

INFLUENCE OF COMMUNITY EMPOWERMENT INITIATIVES BY NON GOVERMENTAL ORGANIZATIONS ON THE LIVELIHOOD OF THE COMMUNITY, A CASE OF KISUMU EAST SUBCOUNTY, BUOYE COMMUNITY

ABSTRACT

Community empowerment initiatives have been seen at the core agendas of most of the nongovernmental organizations. An empowered community is one that has the conditions to given mastery over its member's lives in the context of changing their social and political environment. In this study, the focus was on the social aspects of community empowerment which included among others, empowerment on education, empowerment on water and sanitation, empowerment on health and empowerment of human rights awareness creation. Community empowerment in the social context therefore involves an interactive process of change where institutions and communities become equally transformed. Therefore it focuses on both individual and community change (Wallerstein 1992). The expected social changes in the community as a result of the empowerment initiatives depends on the influence such initiatives have on the livelihood of such communities and in this case, the community of Kisumu East sub county, a case of buoye community. The study therefore sort to determine the influence of these empowerment initiatives through the following objectives; to determine the influence of community education empowerment initiative on the livelihood of the Kisumu East sub county communities, to examine the influence of community water and sanitation empowerment initiative on the livelihood of Kisumu East sub county communities, to assess the influence of community health empowerment initiative on the livelihood of Kisumu East sub county communities and to establish the influence of community rights awareness creation on the livelihood of Kisumu East sub county communities . In order to achieve these objectives, the study used a descriptive study design targeting 115,502 households in Kisumu East Sub county with a sample size of 384 households derived from the Krejcie & Morgan formulae for determining sample size (1970). Multistage random sampling technique was used to determine the specific community to be interviewed and Buoye community was selected. Data was collected using structured questionnaire which had five parts; the background information, and the remaining four parts each covering one objective. To ensure reliability the study used Pearson product-moment correlation coefficient which quantified the degree of the data consistency hence ensuring the reliability of the research instrument and to ensure validity the questionnaires was given to two experts in research methods to evaluate and judge the relevance of each question asked in the questionnaire to the objectives of this study and the data was analyzed using SPSS and frequency tables were used to present and describe the study findings. The findings showed that 62.5% of Kisumu East community are able to reach college and university with only 4.17% not able to go to school hence the high levels of educational standards, producing professionals who give back to the community, water and sanitation empowerment have resulted into a total of 79.43% practicing improved ways of waste disposal like the use of incinerators, pit latrines, covered pits and dustbins and reduction in water born diseases as indicated by a total of 69.54%, of the community members, health empowerment have resulted in 43.23% of the people being trained on first aid, 57.3% trained on improved hygienic conditions, 64.32% who can easily access good and affordable health facilities with proper health equipments and trained health practitioners

BY BERYL AWINO ORECH

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MENTS FOR THE AWARD OF MASTERS OF ARTS IN PROJECT PLANNING AND
MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2016

DECLARATION

This is my original work and has not been submitted for a degree in any other University

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DEDICATION

I am dedicating this research project to my dear husband Clement Obong who gave me ample time to pursue this degree course and to my little daughter Amelia for her inspiration and motivation to work hard, my dad and mum for their prayers and my dear friends Belinda and Hilda for always encouraging throughout this course.. I am also dedicating this work to my dear friend the late Fred Gumbo who gave me the help, advice and support I needed to pursue this course

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ABSTRACT

Community empowerment initiatives have been seen at the core agendas of most of the nongovernmental organizations. An empowered community is one that has the conditions to given mastery over its member's lives in the context of changing their social and political environment. In this study, the focus was on the social aspects of community empowerment which included among others, empowerment on education, empowerment on water and sanitation, empowerment on health and empowerment of human rights awareness creation. Community empowerment in the social context therefore involves an interactive process of change where institutions and communities become equally transformed. Therefore it focuses on both individual and community change (Wallerstein 1992). The expected social changes in the community as a result of the empowerment initiatives depends on the influence such initiatives have on the livelihood of such communities and in this case, the community of Kisumu East sub county, a case of buoye community. The study therefore sort to determine the influence of these empowerment initiatives through the following objectives; to determine the influence of community education empowerment initiative on the livelihood of the Kisumu East sub county communities, to examine the influence of community water and sanitation empowerment initiative on the livelihood of Kisumu East sub county communities, to assess the influence of community health empowerment initiative on the livelihood of Kisumu East sub county communities and to establish the influence of community rights awareness creation on the livelihood of Kisumu East sub county communities . In order to achieve these objectives, the study used a descriptive study design targeting 115,502 households in Kisumu East Sub county with a sample size of 384 households derived from the Krejcie & Morgan formulae for determining sample size (1970). Multistage random sampling technique was used to determine the specific community to be interviewed and Buoye community was selected. Data was collected using structured questionnaire which had five parts; the background information, and the remaining four parts each covering one objective. To ensure reliability the study used Pearson product-moment correlation coefficient which quantified the degree of the data consistency hence ensuring the reliability of the research instrument and to ensure validity the questionnaires was given to two experts in research methods to evaluate and judge the relevance of each question asked in the questionnaire to the objectives of this study and the data was analyzed using SPSS and frequency tables were used to present and describe the study findings. The findings showed that 62.5% of Kisumu East community are able to reach college and university with only 4.17% not able to go to school hence the high levels of educational standards, producing professionals who give back to the community, water and sanitation empowerment have resulted into a total of 79.43% practicing improved ways of waste disposal like the use of incinerators, pit latrines, covered pits and dustbins and reduction in water born diseases as indicated by a total of 69.54%, of the community members, health empowerment have resulted in 43.23% of the people being trained on first aid, 57.3% trained on improved hygienic conditions, 64.32% who can easily access good and affordable health facilities with proper health equipments and trained health practitioners

LIST OF ABBREVIATIONS AND ACRONYMS

MCHS	National Center for Health Statistics
SAGUAPAC	Water Supply And Sanitation Corporative in Bolivian city of Santa Cruze
UNICEF	United Nation International Children Emergency Fund
CLTS	Community Led Total Sanitation
IDPs	Integrated Development Plans
CBOs	Community Based Organizations
OF	Omega Foundation
NYS	national youth service
NGO	None Governmental Organizations
DFID	British Department For International Development
WHO	World Health Organizations
WHC	Women Health Committee
SEWA	Self Employed Women Association
UNESCO	United Nation Educational Scientific And Cultural Organizations
KIWASCO	Kisumu Water and Sewerage Company
IRC	International Rescue Committee
ESA	European Space Agency
HRC	Human Rights Campaign
CESS	Community Education And Empowerment Centre
ICRW	International Center for Research on Women
INEA	Institute of Education in Africa

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Community empowerment is most consistently viewed as a process in the literature (something used to accomplish a particular goal or objective), for example, a social-action process that promotes participation of people, organizations and communities towards the goals of increased individual and community control, political efficacy, improved quality of life and social justice' (Wallerstein, 1992). It is therefore a social –action process in which individuals and groups act to gain mastery over their lives in the context of changing their social and political environment. It is an interactive process of change where institutions and communities become transformed

Chambers and Conway (1992) defined livelihood as encompasses people's capabilities, assets, income and activities required to secure the necessities of life and livelihood is sustainable when it enables people to cope with and recover from shocks and stresses (such as natural disasters and economic or social upheavals) and enhance their well-being and that of future generations without undermining the natural environment or resource base. It is viewed in 5 types of reproductive resources namely natural assets, physical assets, human capital, financial assets and social capital (Ellis 2000; Ansoms and McKay 2010)

Poverty reduction lies in the core of the global development challenges for international development community. Many of the world's most prominent and organizations cite poverty reduction as their overarching goal. These population living below \$1.25 in a day is estimated to be covering 119 countries which together accounts for 95% of the population of the developing world. However, it was estimated that between 2005-2010, the total number of poor people around the world fell by nearly half a billion people over 1.3 billion in 2005 to under 900 million in 2010. The reason for the drop could be attributed to some of the community empowerment initiatives that have been implemented all over the world. For instance over the past half a century, most of the developing countries have seen a dramatic drop of non income measures of well being for example due to health empowerment initiatives global infant mortality rates has dropped by more

than 50%(Chandy and Geoffrey 2010).Hence it is evident that community empowerment initiatives have influence on the livelihood of the community they are being executed as reported by Chandy and Geofrey (2010)

Community empowerment is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at social and political change. Community empowerment is a process of re-negotiating power in order to gain more control. It recognizes that if some people are going to be empowered, then others will be sharing their existing power and giving some of it up (Baum, 2008).

In U.S.A, Washington DC, Verapaz Community Empowerment Program(VCEP) worked with a community of 3,000 indigenous women and men employed in smallholder agricultural production. Close to 90% of the farmers were indigenous Q'eqchi' who have traditionally planted subsistence crops such as corn and beans. Although the available land was very fertile and capable of producing a wide variety of cash crops along with subsistence foods, when beginning the program, training and necessary market structures had not been adequately supported in the region. As such, the region suffered from a very high level of poverty and the related deprivations that economic marginalization created. The communities had poor nutrition, limited access to healthcare, and most families couldn't support a child's education costs. Enterprises hosted drip irrigation and treadle pump demonstrations in two towns for over thirty participants. Affordable, user-friendly, and effective irrigation systems were establishing hence improving food security in the region. The drip irrigation system and corresponding trainings helped establishing environmentally friendly water management in northeastern Guatemala. The drip irrigation systems, designed by IDE for farmers earning roughly \$2 a day, were warmly received by community members, who recounted never having seen an irrigation system that takes such little effort, had extensive coverage, and was affordable. The deployment of this technology further served as a tool to build natural community leaders who took the responsibility to train other farmers and promote crop diversification for improved nutrition. This in all lead to the improvement in community level of awareness through awareness training which addressed labor rights, obstacles in formalizing businesses, and the role of government in promoting training and economic development. (2013 VCEP annual report)

In Scotland, Community empowerment was given a great weight as evident in the introduction of Community empowerment Scotland Act which gives community bodies new rights and public sector authorities, new duties to boost community empowerment and engagement, This led to the Government establishing community Empowerment action plan which was developed jointly with Convention of Scottish Local Authority (COSLA) and third sector organizations(Edinburgh, 2009) This Action Plan provided clarity on what community empowerment is, why community empowerment was important and how communities became empowered. It also set out a range of new and existing practical actions which underpinned the process of community empowerment. Taken together, these actions were designed to help everyone involved in community empowerment to deliver more empowered communities over the years (Edinburgh, 2009)

Cooperatives in the social and service sector (water, electricity and health and insurance) also have a lot of success stories in Latin America (Bibby and Shaw 2005). For example, a water supply and sanitation cooperative (SAGUAPAC) in the Bolivian city of Santa Cruz provided water to over two thirds of the city's inhabitants generally influencing so much on their livelihood. In India for example, the study done by Gandhi and Marsh (2003) confirmed that institutions matter and make a significant contribution in helping development in the rural areas, especially for the lower income groups aiming at building an empowered community through the provision of social services.

