Non-Governmental Organizations' and Education in Marginal Communities: A Case Study of Turkana-Central.

By

CATHERINE BARTENGE

T50/67482/2013

November 2016

ABSTRACT

Child access to education in Kenya has been a major challenge primarily due to cost of schooling. In response, the government of Kenya initiated free primary education in 2003 to ensure that all children access primary education regardless of their socio-economic backgrounds. School participation for example, is higher in central province than in North-eastern province and in spite of this initiative by the government, marginal areas continue to experience low access to primary schooling. High levels of poverty among the household and attendant disrupted livelihoods are factors accounting for this. The government and NGOs have been present in these areas implementing interventions to promote access to education but transition levels in schools continue to characterize access to education in these areas.

The overall research objective of this study was to assess the role of NGOs in addressing low transition levels in NGOs supported schools. The study focused on education in Turkana-Central, in Turkana County. The data for this study was based on a survey of thirty households with children sponsored by Non- Governmental Organizations (NGOs). Interviews were conducted with primary school head teachers, NGOs program officers and Turkana-County government officials as key informants of the study.

The key findings showed that household income and parents' education influenced transition levels in schools. The attendances in schools were fairly low and most of those enrolled failed to attend school regularly mainly due to lack of school fees. It was further observed that NGOs interventions have contributed to improving transition levels in schools. However, these interventions are inadequate and not sustainable to improve child education in the long run. The longevity of these interventions is not guaranteed, this is because the NGOs initiate programs that are not long-term. The study concluded that to improve effectiveness of child access to education in marginal communities especially Turkana-Central, the Government and key stakeholders, especially the NGOs need to look for ways of increasing sensitization on education at the local level and ensure that education is given first priority in budgetary allocation at the county level.

CHAPTER ONE
INTRODUCTION

1.1. Background of the problem

In Kenya, throughout the colonial and post-colonial period, people in arid and semi-arid areas have continued to experience challenges in accessing education. They experience problems of poor enrollment and completion rates (Sifuna, 2005). It is estimated that 70% of children in marginalized communities fail to complete both primary and secondary school after enrollment (Government of Kenya, 2007). Factors responsible for this include households' low income, high poverty levels and marginalization (Government of Kenya, 2007). However, restrictions facing schooling of girls and boys in these marginalized areas have over time attracted attention from the government and other agencies. The government, through the Ministry of Education, has provided funds to cater for education, national interventions have, however, been criticized to being inappropriate for the socio-economic and geographic realities of this region; and inadequate to mitigate the historical deprivation the region has experienced (Government of Kenya, 2007). As a result, Non-Governmental Organizations (NGOs) and international agencies in recent years have come in handy to complement government efforts to improve child access to education

It is noteworthy that drought, famine and conflict in the area are among the leading contributory causes of vulnerability and marginalization. The Human Rights Report (2007) links this marginalization to the British colonial authorities in Nairobi. The report explains how successive governments have continued to extend the colonial policies by neglecting the development of marginalized communities. These areas were first alienated and made vulnerable by colonial development processes and policies. Later, through the sessional paper no 10 of 1965, the first independent government favored high potential agriculture areas over marginalized areas. The pastoralism which has been their main economic activity was neglected.

Non-Governmental Organizations have complemented government's efforts in promoting access to education in these areas. They do so by recognizing that education is most important for reducing poverty and inequality and that it lays a foundation for sustained economic growth (World Bank, 2007).

International organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes a specific cause or agenda such as a Rights Based Approach to education to address poverty and inequality in marginalized communities with a view of helping children get access to education(World Bank, 2007).

Various agencies support access to education on assumption that education broadens employment opportunities and increases income levels. Increasing access to education and ensuring that children complete school leads to economic growth, social and political stability, this reduces the crime rates and improves social services (Preece, 2007). The increased attention of Non-governmental organizations (NGOs) and international development agencies to education in marginalized communities, has led to creation of education related activities in these regions. Indeed, international development assistance has become so vast and varied that ministries of education in most African countries created special units responsible for keeping track of education activities initiated by different international organizations (Silova, 2005). Non-Governmental Organizations like Child Fund have also facilitated programs such as education sponsorship programs. Kenyan government set aside 23.7% public expenditure on education and NGOs spend 10% of their spending on education in marginalized communities (Wise Giving Alliance 2010).

Non-governmental organizations (NGOs) have become important service providers especially where the government is unable to fulfill its traditional role. International debates related to the changing role of states and markets in education, particularly in the context of the World Trade Organization and World Bank moves towards a global education industry, have focused attention on increased liberalization in the education sector, accompanied by calls for a 'lighter touch' in state regulation of the sector (Sifuna, 2005). This potentially provides greater opportunities for increased non-state sector involvement, with incentives for the growth of the not-for-profit private sector in particular. It is also notable that the "Education for All" agenda by the United Nations Educational, Scientific and Cultural Organization (UNESCO), has placed emphasis on the expansion of basic education, often with implications for the quality of education provided by the state sector, as well as putting pressure on other levels of the education system (United Nation Child's Fund, 2011). For instance, in South Africa, the government clearly underlines that education should be the first priority item in the budget and the Development Bank of Southern Africa (DBSA) applauds such spending as appropriate for improving

the quality of life (Sifuna, 2005). In Kenya, importance of education has been demonstrated by the introduction of free primary education in 2003 and subsidized secondary education in 2008 to enable more people access education. These interventions notwithstanding, access to education in marginalized areas remain a challenge and many children in these areas do not go to school.

Many interventions have been made to draw attention for education for all to achieve Universal Education Millennium Development Goal 2. For instance, Child Fund improves the literacy levels by designing a need-based curriculum for different target groups. The organization also develops the infrastructure of primary schools, provides supplies and instructional materials to schools with the greatest need and improves quality and access to education (Child Fund, 2010).

Although there is increased attention to education by governments, NGOs and international agencies, not all school age children go to school even in areas where these agencies operate. Worldwide, nearly 80% of primary school-age children attend school. In least developed countries, only 66% go to school (Commission on Revenue Allocation, 2013). In Kenya, the Net Enrolment Ratio stood at 82.5% in 2005. Arid and semi-arid areas have poor enrollment rates and children also drop out of school; the transition and retention levels in these areas are generally low (Society for International Development, 2006). In North-Eastern region the gross enrollment rate is as low as 36.5% and only 2% of humanitarian aid goes to education (Kenya National Bureau of Statistics, 2008). This raises the need to examine the contribution of NGOs to child education especially in marginalized communities.

1.2. Statement of problem

The limited access to education in marginalized areas of Kenya is an issue of concern. For instance in Turkana, not many people have accepted formal education as an important social value (Sifuna, 2005). There are few education institutions and both enrolment rates and transition levels are low. The teacher to pupil ratio is 1:51 (Commission on Revenue Allocation, 2013). There are 122,883 children enrolled in primary schools and 48,004 children enrolled in secondary school. Statistics shows that only 3% of the children make it to secondary school level after primary education. The total county population in 2012 was 1,036,586 and the figure is projected to increase from 1,256,152 to 1,427,797 by 2017 (Commission on Revenue Allocation, 2013). The population increases but the number of schools still remains the same. There was one school in Loima constituency in 2008 and since then, no major change has been done in the area. (Society for International Development, 2007). Further, three out of

every 10 children aged 6-16 years are not enrolled in school. Learning levels in the county area are also the lowest nationally because children have to walk long distances to schools; the situation is different in other regions like Central province, for example, where there is a population of 4,383,743 with 92 percent of the population having attended school (Kenya National Bureau of Statistics, 2008).

As a result of this situation, non-governmental Organizations and governments have been supporting education for many years in Turkana County. In order to address some of these challenges, the Kenyan government introduced the Free Primary Education (FPE) policy in January 2003 and the subsidized secondary education policy in 2008. The transition levels in schools increased by 20% and it also led to a rise in enrolment in public primary schools, in January 2003, it was estimated that enrolment in primary schools rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally (MoEST, 2003).

The NGOs in Turkana-Central include World Vision, Oxfam, Child Fund, and Catholic Diocese of Lodwar among others. These NGOs have been in these communities for many years providing support to education by giving child sponsorship programs, building of schools, school feeding programs and proving learning materials in schools. These interventions mentioned have increased enrollment rates in primary schools over the years. Loima constituency in Turkana- Central had 10 schools in 2015, as opposed to 2 schools in 2008 and as a result of building schools and improving infrastructure in schools by NGOs (County of Government of Turkana Report, 2015). Despite these interventions by different NGOs in the region, the transition levels have remained low. This implies either, NGOs in these regions have not adequately addressed the challenge of child access to education faced by these communities or that these NGOs initiate education development strategies which are not effective. Child access to education still affects these communities to date even after the government and NGO's interventions. NGOs have been in the region to improve the standards of living as well as fill the gap in literacy levels but the impact on this has been minimal.

1.3. Research questions

The broad research question which guided this study was to assess the role of NGOs in addressing low transition levels in primary school education in Turkana Central. The specific research questions were;

a) What factors influence low transition levels in NGOs supported schools in Turkana- Central?

b) What strategies do NGOs use to improve transition levels in NGOs supported school in Turkana- Central?

c) In what ways do NGOs interventions address or fail to address challenges of low transition levels in NGOs supported schools in Turkana- Central?

1.4. Objectives of the study

The broad objective of this study was to find out the role of NGOs in addressing low transition levels in primary schools education in Turkana-Central.

The specific objectives are to;

a) Identify the factors that influence low transition levels in NGOs supported schools in Turkana-Central.

b) Examine the strategies that NGOs use to improve transition levels in NGOs supported schools in Turkana- Central.

c) Establish the ways in which NGOs interventions address or fail to address low transition levels in NGOs supported schools in Turkana- Central.

1.5. Justification of the study

Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self-fulfillment and national development (GoK 2007; MoE 2006; Children Act Cap 586, 2001). This study sought to address the role of NGOs in the provision of education in marginal areas. It will broaden the knowledge on why NGOs have not adequately addressed the challenge of child education even after their interventions of many years. Previous studies by the Commission for Revenue Allocation tend to concentrate on the role of government and ignore the role of these agencies which can inform the major challenges faced in child education.

This study will also inform the strategies that governments need to adapt to improve the state of school attendance in marginal areas. The reasons for the drop-out rates is explained by the fact that marginalization frustrates access to child education. Literature associates it with disrupted livelihoods (migrating from one place to another in search of pasture), insecurity, and high levels of poverty and

deflection of available resources. Bird et al (2006) argue that children with basic education are more likely to have socio-economic resilience and finding alternatives means to other livelihoods. This study therefore seeks to examine what both NGOs and governments need to do on improving access to education in marginalized communities because of their different socio-economic background. It will form a foundation for further research so that these actors can find better strategies of dealing with the challenges of child education. This study will therefore generate new knowledge to the existing literature of NGOs and governments intervention in child education.

1.5. Definition of terms

NGOs' interventions: It refers to the activities done by charity organizations to change a particular situation in any given society from the current state to an expected situation. For instance, in this study the NGO's interventions try to explain the impact it has on child education in marginalized communities.

Child education: This refers to improving the well-being of a child by increasing their literacy levels in communities.

Transition level: This term envelops the movement from one educational setting to another (Margetts, 2010). It also refers to the progress of children from one class to another without any drop-outs.

1.6. Organization of the study

The discussion in this paper is organised in five chapters. Chapter one, which is the introduction, covers the status of education in Turkana- Central and the presence of governments and NGOs in the region for many years. It also points the transition levels in primary schools in Turkana-Central that has not changed overtime. It also discusses the problem statement, research objectives and research questions, justification of the study, definition of key terms and the study organisation. Chapter two covers both the literature review and the conceptual framework. It also covers an overview of the role of education in development and some of the interventions NGOs have undertaken in other countries to improve child access to education. It has also examined the theories that were applicable to this study. Chapter three covers the research design and methods that were used to collect and analyse the data. Chapter four covers the presentation of data analysis and critically elaborates the findings using both

quantitative and qualitative methods. Chapter five covers the summary, conclusions and recommendations of the study based on the research findings.

CHAPTER TWO
LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.1 Introduction

The purpose of this study was to find out the role of NGO's in addressing low transition levels in NGO's supported schools. The study interrogated why governments and NGO's interventions of many years have not successfully addressed the challenge of low transition levels in schools in Turkana-Central. The goal was to identify existing gaps of knowledge that the study sought to fill. This chapter presents relevant theoretical and empirical literature that informed the study. Section one, reviews literature focusing on the following thematic areas: the role of education in development; factors influencing low transition levels in marginalized communities and NGOs contribution to child education. Section two, presents the theoretical framework, study propositions, operationalization of variables and the conceptual framework that guided this study. The study sought to find the gap in literature since it concentrates more on governments interventions to child education leaving out the NGOs who have been implementing education projects in marginalized for many years. Finally, this study demonstrates what the NGOs have been doing and what they have failed to address.

2.2. Review of Theoretical Literature

2.2.1. The role of Education in development
World Bank (2007) explains that less developed countries have intensively attempted to improve child access to education with most of them offering child education at a greater level than more developed countries. Overall, less developed countries continue to experience both low retention and high drop-out rates since they have failed to promptly widen child education opportunities (World Bank, 2007).

NGOs play a part in ensuring education is available to children in marginalized communities. Their main agenda is to improve the standards of living and literacy levels. However, some of the NGOs programs have not been fully exercised in marginalized communities and developing countries have not embraced new strategies of improving literacy levels (Akaranga, 2011).

Although education awareness has practically been exercised by governments and the NGOs in terms of giving funds through constituency development funds and paying fees or offering scholarships for child education, there is still a challenge of high drop-out rates and low retention levels in schools. However, literature shows that the retention rates of children are still low in marginal areas and the drop-out rates remain high.

Education enables students to be more innovative and the composition of human capital between basic and higher education is important, because initial phases of education are more important for imitation and higher education more important for innovation.

The marginalized communities seek to improve literacy levels and to ensure that children are able to have both basic education and higher education that will help them to not only get employed, increase their incomes and improve their standard of living but also be more innovative to exercise their learning in theory with practical engagements out of school.

2.2.2. Factors influencing low transition levels in marginalized communities.

Literature outlines a diversity of factors that influence low transition levels in schools. According to Onsomu (2006) these factors can be grouped into household, individual, school and community characteristics. Croft (2002), stresses that household income interacts with drop-out rates and transition levels of children in schools depend on income generating activities. Households with high income levels can invest more in their child's education but, considering the opportunity costs for any long term investment in education, low income households are likely to compel their children to either engage in paid employment or help at home.

It explains that if households do not have income to take their children to school or do not have income to keep them in school, children will drop-out of school. Households need to have income to get their children to school. Poverty is a great challenge in marginalized communities since these communities are characterized by low income levels. At the household level, for instance, the level of education of the household head is one of the factors that determine the probability of enrolling a child to school. According to Bedi (2004) educated household heads may have more economic power than uneducated household heads and hence more ability to allocate more household resources to their children's education.

Child labor is another factor limiting child access to education at the household level. If the households have low income, this means that the children will work to get income to complement their parents' income. Migration is also linked to decreased educational opportunities at the household level (Hashim, 2005). For example, in marginalized communities pastoralism is a mode of lifestyle, households and families move from one place to another in search of pasture and better places to settle.

Household characteristics seem to have an influence over educational access and retention, particularly in poorer communities. It determines child's access to education. These include; the number of school-aged children in the household. Gebreselassie (1998) explains that while it may be expected that many school-aged children in a household would compete for resources and thereby decrease their likelihood of participating in schooling, the chances of accessing education may also increase depending with the number of school-aged children in the household. Gabreselassie (1998) argues that the existence of another child in the household implies release of the other child to attend school as the other stays back to offer labor and generate income to sustain the one in school.

At the school level, learning environment and cost of schooling are some of the key characteristics that influence access to education. School-learning environment is often determined by the state and availability of educational facilities as well as student-teacher ratio. Similarly, schooling in marginalized environs consists of limited learning opportunities in overcrowded classrooms with insufficient learning materials. Children of different ages and abilities are mixed together in a single setting which induces school engagement. For instance, In Kenya in 2003, the proportion of 16-17 year olds without access to education was 9.1% which was higher in marginalized communities as compared to other African countries (World Bank, 2007). Moreover, both primary and secondary education costs which take the form of tuition fees, boarding expenses, uniforms, books, transport and contributions for development projects deter access to education (Holla and Kremer, 2008). However, Pavanello and Othieno (2008) argue that school participation rely more on reduced cost of education than on improved quality of education services. Noteworthy, access to child education is also determined by student's performance in school (Onsomu, Ngware, Muthaka and Manda 2006).

