

**INFLUENCE OF FINANCE ON MAINSTREAMING SUPPORT FOR  
ORPHANS AND VULNERABLE CHILDREN IN PUBLIC NURSERY  
SCHOOLS IN NYERI CENTRAL DISTRICT, KENYA**

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the Degree of Master of Education in Early Childhood Education in the  
Department of Educational Communication and Technology,**

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**2014**

## DECLARATION

**This thesis is my original work and has not been submitted for an award of degree in this or any other university.**

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## **DEDICATION**

This thesis is dedicated to all those who respond to the needs of Orphans and Vulnerable Children (OVC) in Kenya especially the Ministry of Education

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## ABSTRACT

Orphaned and Vulnerable Children (OVC) below 8 years represent an extremely vulnerable population due to growing levels of poverty, HIV/AIDS and socio-economic situation in which they find themselves in. For this reason Public Nursery Schools (PNS) are receiving greater attention as places to remedy the decline of family and community based support for OVC as schools provide appropriate channels through which essential services such as food, healthcare, clothing, education and psychosocial support are provided. Though the goal of expanding Early Childhood Education (ECE) opportunity for all children is integrated into a number of global initiatives such as Education for All (EFA) and Millennium Development Goals (MDG), PNS face the burden of fewer resources as the support systems for OVC such as school feeding, health and nutritional care and psychosocial support are extremely linked to Education Finance. Steady provision of funding at government as well as family and community level ensures that PNS improve the wellbeing and learning outcomes through whole school interventions for OVC. By contrast, deprivation of interventions during the early years results in lifelong deficiencies and disadvantages. The purpose of this study was to find out the influence of finance on mainstreaming support for OVC in PNS in Nyeri Central district in relation to how the different types of financing mechanisms, availability, adequacy and allocation of funds influences mainstreaming support for OVC in Nyeri Central district. Nyeri Central district has a total of 36,190 poor households with 4,261 households with more than two OVC. The study employed a descriptive survey design with a sample of 19 public nursery schools stratified into 9 schools in the Northern zone and 10 in the Southern zone. Data was collected through questionnaires for head teachers and a nursery school teacher for each school. An interview was conducted with the District Centre for Early Childhood Education (DICECE) programme officer of the district under study. Data was analyzed using both qualitative and quantitative techniques and presented in form of frequency distribution tables, bar graphs and narrative. The study found out that the main source of funding for the PNS came from parents and well wishers. There being no reliable funding for OVC, mainstreaming support for OVC was compromised as source of funds were inadequate for OVC support, capacity building for teachers and retention of OVC in schools through subsidized fees and bursary funds. OVC support was hidden in other programmatic areas resulting in very little funds being allocated to support systems for OVC. To avert this crisis, the study recommends that the government should intensify support for OVC through increased budgetary allocation and setting up funds earmarked for OVC in PNS. In addition to this, management of PNS should look for alternative sources of funds to secure more and reliable funding for OVC support.

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## **LIST OF ABBREVIATIONS & ACRONYMS**

CTF	Cash Transfer Funds
DICECE	District Centre for Early Childhood Development
ECE	Early Childhood Education
EFA	Education For All
FPE	Free Primary Education
FTF	Faraja Trust Fund
GFATM	Global Funds to Fight against Aids, Tuberculosis and Malaria
GOK	Government of Kenya
KESSP	Kenya Education Sector Support Programme
MDG	Millennium Development Goals
MGCSD	Ministry of Gender, Children and Social Development
MOE	Ministry Of Education
NACECE	National Centre for Early Childhood Development
OVC	Orphaned and Vulnerable Children
PEPFAR	President Emergence Plan for Aids Relief
PNS	Public Nursery Schools
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNGASS	United Nations General Assembly Session on HIV/AIDS
UNICEF	United Nations Children Education Fund
USAID	U.S Agency for International Development.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Mainstreaming is positive action taken to address long-term historic disadvantage experienced by specific groups as a result of discrimination (Kidner and Curtis, 2003). Orphans and Vulnerable Children (OVC) are at a higher risk of discrimination, inadequate care and missing out on basic rights such as education. According to USAID (2007) disease, conflict, natural disaster and severe social economic strife have left children without parental care leading to exposure to vulnerability. Such children face risks depending on the financial situation they find themselves in. For instance those living in female headed and grandparents' households who no longer work and have no wages, experience inadequacy of resources for addressing their basic needs including their ability to attend nursery school (UNICEF, 2004).

Education as a basic right for all children and finding the necessary resources to protect OVC has become a priority in international instruments. This is reflected in the United Nations Convention on the Right of the Child (UNCRC) of 1989, Millennium Development Goals (MDG) of 2000, Education for All (EFA) of 2001 and the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) of 2010 which provide rights based approaches to child welfare (Abebe, 2009). In this context Early Childhood Education (ECE) centres have become important institutions both as centres of learning and channels through which support services such as daily meals, provision of clothing, learning materials and psychosocial support are offered to OVC. However the support of vulnerable children in ECE is one of the greatest challenges faced in

educational transformation as the percentage of the influence of finance on support services for OVC is higher compared to how culture treats children outside their maternal homes (Foster & German 2002 in Abebe 2009). Major global disparities in provision of ECE continue to divide the world's richest and poorest children as the provision of quality education and establishment of OVC support systems is dependent on the financing mechanisms and adequacy of funds received in ECE centres. Despite significant increases in basic education enrolment and completion rates, access to and quality education remains low among disadvantaged children in many countries. Statistics collected by UNICEF in 2008 revealed that pre-primary gross enrolment ratios averaged 79% in developed countries and 36% in developing countries and falling as low as 14 % in sub Saharan Africa implying that children from wealthiest households and those who receive funding are more likely to attend preschools than those from poor households (UNESCO, 2008). For OVC poverty, illness or death in the household may lead to reduction of resources allocated for the child's schooling creating barriers to the child's access to and retention in education.

Survey data by UNICEF (2004) revealed that by 2003 there were 143 million orphans aged 0-17 years in 17 countries of Sub-Saharan Africa, Asia and Latin America and Caribbean. Out of the 143 million, 12% are below 6 years and require early intervention. Kenya has 2.4 million orphans of these, 47% are due to HIV/AIDS. The estimated number of Orphaned and Vulnerable Children (OVC) below 5 years rose from 399,298 to 409,071 in 2007 (USAID, 2009). This signifies that access to ECE for OVC aged 3-5 years remains a challenge as only 28.2 % are able to attend school (MGCSO, 2007). The rest (71.8%) miss or drop out of school as they are exposed to facets of deprivation, poverty, lack of care, inadequate shelter, lack of access and

retention in education, malnutrition and lack of psychosocial support which stems from the unavailability or inadequacy of financial resources for their upkeep (Boler and Carroll, 2003).

The goal of expanding educational opportunity for all children is inextricably linked to the amount of funding invested in education, the financing arrangements put in place and how the resources are allocated in school to maximize student learning and participation (Emiliana, Alexandra and Chelsea, 2011). Therefore an equitable ECE system gives all children equal opportunities regardless of gender and socio- economic background to access education. Securing and allocating financial resources for ECE is thus necessary for children from poor background. This is based on the account that OVC are more likely to drop out of school due to unaffordable fees, malnutrition and inadequate learning materials and materials (Boler and Carroll, 2003). In case of HIV/AIDS there may be an extra burden of illness and the funds available may be used for treatment of the parents or children.

To be protected from negative outcomes OVC need to be given special attention to remove barriers that impede their equal benefit with all other children in nursery schools. This is achieved through financing of basic educational inputs such as capacity building of teachers, teaching and learning materials and support services which include: feeding programmes, bursary, clothing and psychosocial support. This presents particular challenges taking into account that the success of any intervention for OVC in PNS is influenced by the financial capacity of governments, institutional capabilities and community level resources (Subbarao and Coury, 2004). When funds are available, adequate and well allocated to needs, school managers are enabled to reduce both direct and indirect costs of education for OVC through removal of fees, allocation of bursary fund, provision of curriculum support materials and uniforms,

introduction of programmes to feed the children and offering scholarships to retain the children in school (UNICEF, 2007).

Viable school financing depends on the links between schools and homes and communities to determine how these costs are shared. At one extreme, as is the case with Public Nursery Schools (PNS), all costs may be borne by homes and communities and sometimes the government supports community efforts by financing teachers' salaries. At still other time governments, central or local, bear all the costs, with opportunity costs borne by parents. School head teachers tap into these different funding sources in order to operate sustainable education programmes, and in the course of operations, they may seek supplementary funding from governments or levy additional charges on pupils' families or communities to meet additional costs. In all cases, viable, sustainable school financing depends on a healthy link between government, schools and the communities that they serve (UNICEF, 2008).

Qualifications of an ECE teacher are important in achievement of quality education. Care givers and educators working in ECE programmes and institutions are exceptionally diverse in terms of qualifications, training and experience which have implications on their capacity to support OVC. An appropriately trained teacher has the ability to identify developmental delays and disabilities and provide remedial activities or referral to appropriate agencies for assessment and treatment. Adequate financing provides better human resource through capacity building, give payments in time and provision of teaching and learning resources.

Efforts targeting mainstreaming support for OVC in education have been spelt out through international documents. For example United Nations Educational Scientific and Cultural

Organization (UNESCO) World Conference at Jomtien, Thailand in 1990 on EFA and its follow-up in Dakar, Senegal in 2000, countries committed themselves to prioritize ECE for all children with incentives to include the vulnerable and disadvantaged based on the fact that what happens to a child in early years is vital for later success in education and life (Republic of Kenya, 2005). In UNGASS in 2001, special attention was given to children made vulnerable by HIV/AIDS. Kenya committed herself to address, as a priority, the vulnerabilities faced by children affected and living with HIV (MGCSD, 2007). This is reflected in the National Plan of Action which provides the framework for a well guided national response for OVC in Kenya.

In USA efforts to mainstream support for OVC is seen in the federal government's introduction of Head Start programme for preschool children where the government provides funds for comprehensive education, health, nutrition, social and other services for disadvantaged 3-5 year olds (Barnett and Hustedt, 2011). The programme provides subsidies for breakfast and lunch which are served in licensed ECE centres. In France funding for ECE is primarily the responsibility of the national government which finances the instructional component. Local government provides support for facilities, administration and other services. This has resulted in extensive coverage as there is universal access for 3-5 years and funding is also targeted according to need with greater funding allocated to areas of regional deprivation (Belfield, 2006). Swaziland has adopted partnership with MOE, UNICEF and FAO in provision of funds for meals, education, water and sanitation which has impacted on OVC enrolment and retention in schools. In Zimbabwe Africare, a charitable US organization partners with schools by providing resources in exchange that schools waive fees for an agreed number of OVC (Africare, 2010). The school teachers and management participate in specialised training which increased



OVC interventions. In Tanzania the Most Vulnerable Children Programme provides OVC with school fees, transport to school and purchase of uniforms and books (USAID, 2008)

Kenya is improving the protective and legal environment for its growing number of OVC in ECE centres but mainstreaming support for OVC in policies has been addressed through introduction of Free Primary Education (FPE) in 2003 increasing access, enrolment and retention to all children OVC included through removal of school fees. This has not been the case for PNS where the largest share of financing comes from the parents and fees charged almost entirely cover payroll costs for teachers. The government contribution to ECE is less than 0.1% compared to 61% in primary schools (UNESCO, 2005) making coverage extremely variable and largely dependent on family income or extent of community involvement. Access to low income groups is therefore poor as provision is underfunded.

Funding aimed at OVC include the Kenya Cash Transfer Programme (CTP) for OVC which begun in 2005 in which families with OVC are given Kenya shillings 2000 per child per month for food, education and health services yet many families are not yet reached (USAID, 2010) exposing children to school drop out and exploitation. The funds only provide for the education of 6-17 year old implying that provision of education for children in ECE is not given priority contrary to the emphasis given on ECE in international and national instruments. In Nyeri Central District, the number of households with OVC had reached 4,261 with 14,061 OVC in 2013 yet only 358 households had benefitted from the CTF (cited by Nyeri County Director Childrens Department, 2014) The OVC disadvantage in school enrolment and retention which stems from financial hardships had not been reached as the sectoral policies are restrictive and more less inclusive in addressing barriers that hinder OVC from accessing ECE.

Although the GOK in the MOE strategic plan of 2006-2011 planned to increase enrolment, retention and completion for OVC in ECE by the year 2010, the role of PNS in the provision of care and support to OVC in Kenya has not featured prominently as financing is an aspect in the planning and implementation of any OVC interventions. For schools to be transformed into caring schools which emphasise care for OVC together with quality education there is need for availability, adequacy and allocation of funds to meet the needs of all children

## **1.2 Statement of the Problem**

Orphan-hood and vulnerability are identified as impediments in accessing education and retention in nursery schools for most children (Abebe, 2009) In support of this contention UNESCO (2008) confirmed that OVC are likely to have limited access and retention in schools due to finance, malnutrition, poor health, inadequate uniform and learning materials, lack of school fees and low attention due to hunger. Financing of ECE has the potential to redress these challenges and inequalities but can also reinforce them depending on the availability and adequacy of funds and allocation to competing needs. In Kenya, the level of financing of ECE remains low weakening initiatives to integrate children with vulnerability in schools. This reflects low political initiative to support OVC through at the preschool level. Households are a source of domestic funding not only for tuition fees but also payment for textbooks, instructional materials, uniforms and other inputs needed for children to attend PNS. Requirements to pay for such inputs may prelude OVC from attending school as households taking care of OVC opt to enrol them in PNS. As such the learning process of OVC is ineffective without availability of funds.

The society has over the years entrusted the Government of Kenya (GOK) to support schooling at all tiers and to adequately support children disadvantaged through orphan hood and sustained vulnerability. Provision of special attention to mitigate barriers that impede OVC access to equal benefit with all other children involves interventions such as overcoming hunger, provision of learning materials and continuous capacity building of staff. This is achieved through financing school feeding programmes (UNESCO, 2008) in addition to reduction of direct and indirect costs of education which limits participation of OVC in education and provision of funds for staff development. To increase retention of OVC in schools while addressing other factors such as availability and adequacy of finance which most times is inadequate remains an issue in many PNS. It is in this view that the study sought to establish how finance has influenced mainstreaming support for OVC in PNS in Nyeri Central district

### **1.3 Purpose of the Study**

The purpose of the study was to find out the influence of finance on mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central District.

### **1.4 Research Objectives**

The study sought to address the following objectives:

- i. To determine the influence of different types of financing mechanisms on mainstreaming Support for Orphans and Vulnerable Children in PNS in Nyeri Central District.
- ii. To determine how availability of finance influences mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district.

- iii. To establish how adequacy of finance influences mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district.
- iv. To identify how allocation of finance influences mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district.

### **1.5 Research Questions**

In order to have an understanding of the situation of OVC in nursery schools and the magnitude to which finance has influenced support to OVC, the study aimed at answering the following questions.

- i. How different types of financing mechanisms influence mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district.
- ii. How availability of finance affect mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district?
- iii. To what extent does adequacy of finance affect mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district?
- iv. How allocation of finance affect mainstreaming support for Orphans and Vulnerable Children in PNS in Nyeri Central district?

### **1.6 Significance of the Study**

As countries continue to monitor the extent to which EFA and Millenium Development Goals have been achieved, the findings of this study provide useful information to the Ministry of Education in Kenya and policy makers in sectors such as the Children Department to strengthen

service delivery through financing of basic inputs for OVC in PNS. The findings are of significant benefit to ECE teachers, school managers who are the primary caregivers of OVC. The study benefits Quality Assurance and Standard Officers of primary education and the community around the schools as the study brings to the limelight situation of OVC in PNS and the need for scaling up support through adequate financing. The study also adds to existing knowledge on the plight of OVC in relation education access which overall contributes to development of policies and support structures to facilitate realization of national and international goals of education.

### **1.7 Limitations of the Study.**

The study was limited by availability of data on scaling up interventions for OVC as there is no single specific international blueprint or established data describing the exact cost of assistance needed and the best way to channel it especially for OVC in ECE centres. To overcome this challenge the researcher had to organize the available information from the diverse sources of literature both internationally and nationally on the interventions for OVC in pre-primary and primary school coupled with the financial challenges of scaling up. Some head teachers tended to give information based on OVC in the primary section as they managed both primary and nursery schools sections. To overcome the above challenge the researcher clarified to the head teachers that the information required was specifically for OVC in ECE. For more accuracy some questions about OVC were included in both the head teachers and teachers' questionnaires for correlation.

## **1.8 Delimitations of the Study**

The study was delimited to PNS in Nyeri Central District, Kenya. The study was narrowed to 19 nursery schools. In each school, one nursery school teacher and the head teachers of PNS were involved. The study also involved the DICECE programme officer who is the Government officer in charge of quality assurance and standards in ECE centres in the district. The scope was further narrowed down to school finance and its relationship to mainstreaming support for OVC.

## **1.9 Basic Assumptions of the Study**

In light of the limitations stated, the study's main assumption was that finance influences mainstreaming support for OVC in PNS. It also assumed that there were established different types of financing mechanisms for mainstreaming support for OVC in PNS. The study also assumed that funds in PNS were available from the different financing mechanisms, adequate for all school operations and allocated to different vote heads to support enrolment and retention of OVC in school. The researcher also assumed that the nursery school teachers, head teachers and DICECE programme officer would provide truthful responses in the questionnaires and interview schedule.

## **1.10 Operational Definitions of Terms**

**Adequacy of finance:** Funds required providing minimum set of required school input for children to have high quality education.

**Allocation of finance:** Distribution of funds to educational resources to respond to students needs.

**Availability of finance:** Revenue sources that Public Nursery School are authorised to use.

**Curriculum support materials:** Learning materials and resources used in nursery schools by both the teachers and children.

**Double orphan :** A child who has lost both natural parents

**Finance:** Funds required and available for the different vote heads in running the school programmes.

**Financing:** Provision of funds to ECE centres from various funding sources

**Influence:** The effect of finance on mainstreaming support for OVC

**Mainstreaming Support:** Inclusion of interventions for OVC in school policies and other learning processes.

**Mainstreaming:** Enrolment and retention of children in PNS regardless of their backgrounds.

**Orphaned and Vulnerable Children:** Children at high risk whose continued growth and development is threatened due to loss of parents, HIV/AIDS and other factors such as destitution, neglect and abuse.

**Orphan, Maternal :** A child who has lost their natural mother (as a result of death)

**Orphan, Paternal :** A child who has lost their natural father (as a result of death)

**Orphan :** A child who has lost one or both parents (as a result of death)

**Pastoral Care:** Educator's response to non academic personal needs of learners such as guidance and counselling, preventing disruptions and ensuring the well being of all the learners.

**Public Nursery Schools:** Early Childhood Education Centres attached to public primary school offering standardized curriculum under the management of the primary school head teachers.

**Scaling up support:** Process of successful expanding and improving efforts to meet the needs of OVC which result in increased impact.