In Ghana UNICEF created the enabling environment for improved water, sanitation and hygiene which included support for the development and implementation of national forums, strategies and policies. Key strategies included national training and empowerment initiatives, with a particular focus on engaging women and girls in water and sanitation governance. UNICEF's on-ground interventions included the installation of water wells and implementing behavioral change strategies to improve uptake of sanitation and hand washing behaviors, based on Community Led Total Sanitation (CLTS) as the primary strategy. This approach recognized the need to move from a culture of dependence, based on subsidies, to a behavioral change approach where people chose to stop open defecation.(Kar and Chambers 2008)

Kenya is a signatory to and has ratified the main international and regional treaties and conventions that guarantee civil liberty, respect for human rights, and promotion of gender equity together with empowering communities through capacity building, advocacy, research and documentation on issues of gender, human rights, law, community peace building, leadership and governance (CEEC 2013 annual report).

There are so many NGOs dealing with community empowerment initiatives for example, the Undugu society of Kenya which has two projects, women self help group (SHG) and community development project. The self help group approach is an association of poor women in the community with a common objective of working together for their economic and social empowerment. Through the group the members are able to save money, discuss issues affecting them and make empowered decisions. They are empowered to take loans and initiate social development projects such as investing in their children's education, constructing new water points and renovating the old water points as a group which eventually will not only give them income in return but will also boost their social wellbeing such as health. Currently the progress is being implemented in Kisumu, Machakos and with the parents of Undugu School. The community development project aims at empowering community by offering them training in social auditing of community projects, leadership, micro enterprise development and advocacy on community rights to enable them participate in public decision making. The strategy is to contribute to the socio-economic empowerment of street children, vulnerable youth and marginalized poor urban and rural communities through lobbying and advocacy, capacity building, access to education and training and the creation of linkages aimed at reducing poverty for the attainment of decent livelihoods (Wangenge, 2012).

Kisumu County, several NGOs operate within their frameworks with most of their activities being geared towards various empowerment initiatives like water and sanitation, education, human rights and health. Some of these the NGOs dealing with such activities include World Vision Kenya which is a global Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice through community development approach which focuses on health, HIV and AIDS, Water Sanitation and

Hygiene (WASH), education, child protection, food security and economic development (*World Vision* 2015). However, the impact of such community empowerment initiatives is yet to be examined and known and that is the focus of this research project

1.2 Statement of the problem

Community empowerment includes personal (psychological) empowerment, organizational empowerment and broader social and political actions. In this study, the focus was on the social aspect of community empowerment hence it is only by being able to organize and mobilize oneself that individuals, groups and communities will achieve the social changes necessary to redress their powerlessness (Wallerstein and Bernstein 1994)

The quest for many NGOs involved in community empowerment initiatives is that they want more opportunities across the country or a particular community of interest to have more opportunities to play their part in the helping to deliver the outcomes. This is about recognizing that communities doing things for themselves can sometimes be the best way to determine change which Labonte 1990 describes as occurring in five point continuum comprising of personal action, the development of small interest groups, community organizations, partnerships and social action. However, sometimes these changes are not seen in the societies even after the empowerment processes have been completed, and as Traynor, 1993; Miller, 1992; Lenz, 1988 supports, community organization as a process of community empowerment sometimes results in the provision of social services which do not always become beneficial to the intended community members depending on the organizational strategies that are put in place as in the case of Kisumu east subcounty where there are still cases of child labour being experienced, cases of people dying due to inaccessibility to proper healthcare facilities, poor nutrition, poor sanitation conditions among many other social problems despite the fact that there are many community empowerment initiatives that had been implemented by several NGOs some of which had been completed. It is in this line that the study seeks to determine the real influence of such social community empowerment activities on the livelihood of these community members.

1.3 Purpose of the study

Based on the problem stated above, the purpose of this study was to determine the influence of community empowerment initiatives on the livelihood of the people of Kisumu East Sub county, a case of Buoye community

1.4 Research objectives

The study was guided by the following objectives

1. To determine the influence of community education empowerment initiative by none governmental organizations on the livelihood of Kisumu East sub county community
2. To examine the influence of community water and sanitation empowerment initiative by none governmental organizations on the livelihood of Kisumu East sub county community
3. To assess the influence of community health empowerment initiative by none governmental organizations on the livelihood of Kisumu East sub county community
4. To establish the influence of community rights awareness creation by none governmental organizations on the livelihood of Kisumu East sub county community

1.5 Research question

From the above objectives, the following research questions were developed.

1. What influence does community education empowerment initiative by none governmental organizations have on the livelihood of Kisumu East sub county community
2. How does community water and sanitation empowerment initiative by none governmental organizations influences the livelihood of Kisumu East sub county community
3. What is the influence of community health empowerment initiative by none governmental organizations on the livelihood of Kisumu East sub county community
4. How does the community rights awareness creation initiative by none governmental organizations influences the livelihood of Kisumu East sub county community

1.6 Significance of the study

Community Empowerment initiatives have become popular in recent years in Programs of various NGOs in Kenya and it also inline with the Kenya's millennium development goal number 1 which is the eradication of extreme poverty and hunger and number 3 which is the gender equality and the empowerment of women, who are also the majority population in Kenya. Therefore attempts to measure the influences of the empowerment initiatives will be important as a means for keeping development practitioners and policy-makers honest. At the same time, cautioning against a too ready assumption that the achievement of stated goals for a particular organization be it government or NGO is proof of community empowerment.

It is hoped that the findings of this study will also help the government and other NGOs to assess the importance and relevance of some of the initiative program being carried out like in the education, health, water and sanitation sectors thereby making informed decisions before executing other community empowerment initiatives

1.7 Basic assumptions of the study

The basic assumption of this study was that several organizations including the government are involved in different kinds of community empowerment initiatives in Kisumu East District. It was also assumed that all the four categories of community empowerment initiatives were being carried out in this research area or had been completed. It was also assumed was that the respondents gave true and accurate information and that the households selected were a true representation of the entire community under study and to a greater extent the entire country

1.8 Limitations of the study

The study focused on the local community members of Kisumu east subcounty who are household heads, some of whom were illiterate and feared giving the information for fear of exposing their communities to the outside world. The researcher therefore ensured that the respondents were made at ease; the purpose of the research well explained and each and every questions is explained and asked in the language which they could best understand, which in this case was dholuo and they were allowed to respond back in the language they were very comfortable in.

Some of the residents in this community who were household heads were also working class therefore finding them at home during the weekdays was difficult. The researcher ensured the interviews were conducted in the evenings and during the weekends to get majority of them

1.9 Delimitations of the study

The study was restricted on the four social community empowerment initiatives by none governmental organizations, i.e. education, water and sanitation, health and human rights awareness creation since in this community there are diverse none governmental organizations involvement in various social economic empowerment initiatives. Whereas even the government is also involved in especially economic empowerment initiatives, these organizations' involvement has been greatly spread out in Kisumu east sub county community as compared to government involvement hence this shade more light in this research study as opposed to focusing only on the economic empowerment activities by the government

1.10 operational definition of terms

Community empowerment	-it is a social-action process that promotes participation of people, organizations and communities towards the goals of increased individual and community control, political efficacy, improved quality of life and social justice
Livelihood of the community	-it encompasses community's capabilities, assets, income and activities required to secure the necessities of life. It is a community's way of living
Poverty	-is general scarcity, dearth, or the state of one who lacks a certain amount of material possessions or money. It is a multifaceted concept, which includes social, economic, and political elements. Poverty may be defined as either absolute or relative
Social Community empowerment initiatives	-these are the various activities that the community is involved in that are geared towards bringing a change in their social environments. They are the development ac-

tivities that community participates in to bring about change in their social lives such as changes in the types of housing, schools their children attend, mode of dressing ,access to health facilities, hygienic conditions etc

1.11 Organization of the study

The study was organized in five chapters. The first chapter was the introduction of the study covering background of the problem, statement of the problem, purpose and objectives of the study, research questions and significance of the study, basic assumptions, limitations and delimitations of the study. The second chapter covered reviews of various literatures relevant to the study, provided thematic analysis of each study objectives, theoretical and conceptual framework and discussed the gaps to the literature that helped to establish the rationale of the study. Chapter three covered the methodology. It outlined and described the research designs, target population, sampling procedures, research instruments, validity and reliability of the instruments, data collection and analysis procedures, pilot testing of the instruments and the ethical issues. Chapter four covered the study data analysis, interpretation and the discussions of the research findings where as the fifth and last chapter covered the summery of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature related to the concept of social community empowerment, the concept of livelihood, the influence of social community empowerment initiatives on the livelihood of the community. The empowerment initiatives reviewed includes education empowerment initiative, water and sanitation initiative, community health empowerment initiative and human right empowerment initiative. All these will be reviewed in relation to how they are influencing the community's way of living.

2.2 Community empowerment

Community empowerment refers to the process of enabling communities to increase control over their lives. "Communities" are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests. For the sake of this study we shall be looking at the community in the local context. 'Empowerment' refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control.(Wallerstein 1992). People cannot be empowered by others; they can only empower themselves by acquiring more of power's different forms (Laverack, 2008). It assumes that people are their own assets, and the role of the external agent is to catalyze, facilitate or "accompany" the community in acquiring power.

Community empowerment, therefore, is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at social and political change. Community empowerment is a process of re-negotiating power in order to gain more control. It recognizes that if some people are going to be empowered, then others will be sharing their existing power and giving some of it up (Baum, 2008).

Globalization is one of the dimensions to the process of community empowerment. In today's world, the local and global are inextricably linked. Action on one cannot ignore the influence of or impact on the other. Community empowerment recognizes and strategically acts upon this inter-linkage and ensures that power is shared at both local and global (Baum, 2008).

Communication plays a vital role in ensuring community empowerment. Participatory approaches in communication that encourage discussion and debate result in increased knowledge and awareness, and a higher level of critical thinking. Critical thinking enables communities to understand the interplay of forces operating on their lives, and helps them take their own decisions (Baum, 2008).

Literature concerned with empowerment in Kenya has mainly focused on women and community development. The high prevalence of poverty among women, and the dangerous alternatives they seek for survival, has attracted some researchers to focus on gender and empowerment (Barker et al., 2000; Parpart, Rai&Staudt, 2002; Presser &Sen, 2000). These studies advocate empowering women in order to achieve community development. Other studies have focused on traditional African pro-development institutions. Mbithi and Rasmusson (1977), Hill (1991), and Thomas (1985) analyzed how Kenya's rural poor have successfully harnessed a socio-cultural strength referred to as "harambee" to institute community development. The term "harambee," which is also inscribed on Kenya's national emblem, is a self-help development strategy that means collective effort and to "pull together." Since harambee self-help groups favor progress, Mbithi and Rasmusson(1977) consider these to be an important component in community empowerment because they "reflect a bottom-up, rather than a top-down, development initiation". Through harambee projects, communities have invested their time and energy to empower themselves by building more schools and clinics and providing other social services.

2.3 Livelihood of the community

Chambers and Conway (1992) defined livelihood as comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: and livelihood is sustainable if it can cope with and recover from stress and shocks, maintain or enhance its capabili-

ties and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long term.

According to sustainable livelihood framework developed by British Department for International Development (DFID), livelihood comprises of five assets namely human capital, natural capital, social capital, physical capital and financial capital.(DFID,1999)Human capital represents the skills, knowledge, ability to labor and good health that together enable people to pursue different livelihood strategies and achieve their livelihood objectives. At household level, it is a factor of the amount and quality of labor available; this varies according to household size, skill levels, leadership potential, health status; Social capital in the context of the sustainable livelihoods framework taken to mean the social resources upon which people draw in pursuit of their livelihood objectives which are developed through: networks and connectedness, either vertical (patron/client) or horizontal (between individuals with shared interests) that increase people's trust and ability to work together and expand their access to wider institutions, such as political or civic bodies, membership of more formalized groups which often entails adherence to mutually-agreed or commonly accepted rules, norms and sanctions and relationships of trust, reciprocity and exchanges that facilitate co-operation, reduce transaction costs and may provide the basis for informal safety nets amongst the poor. (DFID 1999); Natural capital which is a term used for the natural resource stocks from which resource flows and services (e.g. nutrient cycling, erosion protection) useful for livelihoods are derived. There is a wide variation in the resources that make up natural capital, from intangible public goods such as the atmosphere and biodiversity to divisible assets used directly for production (trees, land, etc.)(DFID 1999); Physical capital which comprises the basic infrastructure and producer goods needed to support livelihoods where infrastructure consists of changes to the physical environment that help people to meet their basic needs and to be more productive and producer goods being the tools and equipment that people use to function more productively. For sustainable livelihoods these are essential affordable transport; secure shelter and buildings; adequate water supply and sanitation; clean, affordable energy; and access to information (communications).(DFID 1999). And finally financial capital which denotes the financial resources that people use to achieve their livelihood objectives.

2.4. Community education empowerment initiative and livelihood

Education is a fundamental right of every person; a key to other human rights; the heart of all development; the essential prerequisite for equity, diversity and lasting peace. - World Education Forum 2000, Education for All: All for Education, A Framework for Action. Dakar, April 2000

Community education, also known as Community-based education or Community learning & development refers to an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programs and activities are developed in dialogue with communities and participants. The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes.

Community education encompasses all those occupations and approaches that are concerned with running education and development programs within local communities, rather than within educational institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had a particular concern for taking learning and development opportunities out to socio-economically disadvantaged individuals and poorer areas, although it can be provided more broadly.

A study carried by Caroline W, Mary A and Xiang Y on the Chinese women through the use of photo novella indicated that in developing countries, rural women are often neither seen nor heard, despite their extraordinary contribution to the labor force. Photo novella is an innovative methodology that puts cameras in the hands of rural women and other constituents who seldom have access to those who make decisions over their lives. As an educational tool, the practice of photo novella achieved three main goals: (1) empowering rural women to record and reflect their lives, especially health needs, from their own point of view; (2) increased their collective

knowledge about women's health status; and (3) informed policymakers and the broader society about health and community issues that were of greatest concern to rural women and all these were achieved through community empowerment on education especially on women

There are a myriad of job titles and employers include public authorities and voluntary or non-governmental organizations, funded by the state and by independent grant making bodies. Schools, colleges and universities may also support community learning and development through outreach work within communities. The community schools movement has been a strong proponent of this since the nineteen sixties. Some universities and colleges have run outreach adult education programs within local communities for decades. Since the nineteen seventies the prefix word 'community' was adopted by several other occupations from youth workers and health workers to planners and architects, who work with more disadvantaged groups and communities and have been influenced by community education and community development approaches.

Community educators have over many years developed a range of skills and approaches for working within local communities and in particular with disadvantaged people. These include less formal educational methods, community organizing and group work skills. Since the nineteen sixties and seventies through the various anti poverty programs in both developed and developing countries, practitioners have been influenced by structural analyses as to the causes of disadvantage and poverty i.e. inequalities in the distribution of wealth, income, land etc. and especially political power and the need to mobilize people power to effect social change. Thus the influence of such educators as Paulo Friere and his focus on community education was about improving the social lives of the poor.

Non formal education responds to the education needs of out of school children including the OVCs. Over a decade (1990 to 2000) there has been a phenomenal increase in the number of "informal schools", "schools without uniforms", "Slum schools". It is therefore a structured, systematic, non-school educational and training activities of relatively short duration in which the sponsoring agencies seek concrete behavioral changes in fairly distinct target populations as defined by Paulston 1972.

Education and the benefits it promises are widely referred to in much of the literature. The amount of research conducted to understand Africa's quality of education and its challenges is a testament to its significance. Since it develops human capital and enables people to live better lives education is perceived as the means to improve a country's standard of living (Garcia & Fares, 2008; Howard, 2003; Lewis, 2007; Shorter & Onyancha, 1999; UN, 2007a; World Bank, 2009). Education is thus perceived to be a crucial element in the empowerment process because it cultivates self-esteem (Barker et al., 2000) and is a vital ingredient in health improvement efforts (Republic of Kenya, 1998)

The Institute for Adult Education (INEA) in Mexico provides literacy training and basic education to young disadvantaged adults who have not attended or have dropped out of the formal school system. Student testimony indicates that enrollment in INEA programs has not only improved their education levels but has also provided them with other skills and assets. Students mention, for example, that being able to read and write has enhanced their levels of self-confidence and that, as a result, they are less hesitant to voice opinions and speak in public.

INEA courses also provide students with access to information. Women learn, for example, that domestic violence is an infringement of their rights and that they are entitled to seek help or redress. Coupled with increased self-confidence, an empowered INEA student might take action to stop abuse. Providing a platform of interaction, INEA schools also contribute to a community's level of social capital. Studying together, students learn to trust each other and develop friendships and networks of support (Heinsohn 2004)

It is well established that the distribution of personal incomes in society is strongly related to amount of education people have had. Generally speaking more schooling means higher lifetime incomes (UNESCO, 2005). Hence any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in future when those now in school become a significant part of the labor force (UNESCO 2005). When this happens, the significance changes will be seen in the individual's community. A number of empirical studies have found a strong correlation between earning of parents and of the children with the intergenerational correlation of 0.6 in U.K (Chavellieret *al*, 2005).

We also know that years of education and acquisition of cognitive skills particularly the core skills of literacy and numeracy have economic and social pay-offs as regards income enhancement, improved productivity in both rural non-farm and urban environments and strengthened efficacy of household behavior and family life, thus improved livelihood. (Jolliffe 1998; Rosenzweig 1995)

Improving girls' access to education has been on the mainstream development agenda for some time, largely because of the poverty reduction potential that education offers through increasing access to economic opportunity. The long-term positive effects of education for the individual, family and wider society have also been recognized. A study by the International Center for Research on Women (ICRW 2005) confirms that women are more likely to control their own destinies and effect change in their own communities when they have higher levels of education. In addition, education is often seen as one of the main pathways to achieving another key development goal which is girls' and women's empowerment. As the International Conference on Population and Development program of action states: "Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process."

2.5 Water and sanitation empowerment and livelihood

World water report (2006) recognizes the central role of water in human life and observes that access to clean water is fundamental right. The report notes that in 2002, the UN committee on economic, Social and cultural rights affirmed that sufficient affordable physically accessible safe and acceptable water for personal and domestic use is fundamental human right to all people and pre requisite to the realization of other human rights. Although not legally binding for more than 140 countries ratifying the international covenant on economic social and cultural rights, this decision carries the weight of moral obligation on the signatories to progressively ensure that the entire world has access to safe and secure drinking water and sanitation facilities equitably and without discrimination (UNESCO, 2006)

According to WSP/World bank improvement in water supply and sanitation featured prominently in the recent Copenhagen at which a panel of leading economist ranked water and sanitation projects among the top 10 most effective ways to advance global welfare. It was observed that projects in sanitation and water sector scored highly, being categorized as 'good' in terms of desirability and impact with respect to cost(WSP/World Bank 2004). Community managed water and sanitation occupied the seventh position in the ranking, out of thirty projects considered, a case of Water and Sanitation, WSP/world bank, November 2004) This clearly indicated that in deed there is need for community empowerment on water and sanitation whose influence should be determined.

In Ghana for instance, UNICEF does on-ground interventions which includes the installation of water wells and implementing behavioral change strategies to improve uptake of sanitation and hand washing behaviors, based on Community Led Total Sanitation (CLTS) as the primary strategy. UNICEF's approach recognizes the need to move from a culture of dependence, based on subsidies, to a behavioral change approach where people choose to stop open defecation (UNICEF Ghana, 2011)

With increased growth of urban population, proportion of population living in urban areas is on the increase, with the corresponding increase in demand for improved access to basic services, including water, sanitation and solid waste. Kenya, Uganda and Tanzania gained independence from British colonial rule in the early 60s and have similarly histories of state owned institutions dominating the provision of urban water and sanitation services. Only 30% of the three cities' population has direct access to piped water. The rest depend on point water sources such as shallow wells, protected and unprotected springs and on small scale providers' services. The predominant mode of water access by small scale providers servicing the urban poor are secondary operators who obtain water from the primary distribution networks of public utilities(IRC and WSP-ESA, 1999)

According to citizen's Report card on urban water supply and sanitation in Kenya, Kisumu has several water sources including piped water connected in and around the house, kiosks and public taps, water delivered by vendors, protected wells, unprotected wells, rivers, lake or ponds. The

report observes that 58% of the city's residents get access to piped water supply from KIWASCO, either directly through the mains or water kiosks (SANA International, 2007)

2.5 Health empowerment and livelihood

Community empowerment necessarily addresses the social, cultural, political and economic determinants that underpin health, and seeks to build partnerships with other sectors in finding solutions. The concept of empowerment resonates powerfully with Indigenous Australian desires to be self-determining. In Australia, a lack of control or mastery has long been acknowledged as one aspect of a broader experience of powerlessness that needs to be addressed to reduce the current preventable Indigenous burden of disease and close the health disparity gap (National Aboriginal Health Strategy Working Party 1989). For example, in an effort to counter racism and marginalization experienced in health care and other social services, Indigenous Australians, through community activism and mobilization, established community-controlled health and other human services designed to give Indigenous people a political voice and control over resources (Anderson 2007). Since 1970, more than 140 community controlled health services have been established as part of the overall Australian health system. Incorporated and governed by an elected Indigenous body, they deliver a holistic and culturally appropriate health service to the community that controls them (Reynolds 1996, Anderson 2007)

The Ottawa Charter clearly states that `health promotion works through concrete and effective community action in setting priorities, making decisions, planning strategies and implementing them to achieve better health. At the heart of this process is the empowerment of communities - their ownership and control of their own endeavors and destinies` (WHO, 1986).