2.2.3. NGOs contribution to child education

NGOs including Oxfam, World Vision and Catholic Relief Services provide school fees, infrastructure and food for children in marginal areas and some of these interventions and activities by NGOs have

been done so that children can attend school. These resources are limited and cannot sustain a large number of child populations in marginalized areas. This means that a whole population should be able to access education and this is not the case in marginalized areas.

In the arid parts of northern Kenya, school enrolment is less than half the national average. According to available statistics in Turkana County development plan 2002-2008, out of a population of 497,779 only 115,989 were of primary school going age and only 35,060 were attending schools in the County (Government of Kenya, 2007).

NGOs have been addressing some of these problems, for instance, Oxfam has been working to improve education in Turkana since 2001. The organization began by helping to establish Turkana Education for All (TEFA) to coordinate the efforts of local communities and organizations in order to identify educational needs and priorities, and work with the government to fulfill these. Support required includes training of teachers and school committees, monitoring the quality of the education, paying mobile school teachers who are not yet on the government pay role, and providing books and other resources (Sammons, 2007). So far, ten mobile schools are on the move; as a result of their success another ten are planned. In addition, TEFA is also campaigning effectively for the rights of all Turkana children, including girls and children with special needs, to education.

Turkana Education for All (TEFA) has partnered with United Nations Children's Fund (UNICEF) and the Government of Kenya on an initiative to reach marginalized and nomadic pastoralist communities with low-cost schools. These initiatives have not been enhanced in all the schools in Turkana-central. However, those that have been reached by these initiatives have the challenge of ensuring children remain in school until completion. This initiative has also adopted Child Friendly Schools (CFS) which provides health, food, learning materials, basic necessities and boarding facilities and this has improved both enrollment and retention rates. Based on a Paulo freirean view (2000), development can be understood as helping people with less power, who are liable to be victims of oppression to engage more confidently and effectively with the institutions that govern their lives. In other words, there is almost always a political element to fighting poverty; it is rarely about giving people things and knowledge.

2.2.3.1.   Approaches to multi-grade schools

The NGOs in marginalized communities develop mechanisms to ensure that children use different methods of teaching instructions in multi-grade classrooms. In India for instance, NGO's help schools to improve the overall education system because of their ability to experiment and come up with innovative approaches (Ivie, 2009). Duties are designed in a sequence of introduction to the school curriculum, reinforcement; to establish the mode of learning, evaluation; find out if the mode of learning is efficient, remedial; giving attention to students facing learning difficulties and enrichment; use other methods of teaching. Through this, students follow at their own pace. This practice is intended to increase the enrollment rates of children in schools especially in marginalized communities and studies explain that enrollment rates are likely to increase (Ibembe, 2007:13).

Multi grade methodologies are very resource intensive. NGO's and governments have the capacity to increase access by developing a curricular which is flexible and sensitive to the context of a particular argument. Schools in marginalized communities lack capacity to sustain such methods and the weak nature of school institutions which is mostly managed by governments in general have opened up the education sector for NGO involvement but they still continue to face high drop-rates and low retention levels. In Marginal areas, NGOs and Ministry of Education have not adequately improved or invested in relevant materials and teacher preparation. According to Hunt (2010), students show attitude towards dropping out of school based on the relations in school learning instructions and materials from teachers. This influences their attendance and drop-out of school.

2.2.3.2.   Improvement to school learning environments

Interventions by NGOs ensure that the school buildings are simply built, white-washed, classroom constructions, with concrete floors and metal roofs. For instance in India, NGOs ensure that the entire construction is done so that children can comfortably attend school. According to Blum (2009), this intervention increased the enrollment rates of children by 50% and retention rates remain high over the years. Sifuna (2005), states that improving the infrastructure and creating a favorable learning environment will increase the retention rates and enrollment of children in schools yet in Turkana-central there are still low enrollment and retention rates of children in marginalized areas, dropout rates still remain high yet NGOs have used the above strategy to improve child access to education. Ellerman

(2001), states that development has to come from within. NGO's can build infrastructure and provide goods and services but these do not contribute to lasting change without associated changes in local people's confidence, attitudes and behaviors. These shows how important communities' involvement is key in ensuring children attend schools with the influence of their parents and the relationship between NGO's and the community. According to Lundy (2002), educational philosophy should be rooted in the principles of democracy, sustainable community involvement, and quality, equitable education for deprived children ("Philosophy"). The aim should be to instill a sense of equality and confidence in students through holistic learning. Self-expression should be encouraged among the children and the classroom environment is informal and democratic. The study indicates that there is a likelihood of children to drop-out of school if they do not have learning materials and if there are not motivated by the method of learning.

2.2.3.3. Teachers training and regular attendance in school

The system of teachers training and regular attendance in school influences the child's attendance in school. Blum (2009) notes that child absenteeism will be frequent, either because of transportation issues or due to more general frustration about lack of support for teaching and learning, and the scarcity of resources in schools. Blum (2009) suggests that to ensure the community is involved in the process, there is need to recruit and train young people who can teach students in their homes. It is believed that the youth would possess much greater devotion and passion to working in their own communities, and that major problems such as transportation would not be a problem, and that they would have much more liability to the students and parents (Rao and Rao 2006). These shows that NGOs can build capacities of different actors in societies so as improve the ratio of teachers to student.

NGOs involvement of teachers from the community in this way provides relevant opportunities for syllabus development, their own mastery knowledge and experiences are respected and implicitly seen as relevant and important to classroom learning (Blum, 2009). This practice is believed to increase the retention rates of children in marginalized communities as well as increase their enrollment rates and lower drop-out rates.

NGOs in Turkana-Central especially Catholic Diocese of Lodwar train teachers to teach in Early Childhood Development Centres (ECDC). This has created awareness of early childhood development programs and increased the enrollment rates of children in primary schools. Such initiatives have increased retention rates of children and lowered drop-out rates in schools. This is because the schools have enough teachers trained by NGOs and their approach is more multi-faceted in nature. Teachers from NGOs adopt a much wider role by involving members of the communities including the children's parents to be volunteers. This creates an atmosphere in which students can grasp and inquire about their classwork freely.

2.2.3.4. Strengthening stronger school-community links

NGOs also work to strengthen links between schools and communities. That is, Blum (2009) demonstrates when new schools are instituted, the specific organization contribute building materials, a trained teacher, classroom furnishings and supplies, and a set of teaching and learning materials. The community members are asked to provide the land on which to build the school, the village also participates in landscaping the school grounds and cultivating plants and trees (Sarangapani, 2003). In Gururi school in Tana River, the community raised money to buy furniture and it also contributed 50/= per parent per month to help pay an additional teacher. They also paid the parent who cooks lunch for the children (Ministry of Education, 2009).

Trust within a school community, therefore, is based on the expectation that all members of the community will conduct their relationships in accordance with these expectations (Mitchell, Forsyth & Robinson 2008, pp. 119). It is this relational process that establishes a culture of trust. Makuwira (2004) reported that NGOs working in basic education in Malawi participated with local communities in decision-making and policy development processes. A study in India about the role of NGOs in primary education, Jagannathan (2001) discussed the positive effects of shared vision and collaborative capacity building on successful educational reform which encouraged the community links with NGOs being an effective way of bringing development.

There is an effect when people, at school and community level, have the collaboration as an essential value, and when they learn from their own experience and relate their education to life problem (Gajda,

2007). This is believed to increase the retention levels and reduce drop-out rates of children because the community at large is involved in their education development process. According to NGOs organizers, after only one year of implementation, approximately 75% of students in the Tamil Nadu programme tested within expected competencies for their age group, as opposed to only 25% of their counterparts in government schools. This clearly indicates that NGOs interventions are key determinants in improving child access to education.

The evidence from the above NGOs intervention suggests that their program has favorable teaching and social impacts. In teaching terms, NGOs declare that children in school Communities in these regions have stepped in to support their children's education by providing building material for construction of more weather-friendly classrooms (Blum, 2009). The ripple effect from the initiative has also drawn in other partners to ensure that the children will not have to travel long distances in order to further their education where they have intervened. There is a notably less drop-out rates and more enrolment rates in the upper age groups, and slightly higher percentage of students completing school. This indicates that the community's engagement is flourishing in schools that had results in marked improvement to adult literacy rates, health and welfare (World Bank 2007). This study simply shows that the more communities are involved in community outreaches on education the more children enroll in schools and retention levels are high and the dropout rates reduce.

2.3. Theoretical Framework

Amartya Sen (1980) capability approach presupposes that an individual's well-being involves life with basic freedoms such as the freedom to get a formal education and getting adequate access to it. Sen points out that development involves expanding the freedoms enjoyed by individuals and removing the unfreedoms such as poverty and poor economic status in communities. Low income is one of the major obstacles to access education. This contributes to the low retention levels and high drop-out rates in schools. Nevertheless, drop-out rates is often a process rather than the result of one single event, and therefore has more than one proximate causes (Hunt, 2008). On the basis of this observation, one may argue that children in marginalized communities are denied freedom to access education because of high poverty levels. They lack income to put their children to school. Sen (1980), stresses how poverty constrains schooling, he explains that it not only affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high indirect costs of traveling from home to school, food, personal necessities and learning materials.

Governments and NGOs initiates' education programs to ensure children have access to education to address these unfreedoms. To build capacities of these communities, leads to enhancing positive elements (functioning and capabilities) and eliminating the negative aspects (poverty and poor economic status) Sen (1980). These capabilities involve NGO's improving infrastructure in schools in marginal areas, initiating school feeding programs and child friendly schools, training teachers and providing a better learning environment, so that children can access education. These interventions are given to marginal areas because they are denied and deprived such capabilities in many ways. It is for this reason that NGOs come in to fill gaps of illiteracy levels in these areas. They complement government services and in this case Sen calls it functioning and capabilities which are positive elements to ensure that children are able to access education. Jagannathan, (2001) argues that while "NGOs cannot be the panacea for all the problems that beset elementary education", they are particularly effective in "the successful schooling of underprivileged children" and "catalyzing innovations in schools" (Jagannathan 2001:3, 6). Indeed, Lundy (2002) argues that NGO's are closer to the communities in which they operate and can respond more quickly to needs. This implies that they can address education needs with ease. They can also communicate more efficiently with governments to make known the successes and failures of various policy actions including education.
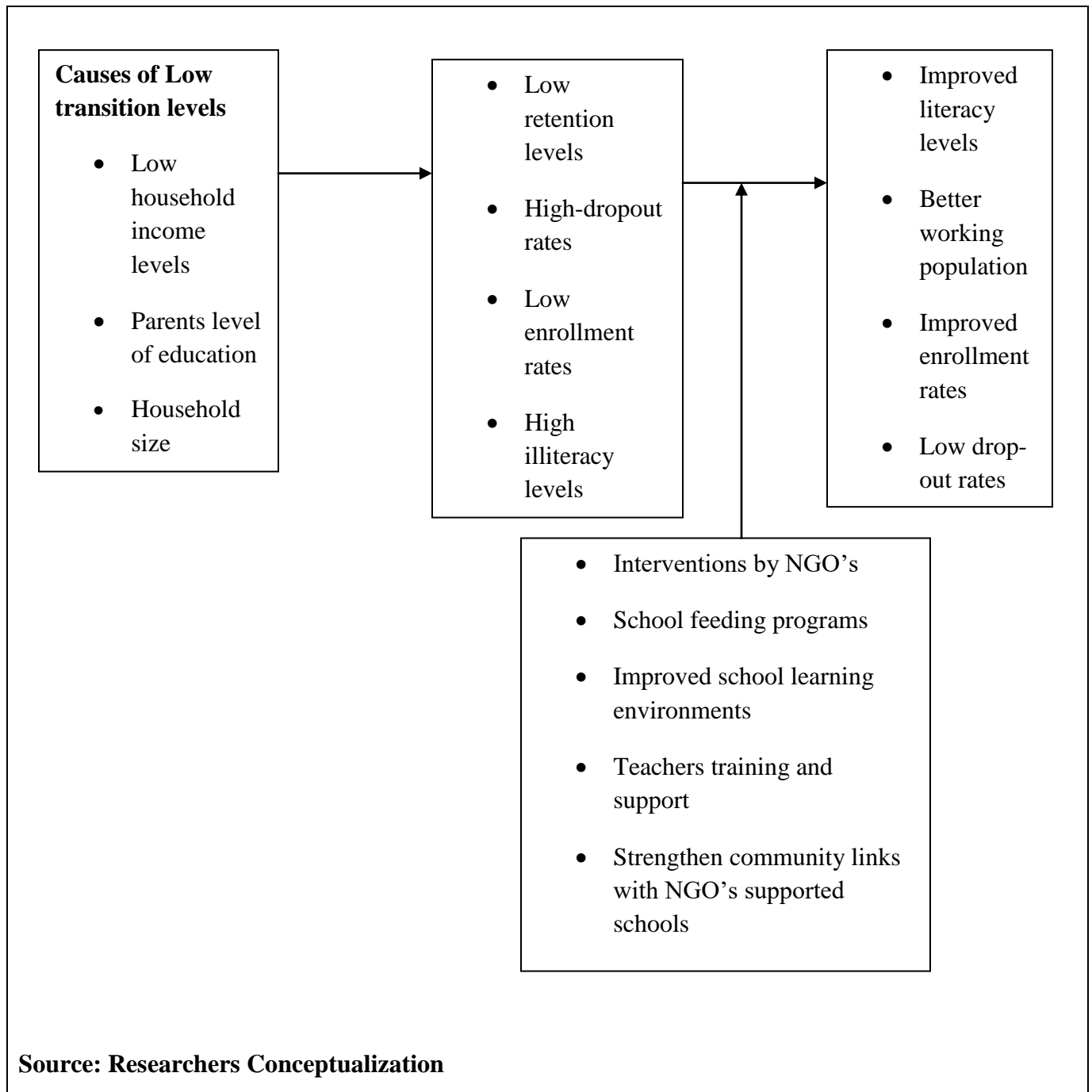
The key tenet Sen tries to explain in this study is agency, where he defines an agent as someone who acts and brings about change, whose achievement can be evaluated in terms of his or her own values and objectives. It stresses that they bring about change by essentially viewing development as 'people-centered', which puts human agency at the Centre of the stage. This simply explains that NGOs identifies the specific problems facing marginalized communities and act by creating strategies that will improve livelihoods. Child education has been a major challenge in marginalized communities and has Sen (1980) puts it, their crucial role of social opportunities is to expand the realm of human agency and freedom, both as an end in itself and as a means of further expansion of freedom. Lundy (2002), also states that NGOs are better placed for the task of fostering popular participation which includes articulating the needs of the poorest and most vulnerable groups. (In this case, children in marginalized communities).

Sen argues that agency and the expansion of valuable freedom go hand in hand. This is because people need the freedom to be educated and they need to express their freedom in order to be agents of their

own lives. Thus, it is by being agents that people can establish an environment, where children are able to access education and improve the enrollment rates and the number of these dropping out of school. NGOs acts as agents of change, they improve literacy levels in marginalized communities by equipping children with an important asset so that they can improve their livelihoods and improve quality of lifein communities. NGOs try to provide every person with a chance to advance according to the individuals' talents and efforts regardless of his or her socio-economic background.

NGOs are involved in capacity building initiatives and their engagement in education programs in marginalized communities is likely to lead to high retention and enrollment rates in schools and reduce drop-out rates. This will enable more children to attend school and complete schools. These children will therefore attend tertiary institutions and universities after completing secondary school, which will enable them to get employment and earn an income to improve their livelihoods and that of the communities.

2.4 Conceptual Framework

Causes of Low transition levels		
• Low household income levels • Parents level of education • Household size	• Low retention levels • High-dropout rates • Low enrollment rates • High illiteracy levels	• Improved literacy levels • Better working population • Improved enrollment rates • Low drop-out rates

- Interventions by NGO's
- School feeding programs
- Improved school learning environments
- Teachers training and support
- Strengthen community links with NGO's supported schools

Source: Researchers Conceptualization

From the conceptual framework above, Children in marginalized communities fail to go to school because of low household income levels, parents' level of education and household size at the household level. This is because parents do not have sustainable source of livelihood to send their

children to school. Their main source of livelihood is pastoralism and parents end up sending their children to look for pasture in faraway land hence, children do not get an education. The girls are also married off early and this contributes to low enrollment rates in schools, which translate to low transition levels and high illiteracy levels. As a result, NGO's interventions have improved this situation. For instance, the government introduced free primary education in 2003 to increase the number of children who go to school. Parents were not paying school fees anymore and this enabled children to go to school. Government intervention was not sufficient in improving child access to education. Therefore, NGO's came in to complement government interventions by introducing child sponsorship programs, school feeding programs, improving infrastructure in schools, improving school learning environment, engaging the community more on advocacy of child education.

As a result of these interventions, it is expected that the transition levels in NGOs supported schools would improve. These interventions would enable children to go to school and enrollment rates would increase over the years**.** The more the NGO's are involved in the initiatives mentioned above, the more children are likely to go to school. The more the NGO's improve school learning environment the more children are likely to attend school until completion. This has also contributed to high literacy levels in communities which translate to a huge working population. It has also improved the standard of living in marginalised communities. NGOs have also been involved in community outreaches which have increased the chances of children to remain in school because stronger community links with schools are a driving force to child transition levels.

In the event that these interventions from governments and NGOs are not available, there will be low retention levels, low enrolment rates, high illiteracy levels and high drop-out rates.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the research methodology that the study employed. A research methodology is significant in any study because it links theory with practice. Mugenda and Mugenda (1999) observed that a research methodology describes clearly and accurately the mechanisms used in undertaking a study. Apart from these mechanisms guiding the researcher during the study, it also help other researchers in comprehending one's study, especially where replication is desired.

3.2. Study site

The study was carried out in Turkana-Central Constituency. Turkana-Central Constituency is in Lodwar municipality and it's also among the six constituencies in Turkana County. Fig 2 shows the administrative sub-counties in Turkana County relevant to the study (Kanamkemer and Napuu).

The choice of this site was based on several factors: Turkana County in general is the most marginalized county in Kenya (CRA, 2013). It also has the high percentage of low literacy levels and high drop-out rates. The county has least schools yet governments and NGOs have been in the region for many years. Moreover, the county faces economic exclusion of low income levels and high poverty levels which leads to lack of access to child education because households cannot get access to other forms of capital to take children to school. For instance, in Turkana- Central, 69.2% of children drop out of school before finishing school. Secondly, social exclusion: forms of discrimination along a number of dimensions including regionality, occupying environments that are vulnerable and detached from the government, which reduces adequate access to social services. Thirdly, cultural exclusion: their value, norms and practices like pastoralism are not accepted but criminalized.

Fig 1: Map of Kenya

Fig 2: Map of Turkana
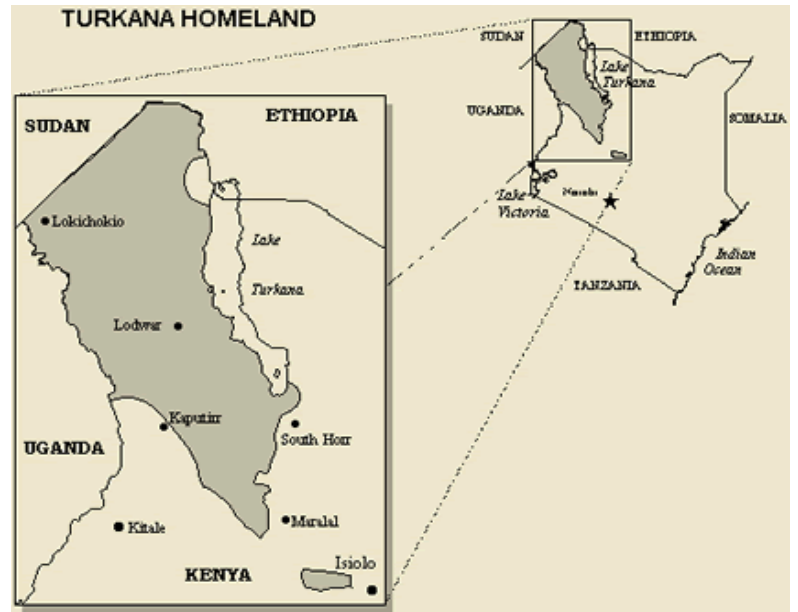
3.3. Research design

This study employed mixed methods (both quantitative and qualitative) for the purpose of obtaining rich data and a much better understanding of the research problem in question. The choice of a research strategy is determined by the nature of the research questions posed (Bryman, 2008). The study focused on NGOs interventions and the fact that they have not prevented drop-out rates and low retention rates. This implied the need to interview different types of respondents to understand why there was no change in education even after NGOs interventions of many years. The various respondents include; households, NGOs program officers and County government officials. The researcher used questionnaires to collect data from the respondents.

The study used a descriptive survey design. A descriptive survey design is defined as an attempt to collect data from a sample of a population in order to answer questions concerning the current status of the population with respect to one or more variables (Kombo and Tromp, 2006). This design classified these different experiences and interprets informed data. This study also involves explaining relationships (between access to education and the factors that influence schooling); describing variations (explain the processes and outcomes of NGOs interventions in the marginalized

communities); explaining individual experiences and group norms (focus group discussions that evaluate the experience of child access to education, and if NGOs have adequately addressed issues of high drop-out rates and low retention levels). The aim was to establish whether or not child access to education has improved as a result of NGOs interventions. It will also explain how different NGOs try to address the challenges of child education.

3.4. Target population and sampling size

The study had a total of 54 sample population. It also had four categories of respondents. The first category was the household; thirty households (30) was the largest sample size for this study. Taking into account the nature of the households (the society being patrilineal); in the absence of males, females were given a chance to respond. The target population for the study was comprised of households with children aged (6-14) since it was believed many NGOs provide sponsorships to children in primary schools. The identification of households that fall into the target population was done with the help of village heads who know sponsored children in the area. The study used purposive sampling by choosing respondents with a specific characteristic relevant to the study. Mugenda and Mugenda (2003), states that when the target population is known, statistical theory provides a recommendation on how to compute the most appropriate sample size.

The second category was the County Government Officials; four (4) County government officials who implement education development programs at the county level were interviewed to give more information on what the county government is doing on child education in Turkana-Central. They were interviewed as key informants to the study. Governments have been in the region to improve access to child education in Turkana- Central for many years and the county government officials were the suitable respondents to be interviewed to shed more light on some of the challenges and actions the government continues to do to improve child access to education.

The third category of respondents was the head teachers; Four (4) head teachers of primary schools that are supported by NGOs to give insights of the kind of NGOs interventions that support schools in the area. These schools included: Napuu Primary school, St Patricks' Kanamkemer, Mission of Hope school and Lodwar primary school. These respondents were interviewed to give more information on what challenges children in marginalized communities face in terms of access to education. They are

better placed to give expert knowledge on the issues of child education, school retention and drop-out rates in schools.

The fourth category of respondents was the NGOs program officers; Four (4) Non-Governmental Organizations (NGOs) Program Officers who initiate education development programs in the regions. They were interviewed to complement data obtained from the households. The interview of NGOs program officers was done and the NGOs targeted for this study included World vision, Oxfam, Child Fund and Catholic Diocese of Lodwar since these are some of the NGOs that initiate education development programs in Turkana-Central.

The fifth category of respondents was the focused group discussions; twelve (12) members of the focused group discussions tried to capture members of the community who have benefited from NGOs intervention at the local level. They were interviewed to complement the information given by the key informants and the households.

3.5. Data Sources

The study used both secondary and primary sources of data. Secondary data sources used books on NGOs and education, government publications on education in marginalized communities, academic journals on education and NGOs, UN Reports and previous theses that speak to the researchers' subject. This entailed critical review of the existing relevant literature on NGOs interventions on education and primary school retention levels and drop-out rates in marginalized communities.

Primary data sources used was questionnaires, key informant interviews and observation methods and focus group discussions. Questionnaires were administered to the respective respondents selected for the study. The researcher used a separate questionnaire for each respondent namely; Appendix (II) has the questionnaires for households, Appendix (III) focus group discussions, Appendix (IV) NGOs program officers and County government officials and Appendix (V) for head teachers. The primary data sources mentioned above are discussed further in the data collection section.

3.6. Data Collection Methods

Data collection was carried out for two months (July and August 2015). The study used mixed

methods in data collection: qualitative and quantitative methods. These methods complemented each other and helped minimize bias created by each method on its own. The quantitative research was concerned with testing cause-effect relationship. The study sought to find out the relationship between household income and child access to education whereas qualitative intended to explore relationships and build patterns between variables. For instance, show case the various ways in which NGOs interventions prevent drop-out rates and promote retention levels in schools. It also explains the reasons why NGOs have not fully addressed the issues on child education and gives specific reasons to explore NGOs interventions and child access to education. The approach gave respondents an opportunity to state how NGOs have impacted on child education in Turkana- Central and if the retention rates have improved as well as the decrease in drop-out rates.

3.6.1. Questionnaire

A survey questionnaire was used to collect descriptive and exploratory data. This method was used to obtain primary data from a total of 54 respondents including 12 participants from the focused group discussions using structured questions. The researcher obtained data from the respondents through face to face interviews guided by the survey questionnaire. The first groups of respondents were the key informants whom the researcher administered specific questionnaires designed for four County government officials, four head teachers and four NGOs program officers. The second groups of respondents were the thirty households whom the researcher interviewed individually. The interviews were basically carried out in English and Aturksven language (especially for the households' respondents) which is spoken by the Turkana in Turkana- Central. Therefore, the questionnaire was translated into the local language (that is, Aturksven) with the help of a research assistant as it was administered to the respondents.

The questionnaires contained both open and closed-ended questions, while the closed-ended questions had pre-coded responses; open-ended questions enabled the respondents to give as much information as possible (Mugenda and Mugenda, 1999). The questionnaire also comprised questions which required the use of simple observation techniques. Of particular interest to the researcher was to observe and record the main narrative coming out from the focus group discussions, observations from the classrooms and the status at the household level especially the household size. This information was important in determining the household characteristics and the school learning

environment. Other observations that could not be captured by the questionnaire were also noted.

Throughout the household survey, the researcher was accompanied by the village head who introduced her to the respondents. Interviews evolved progressively until thirty households were interviewed from the two sampled administrative Locations (Kanamkemer and Napuu). This is because most of the children sponsored by Non-Governmental Organizations were from this location and the researcher was able to get relevant information from schools within the two locations. The respondents were generally receptive and cooperative. At most, interviewing one household took up to forty minutes and sometimes less especially where the respondent had some level of education and found it quite easy to answer the questions. Questions on household expenditure required the respondents to estimate the amount spent or refer to receipts (if they were available) and this was found to be time consuming.

3.6.2. Key Informant Interviews

Qualitative data from the key informants was collected through guided face to face interviews. The key informants for this study included the head teachers of all the four primary schools in Lodwar Division, NGOs program officers of selected NGOs namely; Child Fund, Catholic Diocese of Lodwar, Oxfam Great Britain and World Vision and Education Officers at the county level in charge of primary school section in Lodwar. These identified individuals who had expert knowledge on the issues of retention levels and drop-out rates in primary education and primary school enrolment and attendance in marginalized area of Turkana-Central and were interviewed to supplement data obtained from the households.

Each group of key informants had a separate questionnaire that was used to obtain information for analysis. The researcher did the actual interviewing and at the same time took down the notes as the interview progressed. The researcher also provided explanations to clarify questions which did not seem clear to the informants. This enabled the researcher to collect relevant information and the study to proceed as scheduled. Every interview took a maximum time-frame of forty minutes to end the conversation. In general, all the key participants were receptive and some gave adequate information on the subject area of this study.

3.6.3. Focus group discussions

The second method of collecting primary data was in-depth interviews using an in depth guide (Appendix). A total of 12 in depth interviews (7men and 5 women) were conducted with purposely selected beneficiaries of NGOs, parents of children who have been sponsored by NGOs and community members who have worked with NGOs at the education level. The selection criteria for in-depth interviews included the following

a) Gender (7 men and 5 women)
b) Age between 18 and 50
c) Could communicate in English ,Kiswahili and Aturksven
d) Agree to participate in the study and a verbal consent communicated.
e) Beneficiaries of NGOs initiated programs in education especially child sponsorship.

Information solicited from focus group discussions included: socio-demographic characteristics of the participants, individual life experiences as beneficiaries of NGOs. The targeted parents of children who are sponsored by NGOs as well as program officers or members who have closely worked with NGOs selected for the study. The other respondents included children who have previously benefited from child sponsorship and are now helping the communities in their capacities or in employment.

3.6.4 Participant Observation

Observation was another method of data collection that was used during this study. According to Babbie (2000), observation means watching and recording phenomena as they occur in nature with regard to cause and effect or mutual relation. Although this method has not been included in the original study protocol and the observation checklist had not been developed, the researcher found it useful during field work especially in observing the behavior of the respondents in focus group discussions and the schools environs where the researcher was able to visit to interview the head teachers. The method was therefore included in the data collection methods and during which fieldwork observation note were taken and used during data analysis to complement focus group discussions

3.7. Data Analysis

Given the diversity of data collected, the study used both quantitative and qualitative methods of data analysis. During the field work, all completed questionnaires were checked daily and data cleaned to ensure completeness, consistency and accuracy. The key informants' notes were also reviewed to verify that relevant information was recorded. Since the closed-ended questions in the questionnaire were pre-coded, we only had to code the open-ended questions in preparation for data entry. This was done using Microsoft Word tables where responses were sorted based on emerging themes and subsequently coded (La Pelle, 2004). Once coding was complete, the data was entered into Statistical Package for Social Sciences (SPSS) for analysis. Frequencies were ran and reviewed after every stage of data entry to identify and correct any possible coding and data entry errors. Key informants' data was also sorted into themes and coded using Microsoft Word Tables. This information was interpreted in view of the study objectives and was used to supplement data collected from the households. Qualitative data from the households and key informants was used to expound on some of the quantitative components in the study where necessary.

The first stage of analyzing data from the households involved generating descriptive statistics including percentages and frequencies based on the requirements of the study objectives. Frequency tables, cross-tabulations, and charts developed through SPSS and Microsoft excel were used in presentation of data.

3.8. Problems encountered during data collection and mitigation measures

Though the study was completed as per the expected schedule, several problems were encountered during data collection. One of the main problems encountered was poor means of transport in the area. Due to poor infrastructure (particularly roads) and terrain, moving from place to place was difficult since there were no matatus or public transport to various destinations.

The administrative locations; Kanamkemer and Napuu were scattered apart. This was because the migratory tendencies among the Turkana communities had forced some households to relocate to other areas. Therefore, it was a time consuming effort to get to the targeted households. Some households were also hidden by acacia grasslands which characterized the area and a lot of time was lost in tracing these households. Motor bicycles known as bodabodas were the only means of transportation to different areas. This was very expensive because the researcher had to cover costs of the village heads.

The household respondents being interviewed were sparsely populated, and hence the researcher was at times forced to walk for long distance in order to reach the respondents. On the positive end, there was great cooperation showed by the local administration and the community at large. Most of the respondents were interested and receptive to the study, this may be partly because the researcher carried out the study around the same time cattle rustlers were reported to have stolen livestock from the area. There were however some respondents who were skeptical about the aims of the study. The researcher had to explain clearly that the study was purely for academic purposes and that it could as well bring long term benefits in the area since it was focusing on a contemporary issue in the community.

3.9. Ethical considerations

The participants were informed of the objectives and aim of the study. Their consent was sought for participation. They were also informed that they had a right to opt out even in the middle of the study and how their participation to the end was going to be appreciated. Consent for every interview conducted was also asked before note taking and this was done verbally during interviews. Confidentiality was also assured to study participants. Ethical standards were put in place to protect the confidentiality and anonymity of the respondents. The researcher strived for honesty in all communications. This included; honest report data, results, methods and procedures.

CHAPTER FOUR

STUDY FINDINGS AND DISCUSSION

4.1. Introduction

The study presents the role of NGOs in addressing low transition levels in primary school education in

Turkana- Central. The study interrogates the factors that influence low transition levels in schools, the strategies that NGOs use to improve low transition levels in schools and how NGOs interventions have addressed or failed to address low transition levels in NGOs supported schools. Low income and child labor are the major factors that influence low transition levels in schools. The NGOs have also taken initiative to improve low transition levels by providing child sponsorship and school feeding programs which have increased enrollment rates and transition levels in schools. The study also found out that these interventions have not successfully addressed low transition levels in schools. This is because NGOs interventions are not effective in addressing these issues.

Discussions of findings are organized in three sections. Section one, presents the data which determines the factors that influence low transition levels in schools. Section two, identifies the strategies that NGOs use to improve low transition levels in schools. Section three, evaluates the NGOs interventions and determine whether they have addressed or failed to address challenges of low transition levels in NGOs supported schools in Turkana- Central and conclude the findings presentation.

4.2. Factors that influence low transition levels in schools

The first objective of this study was to determine the factors that influence transition levels in NGOs supported schools. The study found out that the following factors influence low transition levels in schools; household size, parents' level of education, household income and distance to the nearest school in Turkana- Central. The section below explains how these factors played out in Turkana-Central.

4.2.1. Household size influences transition levels in schools

Household characteristics are the basic attributes that make up a family unit in terms of behavior and role performance, and also identify one household from the other. Ngware, Kosembei and Muthaka (2008) argue that household characteristics are related to school enrolment and transition levels as well as the capacity to attend school regularly. The household production function approach by Becker (1964) is often used in economics of education to show that household characteristics are vital determinants of whether or not a child goes to school and if the child will remain in school until completion.

The study findings show that the number of people living in a household varied in Turkana- Central. The biggest household had 15 members while the smallest had 5 members. The mean household size was found to be 8 members. Each household had one child who is sponsored by an NGO for primary school education in Turkana-Central. As shown in the table below,

Table 4.1. Household size

Number of members	Frequency	Percent
1-5	6	20.0
6-10	11	36.7
11 and above	13	43.3
Total	30	100.0

(Source: Survey data, 2015)

It was established that 20.0 percent of the households interviewed had 1-5 members, 36.7 percent had 6-10 members while those who had 11 or more members comprised 43.3 percent of the households. These findings show that the sampled households had more members which could be attributed to the lifestyle choices of marginalized communities in Turkana-Central where children especially boys are viewed as source of labor and girls are seen as a source of wealth. One of the parents aged (35 years) argued:

> We always want to have many girls because of the dowry and the benefits that come with livestock, which is our source of wealth. We refer girls as our camels (wasichana ni ngamia wetu), because they are our helpers in the home when we have many young children to take care of before we choose husbands for them. They are a source of quick wealth as opposed to taking them to school which takes a long time before we enjoy the fruits of our labor. We always hope to get more daughters than sons. If we take girls to school, they will abandon their culture and traditions[1].

The degree of traditions may affect the household's willingness to educate their daughters; the quantity and quality of the local educational facilities determine whether it is possible to send children to school; the local market structure affects the perceived benefits of education; cultural practices, like marriage traditions, may influence returns to education of daughters (Admassie, 2003).

Family size tends to be negatively correlated to educational enrollment probably because the available resources have to be divided among more children (Buchmann, 2001). From the study, the more members in a household the lesser chances are children likely to go to school. The reason for this may be that with more children, there are also more helping hands at home. On the other hand, Children

---

[1] A Parent whose child is sponsored by Child Fund- Interviewed on 21st July 2015.

whose parents are missing from the household are more inclined not to be in school, because they might have to (partly) replace the work required to do household chores.

NGOs pay school fees and provide basic amenities to one child in the household including; school uniforms, exercise books to go to school and this does not necessarily mean that all children in the household, including the one sponsored will go to school. Household size indeed determines the decision of the household to take a child to school. This was confirmed by one of the NGO program officer (Child Fund) who said:

> Households who have more members find it hard to take their children to school because they want to get help at home that will be able to sustain the household. For instance, a child sponsored by Child fund organization gets the means to go to go school, but fails to attend or remain in school because he or she is taking care of a younger sister or brother as the rest of the household is looking after their livestock or searching for food to feed the whole family[2].

A Chi-square (x^2) test of significance was conducted to find out the relationship between school retention levels and household size. At significance level (p) of 0.05, the Chi-square value was found to be 6.071 with a significance level of 0.048 and a degree of freedom (df) of 2. See the table below

Table 4.2. Household by School Transition Level.

Household Size (Number of people)

School enrolment	1-5 members	6-10 members	11 and above members	Total
Yes	4	7	9	20
No	2	4	4	10
Total	6	11	13	30

Source (Survey data, 2015) $x^2 = 6.071$, p= 0.048, df= 2

Mugenda (1999) informs that for a relationship between variables to be significant, the calculated significance value must be equal to or smaller than the alpha value; meaning that the above significance falls under this study. There are only 5 chances (or less) out of 100 that the relationship between the variables is out of chance or error. The calculated significance value is

---

[2] A Program Officer working with Child Fund- Interviewed on 21st July 2015.

less than the selected alpha values of 0.05. The study concluded that there was a significant relation between school retention levels and household size. For instance, 11 and above members in a household were not likely to attend and complete school as opposed to 1 to 5 members in a household. Therefore, households with more members were likely to drop-out of school than those with fewer members, a result which has been found by (Chaudhary et. al 2006), in Ethiopia.

The study confirms that indeed household size influences transition levels in NGOs supported schools.

4.2.2. Parents level of education influences school transition levels

Parents' education level is thought to have a significant implication on child's primary school retention and drop-out status. The study sought to find out both parents' education levels because the decision to send a child to school may be influenced by either parent or both. The argument is that the more educated the parents are, the more chances children are likely to go to school, because they will take the initiative to encourage them. From the table below, the study revealed that

Table 4.3 Parents Level of Education

Education level	Father's Education level		Mother's Education Level	
Education level	Frequency	Percent	Frequency	Percent
None	6	20.0	10	33.3
Primary incomplete	4	13.3	2	6.7
Primary Complete	4	13.3	3	10.0
Secondary Incomplete	5	16.7	4	13.3
Secondary Complete	1	3.3	1	3.3
Tertiary	-	-	-	-
University	-	-	-	-
Not applicable	5	16.7	3	10.0
I Don't know	5	16.7	7	23.3
Total	30	100.0	30	100.0

the highest percentage of fathers (13.3 percent) had completed primary education, followed by (10.0 percent) of mothers who had completed primary education, (20.0 percent) of the fathers had no formal education as compared to (33.3 percent) of mothers who had no formal education. None of the parents had either Tertiary or university education. Overall, fathers were more educated than

mothers hence suggesting that this was a rural community where emphasis on education might be lopsided in favor of men. Female literacy is well known to be a strong determinant of children's health, nutrition and most of all, schooling outcomes yet from this study, mothers are less educated.

Parents who have reached a certain level may want their children to achieve at least same level or even a greater level than them. This simply shows that even though NGOs have offered child sponsorships to children to go to school the decision still depends on their parents' commitment to taking them to school. One of the program officer initiating education programs (Child fund) says;

> The children in Turkana- Central lack role-models in their family to look up to and there is no motivation that attracts children to engage in education, if they do not have role models in their families, the cycle continues. Child labor, peer influence and social orientation are some of the problems they face. The decision lies in the community and the parents to encourage their children to go to school. The NGOs will give child sponsorship opportunities to households but the bottom line is seeing the continuity of the child's education including the retention rate as well as the transition levels from one class to another[3].

Children need favorable environments that pitch education at all levels including at the household, community and school level. This was confirmed by (Participant 2) from the Focused group discussion who said;

> Parents play a vital role in ensuring a child goes to school, if children in the same neighborhood do not go to school and the parents do not take any action, this is likely going to affect other children in the household from attending school. Similarly, if the community and schools do not encourage schooling, children will end up dropping out of school because they are at liberty to do what they want as the parents watch[4].

Parents may be reluctant to take children to school because they have not been part of the school system, their schooling level and work situation may influence the way they value education. As mentioned earlier, the number and gender of their children may influence how they distribute the scarce resources for education among them. On the educational level of the parents, there is ample evidence that children from better educated parents are more likely go to school and stay in school (Brake wood, 2000). Furthermore, a study by the World Bank (2007) stresses that the direct costs and the opportunity costs of going to school and the value of parents' attachment to education are influenced by many factors, both at the level of the household and in the context in which the household lives and interacts. The findings confirm that parent's level of education influences

---

[3] A Program Officer working with Child Fund- Interviewed on 21st July 2015.
[4] Focused Group Discussion Participant in Napuu Region- Interviewed on 22nd July 2015.

transition levels in NGOs supported schools in Turkana-Central. This is because children need role models who can encourage and persuade them to go school. This kind of support system needs to exist at the household level.

4.2.3 Household Income Levels influences Transition Levels in Schools

Household income plays a huge role in ensuring children go to school, retained in school until completing their education without dropping. This study found its importance because they are extra costs that households need in order to send children to school. Children from socio-economic resources have a higher probability of being in school. As stated in the figure below, 56.7 percent of household

Figure 4.1 Household income
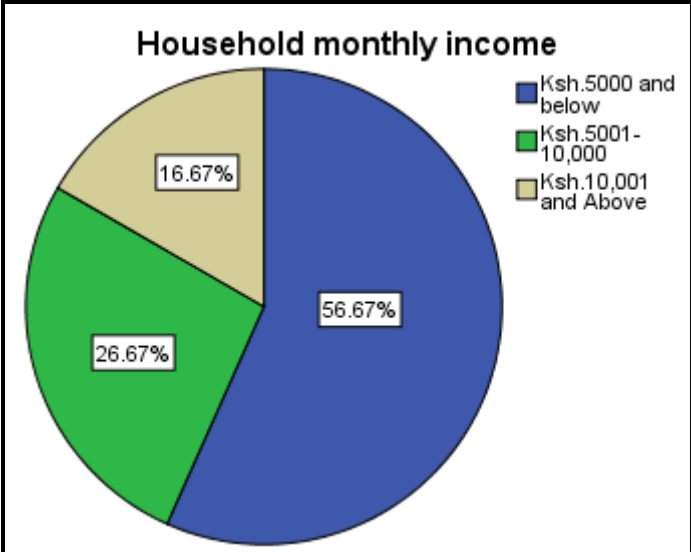
earn Kshs.5, 000 and below followed by 26.7 percent who earn Kshs. 5001-10,000 and finally 16.7 percent who earn Kshs. 10,001 and above. This clearly shows that children may fail to go to school due to inadequate income to sustain their basic necessities they need in school, especially if they come from households with many members. As mentioned earlier, NGOs may give learning materials including books and uniforms to one child in the household but that does not include the extra costs of what the child may need in school including the transport costs as well as the needs of the other children in the household. The household income is therefore supposed to supplement this, if households do not have enough income to send their children to school, they will not go to school. This can explain why

children drop-out of school and if enrolled cannot be able to remain in school due to the irregular incomes in the households. Through women's access to micro-credit, they engage in daily income-generating activities which have gained them the power to do things that social norm previously denied them. This clearly indicates that mothers gainfully employed contributes to the household income and have more influence on family decisions than women who are not employed. On the other hand, when the mother is forced to work because of poverty, the daughters may have to take over the household tasks and therefore have fewer chances of go to school. The effects of mother's employment may thus differ depending on circumstances. This data suggests that the majority of the households have low income valued at Kshs. 5,000 and below, this was confirmed by a male household (aged 37) who said:

> Many families do not take their children to school because of low income and high levels of poverty; they end up making their children not to go to school. Children especially boys have been lost to quick money of motorcycles (commonly known as bodabodas). It is a very lucrative business in Turkana-Central and many boys have dropped out of school. Education is more of a long term avenue as opposed to getting a job to earn a living and support the family[5].

On household income especially in marginalized communities, when estimating future rewards, parents may take their children's employment prospects into account, by looking at the local market opportunities. In Turkana County, for instance, Motorcycles commonly known as bodaboda's has robbed boys their access to education because of the quick money to support their families. Moreover, when going school is not the norm; parents are less likely to ensure their children access primary education since most available jobs in Turkana require little education. One Head teacher from (Lodwar primary school) confirmed this by saying;

> Boys are increasingly dropping out of school because of the bodaboda business, over the last six months, 40% of the boys have dropped out from this school and it has been a problem to make a follow up with the parents because they are supportive of the choices they make. Engaging in these businesses enables them to support the household and the parents cannot force them to go back to school if they are not aware of the importance of education[6].

Besides household income, the occupation and education of the parents play a role. For instance if the father is in a salaried employment, the parent will invest more in the child's education (Breen, 2006). It is also seems plausible that children who are supposed to assist in household more often are not enrolled in school and if they go to school at some point in time, they will drop-out of school.

---

[5] A Male Household at Napuu region- Interviewed on 22nd July 2015
[6] A Head Teacher at Lodwar primary school- Interviewed on 23rd July 2015.

Therefore, this confirms that household income influences transition levels in schools. Children need personal amenities to go to school and households need enough source of income to meet their different needs; hence children act as avenues to complement what the parents get to sustain their needs in the household.

4.2.4. Household Primary School Transition levels

The study sampled children sponsored by NGOs in a household, this information was considered necessary because although primary education is free countrywide, the Turkana-Central marginalization and its nomadic lifestyle are thought to jeopardize access to schooling in Turkana-Central. This was study to establish the number of primary school age children in the households who were in primary school at the time of the study and their transition patterns. It also collected information on those children who were not in primary school although they belonged to primary school age (7-13 years). While the target households were those with children of primary school age in Turkana- Central and have child sponsorship funding by mostly Child Fund organization and World Vision, regardless of whether at the time of the study the children retained in primary school or not, it was observed that all sampled households had at least a child in primary school during the study period. As Table below shows, nearly half of the households interviewed 50.0 percent had one child

Table 4.4 Household primary school transition levels

Number of Children	Frequency	Percent
1	15	50.0
2	9	30.0
3	4	13.3
4	2	6.7
Total	30	100

(Source: Survey data, 2015)

in primary school, 30 percent had two children while 13.3 percent had three children retained. Only a few 6.7 percent had four children retained in primary school. Therefore, the highest and lowest numbers of children retained in primary school at the time of the study were 4 and 1 respectively while the mean was 2 children. Compared to households with 1-2 children in primary school, households with 3-4 were few probably because one child was sponsored by an NGO and it

was expensive to send more children to school at once and depending on the size of the household, not all children could be retained in school. This was confirmed by one head teacher who said;

> The more the members in the household, the less the chances for all members in the household to not only attend school but also remain in school until they complete their primary education. Child fund or World Vision paying school fees or free primary education may be available for children but the expenses of basic necessities is still a challenge for households to meet[7].

This confirms our earlier hypothesis that households with many children of primary school age face difficulties in paying school fees and hence are unlikely to enroll or if they are enrolled, it seems difficult for them to be retained in school and finish school at the same time with the siblings. This means they will end up dropping out of school.

4.2.5. Distance from home to school

The availability of schools and the distance from home to school is an important determinant of primary school enrollment, and if they are enrolled, the schools should be in secure environs or else the children will drop-out of school. In this study, all respondents were asked to estimate the distance from their household to the nearest primary school in Kilometers (Kms). It is evident from the table below, that more than half of the

Table 4.5. Distance from home to the nearest primary school

Kilometers	Frequency	Percent
Within 2 Kms	11	36.7
More than 2 Kms	19	63.3
Total	30	100.0

(Source: Survey data, 2015)

households 63.3 percent were more than 2Kms radius from the nearest primary school while 36.7 percent were within 2Kms to the nearest primary school. On average, the distance from the sampled households to a primary school was 2.4Kms. This shows that the primary schools were somewhat available to the households and this fact was confirmed by the researcher through observation. Some of the key informants affirmed that many day primary schools, such as Napuu and Kanamkemer, were

---

[7] A Head Teacher at Napuu Primary School- Interviewed on 25th July 2015.

established in the area following the introduction of free primary education in 2002. The aim was to ensure availability of primary schools to accommodate the increased number of children enrolled.

The study hypothesized that there was a relationship between the distance to the closest primary school and household's primary school enrolment, retention and drop-out rates. It is also important to note that even though these children were enrolled in primary schools and all of them had school fees and school uniforms by NGOs, not all of them attended school regularly and they ended up dropping out of school. The main reason for not attending school regularly was because the marginalized communities especially in Turkana are mobile and they end up moving to other areas where they are either no schools or no follow up done to ensure the child continues with primary education, sometimes they may move to places where schools become almost impossible to find.

This hypothesis was confirmed by findings of Chi-square test conducted (X^2=12.086, p= 0.007, df=3). For instance, 6 out of 11 households located within 2Kms of a primary school enrolled all their children in primary school while only 3 out of 19 households located more than 2Kms from a primary school had their children enrolled (see the table below).

Table 4.7. School transition levels by distance to the nearest primary school

	Distance to the Nearest Primary School		
School Enrolment	Within 2 Kms	More than 2 Kms	Total
Yes	6	3	9
No	5	16	21
Total	11	19	30

As mentioned earlier, Child fund may pay school fees for the child's primary education, exercise books and other learning materials (textbooks and school uniforms) but they do not cover costs of transportation and other basic necessities for children to attend school. Some key informants also stated that, being a conflict-prone area, parents in Turkana-Central were reluctant to send their children to schools far from home due to fear of attack; especially if those schools were located in Turkana- East. This was confirmed by one of the primary school head teacher (Napuu primary school) mentioned that:

> Children in Turkana- Central, fail to go to school because of fear of attack especially girls who are vulnerable to sexual abuse unless they are accompanied by an elder person, but in most circumstances they walk alone and that is an enough reason for them to stay home and help their families in house chores. This contributes to the low retention levels and high drop-out rates in schools. A high percentage of students do not attend school because of vulnerability of the environs they occupy[8].

---

[8] A Head Teacher at Missions of Hope Primary School, Napuu- Interviewed on 25th July 2015.

This result confirms that primary school age children from households located far away from schools have higher probability of not being enrolled, or rather if enrolled, the children will drop-out of school or fail to remain in school until they complete their primary education. This can be explained partially by the fact that there is a high opportunity cost of time and money spent to travel to a distant school.

4.2.5. Frequency of Primary School Transition Levels

Regular school attendance and retention of children in schools is a necessary condition of a learning process and a means of completing school with a good education while chronic school absenteeism is associated with school drop-out. In determining the primary school attendance levels of the children enrolled, respondents were asked to indicate whether the children enrolled failed to attend school in the previous school term (equivalent to three months) as at the time of the study. From the table below, a vast majority 78.3 percent indicated that the children failed to retain in school

Table 4.8: Average Number of School Days Missed per Child in a Household

Number of Days	Frequency	Percent
7 days and below	12	40.0
8-14 days	8	26.7
15-21 days	6	20.0
22-28 days	3	10.0
29 days and above	1	3.3
Total	30	100.0

(Source: survey data, 2015)

the previous school term while 21.7 percent stated that the child did not fail to attend school. This suggests that most children of primary school age from the sampled households did not attend school regularly hence leading to loss of learning hours which could eventually affect their school performance.

To further gauge the level of absenteeism, the households whose children failed to attend school in the previous school term were required to state the number of days that the children missed school. Table 4.6 presents the average number of days missed per child in a household. About 40.0 percent of the respondents stated that the children missed school for an average of 7 or fewer days, 26.7

percent stated an average of 8-14 days while an average of 15-21 days was indicated by 20.0 percent of the respondents. Averages of 22-28 days, was indicated by 10.0 percent and 29 or more days were each stated by 3.3 percent of the respondents. The mean number of days missed per child was found to be 6. This means that there was learning time wasted of not less than a week in the previous term which could lead to poor academic performance and ultimately school drop-out.

4.2.6. Other Reasons for Primary school low transition levels

In an attempt to establish the reasons for primary school non-attendance, households were asked to state why their children failed to attend school in the previous school term even as a result of NGOs interventions of school fees, school learning materials and school uniforms. Most respondents suggested multiple reasons for primary school non-attendance and from the table below, 50 percent

Table 4.9 Reasons for primary school low transition levels

Reasons	Number of Responses (N)	Percent (%)	Percent of Cases (%)
Had to work/help at home	15	50.0	89.4
Lack of food	8	26.7	12.8
Lack of teachers	4	13.3	2.1
Lack of Infrastructure	2	6.7	2.1
Sickness/ Illness	1	3.3	6.4
Total	30	100.0	112.8

(Source: Survey data, 2015)

Of the households declared that they occasionally need the help of their children especially when the parents have gone to other places to look for food or water they end up leaving their children to take care of the home. This was confirmed by of the head teacher (Kanamkemer primary school) who said:

> Child labor is one of the main reasons why children in Turkana-Central are not retained in school. Communities are inclined to cultural practices and mind-set of seeing their children as source of labor as opposed to taking them to school and due to their reluctant nature of putting no value to education; they end up at staying home and dropping out of school. At this point, even the NGO (Child fund or World Vision) that has sponsored the child cannot intervene to ensure the child goes to school because the parent is not co-operative[9].

"Uneducated societies are more susceptible to political manipulation, corruption and bad governance as well as violence, phenomena that undermine human as well as economic development" (Kim and Kim

---

[9] A Head Teacher at Kanamkemer Primary School- Interviewed on 26th July 2015.

2000) . This clearly confirms our findings earlier (4.4.2) that parents' level of education determines the decision for the children to attend school.

The respondents (26.7 percent) mentioned that lack of food in schools was the main reason why children did not go to school. School meals increase educational achievement by improving child nutrition. As mentioned earlier, school meals provide incentives for families to send their Children to school. This was confirmed by one primary school head teacher (Napuu Primary school) who said;

> The seasonal form of school attendance is common in Turkana- Central. Children attend school when there's food and when there is no food, schools will have low retention rates and others end up dropping out of school to stay at home where there is food[10].

The counter-argument to the effectiveness of school meals at improving children's nutrition status is that families adjust to school meals by reducing resources allocated to children who benefit from the school meals, transferring them to other members of the households (Kremer, 2002).

The lack of teachers in schools was (13.3 percent); most households mentioned that children fail to go to school because there were no teachers. "The pupil-teacher ratio indicates how many pupils are there for each school teacher in the County and hence indicates average class size" (UNESCO, 2004). During the interviews, the researchers' observation concluded that lack of teachers in schools made three streams of classes to be combined into one class making the size bigger. It was also noted that several grades being taught simultaneously by one teacher had a negative demand for schooling. This was confirmed by one head teacher (St Patricks' Kanamkemer) who said;

> They are no enough teachers in this school, when the school started we had 51 teachers and right now we only have 19 teachers. Teachers are not motivated and they end up looking for other jobs. For instance many brilliant teachers have taken up jobs at the County government. On the other hand, you find one teacher, teaching most of the subjects and this forces the school to look for high-school leavers who can help with teaching yet they are not qualified[11].

The next is on lack of infrastructure in schools. It is argued that NGOs offer sponsorships to children but do not look at the issue of infrastructure. Sponsoring children by paying fees should go concurrently with the infrastructure in schools. For instance, from the researchers' observation, one school (St Patrick's school Kanamkemer) was well fenced and all classes had windows and doors and the children retention levels remained high but one school (Napuu primary school) was not fenced and most classes did not have windows and doors the retention level was low as compared to St Patrick's

---

[10] A Head Teacher at Missions of Hope, Napuu Region- Interviewed on 25th July 2015.
[11] A Head Teacher at St Patrick's Kanamkemer Primary School- Interviewed on 25th July 2015.

school. Similarly, the school did not have cabinets or drawers to keep the textbooks and other learning materials which got lost and teachers did not have instructing materials in classes. This was confirmed by one primary school head teacher (Lodwar primary school) who said;

> Schools are still using the old infrastructure since the 1990s which look weary and this is not a healthy school environment, textbook are misplaced because they are no secure places where books can be stored. Children leave school when they like because the schools are not fenced and this contributes to school low retention and high drop-out rates[12].

Finally, the sickness and illness issue (3.3 percent) where households argued that children get sick and end up not going to school for weeks because most of them do not have the finances to take the children to hospital. They end up staying at home until they get better. One head teacher mentioned that the parents of the children who are sponsored by NGOs always feel the NGO will cover for the hospital cost and the expenses are always sent to school, yet the child sponsorship guarantee is the school fees, textbooks and school uniforms only.

4.3. NGOs strategies to improve low transition levels in schools.

The researcher went ahead to ask the households and head teachers in NGOs supported schools, the kind of interventions NGOs give to ensure that the reasons mentioned are resolved to allow children to not only attend school but also be retained and not to drop-out of school.

The households came with a multiple of responses to several interventions they benefited from the NGOs; the highest intervention was 26.7 percent on child sponsorship and as indicated earlier most NGOs in Turkana- Central offer sponsorship in schools including: school fees, textbooks and school uniforms. This enabled children to go to school and the enrollment rates have increased overtime but the issue remains on retaining the children and ensuring that they do not drop-out of school.

Secondly, 23.3 percent was on school meals in school. It was noted that school meals enabled children to attend school and International NGOs, especially World Food Programme introduced school feeding programs in schools to ensure that children remain in school. They offer sacks of flour, maize, beans which women[13] in communities can cook for the children. Participant (2) from the focused group discussion mentioned that;
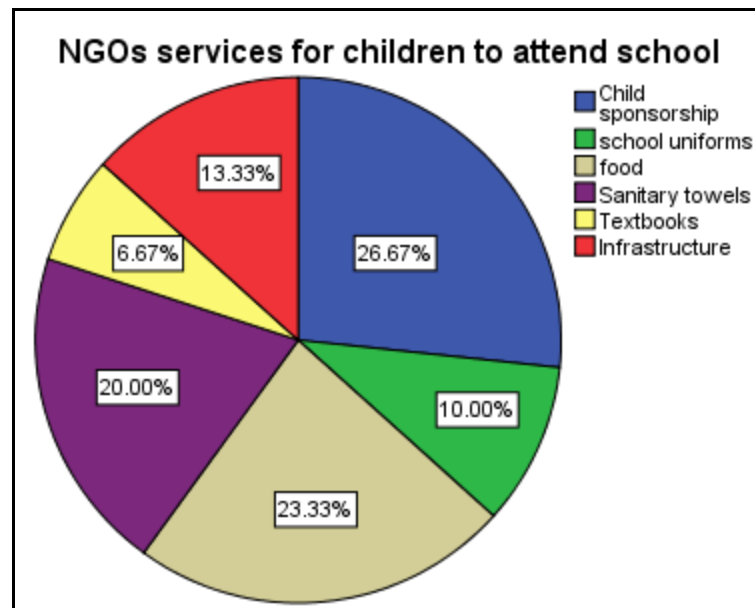
---

[12] A Head Teacher at Napuu Primary School- Interviewed on 25th July 2015.
[13] The Guardian of any child in that school is preferred for inclusivity.

Children go to school because there is food and NGOs offer food as an incentive for them to attend and remain in schools. This also improves child's health and nutrition. Children are able to concentrate more and remain in school without dropping out of school[14]

Figure 4.10: NGOs strategies improve transition levels in schools

NGOs services for children to attend school

Child sponsorship
school uniforms
food
Sanitary towels
Textbooks
Infrastructure

13.33%
6.67%
26.67%
20.00%
10.00%
23.33%

(Source; Survey data, 2015)

Bundy et. al, (2009) suggests that appropriately designed school feeding programs increase access to education and learning and it also improve children's health and nutrition, especially when integrated into comprehensive school health and nutrition programs. This has increased the retention levels in schools. This was confirmed by one primary school head teacher (Lodwar Primary School) who said;

---

[14] A Head Teacher at Lodwar Primary School- Interviewed on 25th July 2015.

The retention levels have increased in this school overtime because of the school feeding programs. This has also enabled many children to finish primary school and join secondary schools. Basically, there are better enrollment rates, retention levels and transition levels from primary school to secondary school. Similarly, drop-out rates have reduced overtime[15].

This was followed by 20.0 percent of sanitary towels for girls in schools. Households argued that over the years, children especially girls had low retention levels as well as high absenteeism especially during their monthly periods and this was a challenge for school attendance because they could be absent from school between three days to a whole week. NGOs especially International Rescue Committee (IRC) gives sanitary towels to girls in Turkana- Central and this has increased the retention levels in schools and regular attendance of girls. Infrastructure, followed by 13.3% in which from the researchers observation, NGOs like UNESCO and World Vision have built classes and there were more children in these schools as opposed to schools that did not have classes. Children found themselves in a secure school environment where the compound was fenced and classes were well built. School uniforms (10%) are also important because it is a requirement in school for children, one household mentioned that they did not have the money to buy the school uniforms and they wanted their child to go to school.

Child Fund has been giving school uniforms to children for them to attend school and this has increased the retention levels of children as well as minimized the high drop-out rates. Households (6%) mentioned that learning materials especially textbooks enable children to go to school. The children concentrate and finish their homework when learning materials are available. NGOs like Child Fund and Oxfam provide learning materials used for multi-grade approach to learning and this increased the retention of children in schools. One head teacher from Lodwar primary school mentioned that;

Learning materials enable children to attend school because when they are different approaches to learning, and if various methods of instructions are available, they are motivated to remain in schools[16].

### 4.3.1. NGOs interventions influence primary school transition levels

Households were asked to confirm if the services offered by NGOs increase the school retention levels and reduce drop-out rates in schools. The figure below shows that (66.6 percent) of the households

---

[15] A Head Teacher at Lodwar Primary School- Interviewed on 25th July 2015.
[16] A female Household in Napuu Region- Interviewed on 2nd August 2015.

Figure 4.11: NGOs interventions influence Primary School Transition levels
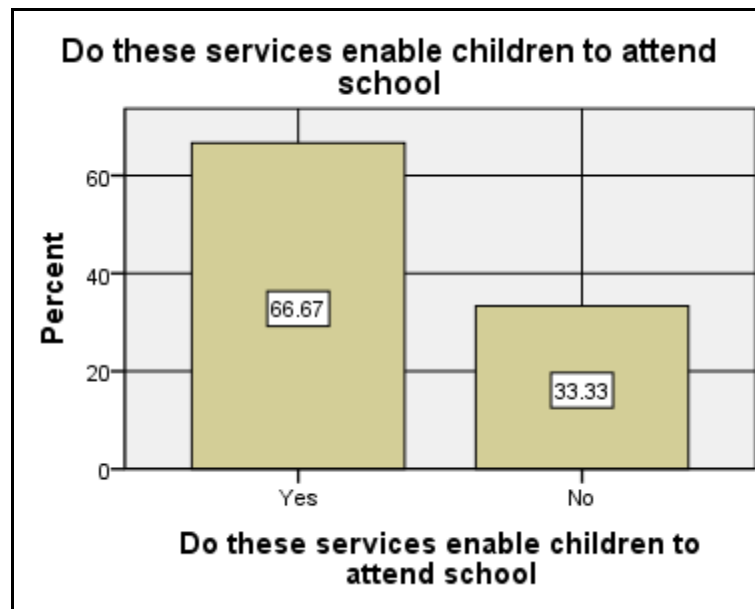
agreed that these services increased the retention rates and reduced the drop-out rates. This shows that the more these services are offered at the household level and school level the more chances for children to be retained in school and low drop-out rates reported.

According to Barret (2004), widespread education-related work in marginalized communities has made an important contribution also in terms of advocacy for education at the macro level by contributing to national educational debate. For instance, coordinating enrollment campaigns in communities at the local level to take their children to school has been influential. One key informant confirmed that both financial and technical resources are the main key successful endeavors in schools and this is evident in the kind of services NGOs give to ensure school attainment. The other (33.3 percent) of the households said this does not help increase retention rates and reduce drop-out rates.

The main reason for this was pointed out by one female household who said:

> The NGOs especially Child Fund gives some of the services especially the uniform and textbooks for children to go to school but they do not ask the household what they really need, their approach is not consultative. They have given these services over the years and maybe this time round the child needs school shoes or solar lamp which they can study with at night. Some of the children fail to go to school if they have not finished their homework[17]

---

[17] Focused Group Discussion Participant in Kanamkemer Region- Interviewed on 31st July 2015.

According to Riddell, (2007:33) NGO's impose their own agendas and become self-interested actors at the expense of the people they are supporting. The study sought to also demonstrate school transition levels from year 2010-2015. This was useful in determining the steps governments and NGOs have taken to improve child access to education. The interventions have been present for many years and this demonstration was key in determining whether school transition levels have improved over the years as a result of these initiatives. From the figure below, 58 percent of the households agreed that the transition levels have improved with time.

**Figure 4:12: Households primary transition levels trend (2011-2015)**
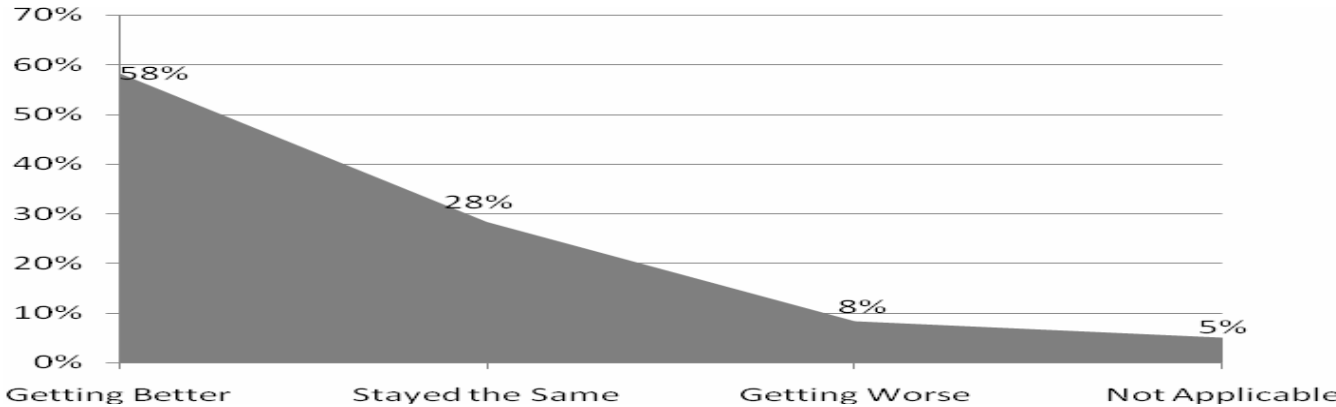
(Source: Survey data, 2015)

They argued that most children are not dropping out of school due to the services offered by the Non-governmental organizations (NGOs) especially Child Fund and World Food Programmme. This was followed by 28 percent who said the situation remained the same, followed by 8 percent who said that the situation was getting worse and 5 percent who mentioned that it was not applicable. In support of this, the researcher asked the households if the NGOs fail to give some of the services to ensure transition levels in schools. From the figure below, 63.3 percent of the households agreed that NGO's

4.4. Impact of NGOs interventions.

<div align="center">

(Figure 4:13) Impact of NGO's interventions

</div>

Do NGO's fail to give these services

■ Yes
■ No

36.67%

63.33%
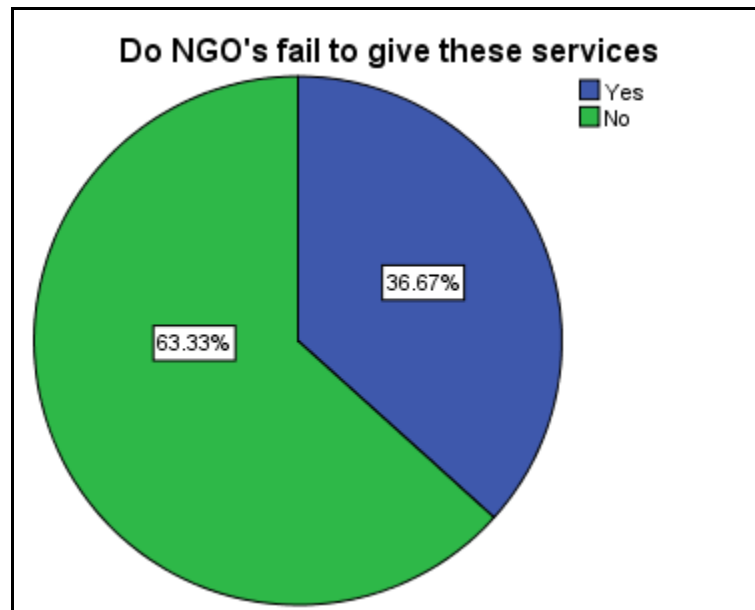
did not fail to give their services as promised to the households and they did not also fail to give their services to various schools which they supported. Therefore, these forms of service delivery increased the transition levels of children in schools as well as reduce the drop-out rates. The other group of 36.6% said that NGOs failed to give the services mainly because their programs were fixed according to donors' specification and they found it hard to change the terms and conditions of their services. One program officer also mentioned that many times the donors cut the funding and they are forced to scale down their specific activities designed for the year. NGO's interventions have been in many years geared towards initiating programs that are short-term as opposed to long-term; which is not only an effective way in development initiatives, but also sustainable to the community.

This was confirmed by a Focused Group Discussion Participant (6) who mentioned that:

> NGOs are always interested in numbers, how many children they have offered child sponsorship, given school uniforms, textbooks and exercise books. They do not follow up on their school progress because their main agenda is to have their positive reports of the many children they have been able to help to show donors that the specific activities were done[18].

According to Mitlin (2007), the prevalence of NGOs services is now considered as a sign of a well-functioning entity that are simply interested in "filling up" the vacuum left by the government. Filling up the vacuum left does not necessarily mean addressing the challenge to ensure these issues are completely solved. Furthermore, Collier (2007) emphasizes that the value of NGO's in bringing a

---

[18] Focused Group Discussion Participant in Kanamkemer Region - Interviewed on 1st August 2015.

valuable discourse to international affairs draws attention to moral issues but, it is of less practical value for change. Development is about change, and initiatives as such should be instrumental in giving more practical value for change. This is because NGO's in developing countries including Kenya use a more theoretical approach in initiating programs as opposed to using practical approaches that tap into long-term developmental avenues. This does not necessarily dispute the work of NGO's who have been key players in development, but the argument is that their approach to development must change or else they will continue with interventions that are not effective. The researcher interrogated further to determine if the households find NGOs program sustainable. From the figure below, 30 percent mentioned that their services were sustainable because it provided convenient access to education so that children were

4.4.1. NGOs Program Sustainability

able to transition from one class to another because of their services. On the other hand (70 percent) of the households said that their services were not sustainable because NGOs enable communities to depend on them fully instead of initiating programs that can benefit them on a long term basis and possibly moved to other areas of intervention. This was confirmed by one of the Turkana County official who mentioned that;

NGOs work in marginalized communities is not sustainable because of the limited funding and because their programs are on a short-term basis. This is the reason why they do not initiate programs that are long-term because their funding is linked to donor specification as opposed to beneficiaries' specification[19].

The NGO's implement and duplicate the same programs over the years yet the community's' needs change overtime. For instance, before World vision moved to Turkana East, they used to provide school uniforms, textbooks, school feeding programs in Turkana- Central and at the moment, Child Fund and World Food Programme is doing similar initiatives. NGO's need to address different issues the communities face with a different lense (Banerjee, 2000). This study confirms that NGO's programs are not sustainable and that they should design ways to ensure longevity of development initiatives. The researcher sought to find out if the community was satisfied with the NGO's interventions. From the table below, 66.7 percent who said that NGOs interventions were not satisfied, followed by 23.3

Table 4.15: How do you feel about NGOs Services?

	Frequency	Percent
Satisfactory	3	10
Fairly satisfactory	7	23.3
Not satisfactory	20	66.7
Total	30	100.0

(Source: Survey data, 2015)

Percent who said their services are fairly satisfactory and lastly 10 percent who said they are satisfactory. Their services are not satisfactory because their education programs do not anchor sustainable development. On the other hand NGOs initiatives reach the few individuals in marginalized communities as opposed to the minority who are in dire need of the interventions. This was confirmed by participant (9) from the focused group discussion who said:

> NGOs programs are not sustainable leave alone accountable and transparent. The criteria for selecting children to be sponsored by NGOs lies within the individuals of the organization. For instance, relatives and close friends within the employees' networks. Other children who are in need of the sponsorship are not given the chance. Therefore, it not entirely on a needs-be basis[20].

---

[19] Turkana County Official from Kanamkemer region- Interviewed on 31st July 2015.
[20] Focused Group Participant from Napuu region- Interviewed on 31st July 2015.

"The common obstacles associated with NGOs interventions are linked to the difficulties in scaling-up and ensuring sustainability" (Fowler, 2000). This is often because NGO action is locally implemented on a small scale and have project based initiatives. Many such projects have proved to be short-lived and some NGOs have chosen to undertake new activities that can be described as capacity development in their focus of sustainability. Fowler (2000), stresses that most NGO's do not create rapport with the community hence advocacy in capacity development becomes a challenge and the community feels detached from the project.

As a result, the researcher sought to find out if stronger community links play a role in school attendance in Turkana- Central. The respondents were mainly the households and the information complemented from the focused group discussions. From the figure below, (80 percent) of the households agreed that school attendance is strongly influenced by community links with NGO's.

4.4.2. Strong community links with NGOs play a role in school attendance
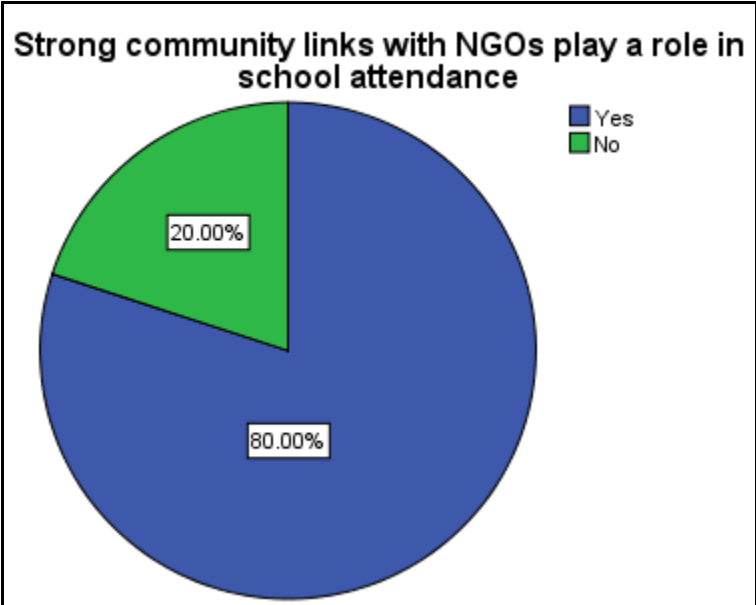
(Source: Survey data, 2015)

The other 20 percent said that strong community links with NGOs does not influence school attendance. Strong community links and greater participation of parents in the education of their children plays a central role in stimulating education at a local level, in building pressure for improving

quality and in developing accountability. This was confirmed by participant (12) from the focused group discussion who said:

> The community plays a role in ensuring the children go to school. This is because they spend more time with the children and they are likely to listen to their counsel. If the community encourages children to go to school, they will oblige and attend school[21].

As (DFID, 2001) argues that education is and must be a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions. On the other hand, African governments often devote more attention to secondary and higher levels of education rather than achieving basic coverage. (Schultz, 1999).

The declaration of the 1990 World Conference on Education for All (WCEFA) stated that: Partnerships at the community level should be encouraged: they can help harmonize activities, utilize resources more effectively and mobilize additional financial and human resources where necessary (WCEFA Secretariat, 1990.p 58).

4.4. Challenge of NGOs in executing education programs in Turkana- central

NGOs have been influential and key actors in implementing education programs in Turkana-Central and many positive responses on NGOs work is evident in this study. However, NGOs face several challenges not only at the local level but also at their capacity as actors who fill gaps and complement government's initiatives. The study sought to find out the kind of NGOs that work in Turkana-Central by their type of orientation and level of operation. This was in a position to showcase the kind of challenges they face in implementation of education programs. From the table below, 56.7 percent of the respondents said that most of the NGOs that work in Turkana- Central

Table 4.16. Kind of NGOs by orientation

Type of Orientation	Frequency	Percent
Charitable Orientation	17	56.7

---

[21] Focused Group Participant from Kanamkemer Region- Interviewed on 31st July 2015.

Service Orientation	7	23.3
Participatory Orientation	4	13.3
Empowering Orientation	2	6.7
Total	30	100.0

(Source: Survey data, 2015)

are charitable organizations who mainly involve top-down paternalistic effort with little participation by the beneficiaries, this was followed by 23.3percent giving a service type of orientation, 13.3 percent who said they are participatory and 6.7 percent responded by saying they are empowering. This was confirmed by one a head teacher in Kanamkemer who said;

> Most NGOs in Turkana- Central are charitable because they only engage in activities directed toward meeting the needs of the poor; for instance OXFAM distributing food, Child Fund giving textbooks and exercise books in schools, provision of housing by World Vision. All these initiative are clearly charitable[22]

Other NGOs on the other hand, seem unaware of changes in the role of government, the changing Aid paradigm, and the effectiveness of a "right's based" rather than "welfare" approach. Consultative initiative by NGOs is important but since their mode of orientation is charitable, it seems rather difficult to merge donors specification with community's' wishes and expectations. Head teacher from Napuu region confirmed this and said;

> NGOs are not consultative, last year they built two classrooms for the school that we did not need, the school needed more latrines, and this made children not to come to school. They need to engage the community to be sure of what they need[23].

According to Sequeira 2007:43, Many NGOs are still focusing upon what some refer to the 'hardware' approach to development, i.e. the building of infrastructure and the provision of services; rather than what some refer to as the 'software' approach of empowering people and local institutions to manage their own affairs. This was confirmed by a head teacher who said;

> Most NGOs in Turkana- Central are charitable because they only engage in activities directed toward meeting the needs of the poor; for instance OXFAM distributing food, Child Fund giving textbooks and exercise books in schools, provision of housing by World Vision. All these initiative are clearly charitable[24]

---

[22] A Head Teacher from St Patrick's Kanamkemer Primary School- Interviewed on 30th July 2015.

[23] A head teacher from Napuu Primary School- Interviewed on 23rd July 2015.

[24] A head teacher from St Patrick's Kanamkemer primary school- Interviewed on 30th July 2015.

Non- Governmental Organizations (NGOs) mode of operation is mainly based on the donors' specification and they cannot be more innovative and design new programs that can be implemented effectively. This was confirmed by the researchers' observation where by, there were very few early childhood development centers as opposed to primary and secondary schools and even universities[25]. This is because the County Government of Turkana allocated the least amount of money to education, which makes it difficult for them to improve infrastructure and employ more teachers to concentrate more on early childhood development. It is evident that the children will transition from one class to another if more has been achieved on basic education. This was confirmed by participant (4) from the focused group discussion;

> The government does not put more emphasis on education; education is not the first priority in Turkana-Central. This is the reason why there are still low retention levels and high drop-out rates because schools do not get enough infrastructure and resources they need to keep children in schools[26].

4.5. Gendered Effect of Primary School Education on Retention and Drop-out rates.

In an effort to understand gendered effects of primary education in Turkana- Central, we sought to determine whether Non- Governmental Organizations (NGOs) interventions towards child access to education influenced transition levels for both boys and girls in the households. The respondents were first asked to indicate which child (boy, girl, or both) they would send to primary school in absence of child sponsorships by Child fund and World Vision. Most of the respondents (86.7 percent) stated that they would send both children (a boy and a girl) to school, 8.3 percent said that they would send a boy while 5 percent said they would send a girl. Of the respondents who said that they would send a boy, 80 percent argued that, unlike a girl, a boy would take care of his parents in future while 20 percent said that they were sure that a boy would complete his education hence resources invested were unlikely to be wasted.

Therefore, Becker's (1964) assumption that household's decision to send a child to school is determined by the cost of education and expected future returns to the household was supported. Among the respondents who stated that they would send a girl, 66.7 percent said that, unlike a boy, a girl obeyed her parents while 33.3 percent stated that a girl assisted in daily domestic chores. This

---

[25] Mount Kenya University, Egerton University, Nairobi University and technical colleges in Turkana.
[26] Focused Group Participant from Kanamkemer Region- Interviewed on 31st July 2015.

implies that in absence of child sponsorship from NGOs households are likely to send girls to primary school as a reward gesture while boys are likely to be sent due to expected future returns (that is, they will take care of their parents).

This could also mean that when faced with financial constraints, households are likely to send boys to primary school rather than girls. Girls on the other hand were believed to abandon their cultural practices marriage when they went to school and gained higher education.

This was confirmed earlier when the girls were seen as a source of wealth in Marginalized communities, especially in Turkana- Central where their pastoralist livelihood and wealth is measured by the number of livestock households have, and they would want a method of replenishing it through marrying of their girls at a tender age, especially between 13-14 years or after the primary school education.

As a result, the researcher sought to find out the kind of initiatives, NGOs give to ensure that both boys and especially girls go to school, because from the above statistics shows that girls are likely to be abandoned and denied school attainment. From the researchers' observation, most NGOs in Turkana- Central were initiating programs to enable girls to go to school. For instance in Lodwar primary school, there were more girls in school than boys. Similarly, in St Patricks' Kanamkemer there were more girls enrolling than boys. From below, the researcher interviewed households to find out who was likely to drop-out and to attend school between the boy and the girl.

Table 4.17. Gendered effects of primary school education

Sex	School Attendance	School drop-out	Frequency	Percent
Male	6	4	10	33.3
Female	7	13	20	66.7
Total	13	17	30	100

(Source: Survey data, 2015)

The females (66.7 percent) were likely to drop out of school as opposed to the males (33.3 percent). This as mentioned earlier is as a result of early marriages, child labor and social orientation in households. As a result of the high drop-out rates of girls the NGOs in Turkana- Central were keen in sensitizing girls to go to school. From the researchers' observation, the enrollment rates of girls in schools were increasing after the interventions from the NGOs. The head teacher (Mission of hope Napuu primary) confirmed this by saying:

> Female education in Turkana- Central is slowly increasing because of NGOs sensitization in communities and this has reduced drop-out rates. There is a lot that needs to be done because most girls do not finish primary school and there is need to ensure that communities are aware of the importance of education[27].

The activities of the NGOs on the girl child education have recorded significant success in the communities they operate. The indication was that in most of the communities where the project

---

[27] A Head Teacher from Napuu Primary School- Interviewed on 23rd July 2015.

was carried, there were significant improvement in enrolment of girl child into schools, retention and even in some cases transition to secondary schools (Bundy, 2008)

All the respondents were also asked to indicate which child they would send to primary school if NGOs would pay child sponsorship for half the children in the household. As would be expected, most respondents (98.3 percent) stated that they would send all children (both boys and girls) while 1.7 percent said that they would send a boy because boys would take care of their parents in future. Respondents who said that they would send all children (boys and girls) to school either stated that all children were equal, primary education was vital for children's or household's future, or that they would send all children due to the Government's policy on education for all. These findings generally imply that when NGOs give more sponsorship to more children, school fees are likely to be available and hence households need not to choose which child, based on gender, goes to primary school. Girls, however, seem to benefit more considering their historical discrimination in access to education. Most respondents, nevertheless, emphasized that they would only send all children to primary school if the amount of school fees was scaled-up to cover other items such as transportation costs to schools and basic necessities for both children.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to determine the role of NGOs in addressing low transition levels in primary school education in Turkana- Central. The specific objectives of this study was to determine the factors that contribute to low transition levels in NGO's supported schools, the strategies that NGO's to improve child access to education and investigate if the NGO's have addresses or failed to address the challenge of child access to education. The chapter is organized in five sections namely; summary of the findings, conclusion, study recommendation and recommendations for further research.

5.2 Summary of the Findings

The findings showed that child labor and low income were the major factors that contributed to low transition levels in schools. It also found out that other factors included household size, parents' level of education and distance from home to school. Households with many household members were not likely to go to primary school as opposed to households who had fewer members. Similarly, Chi-square tests showed that more educated parents were more likely to enroll all their primary school-age children in primary school compared to less educated parents. However, as compared to fathers', mothers' education level was found to have a higher significance on their children's primary school enrolment which could be attributed to women's vital role in socialization of their children. Chi-square test also revealed that households with higher income had higher chances of enrolling, ensuring their children remain in school without dropping out all than households with low income. It was also established that the longer the distance between the household and the nearest primary school the higher the chances of not enrolling all the children in primary school.

The study found out that the NGOs interventions; child sponsorship, school textbooks and school infrastructure reduced drop-out rates and increased retention levels in primary schools and respondents (63.3 percent) mentioned that NGOs gave these services without fail. NGO's found out that the Non- Governmental Organizations and International Organizations such as Child Fund,

World Vision and World Food Program have made positive impact in terms of access to child education. Provision of school fees to schools and introduction of school feeding programs has enabled more children to go to school and to transition from one class to another. Although, it is important to note that not all children are able to go to school because of the extra costs for subsistence needed by the households.

The study also found out that as much as NGOs interventions have improved access to primary education, they have not fully addressed the challenge of Child education since their program are not effective and sustainable. This is because transition levels in schools have improved but not so much improvement has been achieved. This is because 58 percent stated that the transition level was getting better, 28 percent said that it stayed the same while only 8 percent stated that it was getting worse. Few respondents (5 percent) indicated that the household had never had children of primary school age prior to the year 2010 and hence this question did not apply to them. Of the respondents who said the household attendance and retention was getting better, 51.4 percent attributed the change to the provision of primary school child sponsorship by Child Fund while 42.9 percent attributed it to other factors (including increased household income, external financial assistance, school infrastructure and availability of food in schools).

5.3 Conclusion

The study agrees with the earlier hypothesis that low income levels contribute to low transition levels in schools. For instance, over half of the sampled households had children of primary school age who were not in primary school at the time of the study. It was clear that low income level is a major reason for primary school non-enrolment and non- attendance in the households interviewed. Apart from low income levels, this study concludes that other factors such as sickness, pregnancy, lack of food, lack of infrastructure and teachers curtail primary school participation in the sampled households. This implies that pragmatic interventions should target a wide range of issues leading to school absenteeism and drop-out.

In addition, the study confirmed our earlier hypothesis that child friendly schools, child sponsorship and improving infrastructure contribute to high transition levels in schools. Provision of school fees by NGOs does not meet the needs of all the households and has a potential to increase primary

school attendance and retention in marginalized areas if the grant provided are scaled-up. Overall, primary school attendance and retention trends in most of the sampled households have increased since Child Fund started offering child sponsorship opportunities in 2010. Besides the provision of school fees there are however other factors that account for this improvement. They include availability of food in schools, adequate of infrastructure, enough teachers and better health care. Also, most households interviewed would attempt to send all their children (if the child sponsorship was provided) to primary school. This proves that most households sampled were willing to take their children to primary school if some of these services were available. However, girls who have historically been marginalized in terms of educational access seem to benefit more from NGOs interventions and provision

This study needs an upward revision of the capitation NGOs grants or child sponsorship to children, especially in poverty-stricken, conflict-prone areas and marginalized areas like Turkana-Central, so as to keep up with the rising inflationary rates. Since 2013, the Turkana county government has not allocated enough resources to the education docket. According to the county government budget, education is given the least allocation in the budget (both at the school and ministry level), which explains why there is low retention levels and high drop-out rates because of lack of teachers and other resources the school's needs. The county government should allocate money with technical expertise and have advocacy initiatives in terms of budgetary allocation to education. This could be accomplished by eliminating or lessening the bureaucratic procedures followed in allocation of the funds. It is crucial to note that delay in allocation of funds affects running of school budgets and overall school functions.

There is need for participatory approach to education initiatives. This should have collective actions from the governments, communities and NGOs to sensitize communities on Behavior Change Communication (BCC) about education, where by committees are developed and trained to engage communities on the importance of education and follow up is done by all these parties to ensure that they have understood the information and are willing to put it in practice. A good BCC strategy, for instance, is when the Turkana County governor goes for rallies or meetings and talks about the importance of education, chief officers' talk to communities about education, NGOs program officers talk about education when undertaking community outreaches. They

should always talk about education when they get the chance.

This study established that destabilized livelihoods in Turkana- Central were likely to render many households unable to raise primary school fees because of low income and high levels of poverty. In response, we recommend that this situation should be fully combated. The study also shows that some attempts including establishment of capacity building initiatives to communities where they are trained to engage in income-generating activities so that they can get some finances to take their children to school. These efforts however need to be strengthened by employing multi-faceted interventions that will deal with the root causes of this marginalization and greatly bolster cooperation, interdependence and betterment of the livelihood sources of Turkana communities. For this to succeed, all key stakeholders including religious organizations, community members, NGOs, and the Government should collaborate in implementing initiatives such as the following:

Illiteracy in communities can be reduced by having community outreaches and school retention campaigns which can involve communities at the local level. There is also need to have equal affirmative action towards education both at the local level, county level and national level. For instance, if a lot of emphasis is put on education in Central or Nairobi, the same emphasis should apply to marginalized communities like Turkana.

The governments, Non- Governmental Organizations and all the stakeholders initiating development programs should implement a school feeding program that is sustainable. These stakeholders can work towards introduction of productive irrigated agriculture and use proper strategies in training communities to take the project and get their livelihood from such endeavors. Some crops such as cassava, pawpaw, mangoes and green grams have been found to grow well under irrigation in Turkana.

Given that the Turkana and Pokot communities currently depend on livestock for their livelihood, NGOs, Government, and community members should initiate better livestock management and marketing projects in the area. Such projects may include improvement of breeds, treatment of livestock diseases, and improvement of livestock feeds especially during droughts. This will minimize the number of livestock that die due to drought or diseases thereby reducing the need for livestock rustling. Land demarcation exercises can be introduced alongside these projects in

order to curtail the high mobility rate which is known to promote conflict. Demarcation of land will also make communities responsible for the Management and use of their land thus minimizing conflict arising from competition for pasture and water.

There should be low cost boarding schools to enable children to transition from one class to another and this will address the issue of retention and enrollment levels. Similarly, there should be adequate staff and infrastructure in schools. They can do this by promoting enrollment drive to the people and communities where by if students enroll and perform well in school, there is a reward system. It is also noted that children will only go to school when there is food, infrastructure, enough teachers, good health and school fees. Governments, NGOs and other stakeholders should invest on Child Friendly Schools (CFS) or upgrade the schools in Turkana to have all these components to ensure children remain in school.

5.4 Recommendations

This section gives insights on what both governments and NGOs interventions should practice while initiating education programmes and the enhancement of primary school attendance and transition levels in the study area as well as in Kenya in general.

5.4.1 Recommendations for Policy

- NGOs grants or child sponsorship should take an upward revision especially in poverty-stricken, conflict-prone areas and marginalized areas like Turkana- Central

- Both governments and NGOs should strengthen their collaboration and act on education programs on a participatory approach. NGOs cannot take the duty of the government but they can jointly work together to ensure school enrollment and retention in primary education

- There is need to invest more on Early Childhood Development(ECD) since basic education is very crucial for children at a tender age. This should be done at the local level where governments, communities, parents and organizations structure a mode of learning that is multi-faceted and teachers use different learning methods

- The government should tailor make the education in Turkana in such a way that it does not disrupt peoples lifestyle, the learning model should reflect the lifestyle they live in.

- Non-Governmental Organizations (NGOs), Community- Based Organizations (CBOs) to effectively should sensitize the communities on the importance of education. This can be

done by organizing workshops for raising awareness on the value of education, development and interdependence in this area.

5.4.2 Recommendations for Further Research

This study established that the NGOs programs are not sustainable in initiating education programs especially in primary education to schools in Turkana-Central. A further study is therefore required to investigate the strategies of both governments and Non- Governmental Organizations in education programs at the County level that need to be improved to ensure that the programs being initiated bear long term strategies as opposed to short-term initiatives.

This study also found out that some efforts including the establishment of shared services such as, schools, health centres, and roads along the Pokot- Turkana Border have been made in an attempt to combat the conflict between the two communities. It would be interesting to determine the contribution of these projects towards stamping out conflict in Turkana- Central. Further investigation of whether the schools established have influenced primary and secondary school enrolment and attendance in Turkana- central is also crucial.

Bibliography

Aga Khan Development Network (AKDN). 2000. *Enhancing indigenous philanthropy for social investment*: a report of the initiative on indigenous philanthropy. Pakistan: Aga Khan Development Network.

Admassie, G. and Rachel, K. (2003), "*Identity and Schooling: Some lessons for the economics of education*", Journal of Economic Literature, 40 (4), December 2002, pp. 1167-1201

Akaranga, G.J. (2011). *Impact of subsidized secondary educational access to educational learning resource in public secondary* schools in Butere District. Kenyatta University.

Alubisia, A. (2005). UPE myth or reality: *A review of experiences, challenges and lessons from East Africa*. London: Oxfam GB and ANCEFA

Alexander, 2008. *School quality, school cost, and the public/ private school choices of low-income households in Pakistan*. Journal of Human Resources 36, no. 2: 304–326.

Alderman and Orazem, 2003. *Design, evaluation, and sustainability of private schools for poor: the Pakistan urban and rural fellowship school experiments*. Economic of Education Review 22: 265–274.

Andrabi and Khawaja, 2002. *The rise of private schooling in Pakistan: catering to the urban elite or educating the rural poor?* Background paper for The World Bank, Pakistan Mission.

Andrabi et al., 2005. Religious school enrollment in Pakistan: *a look at the data. Working Paper Series 3521.* The World Bank. Asian Development Bank. 2003. ADB-Government-NGO cooperation: a framework for action, 2003–2005. Manila: Asian Development Bank.

Amartya Sen. 1980. "Development as Capability Expansion," *Journal of Development Planning* 19: 41–58

Babbie, M. M. (2007), "*Economic and Social Returns to educational choices*. Extending the Utility Function", Rationality and Society, 19, 4, pp. 451–483

Barrientos, 2010 *coping with Rising Inequality in Asia*: How Effective are Fiscal Policies? *Asian Economic Papers* 12:3. 2013. The Earth Institute at Colombia University and the Massachusetts Institute of Technology.

Barrett, A. M. (2007). *Beyond the polarisation of pedagogy: models of classroom practice in Tanzanian primary schools*. Comparative Education, 43(2),273-294

Bailey, S. 2009. *An Independent Evaluation of Concern World wide's Emergency Response in North Kivu, Democratic Republic of Congo: Responding to Displacement with Vouchers and Fairs*. London: Humanitarian Policy Group, ODI.

Banerjee et. al. (2005), *Remedying Education: Evidence from Two Randomized Experiments in India*," NBER Working Paper: No. 11904.

Becker, Gary. 1964. *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*. New York: Colombia University Press.

Bedi et al. (2002). *The decline in primary school enrolment in Kenya*, KIPPRA Discussion Paper No. 14, Nairobi: KIPPRA

Bird et. al. (2009). "*Conflict, Education and the Intergenerational Transmission of Poverty in Northern Uganda*." ODI Project Briefing No. 23. London: Overseas Development Institute.

Blum and Diwan. 2007. *Small, multigrade schools and increasing access to primary education in India:* National context and NGO initiatives. CREATE Pathways to Access, Research Monograph no. 17. Brighton, London and Delhi: CREATE National University of Educational Planning and Administration, and the Institute of Education, University of London. http://www.create-rpc.org/pdf_documents/PTA17.pdf.

Blatchford, 2007. The *effect of class size on the teaching of pupils aged 7–11 years.* School Effectiveness and School Improvement 18, no. 2: 147–72.

Bano,2008. *Non-profit education providers Vis-a`-Vis the private sector*: comparative analysis of non-governmental organizations and traditional voluntary organizations in Pakistan. University of Oxford UK.

Bray, M. (2009). Confronting the Shadow Education System: What Government Policies for What Private Tutoring? Paris: UNESCO International Institute for Educational Planning (IIEP).http://www.unesco.org/iiep/eng/publications/recent/abstracts/2009/Bray_Shadoweducatio n.htm[Accessed 19 February 2013].

Breen, R., & Jonsson, J. O. (2005). *Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility*. Annual Review of Sociology, 31, 223–243.

Brake wood, R. and Gold Thorpe, J. (2000), "*Explaining Educational Differentials: Towards a Formal Rational Choice Theory*", Rationality and Society, vol. 9 no. 3, pp. 275-305

Bryman, Alan. (2008). *Social Research Methods.* New York: Oxford University Press

Boit et. al. (2012). The influence of examinations on the stated curriculum goals. American international journal of contemporary research 2(2): 179-182.

Bundy et al. (1997). *Factors Affecting Female Participation in Education in Seven Developing Countries.* Education Research Paper No. 09. Oxford: University of Oxford, Department for International Development.

Buchmann, C. (1996) '*The debt crisis, structural adjustment and women's education: implications for status and social development*', International Journal of Comparative Sociology, 37(1-2): 5-30.

Child Fund, (2010) .*Education, Opportunity and Social Inequality.* New York: John Wiley

Chugh, (2004). *Education and the market: which parts of the neo liberal solution are correct?* World Development 24, no. 4: 589–610.

Chaudhury et al.2006. "*Missing in Action: Teacher and Health Workers Absence in Developing Countries.*" Journal of Economic Perspectives 20 (1): 91-116.

Croft et al. (2002). *Attacking rural poverty: how non-formal education can help*: a research report. Baltimore, John Hopkins University Press.

CRA Report, 2013. http://www.cra-arc.gc.ca/annualreport/

Children Act, 2002 "The Need for Attention to the Issue of Rural Education." *International Journal of Educational Development* 21(1):21–32.

Collier, P. and A. Hoeffler (2003) *Aid, Policy, and Peace: Reducing the Risk of Civil Conflict, Conflict Prevention and Reconstruction Unit*, Discussion Notes, No. 9. World Bank, Washington DC.

De et al. (2002). *Private schools for less privileged: Some insights from a case study*. Economic and Political Weekly, India.

DfID (2000a) *Eliminating World Poverty: Making Globalisation Work for the Poor, White Paper on International Development*, http://www.dfid.gov.uk/Pubs/files/whitepaper2000.pdf , last accessed 07/01/06, London: DfID

Edwards and Hulme 1995).*Non-governmental organizations—performance and accountability*: beyond the magic bullet. London: Earth scans Publications.

Ellerman et al. 1991 (forthcoming). Privatization Controversies in the East and West. Forthcoming in the Proceedings Geonomics Institute Seminar on Privatization. New York: New York University Press

EGMR, 2012 *Support for Inclusive Growth;* Thematic Evaluation Study*, March 2012.

Farrington and Babington. 1993. *Reluctant partners: non-government organizations', the state and sustainable agricultural development*. New York: Routledge.

Federal Bureau of Statistics (FBS). 2002. *Pakistan integrated household survey (PIHS) round IV:* 2001–2002. Islamabad: Government of Pakistan.

Fisher and Marshall, 2007.*The New Science of Retailing*: How Analytics are Transforming Supply Chains and Improving Performance: University of Pennsylvania

Fordham, 1993. *Informal, non-formal and formal education programmes*. London: YMCA George Williams College Lifelong Learning Unit 2.

Fowler, M. & Mouton, H. (2000). *Education: supply & demand statistics*. RSA: Technikon Pretoria
Gajda, R. & Koliba, C. (2008*). Evaluating and improving the quality of teacher collaboration: A field-tested framework for secondary school leaders*. NASSP Bulletin, 92(2), 133-153

Gazdar, 1999. *Universal basic education in Pakistan*: a commentary on strategy and results of a survey. SDPI Working Paper Series No. 39, Islamabad.

Gebreselassie, Mulugeta. 1998. "Determinants of Household School Demand in Ethiopia: A Multivariate Analysis." *East African Social Science Research Review* 14:19-48.

Government of Kenya 2 0 0 7 . "*Kenya County Fact Sheets*." Nairobi: Commission of

Revenue Authority.

Hansmann, C 1980. *The role of nonprofit enterprise*. Yale Law Journal 89: 835–898.

Harriss, J. 2002. *Depoliticizing development*: The World Bank and social capital. Glasgow: Anthem Press.

Harmon, C.P., Hogan,V. & Walker, I. (2003). Dispersion in the economic return to schooling. Labour Economics, 10 (2), 205-214

Hashim, I.M. (2005) Exploring the Linkages between Children's Independent Migration and Education: Evidence from Ghana. Working Paper T12. DRC on Migration, Globalisation and Poverty. Brighton: University of Sussex

Holla and Kremer. 2008. *Civil society: technical instrument or social force for change*? In New roles and relevance—development NGOs.

Holmes, et al 2007. "*Cash Transfer in Sierra Leone: Appropriate, Affordable and Feasible*?"ODI Project Briefing No. 8. London: Overseas Development Institute

Human rights report, 2007. *A Chance to Learn. Knowledge and Finance for Education in Sub-Saharan Africa.* Washington, D.C.: The Human rights report.

Hunter, N. and May, J. (2003) *Poverty, Shocks and School Disruption Episodes Among Adolescents in South Africa*. CSDS Working Paper, No. 35.

Hunt, F. (2008) *Schooling Citizens: A study of policy in practice in South Africa*. Unpublished DPhil thesis. Brighton: University of Sussex.

Ibembe, J.D.B. 2007. "NGOs, *Millennium Development Goals and Universal Primary Education in Uganda: a theoretical explanation*". In: Human Services Today,4(1). Retrieved 27 March 2008 from: http://hst.coehs.uwosh.edu/fall2007articles/Bakibinga.pdf

Jagannathan, S. 1999. *The role of non-governmental organizations in primary education – a study of six NGOs in India*. World Bank Policy Research Working Paper No. 2530, 1999. Retrieved 27 March 2008 from: http://ssrn.com/abstract=632600

Jensen (2005), Sternberg, Robert J. *Psychology, Public Policy, and Law*, Vol 11(2), Jun 2005, 295-301. Doi

Kanyiga, 2006:345. *Readings on inequality in Kenya*: Sectoral Dynamics and perspectives, Society for international development

Kaldor, Mary. (2003) Global Civil Society: An Answer to War (Cambridge, UK: Polity Press

Kenya Bureau of Statistics 2015. *Facts and figures, Republic of Kenya.*

Kim, K.K. (2010). *Educational Equality*. In C.J. Lee, S.Y. Kim & D. Adams (eds.). Sixty Years of Korean Education. Seoul: Seoul National University Press, pp.285-325.

Kiveu, N, Maiyo J (2009). *The impact of cost-shairing on internal efficiency of public secondary schools in Ndivisi division of Bungoma district Kenya*. Educational Research and review, 4(5) 272-284.

Khamis and Sammons. 2007. *Investigating educational change*: The Aga Khan University Institute for Educational Development teacher education for school improvement model. International Journal of Educational Development 27: 572–80.

Khan, et al , 2003.*Education for All and multigrade teaching*: Challenges and opportunities. Dordrecht: Springer.

Kombo, Donald, K and Delno, Tromp, L. A. 2006. *Proposal and Thesis Writing: An Introduction.* Nairobi: Paulines Publications Africa

Kremer.(2002): "*The Political Economy of School Finance in Kenya,*" unpublished manuscript, Harvard University.

La Pelle, Nancy. 2004. "*Simplifying Qualitative Data Analysis Using General Purpose Software Tools*." Field Methods 16(1):85-108.

Lakwo, A. (2007). *Microfinance, rural livelihood, and women's empowerment in Uganda*. Retrieved August 3, 2009, from African Studies Center Research Report 2006: http://www.google.com.

Lewis, R. (2001*). "Teachers 'support for inclusive forms of class-room management"*. The International Journal of Inclusive Education, 3(3), 269}285

Little, A.W. 2008. *International education*. The Routledge international encyclopedia of Education, ed. G. McCulloch and D. Crook, 321–23. London: Routledge

Lundy, K. (2006) "Education for All" and the new development compact', International Review of Education, 52(1): 23-48.

Maglad, N. 1994. "*School supply, family background and gender-specific school enrolment and attainment in Sudan*". Eastern Africa Social Science Research Review, vol. x, no. 2 (June). "Socioeconomic determinants of fertility and child morality in Sudan". Discussion Paper No. 686. New Haven, CT: Economic Growth Centre, Yale University

Makuwira, J.J. and Ninnes, P. (2004) "Post-Development Theory and Comparative Education", in *Re-imagining Comparative Education: Post-foundational Ideas and Applications for Critical Times* (eds). P. Ninnes and S. Mehta, Routledge, New York, pp. 241-253

Meghir , C. (2006). ' *Crime and economic incentives* ', Journal of Human Resources , *vol* . 39 , *pp* . 958 – 79 .

Miltin, D. (2001) Housing and urban poverty: a consideration of the criteria of affordability, diversity and inclusion. Housing Studies, 16, 509-522.

Mugenda, Olive, M and Mugenda, Abel, G. 1999. *Research Methods; Qualitative and Quantitative Approaches.* Nairobi: ACTS press.

Mugenda, Abel, G. 2008. *Social Science Research: Theory and Principles.* Nairobi: ARTS Press.

Ngware, Moses, Eldah, Onsomu, Benson, Kiriga and David, Muthaka. 2007. *Free Secondary Education in Kenya: Costs, Financing Sources and Implications.* KIPPRA Discussion Paper No. 75. Nairobi: Kenya Institute for Public Policy Research and Analysis, Social Division Sector.

Pavanello, S. and Othieno, T. (2008). Improving the Provision of Basic Services for the Poor in Fragile Environments: Education Sector International Literature Review. Report prepared for the AusAID Office of Development Effectiveness. London: ODI

Ping, H and Pieke, F.N. (2003) 'China *Migration Country Study'. Paper presented at the Regional Conference on Migration, Development and Pro-Poor Policy Choices in Asia*, 22–24 June 2003, Dhaka, Bangladesh.

Porteus et al. (2000) 'Out of school' children in South Africa: an analysis of causes in a group of marginalized, urban 7 to 15 year olds. Support for Learning, 15(1): 8-12

Preece et al.2007. *Improving the Provision of Basic Services for the Poor in Fragile Environments.* London: Overseas Development Institute.

Psacharopoulos, G., and H. A. Patrinos. 2004. "*Returns to Investment in Education: A Further Update.*" Education Economics 12(2): 111-13

Rao and Rao. 2006*. Community-based education at Rishi Valley*. Paper presented to the International Conference on Local Governance, Texts and Contexts: Perspectives from South Asia, February 1–2, in Lahore, Pakistan

Republic of Kenya. 1965. Sessional paper no. 10 of 1965: African socialism and its application to planning in Kenya

Republic of Kenya. 1974.Development paln 1974-1978. Nairobi

Riddell, S.,Tinklin, T., & Wilson, A.(2005).Disabled students in higher education: Perspectives on widening access and changing policy. London: Routledge Falmer

Sarangapani, 2003. *Constructing school knowledge*: An ethnography of learning in an Indian village. Thousand Oaks, CA: Sage Publications.

Schultz, T.W. (1999) 'Investment in human capital', (Presidential Address at 73rd Annual Meeting of American Economic Association 1960), The American Economic Review, 51(1): 1-17

Sequeira, Tiago N. (2007), "Human Capital Composition, Growth and Development: An R&D growth model versus data", Empirical Economics, Vol. 32(1): 41-65, 25.

Sen, A. (1985) Commodities and capabilities. Amsterdam: North-Holland

Shukla, C. (1999). *A brief note on efforts to address multi-grade teaching in India*. Unpublished report.http://www1.worldbank.org/education/est/resources/case%20studies/India%20%20multigrade.doc.

Silova, 2005"*Structural Adjustment and Education: Adapting to a Growing Global Market*." International Journal for Education and Development 14:102–105.

Sifuna, Olga. 2005. *The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan.* HICN Working Paper No. 12. Falmer: Households in Conflict Network.

UNESCO. 2004. *Education for All Global Monitoring Report: The Quality Imperative.* Paris: UNESCO.

UNESCO. 2008. *Education For All – Will We Make It? EFA Global Monitoring Report 2008*. Paris: UNESCO.

UNCF. 2011. *Global Education Digest 2006: Comparing Education Statistics across the World.* Montreal: UNESCO Institute for Statistics.

UNESCO. 2011. *The Quantitative Impact of Conflict on Education*. Montreal: UNESCO Institute for Statistics.

Tikly and Barrett 2006.*Getting children back to school*: Case studies in primary education. New Delhi: Sage Publications

Trevor, 2008-2009. *Budget speech and the development bank of Southern Africa.* South Africa: Parliament

World Bank, 2007. '*The State of the Poor: Where are the Poor and where are they Poorest*?'

Wise Giving Alliance (2010), [*BBB Wise Giving Alliance Standards for Charity Accountability*](#)*, retrieved 2007-10-24.*

Appendix 1

Data needs table

	Research Question	Research Objective	Proposition/Hypothesis	
1.	What factors influence low transition levels in NGOs supported schools?	Determine the factors that influence low transition levels in NGOs supported schools.	Lack of school fees influences low transition levels in schools.	
2.	What strategies do NGOs use to improve low transition levels in NGOs supported schools?	Examine the strategies NGOs use to improve low transition levels in NGOs supported schools.	Child sponsorship programs improve transition levels in NGOs supported schools.	
3.	In what ways do NGOs interventions address or fail to address challenges of low transition levels in NGOs supported schools?	Identify ways in which NGOs interventions address challenges of low transition levels in NGOs supported schools.	School feeding programs enable children to go to school.	

Appendix II

Questionnaire to households

My name is Catherine Chebet Bartenge. I am a student at the Institute for Development studies, at the University of Nairobi. I am carrying out a study on the role of NGOs in assessing low transition levels in Schools in Turkana-central. The findings of this study will be used to write an MA project. I would highly appreciate if you spare a few minutes to answer the following questions. All information collected will be treated as confidential. Thank you in advance for your cooperation.

Section A: Questionnaire log book

1. Questionnaire No:
2. Date of interview:
3. Name of Administrative location:

Section B: Personal information

4. Name (*optional*)_____
5. Sex ☐ female ☐ male
6. Level of Education _____
7. Ngo sponsor_____

Section C: Household Characteristics

8. How many people live in this household? Female_____Male _____Total _____

9. Please give the following details of the people living in this household

Relationship with the respondent	Sex (male/female)	Age	Main occupation
Respondent			
spouse			
Son or daughter			

Other (specify)			

10. What is the father's level of Education?

☐ None   ☐ Primary Incomplete

☐ Secondary Incomplete   ☐ Secondary complete

Other _____

11. What is the mother's highest level of education?

☐ None   ☐ Primary incomplete

☐ Secondary Incomplete   ☐ Secondary complete

12. What is your (household head) total monthly income Kshs?_____

Section D: NGOs strategies on child education

13. Does your child go to school every day   Yes ☐ No ☐

   If No, why

14. What action do NGOs take to ensure your child goes to school? _____

   _____

15. What kind of service does the NGO give this household? _____

   _____

16. Do these services enable your child to go to school? Yes ☐   No ☐

17. In your opinion, does your child attend school based on the services given by NGOs?

   Yes ☐   No ☐

   If yes, explain your answer _____

   _____

18. At one point in time, has the NGO failed to give any kind of service as promised?

Yes ☐   No ☐

If Yes, why _____

_____

19. How have NGO's intervened if your child failed to attend school for a week? a month?

_____

20. (a). What measures did the NGO take to ensure your child does not fail to attend school?

_____

(b) Did this measure improve the attendance of your child? Yes ☐   No ☐

21. Do you find the Services by NGOs sustainable?

Yes ☐   No ☐   If No, Explain your answer _____

_____

22. What should be done better to improve on the enrollment and attendance rate in households? _____

23. Does the whole strong community links with NGOs play a big role in child attendance to school?

Yes ☐   No ☐

If yes, why? _____

Section E: Factors that impede child access to education

24. What prevents your child from going to school on a daily basis? _____

_____

25. How does it affect school attendance in this household? Explain your answer

_____

26. Does it affect school attendance in this household? Yes ☐ No ☐

If yes, how many days did he /she misses school?_____

_____

27. What is the distance between home and school? (approx.) Kms_____

28. In your opinion, do you think the distance affects school attendance? _____

_____

29. What does NGO's do to ensure that this is not a problem to school attendance?

_____

30. In your opinion, what challenges face children that prevent them from accessing child education even with NGO's intervention? _____

Section F: Benefits children get as a result of NGOs interventions

31. What kind of benefits do NGOs give this household in support of the child?

_____

32. Are you aware that NGOs have been in the region for many years Yes ☐ No ☐

If yes, what difference things are they doing, that has not been done in the past years?

_____

33. What informed their decision to support your child through primary school?

_____

34. What needs to be done to improve this? _____

Appendix III

Questionnaire to focus group discussions

1. What kind of NGO's providing child education programs in Turkana Central?
2. Name the NGO's that have made impact in terms of education programs in Turkana-Central?
3. How long have NGO's been working on improving child access to education in Turkana-Central
4. What strategies do NGO's use to improve child access to education?
5. What type of service do you find viable in the education level?
6. Are there any shortcomings to the kind of services NGO's give in Turkana-central?

   Yes ☐ No ☐

   If yes, what should be done to improve this situation?

7. Do NGOs fully address challenges children face in child education?
8. What kind of benefits do NGO's give to the community in terms of its education development?
9. What should NGOs do better in terms of providing their services?
10. How do you feel about the services NGOs give in the Education Sector?

    (A). Very satisfactory

    (B). Satisfactory

    (C). Fairly Satisfactory

    (D) Not satisfactory

11. What is the main problem facing child education in the area?

12. Do communities play a role in ensuring children go to school?

Appendix IV

Questionnaire to NGOs program officers and Government officials

Personal details

- Name of the Program officer or government official?
- Organization of the Program officer? What County Government?
- Position of the Program officer? County government official?
- Years of work experience in their work place

13. Please tell me about your background and how you came to work here in this NGO or the Government?

14. What are your education qualifications and experience in non-for-profit organization/ government?

15. a). How would you describe your organization's/ministry major contributions to education?

    b). what is the effect of this work?

    . c). How would you measure success of education in Turkana- central?

16. Tell me about a time when you felt particularly proud about the education work of your organization/ ministry?

    I. What are the major challenges and obstacles associated with the work of child access to education?

17 .In your opinion, what are the major challenges you face when executing education programs in primary schools?

Appendix V

Questionnaire to Head teachers

Personal details:

Name:

School:

NGO sponsoring the school:

18. In your opinion, what is the current status of primary school enrollment and attendance in the school?

19. Has there been any NGO intervention put in place to end this? YES No If yes what is the outcome

20. In your opinion, do you think the free primary education by the government has benefited households in this area? Yes ☐ No ☐   Please explain your answer

21. What is your view on NGO's implementation of child education programs in this area?

22. What should be done to ensure out of school children are enrolled?

23. What should be done to ensure retention of all those who are currently enrolled?

24. What should be done to ensure those currently enrolled attend school regularly?

25. Are there any other forms of financial assistance available for primary school children in this county? Yes ☐ No ☐

If yes please specify the type and the targeted beneficiaries

26. In your opinion has these forms of assistance influences primary enrollment and attendance in the county?

27. Is there any other issue about primary education that has not been mentioned and you would like to discuss?

28. Give some suggestions on how child education by NGO's can be improved

29. What should be done to ensure children in marginalized communities' access primary education?

30. Why do you think some children fail to enroll or attend primary education despite the interventions by NGOs?

31. What challenges do schools face in implementing NGO's education programs?

32. How does this school deal with this challenge?

END

THANKS FOR YOUR PARTICIPATION