### **1.11 Organization of the Study**

This report is organized into five chapters. The first chapter provides details about background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definitions of key terms and organization of the study. Chapter two contains review of relevant literature on global view for OVC, national policies for OVC and financial challenges facing OVC in education, financing innovations and support for OVC in PNS. Further literature is given on funding for OVC in Kenya and financing of ECE in Kenya. Mainstreaming support includes financing of curriculum support materials, the cost of school feeding programme, financing of human resource and OVC and financing of school based services for OVC. The chapter also contains the theoretical basis of the study and the conceptual framework.

Chapter three covers the research methodology that was applied in the collection and analysis of data. It consists of the research design, target population, sample size and sampling procedures, research instruments and their validity and reliability, data collection procedures, data analysis and presentation. Chapter four presents findings and discussions of the findings. This is followed by chapter five which involves the summary of the study, conclusions and recommendations as well as suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section reviews literature related to the study. The chapter first reviews literature on the global view of financing and support for OVC, national policies for OVC and the financial challenges facing OVC in education. Then literature is reviewed on innovations for support of OVC in PNS and availability, adequacy and allocation of funds for both OVC and ECE in Kenya. More so literature has been reviewed on support for OVC in PNS and what has been observed in terms of provision of learning materials, school feeding programme, human resource capacity and provision of health services. The section also contains the theory that the study is anchored on and the conceptual framework for the variables in the study.

#### **2.1 Global View of Financing and Support for OVC**

The definition of a vulnerable child is quite wide as causes of children vulnerability are many. In view of this, UNICEF (2004) defines different categories of orphans as follows: maternal orphans, paternal orphans and double orphans. Maternal orphans are children below 18 years whose mothers and perhaps fathers have died. Paternal orphans are children below 18 years whose fathers perhaps mothers have died and double orphans are children below 18 years whose mother and father have died. Vulnerable children are those children whose survival, well being and development is threatened by HIV/AIDS and others considered vulnerable due to poverty, disease and abandonment.

In recent years, the enormous importance of education for OVC has been confirmed by governments around the world through their commitment to the Millennium Development Goals and the goals of “Education for All” (EFA). According to UNESCO (2008) the first two goals of the Dakar Framework for Action for Education for All refer directly to the education of OVC in that there should be expansion and improvement of comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children. The agreement further provides that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality. If the education sector is to meet the EFA and Millennium Development Goals, OVC must be enabled to access education through government customizing the above agreements into education policies with finance being a priority. This presents particular challenges, for education sector as it bears direct responsibility for some of the factors that prevent OVC from accessing education. For instance one barrier to education, the need to pay school fees, is clearly the responsibility of the education sector (World Bank, 2005).

In June 2001, all nations adopted the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) Declaration, binding themselves to the development (by 2003) and the implementation (by 2005) of national policies and strategies that would, amongst other commitments, ensure the enrolment in school of orphans and girls and boys infected and affected by HIV/AIDS on an equal basis with other children (MGCSD, 2007). In order to be effective, these policies should also be reflected in national and sectoral policies, plans and budgets. A planned response to the HIV/AIDS epidemic and its effects on children should form an integral part of all national policy and planning instruments and development strategies.

In response to UNGASS, The Framework for the Protection and Care and Support of OVC Living in a World with HIV and AIDS was developed in 2003 as a normative basis for responding with increased urgency to the needs of the growing numbers of OVC and protecting their rights. Key strategies of the framework involve ensuring access for OVC to essential services including education and also ensuring governments protect most vulnerable children by channelling resources to communities with funding commitments (UNICEF, 2004). Through ongoing regional consultations in Sub-Saharan Africa, many countries such as Kenya have developed national action plans (UNICEF, 2004).

The Convention on the Rights of the Child (CRC) of 1989 incorporates the full range of human rights such as civil and political rights as well as economic, social and cultural rights of all children. The CRC outlines in 41 articles the human rights to be respected and protected for every child under the age of 18 years and requires that these rights are implemented in light of the convention's four guiding principles; non-discrimination, best interests of the child, survival and development, and participation of the child. In relation to education, Article number 28 of the Convention states that the child has the right to education and that it is the State's duty to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and make higher education available to all based on capacity. Education according to the CRC recommendations, should aim at developing the child's personality, talents and mental and physical abilities fully. The CRC further seeks to correct inequalities by stating that the state has the responsibility to protect children from any form of discrimination and to take positive action to promote the realization of their rights (article 2) education included. This implies that the GOK should take proactive approach to improve

nursery school finance systems to ensure realization of the objective of providing education to all children, OVC inclusive.

In the prevailing environment of widespread deprivation and poverty in most countries of Sub-Saharan Africa, the number of orphans and vulnerable children is growing which necessitates identification of children among them OVC who are the most in need. Identifying the risk patterns is far more important than determining how many orphans there are in a given country because often the numbers may not tell the whole story. In some countries, the numbers may not be high, but the uninsured risks faced by children may be large, in which case potentially marginalized orphans may eventually become street children, child labourers, or victims of child trafficking due to financial constraints for taking them to school.

## **2.2 National Policies for OVC Support in Kenya**

The Kenya Children's Act provides for the child rights to education in Section 7(1), which states that: Every child shall be entitled to education, the provision of which shall be the responsibility of the government and parents. Section 7(2) affirms the right and entitlement for every child to free basic education which shall be compulsory in accordance with Article 28 of the UN Convention on the Rights of the Child (GOK, 2001). The Kenyan government has responded to OVC support by putting in place the National Plan of Action on OVC with the goal of ensuring that children in Kenya who are orphaned or vulnerable are protected and supported in order to achieve their full potential (MGCSD, 2007). The policy proposes to strengthen the capacity of families to protect and care for OVC, provide economic, psychosocial and other forms of social support, as well as mobilize and support community based responses to increase OVC access to

essential services such as food and nutrition, education, health care, housing, water and sanitation (USAID,2009). A report on National Programme Guidelines on Orphans and Other Children made vulnerable by HIV/AIDS observes that children are often compelled to drop out of schools to care for ailing parents or due to diminished resources to keep them in school. Those who remain in school are not able to concentrate fully on their education as they constantly worry about what would befall their parents (GOK, 2003). The report further states that education of children is affected whether or not it is the parents who are ill and proposes that there is need to strengthen schools and ensure access to education for OVC by increasing enrolment and retaining OVC in schools through mobilizing sufficient resources for tuition fee waivers, establishing accessible bursary funds, educational supplies and feeding programmes. The report further proposes that monitoring and evaluation should be conducted to determine the number and types of vulnerability and the number and percentage of OVC enrolled in, retained at and completing school.

In the MOE strategic plan 2006-2011, various factors have been identified as contributing to the low performance of the ECDE sector. Most importantly is the provision of ECDE facilities, teachers' salaries, meals and learning materials which has largely remained the responsibility of the parents and the community (GOK, 2005). In order to enhance enrollment and retention in ECDE the MOE planned to undertake strategies related to finance such as reduction of the burden of direct costs of ECDE schooling on parents through subsidized school fees to increase enrolment and retention, increased direct government budgetary contribution to the ECE subsector, enroll children with special needs in ECDE programmes and train all ECE teachers on

special needs education. This has not been achieved yet as the financiers of ECE at the local level are the parents.

### **2.3 Finance and Challenges Facing OVC in Education**

Understanding the risks of OVC is critical to attaining EFA and the MDG set for education, health, nutrition, and poverty, because those risks have a critical effect on school enrolments, health, and nutritional status of several millions of vulnerable children. Therefore, before launching any intervention on their behalf, school managers, donor agencies and others should be aware of the risks and needs (which vary a great deal across countries) and, to the extent possible, design interventions in such a way as to ensure that orphans and vulnerable children benefit from attainment of MDG for education, health, nutrition, and poverty (UNICEF, 2004)

Orphanhood is often associated with increased economic and social risks and vulnerabilities. Poverty and consumption shortfalls, loss of human capital (including fewer school opportunities, health problems and malnutrition), and exploitation and abuse are among the most common negative outcomes falling in this category. Data drawn from 10 countries in Africa (Malawi, South Africa, Uganda, Zimbabwe etc) suggest that orphans in Africa on average live in poorer households than non orphans. The death of a father can have a disastrous impact on the welfare (wealth/income) of a household because of the costs of a funeral, the loss of income, and the risks of losing one's property (World Bank, 1997, in Subbarao and Coury, 2004).

Evidence also shows that orphans' care tends to fall more and more on the poorest homes for instance, those headed by the elderly or women. Moreover, in some cases the death of one or both parents is followed by the dissolution of the family, leading to the integration of orphans

into a new household, which makes the dependency ratio less favourable. Unless foster families receive some kind of private transfers to cover the extra costs, resources per capita are likely to decrease. On the same note study a based on a panel data set from Uganda showed that the addition of a foster child had the expected effects of not only reducing significantly the consumption and income per capita, but also reducing the capital accumulation of the household over the long term (Subbarao and Coury, 2004).

Faced with limited resources, foster households are expected to favour their biological children over foster ones, and so deny orphans proper access to basic needs such as education, health care, and nutrition. For orphans living with their remaining parent, income shortfalls after the death of one parent may induce children to quit school. A study using data collected by the Demographic and Health Surveys and Living Standards Surveys for 22 countries in Sub-Saharan Africa in the 1990s shows much diversity in the relationship among orphan status, household wealth, and child school enrolment (Ainsworth and Filmer, 2002). The study notes that while there are some examples of large differentials in enrolment by orphan status, in the majority of cases the orphan enrolment gap is dwarfed by the gap between children from richer and those from poorer households.

In Kampala, Uganda, 47 percent of households assisting orphans lacked money for education, compared with 10 percent of those households similarly placed but not charged with the responsibility for caring for orphans. Lack of money was a major problem mentioned by orphans in northern Uganda, especially among school-age orphans. The orphan disadvantage in school enrolment to the extent stems from financial hardship could be greatly reduced, if not eliminated,



if sectoral policies bearing on education were less restrictive (with no fees or uniforms) and more inclusive.

The death of a parent leaves children in a state of trauma. Indeed, OVC may become withdrawn and passive or develop sadness, anger, fear, and antisocial behaviours and become violent or depressed. Orphans may experience additional trauma from lack of nurturance, guidance, and a sense of attachment, which may impede their socialization process (through damaged self-confidence, social competencies, motivation, and so forth). Children often find it difficult to express their fear, grievance, and anger effectively. In addition, when willing to express their feelings, they may find it difficult to find a sensitive ear especially among the teachers.

## **2.4 Finance and Innovations for Support of OVC in PNS**

Large numbers of vulnerable children in poverty and AIDS-affected communities struggle to access resources and services they desperately need and are entitled to in their homes. Despite this, orphans and other vulnerable children still attend nursery school, making schools an obvious avenue through which the multiplicity of their needs can be addressed. MDGs requires not just getting all children into school, but making sure that all schools work in the best interest of the children entrusted to them. This means providing safe and protective schools that are adequately staffed with trained teachers, equipped with adequate resources and graced with appropriate conditions for learning (UNICEF, 2009)

Schools are effective vehicles for the delivery of HIV and AIDS prevention, care and support programmes and integrated services for vulnerable children. Allemano et al (2009) says that schools are well placed to lead a communal strategy to improve the education, health and socio-

economic well-being of OVC and families ravaged by poverty, HIV and AIDS, for the reasons that most children spend much of their time at school and schools are permanent institutions where new organizational structures can be kept going. Schools also have human resource like teachers and head teachers who have appropriate skills to be used in care and support activities. From these reasons schools must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his or her educational progress. Some of these impediments are lack of financial resources for schooling which may be experienced at the ECE level. Various school models have been developed to illustrate ways to improve the quality of education and schools as nodes of support through effective financing.

#### **2.4.1 Mainstreaming Support : Child Friendly Schools by UNICEF**

In 2009 UNICEF formulated the Child Friendly School (CFS) models that have emerged as the most comprehensive in their approach and the most widespread, both in the number of countries in which they have been practiced and the geographical distribution of those countries. Some of the recommendations provided in the model necessitate the schools to create a friendly environment for all children. The framework provides for two characteristics of child friendly schools.

One characteristic is that a CFS should be a child-seeking school by actively identifying excluded children to get them enrolled in school and include them in learning, treating children as subjects with rights and the state has an obligation to fulfil these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community (UNICEF, 2009). The second characteristic provides for a child-centred school which acts in the

best interests of the child, leading to the realization of the child's full potential and concerned both about the "whole" child (including her health, nutritional status, and well-being) and about what happens to children in their families and communities before they enter school and after they leave it.

Experience is now showing that a framework of rights-based, child-friendly schools can be a powerful tool for both helping to fulfil the rights of children and providing them an education of good quality. At the national level, for ministries, development agencies, and civil society organizations, the framework is used as a normative goal for policies and programmes leading to child-friendly systems and environments, as a focus for collaborative programming leading to greater resource allocations for education, and as a component of staff training. At the community level, for school staff, parents, and other community members, the framework serves as both a goal and a tool of quality improvement through localized self-assessment, planning, and management and as a means for mobilizing the community around education and child rights (UNICEF, 2009)

#### **2.4.2 Mainstreaming Support : Student –Centred Funding in Canada**

Student-centered funding (SCF) is a model of a reform concept that recently has risen in visibility, driven by the work of national scholars. This reform goes by many names and varied implementations such as weighted student funding, fair student funding, site-based budgeting, and student-based budgeting but its central concepts typically revolve around the idea that the distribution of funding should depend upon the needs of individual children and should in some

way follow those children to the schools they attend, where the schools may make resource decisions that benefit the students directly (Mark and Kelly H, 2009)

The model advocates for a system of weighted student funding that is based on the principle that funding should follow the child, on a per-student basis, to the public school that he or she attends while per-student funding should vary according to the child's need and other relevant circumstances. Funding should arrive at the school as real dollars (i.e., not teaching positions, ratios, or staffing norms) that can be spent flexibly, with accountability systems focused more on results and less on inputs, programs, or activities: These principles for allocating money to schools should apply to all levels and should be simplified and made transparent. The model has been applied in Edmonton Canada; a district of approximately 80,000 students and currently has eight levels of funding depending on student characteristics. The most long standing student-centered funding model in North America. The Edmonton system devolves 81 percent of its funding to schools under a formula that takes into account student needs such as special education and English language ability. The model has increased retention in schools of children from disadvantaged background.

#### **2.4.3 Mainstreaming Support:Caring Schools Movement in South Africa:**

In Southern Africa, the rise of HIV/AIDS has contributed to mounting concern for how traditional safety nets (family and community-based) can keep up with the demand for care for children. In light of this concern, schools are receiving greater attention as potential sites to remedy this perceived decline in family and community-based support. However, schools in rural and township areas face the dual burden of fewer resources and closer proximity to the

country's social problems. The prevailing rationale is that schools are by far the government service most accessible to the majority of children across the country. The policy-push has led to the government service most accessible to majority of the children across the country through creation of models one of them being referred to as the Caring Schools Movement (CSM)

According to Williams (2010) the model embraces similar goals for any school seeking to be a caring school that emphasize the health, safety and psychosocial well being of all children. This means improving school security, remaining committed to child rights, increasing children's access to healthcare, and solidifying linkages with government and community resources. Schools go about fulfilling these goals through standard interventions like boosting the school feeding programme and helping children secure social grants, and through more time-consuming practices such as bringing in community volunteers. Schools outside of the reach of these models are still grappling to teach children dealing with a wide array of social issues, but without the benefit of a clear model or funding structure. In schools where far more children (often from economically deprived backgrounds) enrol than the school receives funding for, the gap between government funding and the school's needs is potentially closed with community support and contributions.

## **2.5 Availability and Allocation of Funds for OVC in Kenya**

The situation of OVC in Kenya has been addressed financially through various interventions at international and national level. Various financing mechanisms have been established to scale up support for OVC globally, beneficiaries being countries that are signatories to United Nations Universal Declaration of Human Rights, committed to EFA and MDG.

### **2.5.1 U.S President's Emergency Plan for AIDS Relief (PEPFAR) Funding**

In 2003, the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) was launched to combat global HIV/AIDS – the largest commitment by any nation to combat a single disease in history. The U.S. Global AIDS Coordinator is appointed by the president and confirmed by Senate to coordinate and over-see the U.S. global response to HIV/AIDS. Caring for OVC is integral to PEPFAR's efforts to mitigate the broad socioeconomic impact of HIV/AIDS. Country-specific interagency OVC technical working groups similarly bring together representatives from several USG departments and agencies to establish USG programming priorities in partnership with relevant host-country government representatives, as well as other donors and implementing partners. These OVC technical working groups serve as in-country teams of technical specialists for OVC policy, programming, and management. They help to establish country-level indicators and targets for programs and use them to evaluate the success of programs. They identify and disseminate best practices, tools and resources, as well as provide a channel through which information can flow between the field and headquarters. Recognizing the central importance of preserving families, PEPFAR OVC programming in 2008–2009 has continued to prioritize efforts to strengthen the capacity of families to protect and care for OVC through economic strengthening as one of the primary means of assisting families to be able to care for the children within their households.

According to USAID (2009) PEPFAR continues to support communities to create social safety nets for OVC and their caregivers and develop strategies to strengthen more formal systems of

support – including policies and programs developed and implemented by community and faith-based organizations, NGOs, and relevant governmental bodies. In this way, PEPFAR hopes to facilitate more sustainable OVC support by ensuring that fewer vulnerable children slip through the cracks of societal financial challenges. Services for OVC families are provided based on identified need and context. As a result of PEPFAR-funded activities in 2008, approximately 4,046,000 orphans and vulnerable children benefited from support. Among those receiving direct support, nearly half received three or more of the following services: food and nutrition; shelter and care; legal protection; health care; psychosocial support; education and vocational training; and economic strengthening. In Kenya PEPFAR through the GOK provides services such as free medical services for children below 5 years, FPE including scholarships for OVC and legal support (MOGCSD, 2011). The PEPFAR funds support community and family based service provision but does not support the expansion of educational support for children in ECE centres.

### **2.5.2 Global Funds to Fight Aids, Tuberculosis and Malaria (GFATM) Funding**

Global Funds to Fight Aids, Tuberculosis and Malaria (GFATM) is a major financier responding to HIV/AIDS including programmes for OVC in Kenya. Pfleiderer and Kantai (2010) reported that programmes funded by GFATM have provided 4.9 million basic care and support to OVC. The report further stated that the USAID Health Policy Initiative Task Order 1 conducted a comprehensive review study in Kenya on GFATM and respondents identified positive developments in Kenya OVC response especially the family centred approach where families are empowered to take care of OVC. Despite the strengths, respondents recommended that there is need to undertake more responses to OVC situation by analysing gaps and conducting regularly updated mapping for all OVC stakeholders. The respondents cited a lack of appropriate

programming in the Global Funds Grants to OVC and the need for programming for OVC outside family care such as within schools as identification of OVC is achievable compared to homes. Similar with the PEPFAR funding GFAMT does not also cater for support of education for children in ECE centres.

### **2.5.3 Cash Transfer for OVC Programme (CT-OVC)**

OVC response in Kenya is under the OVC secretariat in the department of children services in the Ministry of Gender Children and Social Development (MOGCSD). There is a multisectoral National Steering Committee whose members include key ministries such as health, education and finance. CT-OVC is a government initiative from 2004 that gives support to households taking care of OVC with a regular monthly cash payments payable after every two months begun where funding comes from the government, World Bank, UK Department for International Development (DFID) and UNICEF (MOGCSD, 2007). According to a report given by MOGCSD 2011, the government gives each family Kenya shillings 2,000 per month for food, shelter, education and health services subject to availability of funds. The programme has been in operation in 47 districts, has benefited 84,000 households with about 252,000 OVC being supported and planned a target of 150,000 households with 450,000 OVC by 2012. The caregiver's responsibility is to ensure that OVC between 0-5 years are taken for immunization and growth monitoring and OVC between 6-17 years attend basic primary education. Though this has been a success towards care for OVC the provision of education for 3-6 year olds has not been given priority in these funds yet ECE is an important component for child development. This has led to slow response towards educating OVC from poor households.



As evidence in the above literature the major challenge in the global funds is that OVC are not prioritized in the grants but generally included in other target groups and activities (USAID 2010). Generally, the Global Fund has had a limited contribution to the challenges facing OVC in Kenya considering that proposals from Rounds 3-6 and 8, as well as the NSA were rejected, and Round 2 was cut short. NGOs never received Round 2, Phase 2 funding and this had a negative impact on programs for OVC, creating unexpected gaps. Targets for OVC were never clear which made it difficult to measure impact or success of the programme. To compound to this, in the Kenya report of 2010 of UNGASS a survey done in 2007 reported that 21.4% of OVC lived in households that received at least one type of free external support to help care for the children while majority of OVC and their households 78.6% had never received any kind of support.

## **2.6 Financing of ECE and Support for OVC in Kenya**

Achieving adequate educational outcomes in ECE requires incremental and cumulative investments in children which demand a reliable and accessible supply of resources. Financing of ECE can be placed in two broad categories: domestic and external funding.

### **2.6.1 Domestic funding**

The cost of ECE differs from country to country and amongst different players within the same country leading to a great variation in cost. Schools require money to pay for staff, buy equipment and other supplies. ECE in Kenya has undergone tremendous growth since Kenya attained independence in 1963. The government of Kenya has undertaken several policy initiatives to enhance equity and access to ECE. The MOE has continued to implement the

Sessional Paper no 1 of 2005 on Education, Training and Research which spells out the long term objectives of the government to provide every Kenyan with basic education and training including two years of pre-primary education (GOK, 2005). The government is supposed to work on modalities of mainstreaming ECE as part of basic education, intensify capacity building and resource mobilisation in order to empower stakeholders to manage ECE facilities efficiently. The MOE has adopted a policy of partnership which allows the participation of various partners in establishing financing and management of schools.

In Kenya families are the primary payees for ECE, contributing largely to paying salaries for ECE teachers. Local communities may also organize services in kind, providing land and facilities. Coverage in ECE especially for OVC is completely dependent on family income or community involvement. According to the Global Monitoring Report for All, 2006 as quoted by Belfield (2006) 40-50% of children in Kenya have access to some ECE provision. However access for low income groups such as the OVC is poor as provision is underfunded.

At the government level ECE receives only a small proportion of the overall funding from the MOE. According to a report by GOK, 2003 on National Action Plan and Education for All (2003-2015) the government contribution to ECE is less than 0.1% compared to 61% in primary education. ECDE and education of children with special needs sections are the lowest in the ministry's priorities as reflected in the budget share. Most of this funding is used for ECE administration at the headquarters which makes the programme inaccessible for majority of households due to the high cost of providing the service especially among the disadvantaged (GOK, 2003). The report acknowledges that the number of orphans within ECE programmes constitutes one of the greatest challenges in the sector due to the escalating levels of poverty and

erosion of the social fabric. The government of Kenya supports ECE by providing services such as development of the curriculum and implementation guidelines, training of teachers and supervision of curriculum implementation but have not yet reached for the OVC.

### **2.6.2 External funding**

Since 1989 external agencies have assisted the provision of ECE in Kenya. They include UNICEF, Agha Khan Foundation and World Bank among others. Donor support has also taken the form of grants channelled through local NGO, such as religious bodies involved in provision of ECE. According to UNESCO (2005) the greatest source of external assistance in recent years has been the World Bank ECE project of 1997-2004. The project targeted children from birth to eight years and focused on teacher training and capacity building for service delivery. While donor assistance plays vital role in the provision of ECE there are shortcomings such as hindering the GOK to have full control over prioritization in ECE. The development of a national strategy which is sustainable in the long term has been neglected. Secondly each donor tends to assist in the spheres of their own interest which may not necessarily reflect national priorities for ECE (GOK, 1999)

## **2.7 Availability, Adequacy and Allocation of Funds and Support for OVC in PNS**

A key goal of education finance system is to promote equity in educational opportunity. Reducing income and social inequality by improving education outcomes for students from low income households, reducing achievement gaps between children from advantaged and disadvantaged backgrounds, minority and majority grouped and girls and boys is often considered the responsibility of the government (Worldbank, 2004). Education finance policy

have the potential to minimize subgroup differences in the educational sector if a country invests in education which provides the basis for achieving their learning goals. To realise equality in outcomes, students from disadvantaged backgrounds often need additional resources.

Implementation of the right to education entails mainstreaming support to OVC to ensure their access to education. Mainstreaming has many different meanings depending on the context within which it is used. According to Kidner and Curtis (2003) mainstreaming is the process that consists of bringing what is seen as marginal into the core business and main decision making process of an organization. The Council for Exceptional Children in 1975 in USA defines mainstreaming under various themes one of them being the provision of appropriate education for each child in the least restrictive environment (Paul and Cruickshank, 1977). For some years mainstreaming in education was viewed as only integration of children with special needs into comprehensive schooling but now more technologies are coming up where mainstreaming is based on equal accessibility of children to various rights irrespective of their disability, status or any social, emotional cultural and linguistic factors.

The goal of mainstreaming support in public nursery schools aims to provide the most appropriate education for all students in the least restrictive setting. The support for OVC in PNS involves the entire participants in the education system such as the government and the community but it must begin at the local school. UNESCO (2008) noted that strengthening policy commitments to create effective learning environment for all students including adequate facilities, relevant curricula and clearly identified learning outcomes are determinants of quality ECE. Schools and teachers are critical to the development of OVC in the wake of the loss of parents and parenting. Schools have undeniable advantage in protecting OVC by identifying

vulnerable children and maintaining their well being. Effective interventions therefore depend on knowing the specific needs of OVC. The schools have a role in protecting children against discrimination both in school and outside through various interventions. The issue then to consider is how schools are able to improve learning and teaching outcomes through whole school interventions for OVC and how financing has influenced such interventions.

### **2.7.1 Financing Facilities and Curriculum Support Materials**

Curriculum guidelines developed in Kenya at the national level aim at the ECE programme to address the natural, cultural and social economic features of each local area. The curriculum is meant to nurture affective, cognitive and physical abilities in a child. Among the most important instructional materials that have significant influence on teaching and learning process are resource books for teachers, charts, posters, work cards, drawing books and concrete materials such as wood, fibre, clay jigsaw puzzles and building blocks. Availability of such materials has positive effect on school effectiveness and has a direct and positive correlation with pupil achievement in developing countries (Otieno and Colclough 2009).

World Bank (2002) states that the cost of writing materials, uniforms and development of curriculum support materials hinder access of OVC to education. Chernet (2001) lists problems associated with orphanhood as: inadequate funding, shortage of trained personnel, inadequate skills and lack of psychosocial support, medicine, clothing and educational materials. Boler and Carroll (2003) reports that OVC are likely to drop out due to unaffordable school fees, uniform and inadequate learning materials. They highlight that schools need to abolish school fees and change policies around uniform which leads to retention of OVC in schools.

Smart (2003) reported that responding to OVC involves sensitising and training teachers together with other stakeholders to support vulnerable children through provision of stationary and clothing. Textbooks and other learning materials need to be available and provided at little or no cost to reduce school drop out for OVC. To add to this, Kabiru and Jenga (2007) reports that swings, balls and other play materials need to be available in nursery schools the reason being that play is the most natural way in which children learn. Lack of toys, play facilities and developmental education leaves many children with reduced motor skills and language abilities. Children learn to share play materials, take turns for example when they use the swing and to cooperate with others yet the purchase of play materials and construction of play facilities require more financing.

Nursery schools facilities exhibit great variety in terms of quality and quantity depending on the resource capacity and the general awareness of the community. An evaluation of ECDE programme in 1994 revealed that furniture provided in rural schools consisted of desks meant for older children and were unsuitable for young children especially the physically challenged (GOK, 1994). The National Centre for Early Childhood Education (NACECE) coordinates the development of both centralised materials and decentralised curriculum and support materials. District Centres for Early Childhood (DICECE) officers organise workshops and seminars in which parents and communities are encouraged and empowered to increase their participation beyond the provision of physical facilities (GOK, 1991). The parents assist in buying and developing learning and play materials and provide Community Based Growth Monitoring Programme (CBGMP). For OVC the participation of guardians in curriculum development through purchase of play materials becomes a challenge due to inadequacy of funds for family

upkeep. A study carried out in Zambia in 2009 on Education and Early Childhood in revealed that the major problem that OVC faced was that some went to school without school requisites such as exercise books, pencils, pencils and for some; the uniform was torn and unappealing. This obliged some of the teachers to buy the books and uniform for the children (Mbozi, 2009)

### **2.7.2 Finance and School Feeding Programme**

Feeding programme has been implemented in schools as a strategy of reducing the cost of education to parents and as incentives of sending the children to school. UNESCO (2008) points out that malnutrition is a global epidemic that affects one in three children under the age of five years and undermines their ability to learn. UNICEF (2007) says that undernutrition has a negative impact on school participation and achievement and children from poor families are more likely to be undernourished and to remain out of school.

Amongst all the possible assistance interventions for OVC, the school feeding programme represents a unique opportunity by providing multiple benefits at both short term and long term. The introduction of school meals in the main schools is a common practice in countries such as Cote d'Ivoire where the programme has encouraged parents to send their Children to schools (World Bank/UNICEF, 2009). The daily meal contributes to keeping children in schools and improving their nutritional status. Mishra et al. (2005) argues that OVC are more likely to be tired and hungry at school with the consequences of fainting during classes. School feeding programmes not only alleviate child hunger but also enhance nutrition especially where food is fortified with nutrients. The programme targets micronutrients deficiencies which are wide spread among 3-5 year old children in developing countries. Most poor families' homes depend

on donations from well-wishers or have very little financial capacity to provide food and sometimes these children go with only one meal per day.

World Bank (2002) notes that a school feeding programme can be used as an emergency intervention, developmental intervention, nutritional intervention and short and long term food security. In designing a successful school feeding programme, consensus must be built and objectives that focus on how the programme can contribute to improving education and help to meet the nutrition and health needs of children. School feeding programmes are expensive for governments due to high enrolment. Alternative financing such as cash donations need to be identified because costing eventually influences the value of the programme. The size, composition and frequency of such programmes should be sufficient to address the opportunity costs of the families in need.

### **2.7.3 Financing of Human Resource and OVC**

The success of a school depends mainly on the quality of its human resources. In Kenya the responsibility of staffing preschools rests with the school managers, sponsors and proprietors. Because teachers have to be remunerated by school owners, many of the bodies who own schools are unable to pay higher salaries which impacts on the ability of the teacher to implement ECE programmes effectively. The level of teacher pay is critical to the quality of education equation. If a teacher is well paid it will positively influence the quality of care given to OVC. A study carried out in Johannesburg to explore the viability of school based support for vulnerable children found out that remuneration was a point of dissatisfaction for teachers as the pay was



low yet they were expected to perform outside roles such as meeting the needs of OVC (Williams, 2010)

Mbithi (2007) reports that to ensure a high degree of competence and a sense of responsibility, both the pre-service and in-service training of the staff is necessary. Preschool teachers need to be trained and equipped with knowledge and skills to provide for the total needs of OVC. It is also the teacher's responsibility to mobilize parents and the local community for financing and support of OVC. Williams (2010) notes that though teachers consider themselves as mothers, pastors and caregivers, it is difficult for teachers to keep learners safe if teachers are not trained and motivated to handle immerging issues of OVC. According to Boler and Carroll (2003) orphaned children tend to have low motivation due to depression, anxiety and emotional problems especially young children as they do not understand death and often lack words to talk about their feelings of loss. They react with behaviours such as withdrawal, extreme sadness, poor performance, disruptive behaviour and irritability. Psychosocial support should be given to the children to help them cope with the death of the parents. Boler and Carroll (2003) points out that such children should be allowed to speak and express their feelings and be reassured that someone cares for them and need to be allowed to participate in regular daily activities such as play, sports, dance, drama and storytelling. This intervention is only possible if teachers are well equipped through training in psychosocial support and life skills.

#### **2.7.4 Financing School Based Health Services and OVC Support**

According to USAID (2008) health affects the degree to which school children benefit from education as poor health impacts brain development, cognition and behaviour. Lusk et al (2000)

further says that children under 5 years and infected with HIV/AIDS are vulnerable to serious illnesses as elderly caregivers are frequently uninformed about nutrition, immunization and diagnosis of serious illnesses. They have high rates of anaemia and other nutrient deficiencies such as vitamins and zinc caused by poor families' inability to afford fortified foods and supplements to address these concerns. School age children have the most intense worm infestations such as roundworms, whipworm or hookworms. This infestation cause anaemia and poor physical, intellectual and cognitive development, resulting in a detrimental effect on students' educational performance (UNICEF, 2009). Deworming is thereby essential in order to maintain good nutritional status and achieve better absorption of food as well as improved cognition.

Article 24 in the Kenya Children's Act provides legislation for the child's right to a healthy, safe and protective environment. It states that,

*States Parties recognize the rights of children to the enjoyment of the highest attainable standard of health and agree to take appropriate measures to ensure the provision of necessary medical assistance and health care to all children, to combat disease and malnutrition, to provide adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution, to ensure that parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation and the prevention of accidents.*

Attending to common illnesses and immunizations requires knowledge, time and commitment which may be lacking in GOK and affected households. Care givers who may be very young, very old or completely consumed with the tasks of caring for sick or orphans of their relatives may simply be unable to provide basic health monitoring or services (Lusk, et al 2000). These children need help both at school and at home where schools may get funds from well wishers,

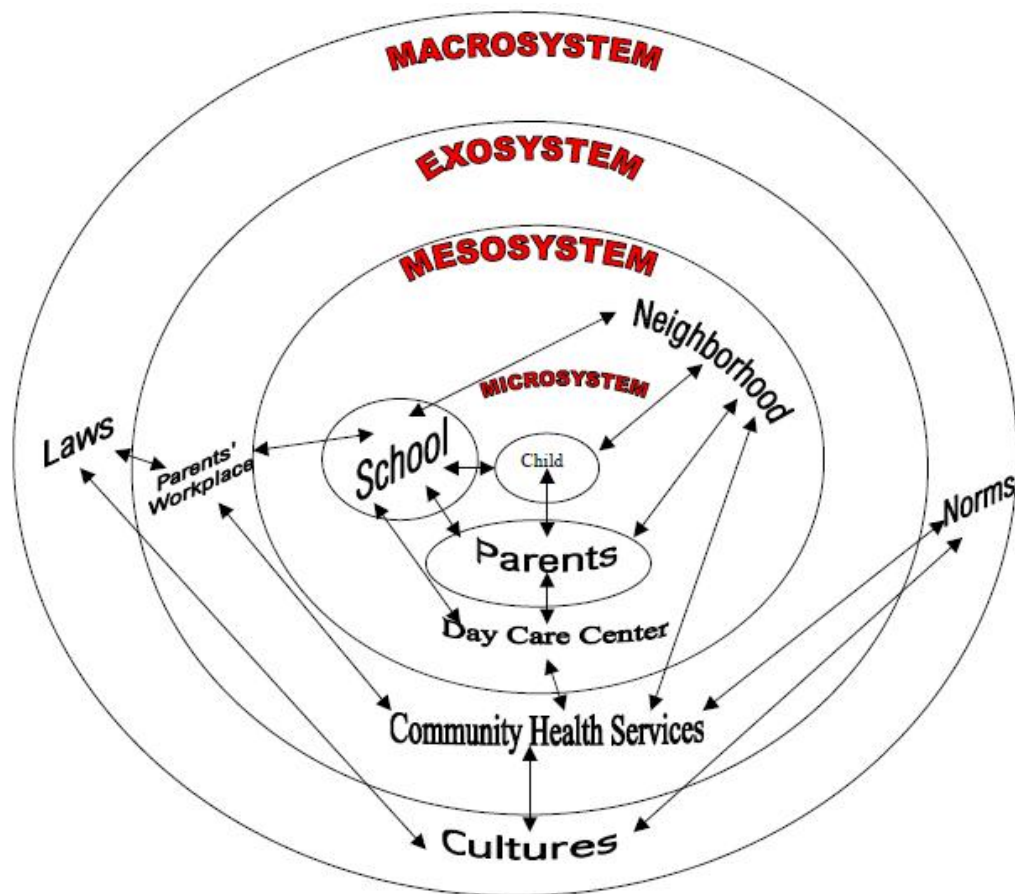
willing donors and sponsors through appeals in order to offer school based services like deworming and micronutrient supplementation to maximise the benefit of whatever education a child receives.

In many communities hard hit by HIV/AIDS, access to safe water and sanitation has been identified as a severe problem for orphans, other vulnerable children and their families. In some places, this issue is at the core of health and survival, both for children and their parents. Efforts to increase access to safe water through the establishment of water stations, training and support for safe water storage and treatment, extended pipelines, boreholes and other locally appropriate means are warranted. Better access to safe water also reduces the work demands on vulnerable children and their caretakers. However schools need adequate and accessible financing for the construction of water storage, treatment and boreholes.

## **2.8 Theoretical Basis of the Study**

Funding for ECE is essential in mainstreaming support for OVC in public nursery schools. Funding sources are dependent on the school environment, the household wealth and the community around the school as well as government policy. The study adopts the social ecological theory of Urie Bronfenbrenner a scholar in the field of developmental psychology who came up with Social Ecological Theory in 1979 to describe the development of the child by looking at environmental factors and their influence on the positive outcome of the child. He states that an ecology of human development as the scientific study of the progressive mutual accommodation between an active growing human being and the changing properties of the immediate settings in which the developing person lives. This process is further affected by the

relations between the settings and the larger contexts within which they are embedded (Bronfenbrenner, 1979). He defines four types of systems with certain roles, norms and rules that shape the development of the child. The systems include: a Micro system, the Mesosystem, Exosystem and Macrosystem. These systems interact with the child in different ways as indicated in Figure 1.2



**Figure 2.1 Bronfenbrenner Social Ecological Theory**

Source: Boemmel and Briscoe, 2001. Page 14.

Holistic education targets the education of the whole child and aims at achieving cognitive understanding, appropriate emotions and attitudes. When educating a child one cannot separate emotional and social factors from cognitive factors for they are interrelated. This approach to education seems to be relevant to all children and more importantly to OVC whose needs may go beyond the academic support. Achieving adequate educational outcomes requires incremental and cumulative investments in children which demand a reliable and adjustable supply of resources from the environment that the child interacts with. Early childhood interventions need to be designed with the goal of helping to improve the quality of opportunity for children in poverty. The best programmes should aim at improving school readiness and reduce the risk of future social exclusion of children at risk. All stake holders including parents, teachers, community, CBO, NGO,s and governments are fully involved in provision of a comprehensive and holistic ECE programmes. This kind of support is more influenced by the financing mechanisms

### **2.8.1 Finance, Mainstreaming Support and the Microsystem**

The Micro system is a setting in which the child is situated whose effect relate to the activities in which the child engages in and which he or she observes, the roles taken by the participants in those activities and the interpersonal relations between the person and those around him or her (Tudge, Gray and Hogan, 1996) This system entails the family, classroom, the teacher or systems within the immediate environment that the child is operating in. The source of funding for ECE for school meals, learning materials and capacity building of teachers depends on the relationships at the micro system. The school head teachers who are the financial controllers receive and allocate the funds to the school vote heads. The nursery school teacher on the other

hand has direct contact with the vulnerable child placing the teacher in a position to implement the support systems established in ECE centres. To engage learners in a teaching and learning process, the teacher has to attend to the needs of the learners which are not necessarily academic but seem likely to be a barrier to the teaching and learning process. The teaching and learning role of a teacher and the role to provide pastoral care are inseparable. There is need for balancing these roles especially in the care for OVC. The micro system is most important because its breakdown leaves a child with no tools to explore the other parts of his environment. This may stem from the breakdown of financing mechanisms at the microsystem level which isolates the child from the society and further hinders the holistic development of the child.

### **2.8.2 Finance, OVC Support and Mesosystem**

The Mesosystem is made up of two micro systems interacting. It comprises linkages and processes taking place between two or more settings containing the developing child. For teachers to be empowered to support orphans they need to be prepared through pre-service and in-service training which is dependent on the financing and allocation mechanisms. Once the parent or guardian takes the child to school, the preschool teacher is the one who directly interacts with the OVC. The source of funding for children comes from both the parents and the school while the teacher implements the curriculum from the funds available. Attachment between the home and the school is a link necessary for well developed flow of resources (Boemmel and Briscoe, 2001)

Teachers can educate parents about the developmental needs of the child as the relationship between the preschool teacher and caregiver influences mainstreaming of OVC into preschools.

Financial decisions made by Parents and Teachers Associations greatly impact on school response towards OVC. Financing and feeding of OVC and provision of learning materials is influenced by the ability of the mesosystem which entails the family environment especially the caregiver interacting with the school. For instance the relationship between the school and the community affects the growth and education of the child in ECE centres as the head teacher and the nursery school teacher have to mobilise for community- based response for the provision of learning resources, bursary funds and construction of school facilities (UNICEF, 2009)

### **2.8.3 Finance, OVC Support and the Exosystem**

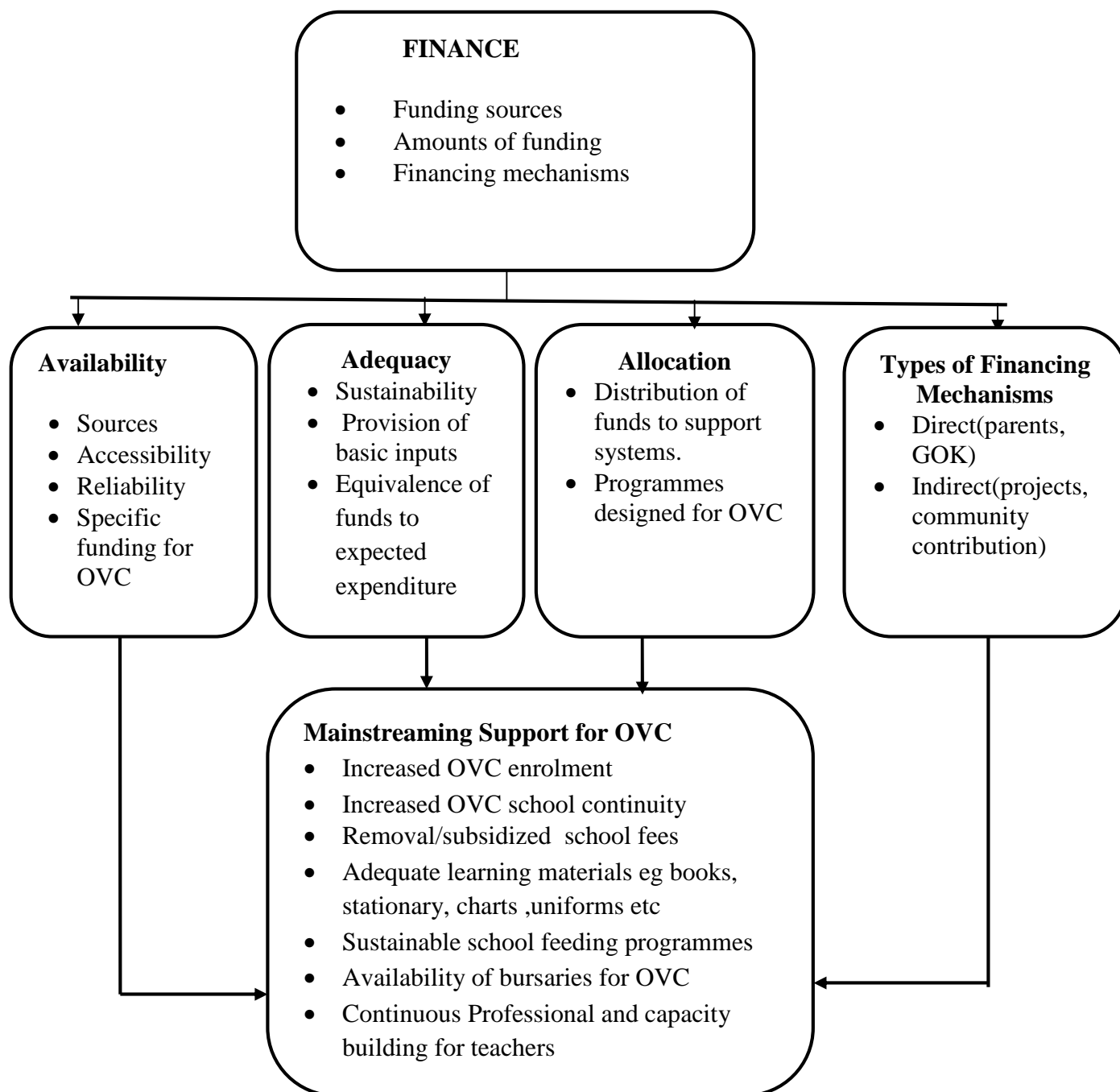
The Exosystem involves one or more settings that do not involve the child as an active participant but in which events occur that affect or are affected by what happens in the setting containing the child. For instance, in providing support for OVC in public nursery schools, the financial decisions made by the MOE and the local school board will influence the establishment and sustenance of such intervention systems such as income generating project. On the same note, NACECE has developed curriculum guidelines for use by ECE teachers nevertheless there is no harmonized, coordinated and comprehensive curriculum to guide the teachers in the various centres. Moreover the educational levels of many preschool teachers need to be raised so that they can benefit from such guidelines. Training of leaders in budget management is crucial especially if they have prior experience as educators.

## **2.9 Conceptual Framework**

The conceptual framework for this study (Figure 2.2) shows the relationships between the finance and support for OVC in PNS in Nyeri Central District. Scaling up support for OVC and overcoming barriers to enrolment, retention and transition of OVC in PNS is dependent on financing mechanisms. The way income for education is generated is crucial for improving effectiveness of resources invested in education. Financing mechanisms in PNS for programmed school vote heads may be sourced directly from parents, government or indirectly from school projects, donor funding and community contribution. Financing mechanisms have ripple effect availability, adequacy of funds to sustain existing programmes and provision of basic educational inputs.

Allocation of funds on curriculum support materials, school feeding programme, capacity building of human resource and capacity of schools to provide health services promotes access and continuity of OVC in PNS. The level of financial resources is important in ensuring that children have minimum standard of resources and materials. On the other hand the types of financing mechanisms for PNS affect sustainability and distribution of funds designed for OVC as the way income for education is generated is crucial for improving effectiveness of resources invested in education. Mainstreaming support for OVC is reflected in increased OVC enrolment, OVC continuity and removal of school fees or presence of bursaries for children from poor households. More so available and adequate funds leads to allocation of funds for purchase of learning materials, professional and capacity building for teachers and sustainable school feeding programmes for OVC.





**Figure 2.2 Conceptual Framework for the Influence of Finance on Mainstreaming Support for OVC in Public Nursery Schools.**

## **2.10 Summary of Literature Review**

Literature review revealed that inspite of efforts to improve access and quality education through the caring schools philosophy (Williams, 2010), OVC remain out of school due to unaffordable fees, malnutrition and learning materials (Boler and Carol, 2003). Financing mechanisms for education such as government funding, donations and community contributions can mitigate the problem particularly for low income families who cannot afford to make large private contributions (Belfield, 2006). With regard to availability the financing mechanisms used to raise revenue for ECE seem not to provide the service directly to OVC in ECE as funds are not earmarked specifically for OVC (USAID, 2009). The advantage is that only accessed funds though school levies are considered for supporting OVC as government contribution to ECE is low UNESCO, 2005). Lack of appropriate programming in global funds grants to OVC below six years has led to slow response towards educating OVC from poor households ( Plederer and Kantai, 2010).

Child-friendly schools can be a powerful tool for fulfilling the rights of children to education. This is achieved through collaborative programming leading to adequate resource allocation for education (UNICEF, 2009). Adequacy of financing is reflected in designed and successful feeding programmes (UNICEF, 2009), qualified staff (Williams, 2010), availability of instructional and learning materials (Otieno and Colcolough, 2009) and school based health programmes. Inadequate of finance on the support structures leads to OVC exclusion and drop out. Literature review reveals that urgent steps are needed to scale up and replicate successful interventions especially for OVC. This requires sustainable long term financing systems with accountable allocation mechanisms.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, procedures for data collection and analysis, and ethical considerations made in the study.

#### **3.2 Research Design**

The research was conducted using descriptive survey design. Mugenda and Mugenda (1999) define survey as an attempt to collect data from members of a population in order to determine the current status with respect to one or more variables. The rationale behind the use of survey research design was to help the researcher to collect information from the sample through questionnaires and interview schedule. Survey design involves describing the nature of the current condition; identifying the problem in existing situations; assessing the needs to describe what exists in what amount and what context. Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. This design was applicable to the study as the researcher generated a wide range of both quantitative and qualitative data after which descriptive comparisons were made in order to describe the influence of finance on mainstreaming support for OVC in public nursery schools and describe the needs emerging in the study.

### 3.3 Target Population.

A population is an entire group of individuals, events, objects or items having common observable characteristics from which samples are taken for measurement (Mugenda and Mugenda, 2003). The population for this study included the head teachers of 40 public primary schools in Nyeri Central districts, preschool teachers and children. The study also involved the DICECE programme officer in the district.

### 3.4 Sample Size and Sampling Technique

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group elements are a representative of the characteristics found in the same group (Kombo and Delno, 2006). Blaxter et.al. (2006) notes that with an appropriate sample, survey provides generalised results and with a good response they give answers to questions that the researcher wanted answered. To achieve this, the researcher used Krejcie and Morgan (1970) equation for determining the sample size which assumes a degree of accuracy of 0.05. From a total of 40 schools the sample size was 36 schools. However the calculated sample was more than 5% of the population and it deemed fit for the researcher to reduce the size of the sample by applying Cochran's (1997), correction formula for large samples as adopted by Bartlett, Kortlik & Higgins (2001) in order to arrive at a feasible sample. Where:  $n$  is the corrected sample size,  $n_0$  is the required size according to Krejcie and Morgan (1970) and  $N$  is the total population.

$$n = \frac{n_0}{1 + \frac{n_0}{N}} \quad n = \frac{36}{1 + \frac{36}{40}} \quad n = 18.9$$

Where  $n$  is the corrected size and in this study  $n$ =approximately 19 nursery schools. In order to have equivalent representation in the sample; stratified sampling was used for the 19 nursery schools into Northern and Southern Zones. Table 3.1 shows the sample frame.

**Table 3.1 Sample Frame for Public Nursery schools**

<b>Location of School</b>	<b>Population(N)</b>	<b>Percentage (%)</b>	<b>Sample for the study</b>
<b>Northern Zone(Municipality)</b>	19	48	9
<b>Southern Zone (Kiganjo)</b>	21	52	10
<b>Total</b>	40	100	19

The sample of the pre schools used for the study comprised 9 schools in the Northern and 10 from the Southern zone picked at random from each stratum. Random sampling was also used for nursery school teachers in schools with more than one stream. Purposive sampling was used for the DICECE officer. The respondent was also chosen on the assumption that they were knowledgeable professionals on ECE policy and the plight of OVC in Kenya.

### **3.5 Research Instruments**

The instruments for data collection for the study were questionnaires and interview schedule.

#### **3.5.1 Questionnaires**

Questionnaire was used as the main research instrument to collect opinions and experiences that the researcher was interested in. The questionnaire deemed fit as it gave the respondents a degree

of anonymity thereby making them give information more freely. The questionnaires were in two sets: for head teachers and teachers. Both questionnaires had five basic question types. Those that gathered quantity of information, those with categories, scales, lists and open ended questions to allow the respondents to give information freely. All these category of questions aimed at establishing the extent to which finance has affected mainstreaming support for OVC in the PNS.

#### **3.5.1.1 Head Teachers Questionnaires**

The questionnaire for head teachers comprised of five sections. Section 1 collected the background information of head teachers. Section 2 collected information on types of financing mechanisms for PNS. Section 3 collected information on availability of funds in terms of accessibility from different sources. Section 4 collected information on adequacy of funds in terms of how equivalent the funds were from different sources. Section 5 collected information on how available funds were allocated to the various existing support structures for OVC. The questionnaire comprised of both close-ended and open-ended item

#### **3.5.1.2 Teachers Questionnaire.**

The questionnaire for teachers comprised of five sections. Section 1 collected the background information of nursery school teachers. Section two collected information on availability and adequacy of funds in terms of whether the OVC enrolled at the centres access their basic needs and how financing issues affect adaptation of OVC at the centre. Section three collected information on how funds were allocated to cater for the needs in ECE centres and the impact it had on the teacher development and capacity to intervene for OVC.

### **3.5.2 Interview Schedule**

Interview schedule was used to collect data from Nyeri DICECE programme officer about financing mechanisms for ECE centres which was not captured in the questionnaires for head teachers and teachers. Interview schedule gathered data on the awareness of the plight of OVC in nursery schools at the district level, the different financing mechanisms adopted at the district level and how finance had influenced support of OVC at the district level and in the schools.

## **3.6. Pilot Study**

Piloting is the process whereby the researcher tries out the research and the methods to see how they work in practice and if necessary modify them (Blaxter et.al. 2006). Before the actual data was collected, the researcher conducted a pilot study in the neighbouring Nyeri North district. Two schools were purposively selected: one in the rural areas and one in the urban area. The head teachers and the teachers of the selected schools were given the questionnaires after the researcher explained to them the objectives of the study.

### **3.6.1 Validity of Instruments**

Borg and Gall (1989), says that validity is the degree to which a test measures what is intended to measure. It is the accuracy and meaning of inferences which are based on research results. It is also the degree to which results obtained from the analysis of the data actually represent the phenomena under study. After piloting, inappropriate items were eliminated from the questionnaire and more items included to capture more information and to ensure that content items in the instrument were representative and related to the study. The researcher had to

change some unstructured questions as they were difficult to analyse as respondents gave more than one answer to the same question. Content and face validity was established through consultation and discussions with the research supervisors.

### **3.6.2 Reliability of Instruments.**

Reliability is a measure of the degree of the extent a research instrument yields consistent result or data after repeated trials (Mugenda and Mugenda, 2003). An instrument is reliable when it can measure a variable correctly and obtain the same results under same conditions over a period of time. Test –retest method or coefficient of stability was used as it involves administering the instrument twice to the same group of respondents after some time. In the study the researcher administered the two sets of questionnaires to the two purposively sampled schools for piloting again after two weeks. This method helped the researcher to obtain a coefficient of stability using Pearson product moment correlation between pre-test and post test scores obtained. The correlation coefficient obtained for head teachers questionnaire in urban school was 0.87 and 0.97 in the rural school. For the nursery school teacher a correlation coefficient was 0.93 for the urban school and 0.97 for rural school. All the instruments showed a positive correlation implying that they are highly reliable. A coefficient of 0.80 or more implies that there is a higher degree of reliability of the data (Mugenda and Mugenda, 2003)

### **3.7 Data Collection Procedures**

The researcher used both primary and secondary data. A research permit was obtained from the MOE after approval by the University of Nairobi. The researcher then proceeded to the District Education Officer Nyeri Central district. For primary data the researcher visited the 19



preschools involved in the study for familiarization and self introduction. The researcher then used self administrative questionnaires to the head teachers. The questionnaire to the nursery school teacher was administered through head teachers because they head felt that it was the only way to get all areas responded to. The researcher further conducted an interview schedule for the DICECE officer. Before the interview the respondent was informed of the purpose of the study and the approximate length of the interview. The respondent scheduled a meeting in the office as the officer was out in field work most days of the week. An interview guide was prepared based on the study objectives to ensure the discussion was more systematic, comprehensive and accurate.

Secondary data was obtained from a wide range of literature review, which comprised of documentary sources on similar studies and policy documents from Kenya on ECE and policy statements on OVC such as the NPA for OVC. More data was sourced from international instruments such as the Convention on the Rights of the Child, UNGASS, EFA and studies carried out by UNICEF and USAID in sub Saharan Africa.

### **3.8 Data Analysis Procedures**

Data analysis refers to the examining of what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp 2008). The research generated both quantative and qualitative data. The researcher utilized the data generated from questionnaires and interview schedule to analyze the situation of OVC in Nyeri central District. As for the questionnaires, the researcher used both qualitative and quantitative data analysis methods. For quantitative data the researcher started by checking gathered raw data for accuracy which was

then coded and data with similar themes were assembled to ensure that no sections were left out. The coded information was tallied and consisted of scores, frequencies represented in terms of numbers. Data entry was done through Microsoft Office Excel and Statistical Package for Social Sciences (SPSS) and tabulated to get the frequencies, percentages and correlations for the types of financing mechanisms and availability, adequacy and allocation of funds in mainstreaming support for OVC. For open ended questions themes were created from the large body of data obtained, tallied and a summary was then made based on their commonality in order to produce a synopsis of the whole data sets. Qualitative analysis considered the inferences that were made from views and opinions from the interview and the open ended questions.

The frequencies and percentages of the data collected are presented in pie charts, bar graphs and frequency tables for ease of interpretation. The figures generated show the extent to which support for OVC has been mainstreamed in relation to the different types of financing mechanisms and availability, adequacy and allocation of funds in public nursery schools in Nyeri Central district. Qualitative data is reported in narrative.

### **3.9 Ethical Considerations**

Permission to carry out research was sought from the National Council for Science and Technology and the Nyeri Central District Commissioner and District Education Officer. Consent to collect data from was sought from head teachers through self introduction. Emphasis was made on confidentiality of the responses given. Respondent's names were not to be included in the study and assurance given that data generated was to be used only for the study.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents and discusses the findings of the study. The purpose of the study was to investigate the influence of finance on mainstreaming support for OVC in PNS in Nyeri Central district. The chapter is divided into five sections. The first section analyses the return rate of research instruments, followed by demographic data of respondents and finally data on the status of OVC in PNS. Section two provides information based on the first objective of the study which was to find out the influence of the different types of financing mechanisms on mainstreaming support for OVC in terms of sources of revenue and funding for OVC in ECE centres. Section two provides information based on the second objective which was to find out the influence of availability of finance in terms of accessibility and reliability in establishing OVC support structures. The third section provides information on the third objective on adequacy of funds in relation to establishing support systems for OVC while the last section provides information on allocation of the received funds to various vote heads and OVC support. The study was of descriptive nature and thus the data is largely analyzed using frequencies and percentages and presented using bar graphs and tables while qualitative data is presented in narrative form.

#### **4.1 Questionnaire Return Rate**

Instrument return rate is the proportion of samples that participated in all the research study procedures. The study targeted 19 PNS head teachers and teachers in the sampled schools.

All respondents filled the questionnaires and returned them. The return rate is summarised in Table 4.1

**Table 4.1: Questionnaire Return Rate for Head Teachers and Teachers**

Category	Head Teachers (%)	Teachers (%)
Northern zone	8 (89%)	7 (78%)
Southern zone	8 (80%)	8 (80%)
<b>Total</b>	16 (84%)	15 (79%)

The questionnaire return rate revealed that cumulatively 16 (84%) out of the 19 head teachers responded and 15 (79%) of the 19 teachers in both zones (Table 4.1). These results show a return rate of more than 80% for the head teachers and more than 75% for the teachers. Further analysis indicates that of the 9 schools sampled in the Northern zone, 8 (89%) of the head teachers and 7 (78%) of teachers responded to the questionnaires while 8 (80%) of the 10 head teachers and 8 (80%) of teachers returned the questionnaires in the Southern zone schools. However 3 (16%) out of 19 head teachers and 4 (21%) of the 19 nursery school teachers did not respond but did not render the findings of the study less valid as Mugenda and Mugenda (2003) contends that an instruments return rate above 70% is enough.

## **4.2 Teachers Demographics**

The study sought demographic data of respondents which included their gender, academic and professional background and their work experience in relation to finance and support for OVC.

#### 4.2.1 Gender of Respondent

On the gender of the respondents both the head teachers and teachers from both Northern and Southern zones were asked to state their gender. The findings are as displayed in Table 4.2

**Table 4.2 Gender Representation of the Respondents**

<b>Gender of Respondent</b>	<b>Head teachers</b>			<b>Teachers</b>		
	<b>Southern zone (%)</b>	<b>Northern zone (%)</b>	<b>Total</b>	<b>Southern zone (%)</b>	<b>Northern zone (%)</b>	<b>Total (%)</b>
<b>Male</b>	5 (62.50%)	4 (50%)	9 (56%)	0	0	0
<b>Female</b>	3 (37.50%)	4 (50%)	7 (44%)	7(100%)	8 (100%)	15(100%)
<b>Total</b>	8 (100%)	8 (100%)	16(100%)	7(100%)	8 (100%)	15(100%)

From Table 4.2, 9 (56 %) out of 16 head teachers were male while 7 (44%) were female. The findings show a very small gender disparity where females are underrepresented. The same disparity is displayed in the Southern zone as 5 (62.5%) of the 8 head teachers were male while 3 (37.5%) were female. In the Northern zone 4 (50%) were male while 4 (50%) were female. Based on the responses and interpretations of the study findings it can be concluded that there is a gender balance in the management of PNS. However, for the nursery school teachers, all of them 15 (100%) were female in both the Southern and Northern zone schools thereby representing a skewed gender representation towards women (Table 4.2)

#### 4.2.2 Respondents' Educational and Professional Development

Educational and professional qualifications are great indicators of a teacher's potential towards solving problems. Teachers that are academically qualified are better placed in

implementing policies at the school and classroom level which include OVC financial support. Table 4.3 shows the academic qualifications of the respondents

**Table 4.3 Academic Qualifications of the Head Teachers**

Academic Qualifications	Northern Zone		Southern Zone.		Total	
	N	%	N	%	N	%
Sec O'level	2	25.0	3	37.5	5	31.0
Sec A'level	1	12.5	2	25.0	3	19.0
Diploma	1	12.5	1	12.5	2	12.5
Bachelors	4	50.0	2	25.0	6	37.5
Masters	-	-	-	-	-	-
Total	8	100	8	100	16	100

Cumulatively 6 (37.5%) out of 16 head teachers had qualifications of Bachelors degree, 2 (12.5%) of Diploma level, 3 (19%) had secondary A 'level and 5 (31%) had Secondary O'Level certificate. This depicts that apart from a few 5 (31%) who had lower qualifications of secondary O'level, majority 8 (56.5%) were well trained and equipped with prerequisite knowledge that enabled them establish and implement policies aimed at OVC support. However a closer look at the findings indicates that a disparity exists between qualifications of respondents in the Northern zone and Southern zone. In the Northern zone, majority 4 (50%) had qualifications of bachelors, 1 (12.5%) had diploma, compared to the Southern zone with 2 (25%) of the 8 respondents having qualifications of Bachelors degree and 1 (12.5%) with diploma. This indicates that most schools in Northern Zone were managed by head teachers with high credentials that are essential in the management of school resource and funds in raising school inclusive policies for OVC. This is in line with UNICEF (2008) recommendation that school heads must have adequate qualifications, training and experience to cope with challenges in implementing school policies

### 4.2.3 Additional Professional Skills for Head Teachers

The study sought to find out whether teachers had acquired further professional skills necessary for support of OVC besides the initial training. This was based on the fact that further training of head teachers was essential in inculcating competence in developing educational programmes for supporting OVC. The findings are tabulated in Table 4.4

**Table 4.4 Additional Professional Skills for Head Teachers**

Other professional skills	Northern zone		Southern zone		Total	
	N	%	N	%	Total	%
School Management	2	40	6	92	8	47
Guidance and Counselling	1	20	5	42	6	35
First aid	2	40	2	-	4	23
Book keeping	1	20	-	-	1	6
None	2	40	3	25	5	29

The findings in Table 4.4 depict that Southern zone had more respondents 6 (92%) trained in school management and 5 (42%) in guidance and counselling while a few 3 (25%) did not have any additional courses apart from the initial pre-service courses. Training in school management and guidance and counselling equipped head teachers with skills for effective implementation of support services for OVC. Similarly 2 (40%) of the teachers in the Southern zone were trained in school management and 1 (20%) in guidance and counselling. Head teachers especially from the Southern Zone were equipped professionally to design projects aimed at mainstreaming financial support for OVC. Cumulatively majority of the teachers 8 (47%) were trained in school management, 6 (35%) were trained in guidance and counselling, 4 (23%) First Aid and 1 (6%) were trained in Book Keeping. Those trained in

school management and book keeping in which school finance is inclusive were able to make financial decisions aimed at retaining OVC in nursery schools. These findings agree with those of Subbarao and Coury (2004) who state that skill in financial school management enhances the capacity of managers to identify appropriate programmes for orphans which are cost effective and sustainable over a long term.

#### **4.2.4 Level of Teacher Training in ECE**

Early childhood care requires quality service delivery mechanism. This can be achieved through training of personnel to build their capacity in terms of skills and knowledge. Pre-service and in service training equips teachers with the knowledge of immerging issues in the country such as orphanhood and vulnerability. With regard to this, respondents were asked to state their highest level of training in ECE. Table 4.5 summarizes the findings.

**Table 4.5 Level of Teachers Training in ECE and support for OVC**

Level of Training	Northern Zone		Southern Zone		Total (%)	
	N	%	N	%	N	%
Certificate	3	42	8	100	11	73
Diploma	4	57	-	-	4	27
Total	7	100	8	100	1	100

From the analysis 11 (73%) nursery school teachers out of 15 respondents had qualified at Certificate level while 4 (27%) had Diploma (Table 4.5). This depicts lack of further training for majority (73%) of the teachers. Northern Zone teachers were more qualified with 4 (57%) having qualifications of Diploma level compared to the Southern zone with none out of the 8

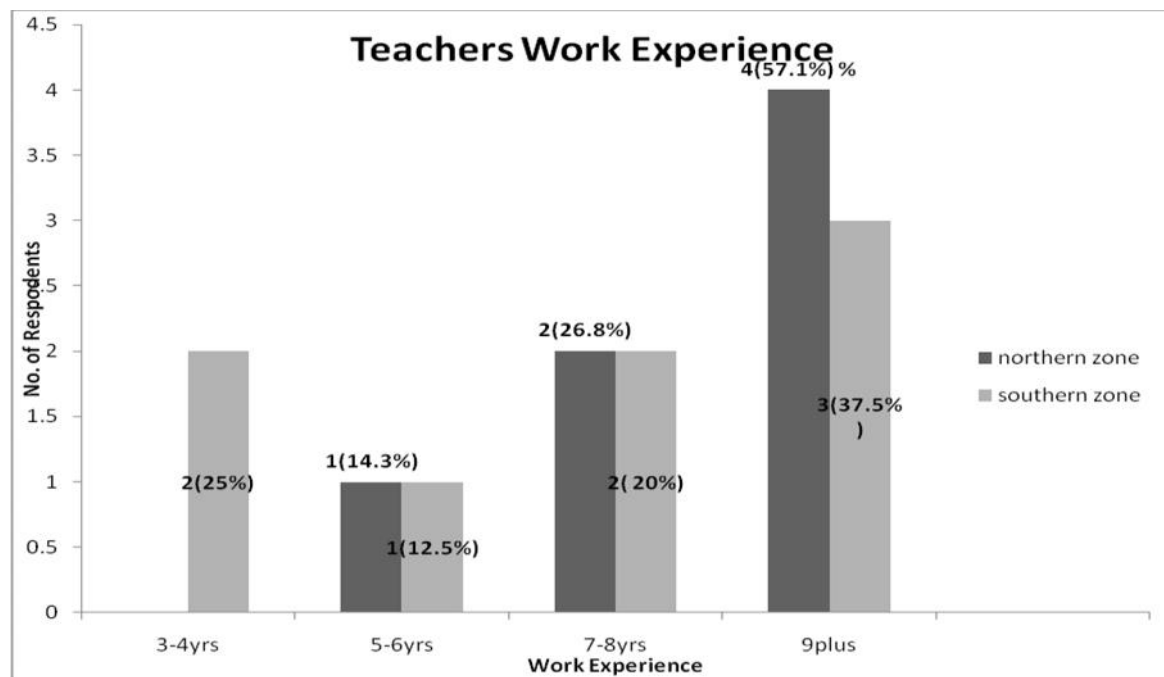


respondents. Though all the teachers had achieved the minimum qualifications for ECE teachers, majority of the teachers 11 (73%) faced challenges in mainstreaming support for OVC due to low qualifications as they had not undergone further training as recommended by Paul et, al (1980) that ECE requires quality service delivery mechanism which can be achieved through training of personnel to build their capacity in terms of skill and personnel.

#### 4.2.5 Teacher Experience and Support for OVC

On the length of experience as ECE teachers, respondents were asked to state their length of service in their respective schools. The findings are summarized in Figure 4.1

**Figure 4.1 Length of Teachers Work Experience**



For work experience 4 (57.1%) of the 7 teachers in the Northern zone had a work experience of more than 9 years, 2 (26.8%) had 7-8years and 1 (14.3%) had 5-6 years with none having an experience of 4-5 years (Figure 4.1) In the Southern zone majority of the teachers 3

(37.5%) had an experience of over 9 years, 2 (20%) had 7-8years, 1 (12.5%) had 5-6 years while 2 (25%) had worked for 3-4 years. Only a small number 6% of the teachers had worked for 7-8 years. With this wide teaching experience respondents did their jobs accordingly and were seen to be well placed to have insight into the challenges facing OVC in the schools and the response the school has taken over time in order to assist OVC in school integration.

### **4.3 Status of OVCs in Nursery Schools and Financial Support**

#### **4.3.1 Finance and OVC Enrolment.**

On OVC enrolment, teachers were asked to give the number of OVC enrolled in the nursery schools. Table 4.6 shows the distribution of OVC enrolled per strata.

**Table 4.6 Finance and OVC Enrolment in Nursery Schools**

No of OVC Enrolment	Northern Zone		Southern Zone		Total	
	N	%	N	%	N	%
1-5	5	72	5	62.5	10	67
6-10	1	14	1	12.5	2	13
11-15	1	14	2	25.0	3	20
Total	7	100	8	100	15	100

Out that out of 15 schools 10 (67%) had enrolled a few (1-5) OVC, compared to 2 (13%) that had 6-10 and 3 (20%) with 11-15 (Table 4.6) This implies that quite a substantial number of schools 10 (67%) had enrolled a small number of OVC and with adequate funding these schools were better placed at establishing support services for OVC as the number enrolled was low. However the 3 (20%) schools with high OVC enrolment needed more funding to

cater for the needs of all the children including OVC. Further findings indicated that out of 7 respondents in the Northern Zone 5 (72%) had enrolled 1-5 OVC and 1 (14%) had 6-10 and 11-15. In the Southern zone out of the 8 schools that responded 5 (62.5%) had enrolled 1-5 OVC, 12.5% had 6-10 while 2 (25%) had enrolled 11-15. Though there is compelling evidence from literature that traditionally in Kenya, OVC are absorbed into the extended family systems (USAID, 2010) it seems that traditional social safety net is under severe threat due to financial strain leading to incapability of the families to cater for the needs of OVC. This is evidenced in the study by the high number of OVC enrolled i.e. 5(33%) schools enrolling 6-15 OVC which rationalizes the need to provide funds to facilitate support for OVC to access education.

#### 4.3.2 Categories of OVC in Public Nursery Schools

Respondents were asked to identify the categories of OVC in the schools. Table 4.7 shows the various categories and the number of children under each.

**Table 4.7 Categories of OVC in Nursery Schools**

OVC status	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Maternal orphans	5	20	4	13.3	9	16
Paternal orphans	1	4	1	3	2	4
Double orphans	6	24	9	30	15	27
Vulnerable(HIV/AIDS)	3	12	4	13.3	7	13
Destitute	7	28	10	33.3	17	31
Disabled	3	12	2	7	5	9
Total	25	100	30	100	55	100

The findings in Table 4.7 shows that 9 (16%) out of the 55 OVC are categorised as maternal orphans, 2 (4%) are paternal orphans, 15 (27%) are double orphans, 7 (13%) are HIV/AIDS

affected, 17 (31%) are destitute whereas 5 (9%) are disabled. This indicates that orphanhood whether maternal, paternal or double are accounting for 47% compared to destitute and the disabled. Unless these children are assisted in school through school fees waivers, feeding programmes and provision of clothing and learning resources they are exposed to drop out of school. Further analysis indicates that there was quite a substantial number of children7 (28%) in the Northern zone and 17 (31%) in the Southern zone who needed financial support as they lived in extreme poverty despite living with a parent. The nutritional status of children is adversely affected when primary bread winners are unable to work. These findings concur with studies carried out in Uganda which revealed that 47% of households assisting OVC lacked funds for education compared to those households similarly placed but not charged with the responsibility of caring for orphans (Subbarao and Coury, 2004).

#### **4.3.3. Finance and OVC Access to Basic Needs**

Respondents were asked whether the OVCs have access to basic needs such as daily meal, clothing, and learning materials. The responses elicited were as displayed in Table 4.8.

**Table 4.8 OVC Access to Basic Needs**

Response	Northern zone		Southern zone		Total	
	N	%	N	%	Frequency	%
Yes	-	0	3	38	3	20
No	7	100	5	62	12	80
Total	7	100	8	100	15	100

As evidenced in Table 4.8 out of the 15 respondents 12 (80%) % of the OVC enrolled in both strata of nursery schools did not have access to basic needs while only 3 (20 %) had access.

This implies that the different financing mechanisms are expected to cater for the 80% who did not have access to basic needs. Meanwhile 3 (38%) of the 8 respondents in the Southern zone indicated that OVC accessed basic needs but this number is very small compared to 12 (80%) of those who did not have access in both zones. Majority of OVC did not have access to basic needs which necessitated schools to have interventions to support OVC. UNICEF (2004) notes that without collective financial action at the school level, the burden of OVC is likely to diminish developmental prospects, reduce school enrolment and increase social inequity and instability. The situation may further push rising numbers of children into the streets; institutions and schools should therefore act as safety nets for OVC as this is the place they spend most of their time and permanent institutions where support systems such as feeding programmes, psychosocial support and provision of learning materials and clothing can be sustained.

#### **4.4 Objective 1: Types of Financing Mechanisms and Mainstreaming Support for OVC**

The first objective of the study sought to find out the types of financing mechanisms for ECE and their influence on mainstreaming support for OVC in public PNS. This was based on the understanding that the sources of funding and mechanisms through which revenues are raised have implication on adequacy, sustainability and equity in education finance. In this theme the study sought to establish the main source of funding for PNS, availability of earmarked funds for OVC rate of government support for OVC and other types of financing mechanisms and their influence on support for OVC.

##### **4.4.1 Main Source of Funding in Nursery Schools.**

The study sought to establish the main source of funding for the sampled PNS based on the fact that mainstreaming support for OVC is only possible if there is a main source of funds.

There was unanimous response 16 (100%) that the main source of funds for the ECE centres was from levies paid by the parents. Further probing indicated that majority 12 (75%) of the schools charged a fee of Ksh 1,000 while the rest 4 (25%) charged between Ksh 1,100-1,300 if the child was to benefit from the primary school feeding programme. On the same theme the DICECE officer stated that ECE Department at the district level receives funds from the government, parents and community support programmes but funding from the government did not cater for the education of children in ECE centres but for coordinating DICECE programmes and in-service training for teachers. Support for OVC in nursery schools was only possible from the funds accessed outside the government kitty.

#### **4.4.2 Specific Funding for OVC in Nursery Schools**

In order to retain disadvantaged children in school and realize equality, schools need additional resources especially for children with special needs such as the physically challenged, orphans and HIV/AIDS infected and affected. Head teachers were asked to state whether there were specific funding systems for OVC in schools. All 16 (100%) reported that schools had no specific funding systems earmarked for OVC. Though majority of the nursery schools had a way of securing funds through school fees paid by parents, all nursery schools had no specific funding systems for OVC hence experienced shortage due to unpredictability in funding. Though aware of the plight of OVC, establishing earmarked vote head for OVC though necessary seemed to be a challenge in the 16 (100%) schools which jeopardized the head teacher's ability to mainstream maximum support for OVC. Vegas et al (2011) recommends that students with special needs present a greater diversity of needs including physical, cognitive and behavioural which requires additional spending to address. The allocation of specific grants for schools enables institutions to provide school based care and to meet the material needs of learners where appropriate Allemano et. al. (2009).

On the same theme the DICECE programme officer responded by saying that there were no specific funding systems for OVC at the MOE office although some benefited from community support grants and sometimes from NGO for children living in Charitable Children's Homes. The only children getting some financial support were those living in Charitable Children Homes yet this was quite a small number compared to those OVC living with extended families. Further probing indicated that the officer was aware that families with OVC received cash transfer funds from the Ministry of Gender and Social development but the funds were earmarked for children at the primary school level as stipulated in the National Action and Plan for All. These findings concur with a report by UNGASS in 2010 that 21.4% of OVC who lived in households received at least one type of free external support to help care for OVC while a larger number 78.6% never received any kind of support (MGCSD, 2011). All OVC disrespected of their residential background require support to access education as the study found out that majority of OVC lacked basic needs. This situation left those OVC outside children's homes to more vulnerability due to lack of funds as the other institution that could offer supports were the schools yet they relied on fees paid by parents

#### **4.4.3 Finance and Rate of Government Support for OVC.**

The DICECE programme officer was asked state whether the GOK and policy makers at the school level were doing enough to support ECE financially. The officer said that the government is not doing enough to help OVC reasons being poor remuneration of teachers by the head teachers and failure to provide free ECE. On the other hand the officer cited that though head teachers are the managers of the PNS, the GOK had not put in place accountability mechanisms for ECE finance the way it is done in Free Primary Education funds. This implies that without monitoring of ECE, head teachers placed priorities in the

areas of their choice. If OVC is not a priority to them then support systems were jeopardised in PNS. Further probing indicated that the government did not have programmes to provide incentives to poor households for children to complete school. In the same context teachers were asked to rate their school support for OVC. Table 4.9 summarizes the responses.

**Table 4.9 Rate of School Support to OVC**

Rate of school support to OVC	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Very good	1	14	1	12.5	2	13
Good	4	57	4	50.0	8	54
Poor	2	29	3	37.5	5	33
Total	7	100	12	100	17	100

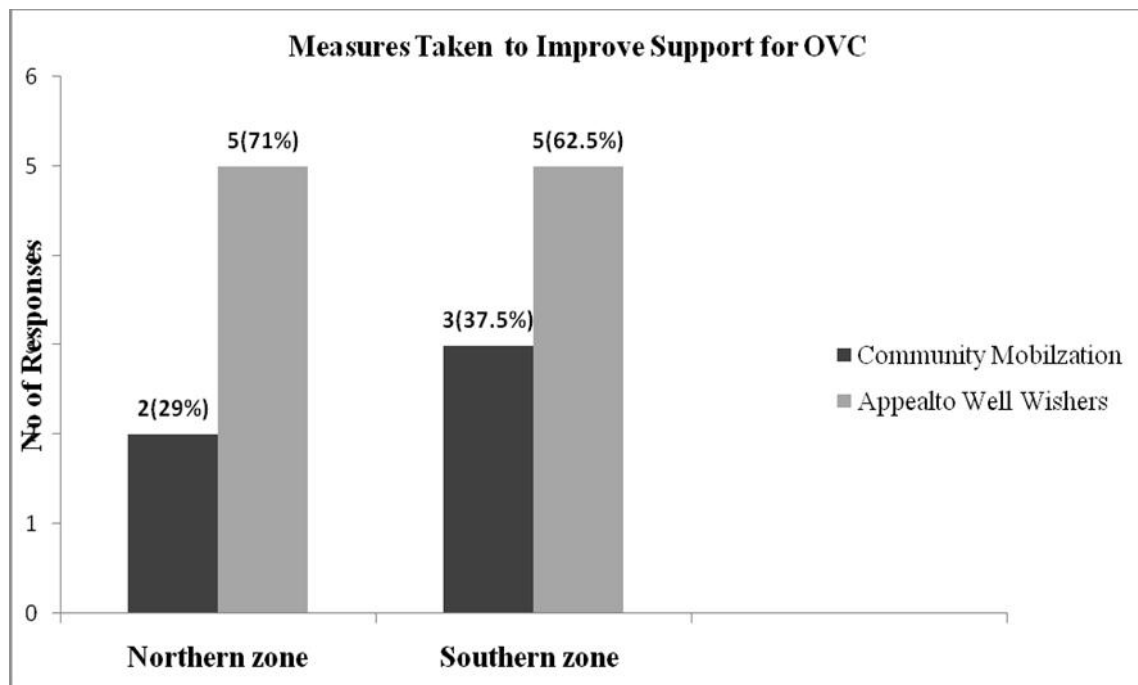
Cumulatively 2 (13%) of the 15 teachers felt that the school support for OVC was very good, 8 (54) % felt that the support was good while 5 (33%) rated the support as poor (Table 4.9). From the data it can be concluded that OVC were still facing challenges in accessing education as quite a number of schools 5 (33%) offered poor support to OVC. The findings further show that in the Northern zone 1 (14%) out of the 7 respondents rated the school support for OVC as very good, 4 (57%) said was good and 2 (29%) said support was poor implying that OVC from the 29% of the schools continued to face challenges which hindered classroom participation and retention. In the Southern zone 1(12.5%) rated the support for OVC as very good, 4(50%) said the support was good while 3(37.5%) rated the support as poor. This implies that Southern schools had somehow managed to give support to OVC compared to schools in the Northern zone though the rate is not very good.



#### 4.4.4 Financing mechanism to Improve Support OVC.

Having found the various challenges faced by OVC head teachers were further asked to identify the types of financing mechanisms put in place to improve the capacity the schools to improve participation of OVC. Due to inadequacy of funding from parents, 5 (71%) out of 7 schools in the Northern zone appealed for funds to support OVC from well wishers while 2 (29%) mobilized the community (Figure 4.2) In the Southern zone 5 (62%) out of 8 respondents indicated that they appealed to well wishers while 3 (37.5%) mobilized the community for funds.

**Figure 4.2 Measures Taken to Improve School Capacity to Support OVC.**



Cumulatively majority of the schools 10 (67%) out of the 15 schools in both zones took appealing to well wishers as the main approach to mainstream support for OVC in schools while the rest 5 (33%) mobilized the community around the schools for funding (Figure 4.2)

This implies that due to inadequacy of funds sourced from the parents the head teachers had to some extent tried to support OVC but only through support from well wishers. However appealing to well wishers was not sustainable as the funds were unreliable because some of the well wishers failed to keep their promise of financial support.

Respondents were asked to state other mechanisms used to source for funds other than those listed in questionnaires. 2 (13%) of 15 head teachers reported that at times they managed to get funds from the FPE kitty which is not allowed by the government as FPE does not cater for the preschool unit. Furthermore FPE money is barely adequate to cater for the needs of primary school pupils. A study by WERK (2004) on the participation of OVC in FPE in Kenya revealed that under FPE all pupils are allocated Kenya shillings 1,020 and an additional flat rate of Kenya shillings 2,000 for the children with special needs. This amount was inadequate as OVC required feeding, special facilities and clothing yet this mechanism could not be relied upon as a permanent solution for retention of OVC in schools.

#### **4.4.5 Areas for OVC Intervention in Schools.**

Respondents were asked to provide a list of priority areas that required intervention for OVC to effectively participate in education. The priority needs cited in order of importance were: provision of basic needs especially food, shelter and clothing; teacher training on HIV/AIDS management and provision of learning materials. Majority of respondents recommended the introduction of school feeding programmes as part of FPE so that poor and orphaned children benefit. The rest cited the need for provision of specialized equipment such as Braille machines, hearing aids, crutches and wheel chairs to the handicapped pupils and employment of trained special needs teachers to handle OVC cases. From this report it was evident that the MOE of education was aware of major areas of intervention for OVC yet

very little has been done to implement them through adequate funding. When asked on the MOE support for OVC in the district the officer cited that the office could not implement all the above interventions especially on employment of special needs teachers to every nursery school and provision of appropriate facilities especially for children with special needs due to underfunding of ECE sector.

#### **4.5 Objective 2: Availability of Finance and Mainstreaming Support for OVC**

The second objective of the study sought to find out if there was any link between availability of funds and support for OVC. This was achieved by establishing how accessible and reliable the funds were from the identified sources for support of OVC.

##### **4.5.1 Accessibility of Funds and OVC Support.**

Head teachers were asked to indicate the accessibility of funds from the identified sources for school operations. Table 4.10 shows the frequencies of how funds were accessed.

**Table 4.10 Accessibility of Funds and OVC Support.**

Accessibility of funds	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Monthly	3	37.5	3	37.5	6	37.5
Once per term	4	50.0	4	50.0	8	50.0
Once per year	1	12.5	1	12.5	2	12.5
Total	8	100	8	100	16	100

The findings in Table 4.10 depict that out of the total number of 16 respondents 6 (37.5%) of the nursery schools accessed funds from the identified sources on monthly basis 8 (50%)

accessed funds once per term and 2 (12.5%) accessed yearly (Table 4.9) This depicts that 6 (37.5%) of the schools had unsteady supply of finances contrary to head teachers expectation that school levies should be paid at the beginning of every term failure of which OVC support was adversely affected. Further analysis indicated that the situation was similar in both zones with 3 (37.5%) accessing funds monthly, 4 (50%) accessing once per term and 1 (12.5%) accessing yearly. Such unsteady flow of funding culminated into inability of the head teachers to effectively mainstream support for OVC in school as unsteady flow of finance hindered sustainability of any support structures especially for OVC.

#### 4.5.2 Reliability of Funds in Supporting School Operations

The study sought to establish how reliable the funds were for implementing school operations and support for OVC. The responses are summarized in Table 4.10

**Table 4.11 Reliability of Funds in Supporting Operations**

Reliability of funds	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Reliable	-	-	2	25.0	2	12.5
Somewhat reliable	3	37.5	3	37.5	6	37.5
Unreliable	2	25.0	3	37.5	5	31.0
Very unreliable	3	37.5	-	-	3	19.0
Total	8	100	8	100	16	100

From Table 4.11 funds were reliable for school operations in 2 (12.5%) of the 16 schools ,6 (37.5%) indicated that the funds were somewhat reliable, 5 (31%) said funds were unreliable and 3 (19 %) said that the funds were very unreliable not only in the running of the nursery

schools but also in mainstreaming support for OVC. Further analysis indicated that in the Northern zone 3 (37.5%) out of 8 respondents indicated that funds were very unreliable in supporting school operations. This implies that a total of 5 (62.5%) of the 8 schools in this zone faced challenges in establishing support systems for OVC as funds received were not reliable. OVC support systems required reliable and adequate funding. The situation was similar in the Southern zone as only 2 (25%) out of 8 schools indicated that funds were reliable compared to 5 (37.5%) who indicated unreliability of funds. The results of these findings concur with the findings by WERK (2004) that OVC faced challenges in primary schools due to unreliability of funds from the funding sources.

#### **4.5.3 Finance and Continuity for OVC**

In this question head teachers were asked to state how often they sent children home to collect school levies as abolition of tuition fees would benefit all children especially OVC living in resource constrained households. Table 4.12 summarizes the findings.

**Table 4.12 Frequency of Sending Children for School Fees.**

Responses	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Every month	3	37.5	5	62.5	8	50.0
Once per term	3	37.5	3	37.5	6	37.5
Never	2	20.0	-	-	2	12.5
Total	8	100	8	100	16	100

The findings in Table 4.12 shows that cumulatively 8 (50%) out of the 16 head teachers sent the children home to collect school fees every month, 6 (37.5%) sent them once per term and

2 (12.5%) never sent the children home. This implies that majority of the schools 14(87.5%) had very low capacity to support OVC as there was no steady flow of finance to sustain support systems. In the same context the study found out that out of the 8 schools in Northern zone 3 (37.5%) sent children home for school fees every month, 3 (37.5%) once per term with a few 2 (20%) who never sent children home. Schools in the Southern zone faced more challenges on adequacy with all 8 (100%) of the schools sending children home to collect school fees. From the findings it can be concluded that 14 (87.5%) out of the 16 schools did not have steady flow of finances for supporting school operations and head teachers had to keep reminding the parents to pay by sending children home. This posed challenges in 8 (50%) of the 16 schools in providing support for OVC in the school as support for OVC is possible if there is a reliable source of funds that are adequate in the support for school operations. After establishing that Children were sent home for fees, teachers were asked to state whether OVC were among those sent home. The responses are summarized in Table 4.13.

**Table 4.13 Responses for Sending OVC Home for School Fees**

Responses	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Yes	6	75	5	62.5	11	68
No	2	25	3	37.5	5	32
Total	8	100	8	100	16	100

The findings in Table 4.13 indicate that there was a significant number of schools 11 (68%) out of the 16 in both Southern and Northern zones that sent OVC home for school fees implying that the schools did not have enough funds for mainstreaming support for OVC by

not sending them home for school fees. This placed a burden to families with OVC as these findings concur with Belfield (2006) who says that while school fees may be needed as a source of revenue for the schools in the low income families it represents a burden to the parents with low income, the poor and disadvantaged. Though this is the case the findings also show that there is quite a substantial number of schools 5 (32%) out of 16 that had managed to retain OVC in schools. This is in line with recommendations by Boler et al (2003) that schools should abolish school fees or create inclusive policies and practices in order to avoid drop out of OVC due to unaffordable school fees.

#### **4.6 Objective 3: School Funding and Adequacy for OVC**

The third objective was to find out how adequacy of funds had influenced mainstreaming support for OVC in schools. This was achieved by finding out whether the funds received were equivalent to the needs of the ECE centres, how the funds received affected interventions for OVC and whether the funds received were adequate for different school vote heads. This was based on the assumption that if funds were adequate then establishing systems for OVC support was possible or in case of limited resources and increasing population of OVC, head teachers need to make decisions about targeting resources where they are most needed (Subbarao and Coury, 2004).

##### **4.6.1 Equivalence of Funds Received in Meeting ECE Needs**

When asked whether the funds obtained were equivalent in meeting the needs of the ECE 12 (75%) out of 16 (100%) respondents said that the funding obtained did not meet all the needs of the centres. The remaining respondents 4 (25%) did not give a response to the question implying that their schools did not receive enough funding meant to cater for all the school vote heads adequately. In the same context respondents who responded on the negative were

asked to explain the reason why the funds available did not meet all the ECE needs. The respondents said that the demands of some vote heads such as paying of wages for the staff and purchase of teaching and learning materials were not met as the level of default was higher compared to irregular payments of school levies by the parents. This culminated to challenges for school head teachers in establishing school support systems for OVC.

#### **4.6.2 Funds Received, Expected Expenditure and Support for OVC**

On the same theme the study sought to find out whether the funds received annually were equivalent to the expected expenditure per child within the ECE centres Respondents were asked to state the amount of money received from every child annually. Table 4.14 shows the amount of funding received and the expected expenditure for each child.

**Table 4.14 Funds Received and Expected Expenditure**

Category	Average of Funds received per child ( in Ksh)	Average Expected Expenditure per child (in Ksh)	Deficit
Southern zone	1542	3350	1808
Northern zone	1080	3500	2420
Average	1311	3425	2114

On average, schools in the Northern zone received Ksh 1,080 annually from each child which was less compared to schools in the Southern zone which received Ksh 1,542. On average schools received Ksh 1311 per child with the expenditure being more thrice the consumption value; Ksh3425 (Table 4.14). This implies that the economic cost per child was too high compared to the available funds hence the head teachers faced challenges in scaling up interventions for OVC as adequate funding was required to be provided for each student in



order to guarantee the opportunity for an appropriate education for all. The findings further indicate that in both Southern and Northern zone there was a deficit in terms of the amount received and the expected expenditure per child with the Northern zone having a larger deficit of Ksh 2,420 compared to the Southern zone with Ksh 1,808 annually. This implies that though the head teachers were willing to financially support OVC, it was hindered by low financing. The unexpected fluctuations in per pupil funding hampered the ability of schools to provide a constant educational experience for all children each year. Coury et al (2004) says that any decision by the head teachers to scale up interventions is influenced by the cost of scaling up and the financial capacity of the implementers and institution capability.

#### **4.6.3 Finance and Record Keeping for OVC**

Record keeping for OVC in schools is essential for the formulation of effective policy, planning and budgeting for their education. In the absence of such data the policy makers would not comprehend the magnitude of children's needs and the financial resources needed to address them. On this note nursery school teachers were required to state whether they kept any records for all children and to specify what type of records were available. All the respondents 15 (100%) indicated that they had a class register of class attendance, child's age and names of parents and guardians but did not have specific documents of OVC and their participation in school. The respondents said that it would have been too expensive to buy files for each individual child. This adversely affected interventions for OVC as minor details of the challenges of OVC have not been documented for ease of follow up.

On the same context the study sought to establish whether the MOE at the district level had available data on the number of OVC enrolled in public nursery schools. The DICECE

programme officer responded by indicating that the Education office at the district level was aware of some vulnerable children especially orphans, HIV infected, jigger infested, children living with grandparents and destitute among others. However the office did not have data on the number of OVC enrolled PNS as the interviewee claimed that getting data for OVC in school was not within the scope of MOE office at the district level but that of the Children Department. The office also depended on verbal reports given by the school teachers and head teachers during routine inspection. The District Education Office though aware of the magnitude of children who are vulnerable in the nursery schools there was no concrete data to enable follow up and financial sustainability. This can be supported by Smart (2012) sentiments that though the education sectors have good data systems where information is gathered and analyzed annually on pupil enrolment, pupil drop-out, teacher/pupil ratios, teacher attrition, facilities at schools, and provision of infrastructure but as far as OVC are concerned, these regular assessments do not capture any information about OVC. Lack of funding specifically by the government for OVC culminated in negligence of the situation at the school level.

#### **4. 7 Objective 4: Allocation of Funds and Mainstreaming Support for OVC**

The fourth objective was to establish how head teachers allocated funds received among the various competing needs essential in retaining OVCs in nursery schools. The school management in whatever form should allocate resources in support of instructional improvement and physical and sociological well being of the child. The head teacher is charged with great responsibility of fostering the right atmosphere for child growth and development. This implies that the child should be at the centre of the head teacher's plans although with managing school funds, the head teacher bears the responsibility of spending the money for the purpose of meeting the school expenditure in an accountability manner

(Mbithi, 2007). The head teacher may need to allocate money for various reasons where the ripple effect would be to ensure that OVC are retained in school. The study focused on allocation to various support systems such as school feeding, teacher remuneration, teaching and learning materials and OVC support.

#### **4.7.1 Allocation of Funds and Feeding Programme.**

School feeding is seen as one of the many interventions that support nutrition for pre-primary children as it gives children a healthy head start and paves the way for a promising future (Subbarao and Coury, 2004). School feeding is therefore a productive safety net for children aged 3-5even those already enrolled in ECE centres. Respondents were asked to estimate the percentage of funds allocated to feeding programme. The findings are shown in Table 4.15

**Table 4.15 Funds Allocation to Feeding Programme**

Allocated Funds (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
None	2	25	2	25	4	25
1-19	4	50	2	25	6	37.5
20-39	2	25	4	50	6	37.5
40-59	-	-	-	-	-	-
Total	8	100	8	100	16	100

The findings in table 4.15 shows that 4 (25%) out of the 16 schools did not have a school feeding programme as no funds were allocated to it, 6 (37.5%) allocated 1-19% and 6 (37.5%) allocated 20-39% to the feeding programme. It can be concluded that due to inadequacy of funds 4 (25%) of the head teachers had done very little to support OVC in terms of provision

of a daily meal. The data further shows that though majority 4 (50%) of the schools in the Northern zone had managed to have a feeding programme yet the allocation was too little (1-19%) to fully cater for good and balanced meals for OVC. Southern zone schools allocated more with 4 (50%) allocating 20-39%. From these findings it can be concluded that very little was allocated to feeding programmes both in Northern and Southern zone schools. The implication of this little funding and less allocation affected any efforts aimed at assisting OVC through viable school feeding programmes.

#### **4.7.2 Allocation of Funds to Teacher Remuneration**

In the same theme the study sought to establish the percentage of funding that was allocated to teachers' salaries. The response given is summarized in Table 4.16.

**Table 4.16 Allocation to Teacher Remuneration**

Funds Allocation (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
1-19	-	-	-	-	-	-
20-39	1	12.5	1	12.5	2	13.0
40-59	1	12.5	3	37.5	4	25.0
60-79	5	62.5	4	50.0	9	56.0
80-100	1	12.5	-	-	1	6.0
Total	8	100	8	100	16	100

The findings in Table 4.16 indicate that none of the 16 schools allocated less than 20 % of the funds to teacher remuneration, 2 (13%) allocated 20-39 %, 4 (25%) allocated 40-59%, 9 allocated 60-79% while only 1 (6%) allocated more than 80%. These findings depict that most of the funds were directed towards payment of teachers compared to other vote heads as majority 10 (62%) allocated more than 60% of the funds to teacher's salaries. In the Northern

zone the number was higher with 5 (62.5%) allocating more than 60 % compared to Southern zone where 4 (50%) allocated more than 60%. Cumulatively, the little that was left (less than 40%) was distributed towards other vote heads such as learning materials and feeding programmes which was inadequate in establishing support systems for OVC.

#### 4.7.3 Allocation of Funds to Learning Materials

Head teachers were asked to indicate the percentage of funding that was allocated to learning materials. Table 4.17 shows the percentages of the funds allocated.

**Table 4.17 Allocation to Learning Materials**

Funds Allocation (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
1-19	2	25	3	37.5	5	31
20-39	4	50	3	37.5	7	44
40-59	2	25	2	25.0	4	25
Total	8	100	8	100	16	100

Concerning allocation to learning materials Table 4.17 shows that 5 (31%) out of all the 16 respondents allocated less than 19% of funding to learning materials, 7 (44%) allocated 20-39% while 4 (25%) allocated 40-50%. These findings indicate that most nursery schools allocated only a small portion of funding received to acquisition of learning materials which was likely to lead to poor support for OVC as majority of them face challenges in acquisition of materials necessary for quality instruction. For instance only 2 (25%) out of 8 schools in each zone allocated 40- 59% of the funds to learning enabling young children to learn through manipulation of concrete materials.

#### 4.7.4 Allocation of Funds to OVC Support

In this question the study sought to find out whether there were funds specifically earmarked for OVC support. The findings are summarised in Table 4.18

**Table 4.18 Percentage of Funds Allocated to OVC Support**

Allocation (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
None	3	37.5	5	62.5	8	50
1-19	3	37.5	1	12.5	4	25
20-39	2	25.0	2	25.0	4	25
Total	8	100	8	100	16	100

The findings in Table 4.18 indicate that majority 8 (50%) of the 16 schools did not allocate any funding to specifically support OVC implying that retention of OVC in school was jeopardized as OVC specific interventions such as school subsidies and abolition of school fees were unmet. The other 8 (50%) schools had to some extent managed to support OVC as 4 (25%) had managed to allocate between 1-19 % the other 4 (25%) allocated between 20-39%. When schools were further stratified into Northern and Southern zones the study found out that 5 (62.5%) of the 8 Southern zone schools and 3 (37.5%) in the Northern zone did not allocate any funds to support OVC. Subbarao and Coury (2004) suggest that orphan specific interventions such as school subsidies and abolition of school fees benefits orphans living in resource constrained backgrounds.

When head teachers who had not allocated any funds for OVC were asked to cite the reasons for non allocation, majority said that funds received from parents were meant for school

programmes such as teachers' salaries and furniture. Earmarking funds for OVC meant that needs such as teachers' salaries would not be met. From these findings it can be concluded that majority of the schools had not reached this standard as funding availed to providing support to OVC was very little and thus most of needs of OVC were unmet which impacted negatively on the mainstreaming support of the OVC in the PNS.

#### **4.7.5 Finance and Salary Paid to Teachers**

The study sought to establish the working conditions of the staff in PNS. To achieve this, the study sought to find out the remuneration as well as aspects of staff development and their relationship to OVC support. This was necessary because staff's working conditions affect worker's motivation levels. A satisfied teacher is likely to assist OVC and offer quality services compared to a dissatisfied one. Table 4.19 shows the range of teachers' salaries.

**Table 4.19 Monthly Income of the Teacher**

Salary (Ksh)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Below 3,000	1	14	-	-	1	7
3,000-5,000	6	86	8	100	14	93
6,000-7,000	-	-	-	-	-	-
Total	7	100	8	100	15	100

On teachers' salary, cumulatively majority 14 (93%) of the 15 respondent teachers earned between Ksh 3000-5,000 per month while 1 (7%) earned less than Ksh 3,000. This indicates that the teachers' earnings were relatively poor in both categories. Similarly all teachers 8 (100%) from the Southern zone earned less than 5,000 whereas in the Northern zone majority

6 (86%) earned between Ksh 3,000-5000 with 1 (14%) earning less than Ksh 3,000. The findings depict that teachers 14 (93%) were not in a capacity to offer financial assistance to OVC due to poor pay. These findings concur with UNESCO (2005) that preschool teachers in Kenya earn a monthly salary that is generally less than half of that of primary school teachers. This low and irregular pay makes the profession unattractive to many. On the same note a poorly paid teacher may not be in a capacity to offer any financial support to OVC as low pay leads to low teacher morale in curriculum implementation.

After establishing how much pre-school teachers earned, the study further sought to find out whether the salary offered at the schools were commensurate with the services rendered by teachers especially for OVC support. All the respondents 15 (100%) responded on the negative that the salary did not commensurate with the services rendered. In the same theme the DICECE officer stated that teachers in the district were qualified to handle ECE and care for OVC as they had undergone minimum ECE training some up to diploma level but that teachers lacked support from head teachers as they sometimes stayed for months without pay. This placed them at a disadvantage where they could not support OVC out of their earnings. The officer further said that ECE teachers should not earn less than Ksh 20,000 monthly as such a salary would enable them to assist OVC in situations where there is no specific funding for OVC by paying school fees and provision of uniform and learning materials. From sentiments of the DICECE officer, teachers were poorly paid thus implying that their financial capacity was too low to enable them support themselves and then OVC in classes.

#### **4.7.6 Finance and Relevance of Teacher Qualifications to OVC Support**

In order to check the specific contributions made by teacher qualifications in supporting OVC respondents were asked to indicate whether their qualifications were relevant in handling



preschool children and giving support to OVC. This was based on the fact that funding for school improvement and for teachers professional development is essential in any education institution. The responses are summarized in Table 4.20

**Table 4.20 Relevance of Professional Skills**

Response	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Relevant	2	29	3	37.5	5	33
Fairly relevant	5	71	4	50.0	9	60
Not relevant	-	-	1	12.5	1	7
Total	7	100	8	100	15	100

The findings from Table 4.20 revealed that cumulatively 5 (33%) out of the 15 teachers felt that their professional skills were relevant in supporting OVC, 9 (60%) felt that their professional skills were fairly relevant while 1 (7%) felt their skills were irrelevant in supporting OVC. From the findings it can be concluded that there was a substantial number of teachers 10 (67%) in both zone who needed financing for capacity building through refresher courses in order to enhance their skills for curriculum implementation and supporting OVC. In the Northern zone out of 7 respondents, 2 (29%) felt that their skills were relevant while majority 5 (71%) felt that their skills were fairly relevant whereas none felt that their professional skills were not relevant and therefore needed capacity building. In the Southern zone 3 (37.5%) out of 8 respondents felt their professional skills were relevant in supporting OVC, 4 (50%) were fairly relevant while 1 (12.5%) felt that their skills were irrelevant. Conclusively, the findings depict that inadequacy of funds for capacity building caused teachers to be ill equipped for support of OVC. Mizell (2010) recommends that policy

makers have a responsibility to ensure that teachers within the schools engage in continuous professional learning and apply that learning to increase student achievement. Since teachers face familiar and unfamiliar issues, with extra financial support they become more effective in overcoming daily challenges such as those facing OVC in schools and at home. In the same theme respondents were further asked whether they had been sponsored by the management of their schools to attend professional refresher courses. Table 4.21 summarizes the findings.

**Table 4.21 Sponsorship of Teachers for Refresher Courses**

Response	Northern zone		Southern zone		Total	
	N	%	N	%	Frequency	%
Yes	2	29	-	-	2	13
No	5	71	8	100	13	87
Total	7	100	8	100	15	100

The findings in Table 4.20 indicate that in both zones a few 2 (13%) of the 15 (100%) had been sponsored for refresher courses while majority 13 (87%) of the teachers had not secured sponsorship to professional refresher courses from the management of the schools. Inadequacy of funds had jeopardized capacity building for majority of the teachers in order to enhance their skills in class integration of OVC. A closer look at the findings indicate that Southern zone was more affected with all 8 (100%) responding on the negative. Similarly very little had been done to equip teachers with relevant skills to support OVC in the Northern zone as only 2 (29%) of the 7 (100%) teachers had been sponsored for refresher courses. As such, the teachers lagged behind in key developments taking place in their areas

of concern such as the increased enrolment of OVC in their classes and the mechanisms for scaling support which has impacted negatively on their effectiveness.

#### **4.7.7 Finance and Self Sponsorship for Professional Courses**

The study sought to find out whether in absence of the employer's sponsorship nursery school teachers sponsored themselves for professional refresher courses aimed at improving their skills in integrating OVC in classroom. OVC situation requires provision of funds for establishment of well designed training and mentoring programmes that builds teacher morale. Table 4.22 shows the responses given.

**Table 4.22 Self Sponsorship for Courses**

Self sponsorship	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Yes	3	43	1	12.5	4	27
No	4	57	7	87.5	11	73
Total	7	100	8	100	15	100

The study found out that in both zones 4 (27%) of the 15 respondents sponsored themselves for professional courses while 11 (73%) did not (Table 4.22). The findings also indicate that 3 (43%) of the 7 teachers in Northern zone managed to sponsor themselves while 4 (57%) did not. This indicates that teachers in the Southern zone faced more challenges in terms of financial capacity to sponsor themselves for capacity building which culminated to inadequate skills in supporting OVC. The findings imply that not unless teachers solicited for funding externally a substantial number were not in a capacity to increase their role in assisting OVC as only 4 (27%) had managed to do so. The findings of this study concur with

UNICEF (2009) in that many developing countries have a high percentage of teachers who lack requisite level of education and training needed to rise to the challenge of school reforms such as support for OVC.

#### **4.7.8 Finance and Areas of Professional Development.**

Teachers who had received further professional development were asked to mention the areas they were trained in. The study found out that two out of the four had been trained in HIV/AIDS whereas the other two were trained in making teaching materials locally and training in ECE certificate respectively. The findings imply that only two teachers had relevant skills for supporting OVC as they had trained in HIV/AIDS management. Africare (2006) recommends that life skills and psychosocial training provided to teachers enables them to more ably serve their students and provide them with information on how to address their grief, trauma and how to take care of themselves. This training is incorporated into the school's curriculum as an essential part of the child's educational experience for years.

#### **4.7.9 Funds allocated and Challenges Faced by OVC in PNS.**

Respondents were asked to identify the challenges faced by OVC in the school. The challenges were given in order of dominance as: Lack of school fees, lack of uniform, lack of learning materials, hunger and psycho-social problems. It is clear that providing financial support for OVC was inevitable as lack of school fees, uniform, learning materials and malnutrition impact negatively on OVC access and retention in public nursery schools. These findings concur with World Bank (2005) that poverty has a direct effect on a child as a poor household has very little money to cover the cost of schooling (fees, uniform, books, meals etc) In case of HIV/AIDS, there is a burden of illness which reduces income as the family member is unable to work and the funds available must be used to pay for treatment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter addresses the summary of the findings of the study in relation to the objectives outlined in chapter one. It also presents the conclusion of the study together with the recommendations and suggestions for further study based on the findings.

#### **5.1 Summary of Findings**

The purpose of this study was to explore the influence of finance on mainstreaming support for OVC in PNS in Nyeri Central district. On the background data the study revealed that all (100) teachers in the nursery schools were trained in ECE with majority being at the Certificate level. Majority of the same teachers had an experience of more than nine years implying that they had enough experience with children's situations over time OVC inclusive. As for the head teachers, they were well trained with majority having qualifications of Bachelors. 47% of the head teachers had acquired further training in School Management which placed them at a better position in identifying and scaling up financial interventions for OVC.

On the status of OVC the study found out that all schools had enrolled different categories of OVC with majority being orphans and destitute. The number enrolled in the schools ranged with 67% enrolling between 1-5 OVC and 20% enrolling a higher number of 11-15OVC. Although the schools in both zones had enrolled OVC the same data was not available at the MOE district office. Awareness about the plight of OVC in the schools came from the verbal reports given by

the school teachers during routine inspection by the DICECE officer. This was found to have jeopardized any financial efforts at the ministry level in assisting OVC as any concrete data about them was not available. OVC did not have access to basic needs due to financial constraints at home which led to challenges such as lack of uniform, lack of learning materials, and malnutrition which obliged head teachers and teachers to provide support to them.

The first objective sought to establish the different types of financing mechanisms and their influence on mainstreaming support for OVC in PNS. The study revealed that all schools in both zones secured funding from parents and any support for OVC was only possible when funds secured from the parents were used. Some head teachers managed to secure government funding from the FPE kitty though not directly targeted for ECE at the ministerial level. Funding from the government at the ECE level did not cater for the children in the ECE centres but for coordinating DICECE programmes and in-service training for teachers. The study also found out that there were no funding specifically earmarked for OVC apart from a few children living in children's' homes whose fees was paid by NGO yet not all OVC lived in this homes. In order to cope with the situation, majority of the head teachers appealed to well wishers while others managed to mobilize the communities for support. This support structures were not sustainable as some well wishers did not keep their financial promises. It was also unanimously felt that the GOK was doing very little to support ECE. Interventions to integrate health, nutrition, waiver of school fees and capacity building for teachers were affected by the financing mechanisms as the available resources were targeted at teacher remuneration which resulted in minimal support for OVC who could not be able to cope with programmes of their own.

The second objective sought to establish how availability of funds influenced mainstreaming support for OVC. In most of the schools funds were not available as the schools accessed funds quarterly with majority of respondents stating that funds were somewhat reliable. Reliability of funds was affected by unsteady flow of finance from the sources as parents did not pay the school fees in full prompting more than 50% of head teachers to send children home for school levies. Schools in the Southern zone faced more financial challenges compared to schools in the Northern zone as majority sent the children home for school levies every month whereas in the Northern zone schools just a few sent them once per term. In supporting OVC some schools had managed to retain OVC in school by not sending them home for school fees. Unreliability of funds further resulted to the school head teachers sending OVC home to remind their parents to redouble efforts in raising the required school levies. This affected school attendance and continuity for OVC.

The third objective was to find out whether the funds received were adequate for establishing support systems for OVC. There was a unanimous response that the funding received did not meet all the requirements of the ECE centres. In majority of the schools 75% both in Northern and Southern zone, funds received did not meet the needs of the nursery school centres thus affecting interventions for OVC. The demands for some of the vote heads such as paying wages of the staff were not met. The inadequacy of the funding available was reflected by inability of the schools to cater for a variety of crucial needs for OVC such as school feeding programmes and purchase of learning materials. Teachers received poor salaries which they felt were not commensurate with services rendered and failure to be sponsored for refresher courses.

Inadequacy of funds was caused by an average deficit of Ksh 2114 in the amount of funding received as it was not equivalent to the expected school expenditure per child annually.

The fourth objective was to investigate how allocation of funding among the competing needs, influenced mainstreaming support for OVC. There were efforts by schools in recognizing and responding to the needs of OVC as there are a series of provisions or responses by schools and well wishers. However certain things had not been done to ensure retention of OVC in schools. For instance allocation of funding among the competing needs was found wanting with very little funds being allocated to key needy areas such as feeding programme and acquisition of teaching and learning materials which compromised support for OVC given that very little funds were accessed by the schools. Majority of the schools allocated very little of funding to feeding programmes, purchase of learning materials and making of desks and chairs. More than half of the funds were allocated to teacher remuneration. Schools in the Northern zone spent more on teacher salaries with 75% allocating more than 60% compared to southern zone with 50% The study also found out that OVC need for a daily meal was not met as 25% of the schools did not have a feeding programme.

The pressure of teacher salaries was found to squeeze out other inputs especially those non salaried expenditures such as establishing support systems for OVC. This situation was aggravated by lack of a specific funding for OVC in all schools as the MOE did not aid disadvantaged children specifically in ECE centres. The only funds accessed from government were used in DICECE programmes and not meant for specific needs of children at the local level. These findings concurred with the views of the respondents who were of the opinion that funds allocation impacted negatively on support for OVC in PNS.



The study also revealed that although more than half of the funds received was allocated to paying of the teachers, majority of the teachers in both categories earned below Ksh 5,000 with 7% earning less than Ksh3,000Ksh. All teachers felt that the salaries did not commensurate with the services they rendered which demotivated them in offering support for OVC. Some stayed for months without pay and lacked support from head teachers. Allocation of funds further influenced the capacity of the schools to sponsor teachers for refresher courses especially on life skills and community mobilization. Sixty percent of the teachers felt that their skills were fairly relevant in supporting OVC and 7% felt that their skills were irrelevant. The teachers with irrelevant skills required capacity building yet majority of teachers were not sponsored by their schools to attend refresher courses with respondents giving reasons that funds for capacity building were not available.

## **5.2 Conclusion**

From the study, it can be concluded that the sources of funding and the mechanisms through which revenue is raised at the ECE level have implications on adequacy and sustainability of school programmes and mainstreaming support systems for OVC in PNS in Nyeri Central district. As the study found out school fees paid by parents was seen to provide the needed source of revenue yet the burden seemed too much especially when children, OVC included, had to be sent home often to collect school fees. Financial support for OVC is hidden in other programmatic areas such as the programmed school vote heads such as teacher remuneration which must be prioritized in the schools before the needs for OVC are met. This has made support for OVC PNS in Nyeri Central district erratic and thus mainstreaming support for OVC was compromised as parents and well wishers were identified as the largest proportion of

financiers. Owing to lack of specific funding systems, majority of the OVC face problems associated with lack of school fees as well as lack of school uniform and learning materials. Though majority of the schools mitigated the problems by appealing to well wishers while a few others mobilized the community for funds, requiring parents to raise all the school revenue resulted in high degree of inequality in per pupil funding. From this study it is evident that though funds were available from parents and well wishers they could not be relied on as they were inadequate to cater for ample allocation to OVC support systems in PNS.

### **5.3 Recommendations**

Based on the conclusions discussed in the previous section the researcher made the following recommendations:

- i. Support should be intensified to reach all vulnerable children by establishing programmes for at risk and vulnerable children within the nursery school setup. This may be achieved if PNS seek for alternative financing mechanisms to facilitate their operations as well as mainstreaming support for OVC. The fact that school fees from parents constitute the main source of finance in ECE centres is critical considering the high poverty levels in the district. This will reduce their reliance on parents and well wishers as the chief sources of funding. Alternative sources would be the government through various agencies, such as Constituency Development Fund (CDF) among others. An assessment of per pupil funding should be conducted in nursery schools in order to establish finance mechanism that would enhance per pupil funding gaps. The assessment should be holistic, meeting the health, nutrition and educational needs of vulnerable children.

- ii. Management of PNS should improve the remuneration of teachers. Apart from paying the salaries and allowances to teachers from the funds received by schools, schools may approach institutions such as government and non governmental agencies to pay teachers. Such organizations and agencies include Teachers Service Commission (TSC) and Faith Based Organizations (FBO). This will reduce spending all the available funds on teachers' salaries as well as improving their working conditions.
- iii. Allocation of funding among the competing needs should be made more prudent. This involves targeting the needs that are most deserving and establishing the right priorities. For instance more funding should be allocated towards feeding programme and acquisition of teaching and learning materials. Capacity building should target all the key players and supporting structures since all of them are critical to development of integrated and sustainable services to the children. Training programmes for ECE teachers should continue on the job and follow up should continue even after formal training in order to promote awareness and needs assessment which is vital to mainstreaming of support for OVCs.
- iv. As observed in the study the GOK has been unable to generate sufficient resources to provide free basic education at the ECE level, private expenditure may also be used to supplement parents and government funding. The government should call on private organizations to provide education to specific group of students such as OVC by means of subsidy or vouchers. The management of PNS also need to link up with the organizations that fund mainstreaming support for OVCs in order to access reliable source of funding.

## 5.4 Contribution to Body of Knowledge.

Analysis from the study revealed that financing of ECE is dependent on fees paid from parents and contribution from well wishers. If the flow of financing from the sources is steady and adequate mainstreaming support for OVC is enhanced. Table 5.1 presents the summary of the contribution to the body of knowledge.

Objective	Contribution
Influence of different types of financing mechanisms on mainstreaming support for OVC in PNS.	The sources of funding for PNS have implications on adequacy and sustainability of support services for OVC. Though school fees is the main source of funding it places burden to poor households with OVC.
Influence of availability of finance on mainstreaming support for OVC in PNS.	The flow of finance affects the function of the education of education. Availability of finance promotes retention and continuity for OVC in education
Influence of adequacy of finance in mainstreaming support for OVC in PNS.	Provision of adequate funding ensures that basic educational inputs such as school feeding programmes, learning materials and capacity building of staff are met. More so coverage is enhanced based on student characteristics.
Influence of allocation of finance on mainstreaming support for OVC.	Allocation of funds affects the responsiveness of PNS to the needs of OVC. For instance appropriate allocation of funds to school feeding programmes promotes retention and adds to nutritional status of OVC. Allocation to capacity building of staff improves staff capacity to offer psychosocial support to OVC.

## **5.5 Suggestions for Further Research**

Arising from the study, the following suggestions for further study are made:

- a. Need to study on the factors impeding successful mainstreaming support for OVCs in public primary and secondary schools.
- b. Need to study on the determinants of effective mainstreaming of OVCs and how it can be improved in public nursery and primary schools.
- c. As identified in this study on the different sources of funding in public nursery schools it's important to do a research on the effects of intersectoral approaches on the provision of ECE in Nyeri Central district.

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**APPENDIX I: LETTER OF CONSENT TO COLLECT DATA FROM PUBLIC  
NURSERY SCHOOLS.**

Grace Gathoni Githae,  
University of Nairobi,  
P.O. Box 30197,  
Nairobi.

Dear Sir/Madam,

**RE: REQUEST TO FILL QUESTIONNAIRE FOR RESEARCH**

I am a post-graduate student in the faculty of Education, Department of Educational Communication and Technology, University of Nairobi. I am currently pursuing a Master of Education Degree in Early Childhood Education (ECE). I am conducting research on influence of finance in mainstreaming support for Orphans and Vulnerable Children (OVC) in public nursery schools, in Nyeri Central district, Kenya.

You have been selected to participate in the study because your nursery school falls under the scope of the study. Please respond to the questions honestly and accurately as possible. Your response will be used for the study only and your identity will remain confidential.

Thank you in advance.

**Githae ,Grace Gathoni.**

## APPENDIX II: QUESTIONNAIRE TO THE HEAD TEACHER.

This questionnaire is for the purpose of collecting information relating to **Effects of Finance in Mainstreaming Support for Orphans and Vulnerable Children (OVC)** in public nursery schools in Nyeri Central District. All the information will be used for the purpose of the study only. Kindly respond to all the questions as honestly as possible.

	Questions	Responses(please fill or tick where appropriate)	
<b>1.0</b>	<b>BACKGROUND INFORMATION</b>		
1.1	Date	_____/____/____	
1.2	Gender	Male [ ] Female [ ]	
1.3	What is your highest qualification?	Secondary O, level [ ] Diploma [ ] Secondary A, level [ ] Bachelors [ ] Masters[ ] Others_____	Tick the most appropriate
1.4	Besides formal Education which other professional skill are you trained in?	1._____ _____ 2._____ _____	
<b>2.0</b>	<b>TYPES OF FINANCING MECHANISMS</b>		
2.1	Which is the main source for financing for the centre?	Government. [ ] Parents[ ] church[ ] NGO,s[ ] none of the above[ ] _____	<b>If none of the above please identify which one</b>
2.2	What other sources of funding is available for the centre?	Government. [ ] Parents[ ] church[ ] NGO,s[ ] none [ ]	<b>Tick all that applies</b>
2.3	Are there specific funding systems for orphans and vulnerable children?	Yes [ ] No [ ]	<b>If yes go to please go to 2.4</b>

2.4	Please identify the funding systems for OVC.	1.Government[ ] 2.NGO,s[ ] 3.Church donations[ ]4.parents/well wishers[ ] 5. Community mobilization.[ ]	
2.5	What challenges do OVC in nursery school face	1 Lack of school fees.[ ] 2.Lack of learning materials[ ] 3.Lack of uniform[ ] 4.Malnutrition [ ] 5.Any other(please specify)_____	
2.6	How have you responded to the above challenges?	1._____ _____ 2._____ _____	
2.7	What measures do you take to improve the capacity of the school to help OVC?	1.Mobilizing the community for funds[ ] 2. Appealing to well wishers.[ ] 3.Organizing fundraisings[ ] 4.starting school projects[ ] 5.Any other (please specify)_____	
<b>3.0</b>	<b>AVAILABILITY OF FUNDS</b>		
3.1	How accessible are the funds secured from the sources above?	1.monthly [ ] 2.quaterly [ ] 3.yearly [ ]	<b>Tick the most appropriate</b>
3.2	How reliable are the sources in supporting school operations?	1.Very reliable [ ] 2.Reliable [ ] 3.Somewhat reliable [ ] 4.Unreliable [ ] 5.Very unreliable [ ]	

3.3	How often do you send the children home for school fees?	Every month.[ ] once per term[ ] once per year[ ] never[ ]						
<b>4.0</b>	<b>ADEQUACY OF FUNDS</b>							
<b>4.1</b>	In your own estimation how much does the centre receive per term?	_____						
4.2	Does the centre receive funds equivalent to its need?	Yes [ ] No [ ] Explain_____						<b>Explain your answer</b>
		_____ _____						
4.3	What is the amount of funding received per child per year.	_____						
4.4	In your own estimation what is the expected expenditure per child per year.	_____ _____						
4.5	Does the amount of funds received affect interventions for OVC?	Yes [ ] No [ ] Explain_____						<b>Explain your answer</b>
		_____						
<b>5.0</b>	<b>ALLOCATION OF FUNDS</b>							
5.1	In your own estimation indicate the percentage (%) that is allocated to the following.		<b>1- 20 %</b>	<b>21- 30 %</b>	<b>31- 40%</b>	<b>41- 50 %</b>	<b>50plus</b>	<b>Tick the most appropriate</b>
		Feeding programme						
		Staff payment						
		Learning materials						
		Support OVC						

5.2	In case of surplus funding which priority are the funds likely to be directed to?	1. _____ 2. _____	
5.3	In your own opinion does allocation of available funds affect the way OVC participate in the centre?	Yes [    ] No [    ] Explain _____ _____	
5.4	How do you motivate the nursery school staff?	1. _____ 2. _____ _____	
5.5	Incase of insufficient financing indicate the items of highest priority?	Highest _____ _____  Lowest _____	

### APPENDIX III: QUESTIONNAIRE TO THE NURSERY SCHOOL TEACHER.

This questionnaire is for the purpose of collecting information relating to the **Influence of finance in mainstreaming support for orphans and vulnerable children (OVC) in public nursery schools in Nyeri Central district**. All the information will be used for the purpose of the study only. Kindly respond to all the questions as honestly as possible.

	<b>BACKGROUND INFORMATION.</b>	
	<b>QUESTIONS</b>	<b>RESPONSES( please fill in or put a tick where most appropriate)</b>
1.1	Date	____/____/____
1.2	Gender	Male [ ] Female [ ]
1.3	What is your highest level of education?	1.Secondary O’level [ ] 2. Secondary A’level [ ] 3.Bachelors[ ] 4. Masters [ ] Others _____(specify)
1.4	What level are you trained in Early Childhood Education?	Nil [ ] Certificate [ ] Diploma [ ] Bachelors [ ] Others _____specify
1.5	For how long have you worked as a preschool teacher?	1-2years [ ] 3-4 years[ ] 5-6years [ ] 7-8years [ ] 9plus years [ ]
1.6	For how long have you worked in your current station?	1-2years [ ] 3-4 years[ ] 5-6years [ ] 7-8years [ ] 9plus years [ ]
2.0	<b>AVAILABILITY AND ADEQUACY OF FUNDS</b>	
2.1	In the past one year how many OVC have been enrolled in your class?	1-5 [ ] 6-10 [ ] 11-15 [ ] More than 15[ ]

2.2	Please indicate the categories and no of OVC enrolled in the centre	Maternal orphan[ ] paternal orphan[ ] double orphan[ ] Destitute[ ] IV/AIDS affected[ ] any other_____
2.2	Does the OVC in the centre access most of their basic needs?	Yes [ ] if No go to 2.2 No [ ]
2.3	What is the reason for your answer above	Financial [ ] Ignorance[ ]
2.4	Please identify the needs of OVC in the centre.	1.writing materials [ ] 2.school uniform, bags and shoes [ ] 3.Emotional support [ ] 4.Food [ ] 5.school fees 6 All of the above [ ] 7.None of the above [ ]
2.4	How does financing issues in the centre affect the adaptation of OVC in nursery school?	1.Always [ ] 2.Sometimes [ ] 3.Never [ ] Please explain the reason for your answer 1._____ 2._____
2.5	Has any of the OVC been sent home lately for school levies?	1.Yes [ ] 2.No [ ] Explain for what reasons_____
<b>3.0</b>	<b>ALLOCATION</b>	
3.1	In your own opinion how best can the resources accessed be utilized in supporting OVC	1.Very likely [ ] 2.Likely [ ] 3.Unlikely [ ] 4.Very unlikely[ ]
3.2	How much do you earn per month	1.Below 3,000[ ] 2.Between 3000-5000[ ] 3.Between 5000-7000[ ] 4.Between 7,000-10,000[ ] 4.Above 10000[ ]
3.3	In your estimation does the salary offered by your employer commensurate with the kind of work you do?	1.yes [ ] 2.No [ ]



		<p>If no give an estimate of expected remuneration.</p> <p>In ksh _____</p>
3.4	Have you been sponsored by your institution to undertake any professional training?	<p>1.Yes [ ]</p> <p>2.No [ ]</p>
3.5	If yes which area did you train?	<p>1. _____</p> <p>2. _____</p>
3.6	If no which are the main reasons?	<p>1.Has adequate skills [ ]</p> <p>2.Lack of time [ ]</p> <p>3.Lack of funds [ ]</p> <p>4.Family responsibilities[ ]</p> <p>5.Others [ ]</p> <p>_____</p>
3.7	Have you pursued any professional courses using your own resources while still working at the centre?	<p>1.Yes [ ]</p> <p>2.No [ ]</p> <p>Explain _____</p> <p>_____</p>
3.8	Which categories of OVC do you have at the centre?	<p>1.HIV infected/affected [ ]</p> <p>2.Orphans. [ ]</p> <p>3.Destitute [ ]</p> <p>4.physically challenged [ ]</p> <p>5.All the above [ ]</p>
3.9	How relevant are your professional skills to support OVC?	<p>1.Very relevant [ ] 2.Fairly relevant [ ] 3.Not relevant [ ]</p>
3.10	Please suggest how OVC,s in your school may be assisted to participate fully in the learning process.	<p>1. _____</p> <p>2. _____</p>
3.11	How do would you rate the school administration support to OVC?	<p>Very good [ ]</p> <p>Good [ ]</p> <p>Poor [ ]</p> <p>Very poor [ ]</p>
3.1	How do you as teacher offer assistance to OVC?	<p>1.Mobilise the community around [ ]</p> <p>2.use my own resources [ ]</p> <p>3.request from other parents[ ]</p> <p>4.All of the above [ ]</p> <p>5.none of the above [ ] (specify)_____</p> <p>_____</p>

#### **APPENDIX IV: INTERVIEW SCHEDULE FOR DICECE PROGRAMME OFFICER**

1. I would like to begin by finding out more about your work. Briefly describe your role and responsibilities within the ministry of education
2. According to your current statistics how many ECE centres are under your jurisdiction?
3. What are the funding mechanisms available for the ECE centres in Nyeri Central district?[probe the different sources and how adequate they are]
4. Out of the total number of nursery school children in the district are you aware of any specific cases of vulnerability? [probe the number and percentage of the whole]
5. Are there specific funding sources for Orphans and Vulnerable Children [probe the reason for the answer given]
6. Has your department participated in any OVC response in Kenya?
7. Do you feel that government leaders and policy makers are doing enough to support OVC in the education system?[probe the reason for the answer given]
8. How would you rate the quality of ECE teachers on capacity to help vulnerable children?[probe on qualifications, capacity building and remuneration]

## APPENDIX V: CORRELATION COEFFICIENT OF RESEARCH INSTRUMENTS

### CORRELATIONS: HEADTEACHER SCHOOL A

	Rural School Head Teachers Pre Test	Rural School Head Teachers Post Test
Rural School Head Teachers Pearson Correlation	1	.974**
Pre Test Sig. (2-tailed)		.000
N	19	19
Rural School Head Teachers Pearson Correlation	.974**	1
Post Test Sig. (2-tailed)	.000	
N	19	19

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### CORRELATIONS: HEADTEACHER SCHOOL B

	Urban School Head Teachers Pre Test	Urban School Head Teachers Post Test
Urban School Head Teachers Pearson Correlation	1	.886**
Pre Test Sig. (2-tailed)		.000
N	19	19
Urban School Head Teachers Pearson Correlation	.886**	1
Post Test Sig. (2-tailed)	.000	
N	19	19

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### CORRELATIONS :NURSERY SCHOOL TEACHER,SCHOOL A

	Rural School teachers Pre test	Rural School teachers Post test
Rural School teachers Pearson Correlation	1	.981**
Pre test Sig. (2-tailed)		.000
N	22	22
Rural School teachers Pearson Correlation	.981**	1
Post test Sig. (2-tailed)	.000	
N	22	22

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### CORRELATIONS :NURSERY SCHOOL TEACHER ,SCHOOL B

	Urban School teachers Pretest	Urban School teachers Post Test
Urban School teachers Pearson Correlation	1	.931**
Pretest Sig. (2-tailed)		.000
N	22	22
Urban School teachers Pearson Correlation	.931**	1
Post Test Sig. (2-tailed)	.000	
N	22	22

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## APPENDIX VI: RESEARCH PERMIT.



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123.  
Fax: 254-020-2213215, 318245, 318249  
When replying please quote

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref:

NCST/RCD/14/012/71/4

Date:

8<sup>th</sup> February, 2012

Grace Gathoni Githae  
University of Nairobi  
P. O. Box 30197 – 00100  
NAIROBI

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of finance on mainstreaming support for orphans & vulnerable children in public nursery schools in Nyeri Central District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Nyeri Central district for a period ending **30<sup>th</sup> September 2012**.

You are advised to report to **the District Commissioners & the District Education Officer Nyeri Central 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 form** of the research report/thesis to our office.

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

Copy to:  
The District Commissioner  
Nyeri Central District

The District Education Officer  
Nyeri Central District

## APPENDIX VII: RESEARCH AUTHORIZATION

### MINISTRY OF EDUCATION

Telegrams: "Schooling", Nyeri  
Telephone: (061) 2030518, 2030540  
Fax: 0612030535  
Email: nyerisouthdeo@gmail.com

*When replying please quote*



District Education Office  
Nyeri Central  
P O Box 208  
NYERI.

Ref: GEN/RES/42VOL.II/131

Date: 9<sup>th</sup> March, 2012

### TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION**  
**GRACE GATHONI GITHAE**

The above named has been authorized to carry out research on  
**" Effects of finance on mainstreaming support for orphans &  
vulnerable children in public nursery schools in Nyeri Central District,  
Kenya."**

Any assistance accorded to her will be highly appreciated.

W. M. GAICU  
DISTRICT EDUCATION OFFICER  
NYERI CENTRAL