The Bangkok Charter (WHO, 2005) complements and builds upon the values, principles and action strategies established by the Ottawa Charter including the concept of health promotion as a process of enabling people to increase control over (empowerment) their health and its determinants. Community empowerment is therefore central to the implementation of health promotion both as a process and as an outcome

A national program designed to address women's health needs in Samoa, Polynesia created a community-based self-help network based on neighborhood support and nursing care that operated through existing Women's Health Committees (WHCs). The WHCs were prestigious organizations and were well attended by all women. The government supported the development of these community organizations through resource allocation, training and regular visits from health workers. The purpose was to develop the skills and competencies of their members in the areas of child care, weaning practices and sanitation, which had been previously identified as the main causes of infant mortality. The WHC put into force village health regulations relating to sanitation to which all families had to conform. The program not only brought about improvements in women's health but also their authority, an improved ability to organize and mobilize themselves and to raise funds for other projects. The WHCs became the largest and most influential group in the community and were increasingly involved in a range of community concerns. The WHCs were based on an ideology of equality and empowerment partnered with the legitimate use of top-down traditional authority (Thomas, 2001). The 1970s saw an increase in social activism and action by nongovernmental agencies in the field of development in India and other parts of the world. SEWA or the Self Employed

Women's Association was founded in Ahmedabad in 1971 by a small group of poor and largely illiterate women, led by ElaBhatt. SEWA worked to promote the social and economic wellbeing of women through its twin goals of full employment and self-reliance. Its founding members, like ElaBhatt, turned SEWA into a social movement across various states of India.

At present, with nearly one million women members, SEWA is the largest trade union of informal workers in India. As economic security is crucial to the empowerment of women, SEWA sought to offer full employment to produce income security to its members. As a trade union, it organized its members to demand fairness and justice and fight for the right to seek a livelihood (Glenn Laverack, Community empowerment Conference document, 2009)

2.7 Community rights awareness creation empowerment and livelihood

Today's global climate is dominated by increasing social inequality, both internationally and cross-nationally. Kenya is one place that embodies this trend as growing numbers of impoverished people co-exist alongside the wealthy and privileged elite.

Similar to all social movements, human Rights Education (HRE) is a global movement to increase awareness of human rights and social justice principles. Participation in an HRE program can empower all persons to become human rights advocates, especially underprivileged members of society. This essay presents a case study of an HRE program that operates in inner-city, Washington, DC public schools. It is run by an international human rights nongovernmental organization (NGO).

In many ways, HRE is simply a new term for an old concept: raising critical consciousness to promote social change. It is an essential component of historical and current social movements and activism. Examples include Paulo Freire's work with illiterate Brazilian peasants to achieve dignity and liberation and the Highlander Folk School, which educated several key figures in the United States' civil rights movement. Regardless of a social movement's focus and location, critical consciousness through education plays a vital role by encouraging participation, educating the people to connect the objective with the subjective, and establishing organizational vision, strategy, and successful outcomes. The United Nation's Office of the High Commission for Human Rights defines HRE as: training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes directed to: a. the strengthening of respect for human rights and fundamental freedoms, b. the full development of the human personality and the sense of its dignity, c. the promotion of understanding, tolerance, gender equality and the friendship among all nations, indigenous people and racial, ethnic, religious and linguistic groups, and the enabling of all persons to participate effectively in a free society.

According to Community Educational and Empowerment Centre (CECC 2013 annual report) Kenya is a signatory to and has ratified the main international and regional treaties and conven-

tions that guarantee civil liberties, respect for human rights and promotion of gender equity. Some of its objectives in Kenya that are geared towards influencing the members livelihoods includes among others the enhancement of capacity of communities to access justice through legal awareness referrals and self representation skills, contribution towards the realization of economic right through skills building and linkages to financial opportunities. In their project began in 2012, 27 community leaders from Kandara central Kenya were trained on women inheritance rights where the parents, siblings and other relatives were advised to always include their daughter while sharing properties hence the project aimed at empowering both the men and women to promote women inheritance rights. This has resulted to change in the conduct of affaires within families and the community that is highly patriarchal leading to the enhanced protection of the property and inheritance rights of women and girls. As reported by the Kandara MP Alice Wahome, something needs to be done to support the law on women inheritance since women are the disadvantaged especially when it comes to property inheritance yet they are not enlightened on their rights on the law hence need for civic education (Omollo 2015)

2.8 Theoretical Framework

The study is based on the Wallerstein's community empowerment model developed in 1992 which is multi-dimensional and includes the dimension of improved self-concept, critical analysis of the world, identification with the community members, participation in organizing community change. She defines empowerment as follows: it is a social-action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice. The outcomes of community empowerment may emerge as actual socio-environmental and political changes in community(Wallerstein 1992) .Empowerment is a construct that links individual strength and competencies natural helping systems and proactive behaviors to social policy and social change(Rappaport, 1981, 1984). Empowerment theory research and intervention links individual well being with the larger social and political environment. Empowerment suggests that participation with others to achieve goals, efforts to gain access to resources and some critical understandings of social political environment are basic components of the construct. At the community level it refers to the collective actions to improve the life in a community and to the connection among community organizations.

According to the theory, empowerment is therefore both a value oriented for working in the community and a theoretical model for understanding the process and sequences of effects to exert control and influence over decisions that affects one's life, organizational functioning and the quality of community life (Perkins & Zimmerman 1995)

This model of community empowerment helps us to understand the process of gaining influence over conditions that matter to people who share the same neighborhoods, workplaces, experience and concerns. In this study, the theory is viewed in the context of interactive model of community empowerment where the process of empowerment includes collaborative planning, community action, community change, capacity building and outcomes which are measured in terms of indicators of improved livelihood.

Community initiatives often operate as partnerships and coalitions representatives of different community sectors, organizations or constituencies, creating alliances to work towards a common purpose which is the improvement of livelihood (Gray and Wolff 1991). Hence the process of collaborative planning is the first element of empowerment process where communities identify their own proximal goals and specific change is to be sought tailoring effects to the local context. In this case community leader and support team always assist community members in the planning process providing training and support in request for strategic planning.

Community action and community change are among the desired proximate outcomes for community empowerment (Fawcett, et al. in press Francisco, Paine and Fawcett 1993) where community action consist of actions taken by members to make changes related to the mission of the initiative such as engaging in the training of on the observation of high standards of hygiene, advocating for girl child educational rights, training of orphans and vulnerable children among many other empowerment initiatives.

Community change consists of new or transformed progress, policies or practices related to the mission of the initiative (Gabor 1990) and in this case health, water and sanitation, education and human right initiatives. Community capacity and related outcomes are the ultimate goals of the collaboration. Community capacity is the community's ability to pursue its chosen purpose and course of action both now and in the future.

2.9 Conceptual framework

Conceptual framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study (Ngechu, 2006). It helps the reader to quickly see the proposed relationship between the variables in the study and show the same graphically (Mugenda and Mugenda 2003)

The conceptual framework of this study is based on the dependent variable, livelihood of the community and the independent variables, educational empowerment, water and sanitation empowerment, community health empowerment and human rights empowerment all of which are directly influencing the dependence variable

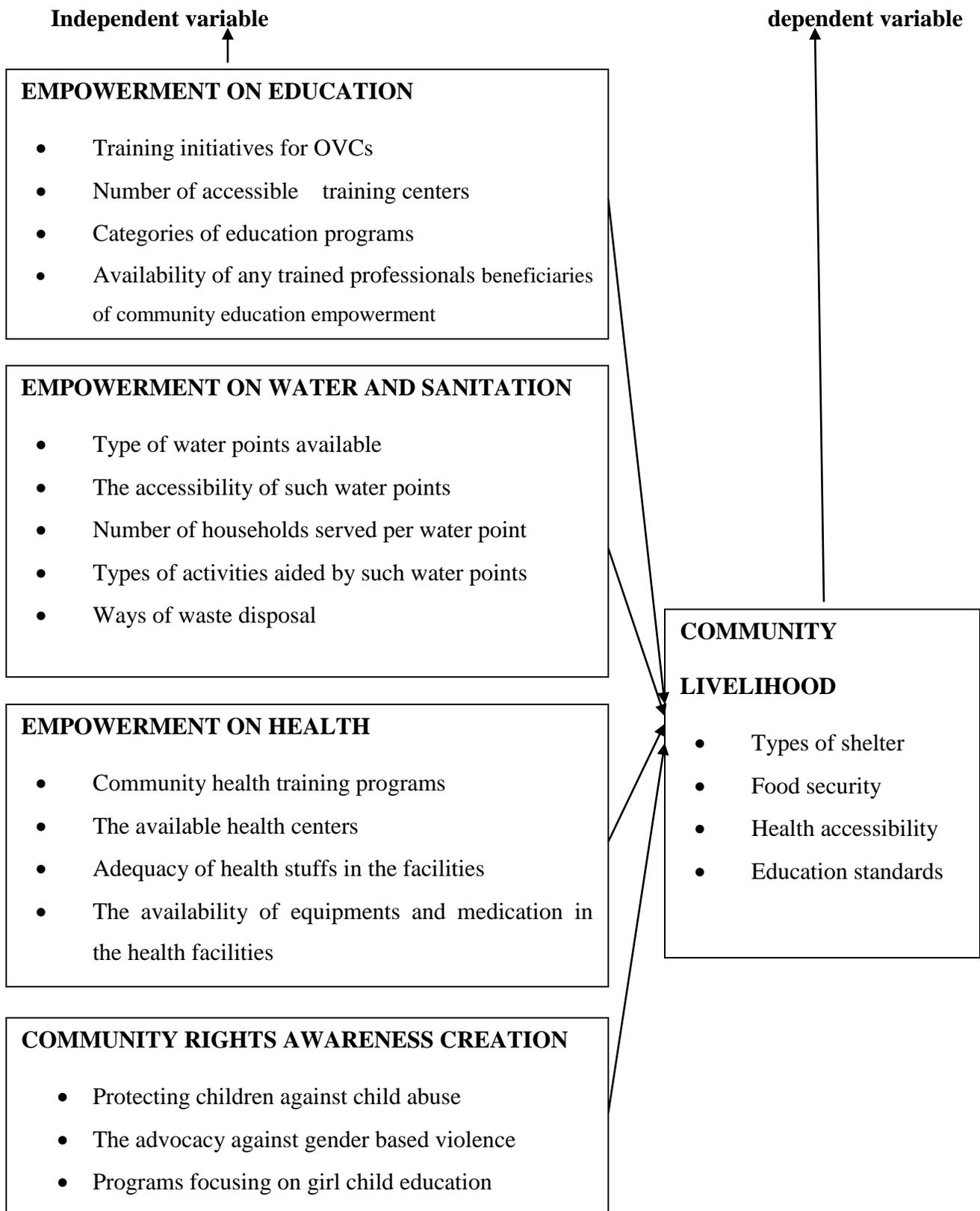


Figure2.1Source: self conceptualized framework (2016)

2.10 Operationalization of Variables

The study shall use the indicator variables as a guide to data collection. The variables shall be operationalized to fulfill the objectives of the study as indicated in the table below.

Table 2.1: Operationalization of the variables

Objectives	Variables	Indicators	Instruments	Measuring Scale	Data Analysis
1. To determine the influence of community education empowerment on the livelihood of the community of Kisumu East Sub county	Independent variables Community education empowerment	-Training initiatives for OVCs -Number of accessible training centers -Categories of education programs -Number of community members trained -The availability of any trained professional beneficiary of the community education	Questionnaires Questionnaires Questionnaires Questionnaires Questionnaires	Ordinal Ordinal Ordinal Ordinal Ordinal	SPPS, use of frequency tables
2. To examine the influence of community water and	-water and sanitation empowerment initiative	-Type of water points available -The accessibility of such water points -Number of house-	Questionnaires Questionnaires Questionnaires	Ordinal Ordinal Ordinal	SPPS, use of frequency tables

<p>sanitation empowerment initiative on the livelihood of the community of Kisumu East Sub county</p>		<p>holds served per water point -Types of activities aided by such water point -Ways of waste disposal</p>	<p>Questionnaires Questionnaires</p>	<p>Ordinal Ordinal</p>	
<p>3. To assess the influence of community health empowerment initiative on the livelihood of the community of Kisumu East sub county</p>	<p>Community health empowerment initiative</p>	<p>-Community health training programs -the available health centers -Adequacy of health stuffs in the facilities -The availability of equipments and medication in the health facilities</p>	<p>Questionnaires Questionnaires Questionnaires Questionnaires</p>	<p>Ordinal Ordinal Ordinal Ordinal</p>	<p>SPPS, use of frequency tables</p>

<p>4. To establish the influence of community rights awareness creation on the livelihood of the community of Kisumu East Sub county</p>	<p>- Community right awareness creation</p>	<p>-Protecting children against child abuse -The advocacy against gender based violence -programs focusing on girl child education</p>	<p>Questionnaires Questionnaires Questionnaires</p>	<p>Ordinal Ordinal Ordinal</p>	<p>SPPS, use of frequency tables</p>
	<p>Dependent Variable Livelihood of the community</p>	<p>-food security -education standards -types of shelter -Access to health services</p>	<p>Questionnaires Questionnaires Questionnaires Questionnaires</p>	<p>Ordinal Ordinal Ordinal Ordinal</p>	<p>SPPS, use of frequency tables</p>

2.11 Summary of the literature review

In this research proposal, the literature concerning the four of community empowerment initiatives have been reviewed. The term community empowerment which is a process of enabling communities to increase power over their lives have been reviewed in relation to the four community empowerment initiatives which are community education empowerment, community water and sanitation empowerment community health empowerment, and community human rights empowerment. These have been reviewed in relation to how they influence livelihood which comprises of five assets namely Human capital which includes skills, knowledge, ability to labor and good health; Social capital which includes social resources upon which people draw in pursuit of their livelihood; Natural capital including natural resource flows and services such as nu-

trients, cyclic, erosion protection useful for livelihood are derived; Physical capital which comprises of the basic infrastructure and producer goods needed to support livelihoods and Financial capital which denotes financial resources that people use to achieve their livelihood objectives .

A conceptual frame work consisting of two categories of variables namely independent and dependent variables have been used where in this case independent variables includes empowerment on education, empowerment on water and sanitation, empowerment on health, and empowerment on human rights and livelihood as the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section includes the research design that was adopted in the study, the study population, sample size, and sample selection, data collection instruments, reliability and validity of instruments, data collection procedure, data analysis techniques and ethical considerations

3.2 Research design

This study adopted descriptive study design which is described by Kothari, 2003 as a rigid design which focuses attention on formulation of objectives, designing the method of data collection, selecting the sample size, collecting data, processing and analyzing data and reporting the findings. It's a design that determines and reports the way things are and it attempts to describe things such as behavior values, attitudes and characters, Mugenda and Mugenda(2003) and Orodho (2003) It's a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003)

This research design was therefore the most appropriate in collecting data regarding the opinion, perception, behavior and experiences of the Kisumu East residents regarding the various social community empowerment initiatives that are being carried out in this community

This design outlined all the steps that were followed while conducting this study which included formulation of objectives, determining the sample size, selecting the sample, collecting, processing and analyzing data and reporting the findings.

3.3 Target population

The study was conducted within the boundaries of Kisumu East District which covers an estimated area of 559 Square Kilometers and has a population of 115,502 households. It is made of 2 divisions namely Winam and Kadibo divisions (KNBS 2009). In this study households were selected because the study focused on the house hold heads of Kisumu East sub county

3.4 Sample size and sampling techniques

This section contains the sample size and research sampling techniques.

3.4.1 Sample size

Sampling size is a small population selected for observation. The ideal sample size should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expenses in both time and money(Amin,2005). The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. Krejcie& Morgan (1970) provided a formula to effectively arrive at the required sample size hence for this study, the sample size of 384 was arrived from the use of Krejcie and Morgan table (1970)

3.4.2 Sampling procedure

In this study, multi-stage random sampling method was used to sample the respondents in the 384households in Kisumu East District. Mugenda (2008) describes multistage sampling as a complex form of cluster sampling in which instead of using the entire selected cluster, the researcher randomly selects elements from each cluster at different stages. This method is preferred for this study because sampling the entire Kisumu East district could be expensive and time consuming. Out of 115,502households in Kisumu East sub county, 384 households were sampled for the study. This number was arrived at through a multi-stage random sampling process. According to Mugenda (2008), 30% sample size is sufficient to represent a population to be used in a social science research. Based on this theory, 30% of the total population of the 2 divisions, in Kisumu East Sub county were sampled to determine the number of divisions to be used in the study. From this, 1 (30% of 2) division was randomly picked through the ruffle method containing the names of the 2 divisions. The division that was selected was Winam division which has a total of the12 location

In the second stage of sampling, also 30% of the locations in the division are sampled. This gave a total of 4 locations, (30% of 12=4). These 4 locations were selected randomly using a raffle method containing all the names of locations in the divisions. From this, Kajulu East, Kajulu West, Kolwa Central, and Kolwa East locations were selected.

In the third stage of sampling, another 30% of the 4 divisions was selected and from this, 1 division was randomly selected through the raffle method (30% of 4 which is 1). The one location selected therefore was Kolwa East which has 3 sub locations.

In the fourth stage another 30% of the 3 sub locations which was 1 sub location. (30% of 3 which is 1). This was randomly selected from the raffles containing all the names of the three sub locations which were Buoye, Chiga and Mayenya. Therefore Buoye sub location was selected to determine the exact area from which 384 households were to be sampled for the study. According to KNBS 2009, this sub location has 1230 households.

Given the large number of households, the fifth stage of sampling used structured random sampling with an interval of 3 to give us 410 household of which the researcher was restricted to following this formulae until the 384th household was sampled and interviewed. The results of the same is as shown in table 3.1.

Table of multistage sampling technique

Kisumu East District	Divisions (1st stage, 30% OF 2=1, simple random sampling)	Locations in Winam division	Locations 2nd stage, 30% OF 12=4, simple random sampling	Locations 3rdstage, 30% OF 4=1, simple random sampling	sub locations	Sub-locations 4th stage, 30% OF 3=1, simple random sampling	Okok-sublocation's Households	5 th stage, structured random sampling with an interval of 3
Kadibo, Winam	Winam	Kajulu East, Kajulu West, Kisumu Central, Kisumu East, Kisumu North, Kisumu South West, Kolwa Central, Kolwa East, Kolwa West, Kondole, Miwani, Town.	Kajulu East, Kajulu West, Kolwa Central, Kolwa East	Kolwa East	Buoye, Chiga, Mayenya	Buoye	1230	410(only 384 households will be interviewed)

Table 3.1, Multistage sampling technique derived from the KNBS 2009

3.5 Research instruments

The study used structured questionnaires as the key research instruments. Mugenda and Mugenda (1999), points out that questionnaire is a self report used for gathering information about variables of interest in the investigation. The questionnaires was administered to sampled households targeting house heads or other adult members of the household aged 18 years and above

3.5.1 Pilot testing of the instrument

This is the process of administering the research instruments to given group of people different from the selected population sample. The research instruments were pilot tested at Nyawita area which is within the Kisumu east district boundary. This was done on 7 households and carried out by the researcher personally to check whether the questionnaire was measuring what it was suppose to measure, whether the wordings were clear, whether the questions asked provoked the desired responses and if there was any form of researcher bias

3.5.2 Validity of the instrument

Validity is the extent to which the results of the study can be accurately interpreted and generalized to other population (Cohen, 1988). According to Mugenda and Mugenda(1999), validity entails the research instrument measuring what it was intended to measure. It is the degree to which the test item measures the traits for which the test was designed. Therefore to ensure validity of this study's questionnaires, questionnaires was given to two experts in research methods to evaluate and judge the relevance of each question asked in the questionnaire to the objectives of this study.

3.5.3 Reliability of the instrument

The term reliability generally refers to the consistency of a measure to ensure reliability, the questionnaires was tested and retested in Nyawita, which is within the Kisumu East District to deter-

mine soundness, accuracy, clarity, and suitability and consistency of the questionnaires before the final field survey. This provided opportunity to test the consistency of the questionnaires and verify if the questions were properly framed. In order to test the questionnaire consistency, the study used Pearson product-moment correlation coefficient which will quantify the degree of such consistency. Hence the formulae used is as given below

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where

N will be the total number questionnaires tested and retested and

X and Y will be the tested and retested scores of the questionnaire

3.6 Research procedure

Once the researcher got the permission from the college of Education and External Studies, School of Continuing and Distance Education (Kisumu Campus), the researcher sought authority from the Ministry of Education Science to collect data from the field. The researcher then informed the local administration like the Chief, Assistant Chief and the community leaders like the community elder, before proceeding to carry out the research. The researcher conducted the interviews to the household heads using the structured questionnaire and this was done for a period of one week thereafter the researcher proceeded to coding and data interpretation analysis and presentation thereafter discussion of the findings

3.7 Data analysis technique

Bogdan and Biklen (1992), defines data analysis as the process of systematically searching and arranging field findings for presentation. It therefore involves working with data, organizing, breaking into manageable units, synthesizing, searching for patterns, discovering what is important and deciding what to tell others

The data collected was coded and data entry done immediately after coding the analysis and presentation of data was done using Statistical Package of Social Science (SPSS) version 22.0 software and data presentation done by use of frequency tables

3.8 Ethical issues considered.

Maximum efforts were made to safeguard right to privacy. Specifically the research observed anonymity by ensuring that all the respondents were identified with numbers other than names. No information was passed from one respondent to another or to any other third party. The informed consent was administered to each respondent informing them that the intention of the research was for academic purposes, and this was done before asking any question and interview only proceeded after the consent of the responded was sort

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESEARCH FINDING

4.1 Introduction

The chapter presents the demographic characteristics of the study area and key study findings based on the study questions focusing on the four social community empowerment initiatives; education empowerment, water and sanitation empowerment, health empowerment and human rights awareness creation. It focuses on these initiatives and their influence on livelihood.

4.2 Demographic Characteristics of the respondents

The study was conducted within the boundaries of Kisumu East District which covers an estimated area of 559 Square Kilometers and has a population of 115,502 households. It is made of 2 divisions namely Winam and Kadibo divisions (KNBS 2009). The specific study area was Buoye location which had a total of 1230 households and out of the total of 115,502 households in Kisumu east sub county, only 384 households were interviewed in Buoye location and the questionnaire turnover rate was 100% since interviewer conducted the interviews personally.

4.2.1 Distribution of the respondents by gender

The study focused on adult household heads and in the findings, 174(45.31%) respondents were male and 210(54.69%) were female as indicated in table 4.1

Table 4.1: Sex distribution of respondents

Gender	Frequency	Percent (%)
Male	174	45.31%
Female	210	54.69%
Total	384	100.00%

Therefore in this community, majority of the population is constituted by women which again is reflected in the overall population of Kisumu East as indicated by a total population of 473649 where 235676 (49.78%) are male and majority 237973 (50.22%) are female (KNBS 2009)

4.2.2 Age distribution of the respondents

In addition to the gender, majority of the respondents were aged between 21-34 years as in the table 4.2 below

Table 4.2: Distribution of the ages of the respondents

Age group	Frequency	Percent (%)
Below 20 years	35	9.11%
21-34 years	158	41.15%
35-44 years	115	29.95%
Over 45 years	76	19.79%
Total	384	100.00%

41. 15% of the total respondents interviewed were between the age of 21-34 years with only 76 (19.79%) falling above 45 years as shown in table 4.2 below. This is an indication that this community is at its youthful and energetic stage. However quite a good population of the elderly is seen as represented by 19.79%. This also implies that there is a dependent population on the young ones which requires them to work harder and focus more in life considering being part of the empowerment initiative activities so that they themselves becomes empowered and transformed

4.2.3 Marital status of the respondents

Most of the household heads were found to be married as indicated in table 4.3

Table 4.3: Marital status of the respondents

Marital Status	Frequency	Percent (%)
Single	170	44.27%
Married	214	55.73%
Total	384	100.00

This shows that 214 (55.73%) of the respondents are married and considering the ages in table 4.2 above, then it can be deduced that most of them are married and at a young age which is between 21-34 years(41.15%) of the respondent. Therefore this also means that these are responsible respondents with families

4.2.4 Main occupation status of the respondents

Of key importance to note in the findings is that majority of the population in this community is either employed or is doing business as shown below in table 4.4

Table 4.4: Main occupation status of the respondents

Main occupation	Frequency	Percent (%)
Generally employed	127	33.07%
Business	154	40.10%
Farming	60	15.63%
None	43	11.20%
Total	384	100.00%

Employment in this case is both formal and informal employment which rates at 33.07% where as business absorbing most people rates at 40.10%. Hence it shows that in this community there are over 70% of the population who are engaged in some income generating activities hence can support themselves and their families. Those involved in business activities are the majority population. Now to be involved in business, one must have some level of mastery in the kind of business being done. This mastery can only easily come when one is empowered in one way or the other. Therefore this 40.10% of the population involved in business represents part of the empowered population that have gained mastery over their lives as Wallerstein 1992 puts it.

However, still a good number of the community members are not empowered in any way to be independent. 11.20% of the population is not engaged in any occupational activity. Amongst them could be the elderly who were earlier on represented by 19.79% in table 4.2.

4.2.5 Distribution of the number of school going children in the community

The table 4.5 below shows the distribution of the number of school going kids in Kisumu east sub county.

Table 4.5: Distribution of the number of school going children in the community

Number of school going kids	Frequency	Percent (%)
1-4 kids	323	84.11%
5-9 kid	61	15.89%
above 10 kids	0	0.00%
Total	384	100.00%

In this community, most parents and guardians have a maximum of 4 children going to school with no one having 10 children and above going to school as indicated in the table 4.5 below. This implies that most young married respondents have between 1-4 children (84.11%) as indicated in table 4.5 above going to school and since they are in either employment or in business, then it can be deduced that to a greater extent, they can be able to provide for the education of such a number of children. Averagely, 84.11% of this community are well placed and have a good number of kids in school that they can easily and affordably carter for their education.

4.3 The assessment of some of the NGOs community empowerment initiatives in the community

In the study, the assessment of the community empowerment on education, health, water and sanitation and rights awareness creation was done and the results shown in the table 4.6 below.

Table 4.6: assessment of the presence of community empowerment initiatives by NGOs

Assessment of community empowerment activities	Frequency Percent (%)		
	Yes	No	Don't know
Presence of schools built and/or managed by NGOs in the community	269 (70.05)	89 (23.18)	26 (6.77)
Number of community members whose children's education is sponsored by NGOs	193 (50.26)	185 (48.18)	6 (1.56)
Presence of health centers constructed or managed by NGOs	223(58.07)	111 (28.91)	50 (13.02)
Presence of community health workers which have been trained by NGOs	227 (59.11)	74(19.27)	83 (21.61)
The availability of public toilets constructed or managed by NGOs	243 (63.28)	100(26.04)	41 (10.68)
The availability of water sources constructed or managed by NGOs	197(51.30)	154(40.10)	33(8.59)
The presence of activists groups that teaches and fights for the right of women and children	189 (49.22)	42(10.94)	153(39.84)
Rights awareness level	192(50.00)	58(15.10)	134(34.90)

The results of the findings in table 4.6 indicates that NGOs are highly involved in Kisumu east sub county in community education, health and water and sanitation initiatives. In education empowerment initiatives, there were presence of schools built or managed by NGOs in this community as indicated by 70.05%. Some of these NGO activities also includes sponsorship programs for the needy bright kids in the community. This implies that education cost have been cut down for the parents and guidians of these needy children and that no child in the community should feel socially or economically disadvantaged but should have equal access to education.

There is also a lot of NGOs involvement in water and sanitation as indicated by 51.30% of the population. In this community, NGOs have constructed some of the water sources and have built public toilets to aid in sanitation high standard maintenance.

In health empowerment, NGOs have built health centers as indicated by 58.07%. There are also presence of trained health practitioners by these NGOs as indicated by 59.11% . Thus an indication that NGOs are involved in health empowerment activities in this community

However, in awareness creation empowerment, still much need to be done. The gap between the people who are aware and those who are uncertain is narrow with 50% being aware as 34.90% uncertain. This implies that the information passed is still not clear to quite a larger population despite half of the population being aware. Even the presence of activist groups and advocacy organizations is not felt as only 49.22% of the population can testify their presence where as more than half the population do not know of their existence.

4.4 Community education empowerment and livelihood

The data presented in table 4.7 below implies that in this community, majority of children are beneficiaries of NGOs sponsorship programs as shown by 59.11% of the respondents.

Table 4.7: Education empowerment initiative and livelihood.

Assessment of education empowerment initiatives	Frequency Percent (%)				
	Strongly agree	agree	uncertain	disagree	Strongly disagree
The ability to take children to good private and/or public school	92(23.96)	147(38.28)	24(6.25)	77(20.05)	44(11.46)
Presence of sponsored children in education by NGOs	146(38.02)	81(21.09)	62(16.15)	74(19.27)	21(5.47)
The possibility of most children finishing education category level they have started.	158(41.15)	81(33.85)	12(3.13)	50(13.02)	34(8.85)
The possibility of most children attaining tertiary level of education.	66(17.19)	139(36.20)	70(18.23)	70(18.23)	39(10.16)
Presence of trained professionals coming from the community	112(29.17)	100(26.04)	53(13.80)	92(23.96)	27(7.03)
Adults involvement in adult education	58(15.10)	89(23.18)	54(14.06)	146(38.02)	37(9.64)
Education has transform many lives	146(38.02)	112(29.17)	34(8.85)	77(20.05)	15(3.91)

In this community, more than half of the population is able to afford to take their children to private schools and some in public schools. 59.11% as mentioned earlier have children sponsored by these NGOs. This indicates that in this community, education have been made easily accessible to the needy children in the community.

In the same table, chances of finishing educational level were seen high as represented by 75% who strongly agreed that kids in this community are assured of finishing every education category ones they start. This is a sign of how education is taken seriously in this community and that its standards are valued.

As compared to the 28.39% who disagreed that children in this community do not attain tertiary level of education, 53.39% of the respondents indicates that children attains tertiary level and some even proceeds to the university. This indicates high standards of education that most kids strive to reach the highest level which in turn will give them better chances to excel in life. And already the community is having trained professionals amongst them as a result of improved standards of education.

Community empowerment in education in Kisumu east Sub County according to the findings in table 4.7 has also incorporated a special group in the society by introducing adult education as indicated by 38.28% of the respondents. This change however is slowly being accepted and it is believed that more adults who missed the chance for education at an earlier age will soon accept it and will join their fellows to gain knowledge to change their lives even better.

4.4.1 Influence of community education empowerment initiative on livelihood

Community education empowerment initiative has had influence on livelihood in that there are quite a number of professionals produced in the communities most of which are beneficiaries of the sponsorship programs as indicated in table 4.7. Table 4.8 below also indicates that most children in the community learn in good public boarding and day schools with majority opting for private schools as indicated by 41.15%.

Table 4.8: Types of learning institutions that children attend

Schools you take the children	Frequency	Percent
Good public Boarding & Day school	146	38.02%
Private	158	41.15%
Local Public	66	17.19%
None	14	3.65%
Total	384	100.00%

Therefore it is worth noting that the respondents indicated that these private schools are built or managed by NGOs in table 4.6 previously. Only a few children take their children to local public schools. However, even though many children learn in good schools, some of the children are left behind without education as indicated by 3.65%. This clearly shows that community is not moving together in terms of education and therefore more needs to be done. This could have attributed to the many number of child labour cases experienced in this region with many girls opting to be employed as house helps. This notwithstanding, in Kisumu east therefore, community empowerment on education have influenced livelihood since there are high levels of educational standards which are being attained by most of the community children.

4.4.2 Influence of community education empowerment initiative on livelihood

Community education empowerment initiative have resulted to many children completing tertiary level of education as indicated in table 4.9 below

Table 4.9: Levels of education attained.

Highest level of education	Frequency	Percent
None	16	4.17%
Primary	24	6.25%
Secondary	104	27.08%
College/Middle level	165	42.97%
University	75	19.53%
Total	384	100.00%

42.97% completes tertiary level with more numbers proceeding to university as compared to the number completing at primary i.e. 19.53% and 6.25% respectively. This is an indication that most children in the community are able to attain high levels of learning and as backed up in table 4.7 previously, professionals are also coming from the community. Therefore, community education empowerment initiative has penetrated in the communities and has changed many people's thoughts on education and has also socially and economically empowered community members. However much more needs to be done to ensure every one accesses good education and this way we shall not have 4.17% of children unable to reach any level, meaning dropping out of school before even sitting for Kenya Certificate of Primary Education (KCPE)

4.5 Community water and sanitation initiative and livelihood

The study sort to determine the influence of community water and sanitation initiative on the livelihood and from the table 4.10 below, it is clear that most of the community members get water from the protected sources such as piped water(26.04%)

Table 4.10: Community's main water sources.

Main Water source	Frequency	Percent
Piped Water	100	26.04%
Shallow well	35	9.11%
Boreholes	96	25.00%
Water Vendors	92	23.96%
Streams and Rivers	58	15.10%
Others Specify	3	0.78%
Total	384	100.00%

Those who get water from the boreholes is represented by 25% In Kisumu east sub county, the main water supplier is KIWASCO but NGOs are involved in this sector by drilling boreholes and building water reservoirs such as large rain water harvesting tanks which are eclectically pumped or pumped by generator to distribute water to various connected households or water points. For those who cannot access the piped or borehole sources, they opt for water vendors who in most cases get their water from either protected boreholes or piped water sources. There are some of which they heavily depend on rain water fetched from various points within the homesteads which accounted for less than 1 % since rain water harvesting becomes expensive in terms of storage facilities.

According to the findings, majority of the population in this community rely on three main water sources, ie piped water, boreholes and water vendors. However, there is an improvement interms of water accessibility as compered to the findings by WSP/World bank report in 2007 where majority of the population ie 62% relied on water vendors and kiosk as their main source of water. At least now a combination of 75% of the population in this community can safe water sources.

4.5.1 :Influence of community water and sanitation empowerment initiative on livelihood

In the study, it emerged that second to daily household water usage, communities in this region also uses water for other activities as indicated in table 4.11 below

Table 4.11: Alternative water usage

Other water Usage	Frequency	Percent
Irrigation/Farming	127	33.07%
Business	46	11.98%
Animals	31	8.07%
None	180	46.87%
Total	384	100.00%

Community also uses water for irrigation as indicated by 33.07% in table 4.13 below. Quite a number of them also sell this water to water vendors or even repack it as drinking water for sale. This in turn has increased their income level hence influencing their livelihood. However majority of the population only uses water for no other purpose other than daily household usage as indicated by 46.87%. This implies that community in this region has not identified the economic importance of water since only a smaller percentage uses water for other income generating activities such as irrigation and business.

Socially water empowerment initiative have influenced livelihood of this community by changing some of the activities they involve in farming have improved and in the community it was observed that most people practice drip irrigation to their kitchen gardens thereby improving food security and providing for additional nutritional values to the family by planting fruits and vegetables in those kitchen gardens

In addition to the above, community water and sanitation empowerment initiative as reported in table 4.12 below 82.29 of the population can easily access more than one source of clean water.

Table 4.12 Assessment of water and sanitation initiative.

Assessment of water and sanitation empowerment initiatives	Frequency Percent (%)				
	Strongly agree	agree	uncertain	disagree	Strongly disagree
The accessibility of more than one source of clean water in the community	185(48.18)	131(34.11)	12(3.13)	50(13.02)	6(1.56)
The practice of agriculture through irrigation	142(36.98)	136(35.42)	20(5.21)	54(14.06)	32(8.33)
Increment in food production level	165(42.97)	139(36.20)	27(7.03)	39(10.10)	14(3.65)
Reduction of water born diseases	109(28.39)	158(41.15)	61(15.89)	15(3.91)	41(10.68)

The above implies that the community does not experience water scarcity as they are having many alternatives sources. Plenty of water supplies have also seen a reduction of water born diseases as reported by 69.54 % of the population. This indicates that as a result of improved water and sanitation empowerment initiative, health sector have equally been improved which in turn influences greatly on the livelihood as seen in the maintenance of high standards of hygienic conditions.

There is also increased food production as reported by 79.39%. This is due to the alternative usage of water where community members are able to use water for drip irrigation in their kitchen gardens and some have gone to an extent of practicing large scale irrigation by pumping water from the bore holes and with improved food production, living standards improved since poverty

which is an enemy of development will be a thing of the past hence the community members have time to focus and get involved in more development activities that further improves their lives

Table 4.13: Number of meals per day

number of meals per day	Frequency	Percent (%)
One	58	15.10%
Two	97	25.26%
Three and above	229	59.64%
Total	384	100.00%

Improvement of water and sanitation as reported in the previous table 4.12 indicates an improvement of food production which ensures food security and this has in turn influenced livelihood in that 59.64% are able to have three meals and above as indicated in table 4.13 above. However, the influence is minimal as still quite a number of the population can only access one or two meals a day, whereas on average, at least three meals a day is good to go.

Also to note is that it was found that in the community, people have adopted to good and safe ways of wastes disposal as shown the table 4.14 below.

Table 4.14: Ways of waste disposal

Disposal of waste	Frequency	Percent
Covered pits and dust bins	112	29.17%
Use of pit latrines and toilets	166	43.23%
Incinerators	27	7.03%
Open air waste disposal	52	13.54%
Others Specify	27	7.03%
Total	384	100.00%

Most of the population in the community has adopted the use of pit latrines and toilets and covered pits and dust bins as indicated by 72.4% of the population. However, 13.54% of the population uses open air waste disposal. This implies that still sanitation empowerment has not been

properly done and a good number of the community members have access to safe water but the sanitation still remains poor.

4.6 Community health empowerment initiatives and livelihood

The presence of NGOs involvement in health activities in the community doesn't necessarily mean that the community is empowered. The table 4.15 indicates the involvement and the level of community health empowerment in Kisumu East sub county.

Table 4.15: community health empowerment initiative and livelihood

Assessment of health empowerment initiatives	Frequency, percent (%)				
	Strongly agree	agree	uncertain	disagree	Strongly disagree
I can easily access good health services from more than one health facility in this community	154 (40.10)	93(24.22)	27(7.03)	76(19.79)	34(8.85)
Costs of medical services are affordable in these health facilities	123(32.0)	116(30.21)	54(14.06)	74(19.27)	17(4.43)
In this community there are well trained health practioners.	93(24.22)	154(40.10)	39(10.16)	66(17.19)	32(8.33)
In the health facilities there are modern health equipment's that are accessible to everyone in this community	70(18.23)	111(28.91)	50(12.02)	112(29.2)	41(10.68)
We have good and well managed public toilets in this community	43(11.20)	127(33.07)	58(15.10)	131(34.1)	25(6.51)
I have received training on basic food handling hygiene	135(35.1)	85(22.14)	29(7.55)	85(22.14)	50(13.02)
I have been trained and can provide first aid services whenever needed	62(16.15)	104(27.08)	47(12.24)	76(19.79)	95(24.74)
I have received training on general environmental surrounding cleanliness	128(33.3)	113(29.43)	59(15.36)	71(18.49)	13(3.39)
In this community there has been a tremendous increase in good health standards	112(29.2)	100(26.04)	85(22.14)	50(13.02)	37(9.64)

The research findings revealed that in deed the community is empowered in health sector and this is the reason a total of 64.32% of the population are able to access good health services. 60.24% of the population is able to afford good health facilities in this community. This indicates that medical costs have been subsidized as a result of community health empowerment initiatives in this community.

The presence of well trained health practitioners in this community further improves the health conditions of the community members since they are able to access quality helth services provided by these health practitioners. This is further backed up by good and modern health equipments accessible to everyone in this community. However, still a larger part of the community does not approve the health equipments in these facilities as represented by 39.84%. This indicates that still quite a number of the community members are still not able to access these health equipments to approve of their standards. Hence despite the affordability of the health services, more qualified professional personnel needs to be deployed in these health facilities together with the improved health machines and equipment

To curb the spread of air and water born diseases, NGOs have ensured that there are good and well managed public toilets to help address the problem of open defecation by the public in the public and private places. This reduces the rates of disease spread in the community improving the health standards within the community and the surrounding.

In this community as a result of community health empowerment initiative, majority of the community members have been trained on basic food handling hygiene as indicated by 57.30%. some of the community members have also been trained on first aid provision and as a result, they can help in providing first aid services in cases of crisis situations. Training on the general environmental and surrounding cleanliness has also neen provided to the members of this community as indicated in the table 4.15. Therefore, community health empowerment initiative have been seen in this community itirms of various health aspects that cuts across the community.

4.6.1 Influence of community health empowerment initiative and livelihood

Health empowerment initiative as shown in the table 4.7 below have an influence on the livelihood of the community as many people have been able to seek medication from health facilities as reported by 43.93% of the respondents.

Table 4.16: Places the community seeks medication

place to seek medication	Frequency	Percent (%)
Hospital	167	43.49%
Self medication	70	18.23%
Herbalist/witch doctors	61	15.89%
religious leaders	86	22.40%
Total	384	100.00%

It was also found that as shown in the previous table 4.15 62.7 % accepted that they had received training on general environmental hygiene maintenance as 16.15 strongly agreeing to have received first aid training. This could have been the reason why as indicated in table 4.16 above 18.23% of the respondents prefer seeking self medication when they fall sick or any member of their family is sick. However, despite all the health empowerment activities that have been implemented by NGOs in the community, still quite a number of community members prefers traditional methods of medication as compared to conventional methods provided by such NGOs though some empower people by providing alternative traditional but modernized medication like the use of commercially processed herbal drugs.

In addition to the above, community health empowerment initiative have influenced the way people settle their bills as indicated in table 4.17

Table 4.17: Settling of hospital bills

Settling bills	Frequency	Percent
Self (Out of Pocket)	200	52.08%
government	89	23.18%
Insurance Scheme	73	19.01%
Others Specify	22	5.73%
	384	100.00%

Many people seek medication from the hospitals, the table 4.17 above indicated that 52.08% which is more than half the population are able to settle their own bills out of their own resources where as only 5.73% are not able to do so and have reported to source for resources from friends, well wishers or calls for an ‘harambee which means pulling together of the resources’. The reason why majority are able to pay for themselves is because the medical services have been made good and affordable to many people with some of the NGOs who partner with government to subsidize some of the medical costs especially for common and communicable ailments .

4.7 Community rights awareness creation and livelihood.

The assessment of the rights awareness creation initiative was done in the community and the result indicated that in the community, rights of children, women and the vulnerable are not of concern to many people as indicated in table 4.18 below,

Table 4.18: community rights awareness creation

Assessment of community rights awareness creation initiatives	Frequency Percent (%)				
	Strongly agree	agree	uncertain	disagree	Strongly disagree
The knowledge of the rights of every child to education	35(9.11)	131(34.11)	119(30.99)	62(16.15)	37(9.64)
Knowledge of the equal educational opportunity to children regardless of gender	42(10.94)	227(59.11)	16(4.17)	27(7.03)	72(18.75)
Knowledge of equal right of every person to property ownership regardless of gender	43(11.20)	127(33.07)	58(15.10)	131(34.11)	25(6.51)
Knowledge on gender based violence in the family	65(16.93)	139(36.20)	69(17.97)	70(18.23)	41(10.68)

For instance, when it comes to equal rights of every child to access education, 30.99% still are uncertain about it as indicated in table 4.18 above. This implies that many people are still ignorant about this information. Only 9.11% are strongly aware that every child must be educated. This probably can be attributed to the rampant increase in the number of street children unable to access education or the increased number of child laborers who do work instead of being in school learning

When it comes to property ownership, at least the community is aware that male or female, both have a right to property ownership. However cases of gender based violence are still on the rise. Many people as indicated by 46.88 have no knowhow on the vices of gender based violence hence male and female rights keeps on being violated as a result of this. This therefore implies that a lot more needs to be done to create more awareness.

4.7.1 Influence of right awareness creation initiative on livelihood

As reported earlier in table 4.9, 3.61% of the population still does not take their children to school. One of the reasons behind it is lack of knowledge that education is a mandatory right for a child to acquire and every parent or guardian should ensure that a child goes to school upon achieving school going age.

Table 4.18 below indicates that types of shelter that the community members have, a clear indication that they are all aware that people needs to live in shelters and that children have a right to shelter. Even though most people leave in iron roof with either mad or plastered walls as indicated by 64.54% together, only few people live in tiled roofs and block walls as in 13.80%, the underlying factor is no one lives in the open air but all live in houses. However these types of shelter are influenced by generally the economic empowerment activities in these communities.

Table 4.19 Types of shelter

Type of shelter	Frequency	Percent
Iron roof with mad walls	121	31.51%
Iron roof with plastered/Block/Brick walls	123	32.03%
Iron roof with iron sheet/timber walls	64	16.67%
Grass thatched roof with mad walls	19	4.95%
Grass thatched roof with plastered/Block/Brick walls	4	1.04%
Tiled roof with plastered /brick/block walls	53	13.80%
Total	384	100.00%

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents summary of key findings, conclusions and key recommendations aimed at providing insights to the achievements and performances of NGOs in terms of socially empowering communities with reference to the topic.

5.2 Summary of the findings

In Kisumu east Sub County, over 73% of the population is income earners involved in employment or business sector. Several NGOs are involved in different community empowerment initiatives in different levels. Among the social community empowerment initiatives assessed were community education empowerment initiative, community health empowerment initiative, community water and sanitation empowerment initiative and community rights awareness creation initiative.

In community health empowerment initiative, 64.32% can now easily access good health services provided by NGO managed hospitals. And 62.24% afford the health services from their own resources. Health empowerment initiative by NGOs have provided training for 62.7% of the population on first aid and general environmental cleanliness as reported, 43.49% of the population seeks medication from the hospitals as compared to any other source.

NGOs sponsors the education of 75% of the either fully or partially and as a result of the good schools managed by NGOs children performance have been good with 62.5% of the children reaching past tertiary level of education

51.04% of the population is accessed to piped and borehole water with majority of the population 46.87% using water specifically and only for daily household duties. 82.29 can access more than one source of water. This means that in this community, water is in plenty and water born diseases have been reduced with high maintenance of cleanliness and hygiene. 42.97 of the population can now practice agriculture though in small quantities especially those around the lake and this have increased food production thereby increasing food security in the region. Many people in the

community have also adopted safer ways of waste disposal that are environmental friendly. 43.23% reported to be using pit latrines and toilets whereas 29.17% uses covered pits and dust bins to dispose wastes.

A lot more needs to be done in terms of awareness creation. Quite a large population are still not aware of most of their rights and the rights of those around them. 30.99% of the population had reported that they don't know or are uncertain about the equal rights of every child to attend school with some tending to give boys more chances than girls and those who are vulnerable like the physically and mentally disabled. Only specific awareness specific to the population like property ownership was known. Others seem to be ignored or of less concern to them. Almost 46.88% all together had reported to be not aware or disputed the fact that gender based violence in the families is a criminal offence and punishable by the law.

5.3 Conclusion

Community empowerment initiatives by NGOs have had influence on the livelihood in that some of the initiatives geared towards improving the health standards have resulted to many people being able to access good and affordable health facilities to seek for medication as opposed to traditional ways of seeking treatment. However, a lot more need to be done to ensure that more people are able to adapt to modern methods of seeking medication which are believed to be safer, surer and better than traditional ways.

Many people are now able to access clean water from the protected sources like piped and borehole water. People can access more than one source of the meaning that water scarcity is not experienced. This initiative has influenced livelihood by changing some people's occupation to farming especially those along the lake region some of which can now do sugarcane farming for commercial purposes. Hygienic conditions have also improved and this has generally reduced diseases especially those that are water borne like cholera and dysentery

Educational standards have seen a lot of improvement. NGOs sponsorship programs have enabled many children to complete their education and even proceed to higher levels like colleges and Universities. Adults are also seen to have started embracing adult education too. Improvement of education has resulted to the increased numbers of professionals produced from the communities

which in turn improves livelihood as professional assistance can be easily available within the community

More needs to be done to create more awareness in the society. Many people are still ignorant about some of the human rights especially rights of children and women. This is why we still have people who believes that girl child should not have an equal chance of education like a boy child and even others still fails to take their children to school.

5.4 Recommendations

Rights awareness creation empowerment initiative should be given more focus and the government needs to come in to ensure the correct knowledge have been passed and is being implemented without violation. For instance, if a child has attained the school going age, then the guardian or parent must ensure this child goes to school failure of which even the community members should report the matter to the local authorities for actions to be taken.

More community involment should be done on community standards of sanitation and people should be sensitized on the proper usage of water and on the improvement of sanitation within their saroundings.

For further research, factors influencing community rights awareness creation should be determined, and the assessment of the relevance of NGOs community empowerment initiatives should be done

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APPENDICES

Appendix I Informed consent

Hello, my name is BERYL AWINO ORECH. I am a Masters student from the University of Nairobi currently carrying out research to determine the influence of community empowerment initiatives on your lives in this community. For this reason, I would like to know a bit about you, some of the empowerment initiatives that are being implemented in this community or those that have already been implemented, some of the activities people in this community engages in and generally how these empowerment initiatives have influenced the way you live in this community. Your responses will be held with utmost confidentiality and will only be used for the purpose of this study. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing it so professionally and voluntarily and there will not be any monetary returns. You are also free to refuse to respond to questions that you do not feel comfortable answering. This interview will take approximately 30 minutes

Appendix II: Household questionnaire

Part 1: Background Information

Please tick the appropriate answer in the box or fill in the blanks as required.

1. Gender?

- 1 Male 2. Female

2 How old are you in the following range?

- 1 Below 20 years 2 21-34 years
 3. 35-44 years 4. Over 45 years

3. What is your marital status?

- 1 Single 2. Married

4. What is your employment status?

1. Generally Employed 2. Unemployed
 3. Student 4. Pensioner

5. What is your highest level of education?

- 1 Never attended school 2. Primary
 3. Secondary School 4. College (Middle Level)
 5. University

6. What is your main occupation?

1. Employed(formal and informal) 2. Business
 3. Farming 4. None

7. How many school going children do you have or live with.....

1. None

2. 1-4

3. 5-9

4. 10 and above

Part 1: NGO Empowerment Activities.

This section assesses NGOs involvement in this community. You are requested to tick the appropriate answers in the spaces coded where 1=YES 2=NO 3=DON'T KNOW

NGOs activities		1	2	3
8	Are there schools built or managed or supported by NGOs in this community?			
9	Do you have children that are going to school as a result of the sponsorship they receive from NGOs?			
10	Are there're health centers or hospitals built or managed or supported by NGOs in this community?			
11	Are there community health workers that have been trained by NGOs in this community?			
12	Are there public toilets constructed or managed by NGOs in this community?			
13	Are there water sources that have been constructed or managed or supported by NGOs in this community?			
14	Are there groups that teach women on their rights and or advocates for the rights of children in this community?			
15	Have you or any member of your family received teachings or information regarding the steps or where to start in case you or any member of your family rights have been violated			

Part 2; Community Education Empowerment and Livelihood

This section now seeks your opinion on community education and livelihood, and you are required to tick where appropriate where strongly agree = 1, Agree = 2, Uncertain = 3, Disagree = 4, strongly disagree = 5

education empowerment opinions		1	2	3	4	5
16	I am able to take my children to either good private and public boarding and day school					
17	I know of many children whose education have been sponsored by NGOs in this community					
18	Most of the children in this community finishes the education category level that they have started					
19	Most children in this community attains tertiary level of education and above					
20	Adults in this community also strives to gain some knowledge by embracing adult education					
21	We have many trained professionals like teachers, doctors, lawyers, engineers, administrators coming from this community					
22	Through education programs provided by NGOs, many lives have been socially and economically transformed in this community					

Part 3: Water and sanitation initiative and livelihood

This section now seeks your opinion on water and sanitation and livelihood, and you are required to tick where appropriate

23. What is your main source of water for household usage?

- 1.Piped water 2.Shallow well 3. Boreholes 4 Watervendors
 5. Streams and rivers 6. Others specify

24. Apart from daily household water usage, what else do you use water for

- 1 Irrigation/farming 2 Business 3 Animals
 4 None 5 others, specify.....

25. How do you dispose human and other wastes in this community?

- 1 Covered pits and dust bins 2 use of pit latrines and toilets
 3 Incinerators 4 open air waste disposal 5. others specify

Now you are required to give your opinion on the following statements by ticking in the appropriate spaces where strongly agree = 1, Agree = 2, Uncertain = 3, Disagree = 4, strongly disagree = 5

		1	2	3	4	5
26	I can easily access more than one source of clean water in this community					
27	Due to the improvement of water sources I can easy practice agriculture through to irrigation.					
28	There is improvement in food production due to involvement in irrigation farming					
29	Water born diseases have been greatly reduced in this community					

Part 4. Community Health Empowerment and Livelihood

This section assesses your opinion on health empowerment initiatives and livelihood and you are required to tick where appropriate where Strongly agree = 1, Agree = 2, Uncertain = 3, Disagree = 4, Strongly disagree = 5.

Health empowerment opinions		1	2	3	4	5
30	I can easily access good health services from more than one health facility in this community					
31	Costs of medical services are affordable in these health facilities					
32	In this community there are well trained health practioners.					
33	In the health facilities there are modern health equipments that are accessible to everyone in this community					
34	We have good and well managed public toilets in this community					
35	I have received training on basic food handling hygiene					
36	I have been trained and can provide first aid services whenever needed					
37	I have received training on general environmental surrounding cleanliness					
38	In this community there has been a tremendous increase in good health standards					

Part 5: Community rights awareness creation and livelihood

In this section I am seeking your opinion on the community rights awareness creation and livelihood and you are required to tick where appropriate where Strongly agree = 1, Agree = 2, Uncertain = 3, Disagree = 4, Strongly disagree = 5.

		1	2	3	4	5
39	All children must be taken to school upon achieving the school going age					
40	Every child must be given equal chance to education regardless of gender					
41	Both men and women have equal rights to property ownership in this community					
42	Beating my wife/husband is punishable by law					

Part 6: influence of the initiatives on livelihood

This is the last section of this questionnaire and is assessing your current livelihood situation

43. What type of house do you live in?

- 1 Iron roof with mud walls 2. Iron roof with plastered/Block/Brick walls
 3. Iron roof with ironsheet/timber walls 4 Grass thatched roof with mud walls
 5 Iron roof with plastered/Block/Brick walls 6. Tiled roof with plastered /brick/block walls

44. In the past 4 weeks, was there any day that you went without food in your household for a full day because of lack of resources? 1. Yes 2. No

45. How many meals do you normally have in a day

- 1. One meal
- 2. Two meals.
- 3. Three meals and above.

46. When you or any member of your family falls sick, where do you seek medication

- 1. Hospital
- 2. Self medication
- 3. Herbalists/Witch doctors
- 4. religious leaders
- 5. none

47. When you seek medication in the hospitals, how do you settle your bills?

- 1. Self (Out of pocket)
- 2. Government/NHIF
- 3. Insurance/Private Scheme
- 4. