right to education) which is integrated with training on counselling skills provides the necessary psychosocial support that ensures that such children are eventually enrolled in school. Parents are also trained on their obligations and responsibilities as stakeholders in the school system leading to good discipline among learners hence stability in the school.

Non-governmental organizations participate in the development of school infrastructure to improve enrolment and support curriculum implementation. Such infrastructural facilities include classrooms to ease congestion, toilets and supply of water tanks to ensure sanitation and hygienic conditions in the schools and dormitories to increase the capacity of boarding facilities among others. Besides increasing school enrolment to ensure maximum utilization of available resources, provision of these facilities reduces the risks associated with their inadequacy thus ease of school administration. Access to education by the vulnerable children will be assessed in terms of schools attendance, retention and performance which are critical in enhancing transition.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology highlighting the specific procedures that were followed in conducting the proposed study. It describes the research design; study location; population of study; sample size and sampling procedures; instrumentation and their validity and reliability; data collection; data organization and analysis. Justification for the choice of specific techniques used in the study is also presented.

#### **3.2 Research design**

The study utilized the descriptive survey research design. According to Wiersma (1999) a survey involves studying situation as it is in an attempt to explain why the situation is the way it is. The purpose of descriptive research is to describe facts and characteristics concerning an individual, group or situation (Kothari, 2004). The research design facilitated the generation of information on the role of non-governmental organizations in enhancing access to education that was of interest to policy makers and administrators within the education sector. Orodho (2005) posits that descriptive survey design is used both in the preliminary and exploratory studies. In this study, descriptive survey design was appropriate because it was used to determine, describe and report on the role of NGOs in enhancing access to education by vulnerable children.

#### **3.3 Target population**

The population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular survey (Sproul,

1995). The study populations are members of a real or hypothetical set of people to which a researcher wishes to generalize the results of the study Gall, Borg, & Gall, (2003). The study population constituted all the 11,396 students from the 43 secondary schools in Nyahururu district (Appendix I). However, the target population constitute 396 students and 43 principals who receive educational support from the NGOs, enrolled in 20 secondary schools in the District. In addition, the CEOs/project officers of 10 non-governmental organizations supporting education programmes in the district (Appendix II) were included in the study.

#### **3.4. Sample size and sampling procedures**

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about aggregate or totality is made. Fraenkel & Norman (1990); Mugenda and Mugenda (1999) states that 10% for a population is sufficient for sample size. The study therefore utilized a sample size of 40 students; 20 school principals and 10 CEOs/project managers working in the NGOs that support education programmes. Stratified sampling process was used while subjects were arrived at purposively. Sampling is the procedure of selecting members of a research sample from accessible population which ensures that conclusion from the study can be generalized to study population (Frankel and Wallen, 2000). Purposive sampling was used to select 20 secondary schools from the 43 secondary schools in the district in which students who are supported by NGOs are enrolled. Proportionate simple random sampling was used to select the student respondents from each of the participating schools, ensuring further proportionate participation of boys and girls and a balance of information obtained. The school principals and the CEOs/Project managers of the NGOs were selected purposively to participate in the study. The principals and the CEOs/Project managers were selected

on “purposive” since they deal directly with the cases of vulnerable children and therefore have the required information for the study.

### **3.5 Data collection instruments**

Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo & Tromp, 2006). Both primary and secondary data were collected during the study. Secondary data was obtained from document review (which is very comprehensive source of data) of the programme/project activity reports of the various organizations targeted by the study. The study utilized the questionnaire and interview schedule for primary data collection.

#### **3.5.1 Questionnaire**

The questionnaire was used to collect information from students. The questionnaire is a systematic and structured tool that aims at obtaining information from a large population of respondents concurrently, in a direct, open and confidential manner (Kothari, 2004). Questionnaires are considered appropriate because they would cover a large sample of respondents, thereby allowing a reasonable degree of generalizing of the findings. Both open and closed-ended questions were used. Generally, the instrument had two main parts. The first part sought information on the respondent’s profile such as age, gender and current form. The second part carried items that addressed issues to the study objectives, specifically the role of NGOs in providing basic necessities, financial support and capacity building for parents and guardians.

#### **3.5.2 Interview schedule**

Two sets of interview schedules were developed, one for conducting interviews with the principals while the other one was used for guiding interviews with the project officers/CEOs of the participating NGOs. These guides bore questions related to the

objectives of the study that sought to gain deeper insight into themes or issues pertaining to the roles of NGOs in education. The interview guide was important in generating a wide range of information on issues either too personal or complex to respond to directly.

### **3.6 Validity of the instruments**

Validity refers to the degree to which the empirical measures or several measures of the concept, accurately measure the concept (Orodho, 2005). It is also the extent to which a research performs what it was designed to do and how accurate the data obtained in the study represents the variables of the study (Mugenda & Mugenda, 1999). In constructing the instrument items, simple English language was used to ensure that the respondents could understand. Effort was made to construct clear and precise items in order to avoid ambiguity. After constructing the instruments, the researcher discussed the items in the Instrument with the supervisors, colleagues and other lecturers in the Department of Educational Administration and Planning (Mutai, 2000), to ascertain their construct and face validity. According to Gall (1989), content validity of an instrument is improved through expert judgment.

The instruments were then pilot-tested using a sample of 20 respondents from two schools that were not part of the actual sample. This sample had similar characteristics of the actual sample and their responses were used to restructure and clarify questions that were not clear. Any omissions made were inserted and irrelevant questions omitted after piloting. The procedures used was similar to those to be used during the actual data collection. The subjects were encouraged to make comments and suggestions concerning the instructions, clarity of questions asked and their relevance (Mugenda & Mugenda, 1999).



### **3.7 Reliability of the instrument**

Reliability is the degree of consistency with which an instrument measures a variable (Mugenda & Mugenda, 1999). In order to test the reliability of the instruments to be used in the study, the test — retest method was used. The questionnaires were administered twice within an interval of two weeks. Scores from the two pre-tests were then correlated to determine the coefficient of correlation. A minimum correlation of +0.5 was taken as a good measure of reliability (Kothari, 2004). Where this minimum correlation coefficient was not met after piloting, the instrument was revised accordingly, where some items were either added or dropped from the instrument to improve on its reliability. However, for this study correlation coefficient met the minimum value. Correlation coefficient for NGO financial support influence on access of education by vulnerable children was 0.77; provision of basic necessities was 0.72; capacity building of parents was 0.71 while for infrastructure development in schools it was 0.79.

### **3.8 Data collection procedures**

Permission to conduct research was sought from the National Council of Science and Technology. Permission to collect data was then secured from the district education office in Nyahururu. The researcher visited the sampled schools to brief the principals of the intended research and the logistical arrangements that was required to facilitate the study. This was followed by an exploratory visit to the area of study to meet with local leaders specifically village elders who mobilized the community members to participate in the FGDs. The questionnaire was then administered to the teacher respondents, and then to the head teachers, assuring the respondents that information gathered was to be treated confidentially and purely for the purposes of research. The researcher delivered the questionnaires in person and waited as respondents fill them.

The next stage was the actual field work that entailed collecting primary data from the sampled respondents. The questionnaire were administered to the students who gave their time to fill in their responses, then the questionnaire was collected immediately. This was followed by structured interviews with the principals, then the CEOs/project officers of sampled NGOs.

### **3.9 Data analysis techniques**

After data collection, all the returned questionnaires were numbered, categorized and the data coded. A coding strategy was developed to change the non-numeric data into categories with numerical codes. Specific responses to the structured questions was each assigned a number to give it a numerical code. A code book containing all the variables derived from the research objectives and research questions of the study as presented in the questionnaire was developed. Preliminary editing was done where the data was checked for accuracy and errors committed. Clarity and legibility of all questions was established and questions with ambiguous responses eliminated. A code sheet was then developed based on the information entered in the code book together with information collected from the field.

The coded data is then entered into the computer and analyzed with the aid of the computer programme, the Statistical Package for Social Scientists (SPSS). The objectives of the study was analyzed quantitatively using simple descriptive statistics and the findings summarized and presented using percentages and frequency distribution tables. For the unstructured type of questions in the questionnaire and the interview guides, all responses given for each question was transcribed, compiled and then discussed qualitatively along the main objective areas of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings from the results of data collected. The researcher interprets the results guided by percentages and frequencies under each specific objective. General information captured included at the beginning of this chapter. The chapter also has interpretations of both quantitative and qualitative data. Qualitative data was captured through schedules that were administered on both NGOs Project managers and the principals.

##### **4.1.1 Response rate/ instruments return rate**

Out of the 43 questionnaires given to students, 41 were returned while out of the 20 schedules for the Principals Nineteen (19) were filed while for CEO/Project managers for NGOs, eight (8) were returned. Therefore response rate was 93%.

#### **4.2 Demographic data**

The study obtained data on general information of respondents. Parameters under study included gender of students who had benefited from NGO Educational support, their current class and their parental status.

##### **4.2.1 Gender**

The study sought the composition of respondents by gender with the aim of establishing the gender disparity among the respondents. The results were presented in the Table 4:1.

**Table 4:1: Students gender**

	Frequency	Percent
Male	24	60.0
Female	16	40.0
Total	40	100.0

The results show that 60% of the respondents were male. The results indicated that there was a possibility more male children were accessing the NGO support as compared to girls.

#### **4.2.2 Current form**

The study sought information on which form that the respondents were picked from for purposes of knowing distribution of respondents according to form level. The results were analyzed and presented in Table 4:2

**Table 4:2: Respondents' form in school**

Responses	Frequency	Percent
Form 1	20	50.0
Form 2	12	30.0
Form 3	4	10.0
Form 4	4	10.0
Total	40	100.0

Results show that 50% of the respondents were in Form 1.

#### **4.2.3 Parental status**

This study obtained information on the parents of the respondents. The aim was to establish the family background of the respondents. The results were represented as in Table 4. 3.

**Table 4:3: Parental status**

	Frequency	Percent
Both Parents Alive	13	32.5
One Parent Alive (partial orphan)	20	50.0
Both Parents Dead (total orphan)	7	17.5
Total	40	100.0

Results from the Table 4:3 shows that 50% of the respondents were from single parent families. The results implied that most of the supported students are those from single parent homes.

#### **4.3 Extent to which NGO financial support affected children’s access to basic education in Nyahururu District**

The study obtained data that could be used to determine the extent to which NGOs’ support influenced education in the District. The captured issues included awareness of NGOs support, whether they had received support and whether they knew other students assisted pay fees by NGO and to what extent NGO support had kept needy students in school.

##### **4.3.1 Awareness of NGO supporting children's education**

The study sought to establish the level of awareness on the NGOs that support children’s education in Nyahururu District. The aim was to establish the proportion of the population that was aware of NGOs role. The results were presented in Table 4:5.

**Table 4:4: Awareness on NGOs that support children's education**

	Frequency	Percent
Yes	20	55.6
No	16	44.4
Total	36	100.0

The results show that 55.6% of the respondents were aware that there were NGOs that supported children's education in the district. This indicated that information of NGOs supporting education in the district had reached only half of the population. This was attributed to NGOs concentration on only some accessible areas in the district. Other reasons that limited awareness of NGOs financial support were attributed to the varied nature of needs among the vulnerable children, large number of needy cases that necessitated prioritization in allocation of financial support. It was further confirmed by responses from the principals. From the interviews to principals, on whether respondents knew organizations that supported education in the area seventeen of the respondents affirmed they knew such organization. Some of the non-governmental organizations indicated included Equity bank, World Vision, African Development Bank, USAID and St. Martin. Some indicated specific individuals who either sponsored students or indirectly. For example PR11 and PR 15 mentioned of a foreign based individuals who sent funds directly to the school for fees and upkeep of four students. The results of the study thus indicated that financial support is one way in which NGOs participated in supporting education.

#### **4.3.2 Responses from those who had received financial help from NGOs**

The study sought to ascertain how many respondents received financial support from the NGOs. This was with aim of establishing how many among the respondents had received financial contributions from NGOs. This is presented in Table 4:5.

**Table 4:5: Received education Support from NGO**

	Frequency	Percent
Yes	19	54.3
No	16	45.7
Total	35	100.0

Study showed that 54.3% had received financial support. This indicates that more than half of the students had received financial support from NGOs in the area. This was attributed to principals knowledge of vulnerable children which enabled a focused and needy based financial support. NGO's support is mainly in form of financial support.

#### **4.3.3 Knowledge of other students that NGO had helped pay fees**

The study sought responses on whether the respondents were aware of others that the NGOs had assisted to pay their school fees. The aim was gather data that could answer the question whether NGOs paid school fees to vulnerable children in the area of study.. The results were presented in to Table 4:6.

**Table 4:6: Knowledge of others that had received school fees from NGOs**

	Frequency	Percent
Yes	21	52.5
No	16	47.5
Total	37	100.0

The table shows that more than half (52.5%) of the respondents were aware of others who received school fees from the NGOs. This shows NGOs paid school for most of the vulnerable children.

#### 4.3.4 NGO assistance to needy students helped keep them in school

The study sought to know whether the NGO assistance kept needy students in school. Researcher aimed at establishing the perception of respondents related to NGOs financial support to needy students. The respondents' views on whether NGO assistance helped keep needy students in school were captured analyzed and presented as in Table 4:8

**Table 4:7: NGO assistance helps keep needy students in school**

	Frequency	Percent
Not at all	23	62.2
To a very Limited Extent	9	39.1
To a great extent	2	5.4
To a very great extent	3	8.1
Total	37	100.0

Results from the table above show that 62.2% were of the view that the NGO assistance did not help keep needy students in school. This indicated that the respondents did not view the form of assistance the NGOs provided as keeping needy students in school. This is probably because NGOs provided funds for school projects rather than students' fees and learning materials.

Responses from principals through interviews indicated that fifteen of the respondents said their schools did receive financial support. The funds were disbursed through the school account. PR 5 indicated that for those students who were meant to get financial support, the school did withdrawal through the school's bursar. However, based on the responses, it was rare that students got cash sent direct to them. Those whose fees was paid for had checks drawn in their favor by the supporting institutions. This was confirmed by respondents PR1, PR2, PR3, PR7, PR 9, PR 5, PR 11, PR 13 and PR 17. The respondents also said some of the supporters did contribute directly to the school.



Nine of the respondents indicated facilities that had been put up by non governmental agencies. This included water tanks, toilets and connectivity to the power supply.

Financial support by NGOs is crucial in determining the extent to which vulnerable children access basic education. According to Ibembe (2007) NGO provide a large part of education service and help reinforce Government effort in achieving universal primary education (UPE). He argues that these services include payment of school fees for the needy children.

Interviews to principals on how financial support affected administrative work with respect to enabling vulnerable children access education PR 5, PR 8, PR 9 and PR 15 showed that the financial support was a godsend to the needy cases in the community. One had this to say, 'there is a student in form three currently whose case was desperate- the girl lost the father during the Post Election violence on 2007 and then they settled in a village near our school. We struggled to look for a sponsor for her after she passed her KCPE, who we finally got. This has enabled her pursue her studies without being sent away for school fees'. This showed that financial support to needy children was a welcome gesture that enabled vulnerable children attend school without interruption.

On whether the organization provided any financial support to the school, 6 of the NGOs indicated that they offered financial support for the schools by paying school fees for needy children. All of them indicated that they paid school fees through checks drawn in favor of schools where these children schooled or depositing cash directly in to the accounts.

#### **4.4 Determining whether NGOs' intervention in the provision of basic necessities to individual vulnerable children affected their access to education in Nyahururu District**

The study sought to know whether contribution of NGOs to individual vulnerable children affected their access to education in Nyahururu district. Parameters that captured such necessities included provision of books, pens, blankets, bed sheets, mattresses, calculators, mathematics sets, school bags, school uniforms and sanitary towels. The results obtained from the questionnaires were captured and presented in the section below.

##### **4.4.1 Provision of Books/pens**

The study sought information whether respondents had received books or pens from the NGOs. This question aimed at obtaining data from the respondents on whether NGOs provided books and pens as a basic necessity within the study area. This is because books and pens are very essential basic necessities in the process of teaching and learning. The results are presented in Table 4:8.

**Table 4:8: Provision of books/pens from NGO**

	Frequency	Percent
Did not Receive	19	47.5
Received	21	52.5
Total	40	100.0

Results from the table show that 52.5% had received books or pens from the NGOs. This implied most of respondents had received items from the NGOs. This was

attributed to the NGOs knowledge on the key role books and pens play in process of teaching and learning.

#### **4.4.2 Other student(s) provided with books/pens**

The study sought information on knowledge by the respondents of other students who had received books/pens from NGOs. The aim was to establish whether respondents knew of some other recipients of books and pens apart from themselves. Results were presented in to Table 4: 9.

**Table 4: 9: Knowledge of others who were provided with books/pens**

	Frequency	Percent
Did not know of others who received	22	55.0
Knew others who received	18	45.0
Total	40	100.0

From the table, 55% of the respondents did not know other students who had received books/pens from the NGOs. The reason behind was that each vulnerable child was given at a time. So it was difficult for the others to know who received and those who did not receive.

#### **4.4.3 Provision of blankets/bed sheets/mattresses (Beddings)**

The study sought information on how many respondents had received beddings from the NGOs. The aim of this question was to obtain data that established whether NGOs did supply the stated beddings to vulnerable children, due to their importance. The results were tabulated in table 4:10

**Table 4: 10: Respondents provided with blankets/bed sheets/mattresses**

Responses	Frequency	Percent
Did Not Receive	21	52.5
Received	19	47.5
Total	40	100.0

The table shows 47.5% had received blankets, bed sheets or mattresses from the NGOs. This indicated that NGOs did supply such in the region but not to everyone. This was explained by the assumption by NGOs that since they were very basic the parents had supplied them.

#### **4.4.4 Other students provided with blankets/bed sheets/mattresses**

The study sought information on respondents' awareness of other students who had received blankets/bed sheets/mattresses and. The objective was to establish the extent of awareness among respondents of other students receiving beddings. The findings are presented in Table 4:11

**Table 4: 11: Responses on provision of beddings for other students**

Responses	Frequency	Percent
Did Not know who received	21	52.5
Knew who received	19	47.5
Total	40	100.0

Results show that less than half (47.5%) of the respondents were aware of other students that had received blankets/bed sheets/mattresses. This was a further confirmation that NGO were offering beddings (that is blankets, bed sheets, and mattresses) to students in the area.

#### 4.4.5 Provision of calculators/mathematical sets

The study obtained information on how many of the respondents had received either calculators or mathematical sets from the NGOs in the district. This was to was important because calculators and mathematical sets were important in the teaching and learning of mathematics and science subjects. The findings are presented in Table 4:12.

**Table 4: 12: Provision of calculators/mathematical sets**

Responses	Frequency	Percent
Did Not Receive	21	52.5
Received	19	47.5
Total	40	100.0

Results show that 52.5% of the respondents had not received either calculators or mathematical sets, this was as a result of NGOs giving school fee and infrastructure development a higher priority.

#### 4.4.6 Other students provided with Calculators/mathematical sets

The study sought information on respondents' awareness of other students that had received calculators/mathematical sets. The reason was to establish the level of awareness, in the respondents, of NGOs providing these materials to other students. The findings are presented in Table 4:13.

**Table 4: 13: Other students provided with calculators/mathematical sets**

Responses	Frequency	Percent
Did not know others who receive	20	50.0
Knew other that received	20	50.0
Total	40	100.0

Results show that 50% knew of others who had received. This is because these items were shared among the students during mathematics and science lessons.

#### 4.4.7 Provision of school bags

The study sought information from the respondents on how many had received school bags from the NGOs. This was to establish the extent to which the respondents had received assistance, in terms of school bags, from NGOs. The findings are presented in Table 4:14

**Table 4: 14: Respondents provided with school bags from NGOs**

	Frequency	Percent
Did Not Receive	21	52.5
Received	19	47.5
Total	40	100.0

Results show that only 47.5% received school bags. This showed that school was not a priority need because the students had alternative means of carrying books to and from home in case of day scholars such as polythene bags.

#### 4.4.8 Other student(s) provided with school bags

The research sought information on awareness of respondents of other students that had received school bags. This question sought to establish the awareness, among the respondents, of NGOs providing school bags to other students. The findings are presented in Table 4:15

**Table 4: 15: Respondents' awareness of other students that received school bags**

	Frequency	Percent
Did not know others that received	23	57.5
Knew who received	17	42.5
Total	40	100.0

Results show that 57.5% of the respondents were not aware of other students that received school bags. This is because those who were very few and the few that were given did not receive them in public.

#### 4.4.9 Provision of school uniforms

The study sought information on how many of the respondents had received school uniforms. This was because school uniform is very crucial. This was to establish the extent NGO provision of school uniforms had gone within the district. The findings are presented in the Table 4:16

**Table 4: 16: Respondents that were provided with school uniforms from NGOs**

	Frequency	Percent
Did Not Receive	25	62.5
Received	15	37.5
Total	40	100.0

Results show that 62.5% of the respondents had received uniforms from the NGOs. This shows the NGOs put a lot of importance to uniforms because without uniforms students are not allowed in school. It ranked highly in their priority list.

#### 4.4.10 Other students provided with school uniforms

The research sought information from the respondents on awareness of other students that had received school uniforms from the NGOs. This was to gauge the level of awareness among the respondents that NGOs were providing uniforms to other schools. The findings are presented in Table 4:17

**Table 4: 17: Other students provided with school uniforms from NGOs**

Responses	Frequency	Percent
Did not know others that had received	14	35.9
Knew others that received	25	64.1
Total	39	100.0

The study showed that 64.1% of the respondents were aware of other students that had received school uniforms from the NGOs. This was explained by the fact that the vulnerable children were issued with the school uniforms in specified days and the other students were aware.

#### **4.4.11 Provision of sanitary towels**

The research sought information on percentage of respondents that had received sanitary towels from NGOs. This was to establish the extent to which NGO provision of sanitary towels had progressed within the district. The results were presented in Table 4:18.

**Table 4: 18: Respondents provided with sanitary towels from NGOs**

	Frequency	Percent
Did Not Receive	12	50.0
Received	12	50.0
Total	24	100.0

The results showed that 50% of the respondents received sanitary towels. This is understandable seeing most of the respondents were female students. However, it also showed that most of the female respondents received the sanitary towels.

#### **4.4.12 Other Student(s) provided with Sanitary Towels**

The study sought information on other students that had received sanitary towels. This was to establish the level of awareness, in the respondents, of NGO distribution of sanitary towels to other students. The findings are presented in Table 4:19



**Table 4: 19: Other students provided with sanitary towels from NGOs**

Responses	Frequency	Percent
Did not know other that received	23	57.5
Knew others that received	16	40.0
Totad	40	100.0

Results show that 57.5% of the respondents were unaware of other students that received sanitary towels from the NGOs. Sanitary are usually given secretly due to cultural opinion about it. Sanitary has been cited as a major impediment to schooling comfort for girls. Provision of such important facilities is a positive move among female students.

#### **4.4.13 Extent NGO provision of above personal items keep needy students in schools**

The study sought respondents' views on whether provision of the above mentioned personal items kept needy student in schools. This was to gauge the extent to which, if at all, the respondents felt there was appositive co-relation between NGOs provision of personal items to vulnerable students and these students, then being able t stay in school. The findings are presented in table 4:20

**Table 4: 20: Responses on extent to which provision of personal items have kept needy students in school**

Response	Frequency	Percent
Not at all	13	37.1
To a very limited Extent	15	42.9
To a great extent	3	8.6
To a very great extent	4	11.4
Total	35	100.0

From the table 4:20. 42.9% responded that the items only kept students in school to a limited extent. Results above indicated that majority of the respondents were of the opinion that provision of personal items did not help keep needy students in school. This is contrary to the expectation and most probably is indicative of a need for a different approach . Only 17.5% either thought provision of the items kept students in school to a great extent or to a very great extent. This on the flip side could imply that these students were of the opinion that even though this support was withdrawn, recipients would still continue attending school.

Provision of basic necessities is fundamental to determining increased access of basic education to vulnerable children as cited by the Government of Kenya (2007) in its Kenya Vision 2030, the popular version.

On awareness of basic necessities that the NGOs had provided to the students, four principal respondents indicated the school had received text books, exercise books and pens. PR 8 and PR10 indicated that the girls had received sanitary towels from a well wisher. PR 2 indicated that students from her school had received desks and beddings plus personal effects such soaps and washing basins. On whether basic provision could have an effect on administrative work, PR 2 and PR 8 agreed that it would have an impact on their administrative work. PR 2 stated- ‘students are my customers. When they are settled because without need of this or the other, my work is easier and I can concentrate on other pressing issues of administration.’ This showed that contribution from the sponsors would make the role of the administrator easier.

On what were the basic necessities that the organization gave to vulnerable children to enable them attend school, PO1, PO3 and PO6 cited text books, pens and school

uniforms. PO2, PO3 and PO5 indicated they did support with desks. PO4 and PO5 said they did supply pads to girls. PO6 indicated it did supply personal items such as beddings, basins and consumables such as soap. Almost all they indicated they were concerned to assist bright children

**4.5 How NGOs capacity building of parents influenced on access to education by vulnerable children in Nyahururu District**

NGO have been conducting empowerment training among the parents. The researcher sought data on how capacity building initiatives has influenced provision of education to vulnerable children in Nyahururu district. The responses were captured, analyzed and presented in the section b.

**4.5.1 Whether parents attended training**

The study sought data on whether the parents had attended any training in capacity building. This was to establish the extent to which NGOs had extended capacity building training to parents of vulnerable children within the district. The results were presented in the table 4:21.

**Table 4: 21: Parents undergone capacity building training**

Response	Frequency	Percent
Yes	14	36.0
No	25	61.5
Total	39	100

The results showed that 62.5% had not undergone any capacity building training. This indicated that more than half of the parents had not undergone capacity building training.

#### 4.5.2 Kind of training attended

The study sought to know what kind of training the parents had attended. This was to establish what kind of training was being made available by NGOs to parents and the extent to which this training was being done. The results were presented in Table 4:22.

**Table 4: 22: the kind of training parents had attended**

Responses	Frequency	Percent
Child rights	1	8
Income Generating Skills	10	77
Others	2	15
Total	13	100

Only 13 were trained in different skills. This is because adult training focused since adults just learn what they consider to be of benefit to them. NGO requested them to express where they wanted to be trained and only a few responded.

#### 4.5.3 Extent to which capacity building has influenced school attendance

The study sought data on respondents' assessment on the influence of school attendance among the vulnerable children. This was to gauge the extent which capacity building among parents of vulnerable children had influence school attendance in the children themselves. The findings are presented in Table 4:23

**Table 4: 23: Extent to which capacity building has influenced school attendance**

Response	Frequency	Percent
To limited extent	8	50
To a great Extent	8	50
Total	16	100.0

The responses showed that 66.7% did not think that training had any influence on school attendance. The results indicated that most did not think capacity building did influence school attendance.

On whether they were aware of training/capacity building provided by the NGOs to the parents/guardians of vulnerable children, few were aware. PR 3 and PR 7 indicated that they connected parents to one of the NGOs that was conducting training however they were not aware of exactly what was happening. PR 15 indicated he was aware that parents were to be taught on making of briquettes and energy saving jikos but it had been a while without hearing about it.

On how training/capacity building parents had affected administrative work with respect to enabling vulnerable children access basic education, most indicated that there was no way of connecting the two since they did not have a strong case they could refer to that would help them respond to the question.

On whether NGOs built the capacity of parents/guardians, PO3 and PO5 indicated they do it through community based approaches of empowerment. They indicated that most of the people they trained were themselves in groups and were identified communally.

According to Harrison & Mobbs (1998) many researchers argue that building community capacities and fostering empowerment are more effective ways of achieving sustainable community development than programs and success indicators imposed by outside experts (Harrison 1998; Mobbs 1998).

#### **4.6 Establishing how infrastructure development influenced access to education**

The study sought data on how development of infrastructure had influenced access to development. The issues under study include study on whether NGOs helped acquire

classrooms, whether NGOs helped schools acquire furniture, whether NGOs helped school acquire water tanks, toilets and building of dormitories. The researcher also sought to know to what extent the NGO built classrooms helped keep needy students in school. Interviews to principals on whether the school had been supported by the organizations to infrastructural development, nine confirmed they had received such support. One indicated they had a dormitory built while another indicated that they had part of their laboratory sponsored by a donor. Most of the infrastructure supported included water containers, desks, and ablution blocks, especially for girls

#### **4.6.1 NGO helped the school build classrooms**

The study sought information on whether NGOs had helped schools to build classrooms. This was to establish the extent to which NGOs had participated in classroom building in the district. The findings were presented in table 4:24

**Table 4: 24: NGOs have helped schools to build classrooms**

Responses	Frequency	Percent
Yes	25	62.5
No	15	37.5
Total	40	100.0

The study results showed that 62.5% of the respondents agreed that the NGOs had helped schools build classrooms. This was a strong mark that indicated NGOs did participate in the building of classrooms. The classrooms are very basic, and NGOs considered them to be of highest priority.

#### **4.6.2 NGO has helped the school acquire furniture**

The study sought information on whether NGOs had assisted schools to acquire furniture. This was to establish the extent to which NGOs had participated in

providing school furniture acquisition in schools. The findings were presented the responses in Table 4:25.

**Table 4: 25: NGOs have helped schools acquire furniture**

	Frequency	Percent
Yes	20	50.0
No	20	50.0
Total	40	100.0

Study results showed that 50% of the respondents agreed that NGOs had helped schools to acquire furniture. This divided opinion might be because NGOs fund different projects in different schools. However, it was still indicative that NGOs were involved in the acquisition of furniture. Such furniture should mainly have included desks and chairs.

**4.6.3. NGO has helped the school acquire water tanks**

The study sought information from the respondents whether NGOs assisted schools to acquire water tanks. This was to establish the extent to which NGOs were a factor in acquisition of water tanks by schools. The findings are presented in table 4:26

**Table 4: 26: NGOs assist schools to acquire water tanks**

Responses	Frequency	Percent
Yes	16	40.0
No	24	60.0
Total	40	100.0

Results show that 40% of the respondents agreed that NGOs assisted schools to acquire water tanks. These results suggested that NGOs did indeed contribute by helping schools acquire a water tank though this was not in all areas. This was because they considered water to be a basic necessity.

#### **4.6.4 NGOs have helped the school acquire toilets**

The research sought information from respondents on whether NGOs helped schools to acquire toilets. This was to establish the extent to which NGOs were assisting schools in the district acquire toilets. The findings were presented in the table 4:27

**Table 4: 27: NGOs help schools to acquire toilets**

Responses	Frequency	Percent
Yes	23	57.5
No	17	42.5
Total	40	100.0

The results showed that 57.5% of the respondents agreed that NGOs. This indicated that NGO did help schools acquire toilets but not in all areas. This was because NGOs prioritized on which schools to provide toilets and which one to provide water tanks.

#### **4.6.5 NGOs have helped schools build dormitories**

The study obtained information on whether the NGOs had helped schools to build dormitories. This was to establish the extent to which NGOs were participating in building of dormitories for schools in Nyahururu district. The findings were presented in table 4:28

**Table 4: 28: NGOs assist schools to build dormitories**

Responses	Frequency	Percent
Yes	22	55.0
No	18	45.0
Total	40	100.0

The study results showed that slightly over half (55%) of the respondents agreed that NGOs had assisted schools to build dormitories. This indicated that more than half of the respondents favorably thought NGOs did participate in building of the



dormitories. This is because most of the schools within Nyahururu district are within the ASAL, therefore the NGOs thought building the dorms would increase access of basic education to vulnerable children.

On whether the school had been supported by the organizations to infrastructural development, nine on the principals confirmed they had received such support. One indicated they had a dormitory built while another indicated that they had part of their laboratory sponsored by a donor. Most of the infrastructure supported included water containers, desks, and ablution blocks, especially for girls.

On whether the organization supported infrastructural development in schools, two organizations PO3 and PO5 indicated that they helped schools develop infrastructure such as putting up dormitories and laboratories.

#### **4.7 Extent to which development of infrastructure by NGOs enhanced access of education by vulnerable children in Nyahururu District**

The study sought to know the extent to which the development of infrastructure helped keep the needy students in school. Influence of such factors as classrooms, furniture provision, and installation of water tank, building of toilets and building of dormitories was studied.

##### **4.7.1 Extent to which NGO built classrooms have helped keep needy students in schools**

The study sought respondents' opinions on extent to which classrooms built by NGOs helped to keep needy students in schools. This was to establish whether there was a perceived co-relation, in the respondents, between the building of classrooms by NGOs and vulnerable students' ability to stay in school. The findings are presented in table 4:29

**Table 4: 29: NGO built classrooms help keep needy students in schools**

Responses	Frequency	Percent
Not at all	11	31.4
To a limited extent	12	34.3
To a moderate extent	6	17.4
To a great extent	5	14.3
To a very great extent	1	2.9
Total	35	100.0

Results from the table show that 31.4% of the respondents did not agree that the classrooms built with NGO funds did help needy students in school. The results indicated much value that is attached to classrooms which is true. The big mark attached to this action was indicative that contributed in form of classrooms was weighted highest and thus regarded as the most significant contribution of NGOs to education.

#### **4.7.2 Extent to which NGO provided furniture helped keep needy students in school**

The study obtained data on whether furniture provided by NGOs helped to keep needy students in school. This was to establish whether the respondents there was a co-relation between the NGOs' furniture building activities and vulnerable students continuing to attend schools. The findings are presented in table 4: 30

**Table 4: 30: Responses on whether furniture provided by NGOs helped keep needy students in school**

Responses	Frequency	Percent
Not at all	8	22.9
To a limited extent	15	42.9
To a moderate extent	5	14.3
To a great extent	5	14.3
To a very great extent	2	5.7
Total	35	100.0

This indicates that the majority of respondents (71.5%) were of the opinion that the furniture provided by the NGOs kept needy students in school to varying extents. These results were indicative of the level to which value was attached to furniture. It came out also as a strong factor that gauged the contribution of NGOs in education among students of Nyahururu District.

#### **4.7.3 Extent to which NGO provision of water tanks helped keep needy students in school**

The study obtained data on whether NGOs provision of water tanks helped keep needy students in school. This was to establish whether or not the respondents saw a co-relation between the NGOs participation in providing water tanks and keeping needy students in school. The findings are presented in table 4:31

**Table 4: 31 NGO provision of water tanks helped keep needy students in school**

Responses	Frequency	Percent
Not at all	10	27.8
To a limited extent`	13	36.1
To a moderate extent	5	14.4
To a great extent	5	14.4
To a very great extent	3	7.5
Total	36	100.0

This shows that the majority of respondents (72.4%) agreed to varying extents that provision of water tanks helped keep needy students in school. This implied water provision was also a major assessment of NGOs contribution to education in Nyahururu district. Water is such a basic and critical facility in learning that its scarcity can be detrimental to running of a school. Thus contribution in manner of a water tank was regarded highly among the respondents.

#### **4.7.4 Extent to which NGO built toilets helped keep needy students in school**

The study sought responses on whether NGO provision of toilets helped keep needy students in school. This was to establish the extent to which, if at all, the respondents perceived there was a co-relation between NGOs building toilet facilities and needy students being kept in school. The findings are presented in table 4:32

**Table 4: 32: NGOs built toilets kept needy students in schools**

Responses	Frequency	Percent
Not at all	11	30.6
To a limited extent	11	30.6
To a moderate extent	2	5.6
To a great extent	10	27.8
To a very great extent	2	5.6
Total	36	100.0

The results show that majority of the respondents did agree that provision of toilets helped keep needy students in school where 69.6% were between influence ‘to a limited extent’ to ‘to a very great extent’. This could also be regarded to be a high level of regard to this particular facility in schools.

#### **4.7.5 Extent to which NGO built dormitories helped keep students in schools**

The study sought responses on the extent to which respondents agreed that NGOs built dormitories helped keep students in schools. This was to establish whether or not, and to what extents respondents believed NGOs building of dormitories was helping keep needy students in schools. The findings are presented in table 4:33

**Table 4: 33: NGOs built classrooms helped keep students in schools**

Responses	Frequency	Percent
Not at all	15	41.7
To a limited extent	6	16.7
To a moderate extent	3	8.3
To a great extent	8	22.2
To a very great extent	4	11.1
Total	36	100.0

Results show that that a significant component of respondents (41.7%) did not agree that dormitories built by NGO helped keep needy students in school. This was explained by the fact that most of respondents were day scholars, a reality that made them assign a lower significance to issues of dormitories.

Responses from principals on NGOs contribution in terms of infrastructural development to administrative work with respect of vulnerable children access to basic education, PR 1, PR 4 PR 6 indicated that it was easy now for vulnerable children to access education although the burden was still there. PR 6 stated that it could now be possible to let go fees arrears of those students who were had pressed and could not pay their fees. He commented thus, ‘ when we get sponsors, we spend less time sending students home for fees’ He further pointed out that girls within the school were better off with sufficient toilets put up apart from those of boys in this days school.

In summary Project officers’ responses on educational support programs/projects indicated three areas of support: direct school fees paying from PO1, PO2, PO3, PO5, PO6, PO8; personal support to the students from PO3, PO4, PO6; Support to the school from PO3, PO5; and community support from PO4, PO5, PO7. Most of project officers indicated that they had assisted close to 6550 though some were beyond the

district of study. Based on estimation, the project officers gave the following figures: PO1 had supported 1300; PO2 had supported 790; PO3 had supported 1250; PO4 had supported 340; PO5 had supported 600; PO6 had supported 770; PO7 had supported 500; PO8 had 1000, all on average.

The study obtained responses from stakeholders, incorporating their information and perspectives that they shared. Data processing indicated that NGOs are playing such a vital role in the locale of study. Support in form of finances, meeting basic needs and even construction of infrastructure was reported. Capacity building of parents and guardians was also reported in the study. Responses from the 40 students, 19 principals and from 8 project officers who were from NGOs who participated in the study showed there is a lot the NGOs are doing in filling a gap in Educational needs that the Government may not cover.

## **CHAPTER 5**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter, summary of the study, conclusions and recommendations of the main findings were discussed as well as recommendation for action and further research.

#### **5.2 Summary of the study**

The purpose of this study was to determine the influence of non-governmental organizations role on vulnerable children's access to basic education in Nyahururu District, in Laikipia County. It aimed at establishing the extent to which NGOs financial support to schools affects vulnerable children's access to basic education in Nyahururu District, to determine how the NGOs intervention in the provision of basic necessities to individual vulnerable children affected their access to basic education, to examine the influence of NGOs capacity building of parents on access to basic education by vulnerable children, and to establish the extent to which infrastructure development in schools by NGOs enhanced access of vulnerable children to basic education.

The literature review relevant to the study laid the background for the study. The research adopted a survey design. It utilized a sample size of 40 students; 20 school principals and 10 CEOs/project managers working in the NGOs that support education programmes in the Nyahururu district. Among the principals 65% of the respondents were aware of organizations supporting education activities in the area and mentioned CDF Trust Fund, St Martin, Equity Bank, Jomo Kenyatta Foundation, USAid, African Development Bank, World Food Programme, European Union and

JICA.. Stratified sampling process was used while subjects were arrived at purposively. Questionnaires and key informant interviews were used for data collection The contributions towards infrastructure development scored most at above 60% followed by financial support at 50%. Providing basic necessities to individuals was third at 36.6% score while last was capacity building to parents that scored 16.7%. The data was analyzed using SPSS (Statistical Package for Social Sciences) Results indicated that there were more boys who responded than girls. Most of these are in Form one and two. The implication is that support from NGOs has been increasing in the last four years which was evidenced by the fact that there were more recipients of NGO aid in form 1 and 2 than for the others. In addition, the results indicated that most of those supported by NGOs were single parent followed by those who had both parents alive while those with no living parents (orphans) came in last. According to qualitative data obtained from the NGO Managers/Project managers of the NGO, 3 (that is 30%) indicated that they provided scholarship and bursaries for needy children. By estimation, 1 out of 10 NGOs ( that is 10% ) had a feeding programs, 1 provided clothing and shelter, while 3 provided support for schools in form of building projects. In addition 3 indicated that they provided learning materials like textbooks, pens and mathematical sets.

### **5.2.1 Extent to which NGOs financial support affects children access to basic education in Nyahururu District**

Findings in this regard showed that though NGOs were found to provide support, the respondents never deemed it relevant in order to keep the needy in school. The implication here is that either continuity or withdrawal of the financial support would be immaterial on whether the needy continued to be in school or not.



Financial support came from a number of NGOs. For instance 4 NGOs assisted families directly, 4 others sent funds directly to schools for fees and food and building projects while 2 of the organizations oversaw their projects in the schools. This was confirmed by qualitative data that indicated that principals responded that their schools had received financial support from the organizations which in school fees, building projects, farm equipments, bursaries and in kind. Some principals were aware of the funds but had not received any funds directly as they were disbursed by the donors directly to beneficiaries. Financial support is favorable to extended access of education.

#### **5.2.2. Extent to which individual necessities provided by NGO influenced access to education by vulnerable children in Nyahururu District**

This variable showed low significance especially when compared to other elaborate capacity building like the building of classrooms that had a high mark of 60+ %. 5 of the NGOs contacted (that is 50%) indicated that they provided food and shelter and school fees while 1 (that is 10%) did provide sanitary towels. The comments from principals showed that students were provided with learning materials like text books. The girls are provided with sanitary towels ensuring that they do not miss classes. Those for whom funds are sent directly to their parents are provided with food, shelter, pocket money, clothes and uniforms. The principals further commented that Provision of the necessities kept the children in school and also had helped the school administration in purchasing textbooks and other facilities. Only 15% of the responds were of the opinion that provision of necessities affected their administrative work by helping the schools lay down proper administrative policies as the donors are very demanding in the administration of their funds. The rest could not relate the assistance to the school.

### **5.2.3 Capacity building initiatives done by NGOs**

These results indicated that income generating skills were taken by many more among the respondents. However, the correlation between training and school attendance was low the opinion of respondents in which 58.5% felt it had no influence at all. In table 17.1 results indicated capacity building initiatives had influence to a low extent while in table 19.5 it had influence to a great extent. However, in that 36.6% there was an appreciated extent of influence, this showed that capacity had a bearing on school attendance.

### **5.2.4 On putting up of infrastructure**

On capacity building putting up such things as classrooms, helping schools acquire furniture, water tanks, helping them build toilets and put up dormitories, the research findings exhibited significant contribution of towards enhancing access of education to vulnerable students. 6 of the contacted NGO did indicate that they either directly or indirectly provided learning materials. In the same note qualitative data from NGO Project managers indicated that 4 thought their programs will assist parents/ guardians end a cycle of poverty by providing them with necessary skills and providing an education for their children, 1 focused on improved school attendance and five 5 focused on making quality Principals commented that they made education accessible to vulnerable families while Counseling, life skills, income generating skills empowered the beneficiaries. Counseling makes children more manageable helps reduce truancy in school. The training equipped parents and guardians with job skills that made them employable and income generating activities enabled them to support their children's education and created understanding between administration and parents. Some of the parents were able to assist with small jobs in the office

### **5.2.5 Extent to which infrastructure enhanced access to education**

Putting up infrastructure scored most favourably as compared to the rest of interventions. Data from principals indicated that the donor funds were used to build laboratories and, classrooms, kitchen dormitories and to purchase lab and farm equipment which were used for income generating projects. Furthermore the principals indicated that NGOs support provided students with a better learning environment and the necessary equipments need to pursue studies and is beneficial to all students not only the vulnerable students. This assists schools in meeting financial deficits. This shows future interventions should include more of putting up structures.

### **5.3 Conclusions**

The results indicated that all the contributions done by NGOs towards enhancing accessibility of education among vulnerable children were significant.

It was evident that NGOs supported expansion of basic education through answers given by respondents. Contribution of basic necessities was relevant to the continued provision of education. It had an effect on the students positively as per opinion of 36.6% of the respondents. Empowering parents and guardians through capacity building did not indicate a major influence on school attendance. However, it still showed relevance in that many seemed to agree that it raised the well being of beneficiaries. Contributions towards infrastructure development seemed to score most followed by provision of basic necessities to individuals and then financial support scored lowest. The results showed that NGOs remain relevant in enhancing access to basic education for vulnerable children in Nyahururu district

## 5.4 Recommendations

- On the extent to which NGOs support influenced access to basic education in Nyahururu District there is need by government to increase financial support among the vulnerable children. Specific items that could be supported financially could include shopping, pocket money and direct pay of school fees.
- On provision of basic necessities to students, this should continue though I felt that it was not a major influence on school attendance. Items such as pens, exercise books, text books and uniforms are a must to students. Providing them can never be degraded. It will be important for NGOs to be rigorous in identifying needy cases so that they buy these items for only those that are very needy.
- On capacity building through training of parents, there was no major evidence that it contributed to increased school attendance or wider provision of education to vulnerable students. However, this should not be minimized but efforts to ensure it achieves its success rate should be enhanced. Increased income to parents and guardians could ensure that they are able to feed for themselves. It can also create a favourable environment at home for the students to excel in their academics. Therefore success rate for income generation training initiatives should be enhanced.
- Based on findings, NGOs contribution will likely have more impact when it is in the form of infrastructure development. It would provide students with better learning environment and the necessary equipment that support pursuit of studies. This would also be beneficial to all students, not only the

vulnerable students. Benefits of NGO efforts should be shared fairly among those not in need and those in need. This is indicative that more focused interventions need to be developed in the future. The future of NGOs contributions is in the form of putting up infrastructure.

- Efforts from NGOs should be coordinated so that there is no replication. Those NGOs operating in the region should come under one umbrella body that could focus on strategic and coordinated intervention initiatives so that reduplication is minimized.

### **5.5 Suggestions for further studies**

The scope of this study was limited to Nyahururu district. I recommend further studies to be done in other districts in Laikipia County and in deed the rest of the country to ascertain the actual influence of NGOs role on vulnerable children's access to basic education.

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## APPENDICES

Appendix I: Letter of transmittal

Rebecca Mwambia

P.O Box 43

Marmanet

Ministry Of Education

Nyahururu District

Re: Research Study

I am a student of the University of Nairobi, pursuing a Master of Arts Degree in educational administration. Currently I am in the process of undertaking research on the role of non-govemmental organizations on access to basic education by vulnerable children in Nyahururu District.

The study will involve collecting data from 20 secondary schools sampled from 43 schools in the district. The purpose of this letter therefore is to request your office to grant me permission to carry out the study in the sampled schools.

Yours faithfully,

Rebecca Mwambia.

## Appendix II: Students' questionnaire

This questionnaire seeks to establish the role of non-governmental organizations (NGOs) on access to basic education by vulnerable children in Nyahururu District. You are not required to fill in your names. All information given will be treated with utmost confidentiality.

**Section One: Respondent Profile** Please fill in the blanks or tick or answer questions truthfully

Appendix I: Nyahururu District Public Secondary School Enrolment -2012

1. Indicate your sex      Male                                       Female

2. Indicate your current form/class

Form 1                                            Form                     

Form 3                                            Form                     

3. Indicate your parental status

Both parents alive                                     

One parent alive (partial orphan)                     

Both parents dead (total orphan)                     

## Section Two: NGOs Financial Support and Access to Education

4. (a) Are you aware of any non-governmental organizations supporting students in education?      Yes                                       No     

(b) Name the organization(s) \_\_\_\_\_

5. Have you ever received any financial support from the named organization(s) towards your school fees?

Yes

No

6. Do you know of any student(s) in this or other school who was not able to pay their school fees and has received any financial support from the named organization(s) towards their school fees?

Yes

No

7. To What extent would you say NGOs provision of financial support to needy students who could not have gone to school without such assistance has contributed to their presence in school?

Not at all

To a very limited extent

To a great extent

To a very great extent

**Three: Provision of Basic Necessities and Access to Education**9. In the table below, indicate the items that you/other student(s) have ever received from any of the NGOs supporting education:

No.	Item	You	Other Students
1.	Books/ pens		
2.	Blankets/bed sheets/mattresses		
3.	Calculators/mathematical sets		
4.	School bags		
5.	Uniforms		
6.	Sanitary Towels		

10. To what extent would you say provision of the items indicated in the table above by NGOs to needy students who could not have gone to school without such assistance has contributed to their presence in school?

- Not all
- To a very limited extent
- To a great extent
- To a very great extent

**Section Four: Capacity Building of Parents/Guardians and Access to Education**

11. Has your parent/guardian ever attended any training organized by an NGO?

- Yes  No

12. If yes, what was he/she trained on?

- Child Rights
- Income Generating Project
- Other (s) Specify \_\_\_\_\_

13. To what extent would you say the training has been useful in enabling you attend school?

- Not at All
- To a limited Extent
- To a great extent

**Section Five: Infrastructure development and Access to Education**14. In the table below, indicate the facilities that the NGOs have assisted the school to acquire:

	<b>Facility</b>	<b>Tick</b>
1.	Building of Classrooms	
2.	Provision of Furniture	
3.	Provision of Water Tanks	
4.	Building of Toilets	
5.	Building of Toilets	

15. To what extent would you say provision of the facilities by NGOs has contributed to presence in school of needy students who could not have had such an opportunity?**Thank you for responding to the questions**

	<b>Facility</b>	Not at all	To a limited extent	To a moderate extent	To a great extent
1.	Building of classrooms				
2.	Provision of Furniture				
3.	Provision of Water Tanks				
4.	Building of toilets				
5.	Building of dormitories				



### **Appendix III: Interview guide for Principals**

The purpose of this interview is to gather information that would assist in establishing the role of non-governmental organizations (NGOs) on access to basic education by vulnerable children in Nyahururu District. Your school has been selected by chance to participate in the study by providing information that will be used in arriving at appropriate conclusions.

I am therefore going to ask you a few questions related to the objectives of the study:1. Do you know of any organizations supporting education activities in this area? Name them:2. Does your school receive any financial support from these organizations? If yes, how are the funds disbursed?3. As an administrator, how has this financial support affected your administrative work with respect to enabling vulnerable children access education?4. Has your school been supported by these organizations in infrastructural development? What infrastructural facilities have been you been supported in?5. What Would you say about the contribution of the infrastructural development to your administrative work with respect to vulnerable children's access to basic education?6. Are you aware of any basic necessities that the NGOs have provided to your students? What are they?7. Would you consider the provision of such necessities as having any effect on your administrative work? In What Way(s)?8. Are you aware of any training/capacity building provided by the NGOs to the parents/guardians of vulnerable children? What type of training/capacity building would you say it is?9. State how these training/capacity building has affected your administrative work with respect to enabling vulnerable children access basic education? Thank you for sparing your time for this interview

**Thank you for sparing your time for this interview**

#### **Appendix IV: Interview guide for NGO project officers**

The purpose of this interview is to gather information that would assist in establishing the role of non-governmental organizations (NGOs) on access to basic education by vulnerable children in Nyahururu District. Your organization has been selected by chance to participate in the study by providing information that will be used in arriving at appropriate conclusions. I am therefore going to ask you a few questions related to the objectives of the study:

1. What are the educational support programmes/projects that your organization engages in this area?
2. Does your organization provide any financial support to schools? If yes, how are the funds disbursed?
3. Does your organization support infrastructural development in schools? What infrastructural facilities has your organization built in the schools?
4. What are the basic necessities that your organization give to vulnerable children to enable them attend school?
5. Does your organization capacity build the parents/ guardians of vulnerable children? What type of training/capacity building do you offer to them?
6. State the ways in which your education programmes have affected access to basic education by vulnerable children in Nyahururu district.

**Thank you for sparing your time for this interview**

**Appendix V: Nyahururu District Public Secondary School Enrolment -2012**

SCHOOLS		BOYS	GIRLS	TOTAL
S/NO	PUBLIC SECONDARY			
	SCHOOL			
1	NJONJO GIRLS	0	798	798
2	MURUKU SECONDARY	162	138	300
3	KARANDI SECONDARY	85	75	160
4	NYAKINYUA SECONDARY	208	206	414
5	MUTGHENGERA SECONDARY	142	135	277
6	GATERO MIXED	203	169	372
7	OL' NGARUA	206	165	371
8	TANDARE	171	135	306
9	NDINDIKA SEC	118	99	217
10	BISHOP LOUIS	157	207	364
11	GATERO MIXED	0	539	539
12	NDURURI	187	275	462
13	MARMANET	227	207	434
14	G.G. KINAMBA	126	119	245
15	THIGIO	27	37	64
16	UMOJA	186	187	373
17	MUNG'ETHO	71	83	154
18	KUNDARILLA	43	37	80
19	PESI	57	53	110
20	MWENJE	414	294	705
21	SALAMA	109	92	201

22	NDURURUMO	397	396	793
23	IGWAMITI	217	199	416
24	NAIGERA	61	52	113
25	THIRU	216	156	372
26	NJORUA HIGH	289	243	532
27	MATUIKU SEC	90	101	191
28	SHAMANEI	86	107	93
29	MUNYAKA	224	206	430
30	MILIMANI	17	13	30
31	KIANDEGE	13	12	25
32	BRETHREN	26	13	39
<b>SUB-TOTALS</b>		<b>4,534</b>	<b>5,546</b>	<b>10,080</b>

	<b>SCHOOLS</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTALS</b>
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**PRIVATE SECONDARY**

**SCHOOLS**

33	KINGS HILL	26	21	47
34	ST BERNARDS	46	39	85
35	ST PAUL	-	78	78
36	ACTION PRAISE	26	21	47
37	ST LUCIA	10	16	26
38	HEROES	131	101	133
39	ELITE GIRLS	-	245	245
40	LAIKIPIA HIGH	142	43	85
41	GRACELAND GIRLS	-	145	145

42	ZIWANI BOYS	105	-	105
43	FALLING WATERS	64	37	
				101
	<b>SUB-TOTALS</b>	<b>550</b>	<b>776</b>	<b>1,316</b>
	<b>TOTALS</b>	<b>5084</b>	<b>6312</b>	<b>11396</b>

**Appendix VI: List of NGOs supporting education in Nyahururu District**

1. AFRICA DEVELOPMENT BANK
2. ORGANISATION OF PETROLIUM EXPORTING COUNTRIES
3. USAID
4. EQUITY BANK
5. JOMO KENYATTA FOUNDATION
6. RAMJ I SHAMJ I
7. CDTF-COMMUITY DEVELOPMENT TRUST FUND
8. WFP —WORLD FOOD PROGRAMME
9. SAINT MARTINS
10. PARTNER FOR PROGRESS

**Appendix VII Research Authorization- Nyahururu District**

**MINISTRY OF EDUCATION**

TEL: No.065-20-22272  
FAX: No.065-20-22272  
Email: [deonyahururu@yahoo.com](mailto:deonyahururu@yahoo.com)



DISTRICT EDUCATION OFFICE,  
NYAHURURU DISTRICT,  
RIFT VALLEY PROVINCE,  
P. o. Box 2280 - 20300,  
NYAHURURU.

When replying please quote

REF: NYAH/GEN/82/26

DATE: 10<sup>th</sup> July, 2013

ALL PRINCIPALS  
NYAHURURU DISTRICT

RE: RESEARCH AUTHORIZATION FOR  
REBECCA MWAMBIA TSC/NO.324915

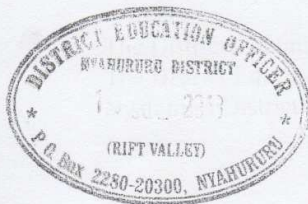
The above named is a student at **Nairobi University** pursuing a Master Arts Degree in Education Administration. She has been authorized to undertake research in our Secondary Schools on the topic:

**“Role of Non-governmental Organizations on access to basic education by vulnerable children in Nyahururu District”.**

Kindly accord her necessary co-operation.

A handwritten signature in black ink, appearing to read 'J. Adero'.

J. A. ADERO  
DISTRICT EDUCATION OFFICER  
NYAHURURU DISTRICT



**Appendix VIII Research Authorization- National Council for Science and  
Technology**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/1265

Date:

10<sup>th</sup> July, 2013

Rebecca Mwambia  
University of Nairobi  
P O Box 92-0902  
Kikuyu

**RE: RESEARCH AUTHORIZATION**

Following your application dated 9<sup>th</sup> July, 2013 for authority to carry out research on "*Influence of Non-Governmental Organizations on vulnerable children's access to basic education in Nyahururu District, Laikipia County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyahururu District** for a period ending **31<sup>st</sup> December, 2013.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to

The District Commissioner  
The District Education Officer  
Nyahururu District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and  
Technology for National Development"*



**Appendix IX- Research Permit**

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2

PAGE 3

**Research Permit No. NCST/RCD/14/013/1265**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Date of issue** **10<sup>th</sup> July, 2013**

**Rebecca Mwambia** **Fee received** **KSH. 1,000**

**of (Address) University of Nairobi**

**P.O.Box 92-0902, Kikuyu**

**has been permitted to conduct research in**

**Location**

**Nyahururu District**

**Central Province**


**on the topic: Influence of Non-Governmental**

**Organizations on vulnerable children's access**

**to basic education in Nyahururu District, Laikipia**

**County, Kenya.**

**for a period ending: 31<sup>st</sup> December, 2013.**



*Rebecca Mwambia*

**Applicant's Signature** **for Secretary**

**National Council for**

**Science & Technology**

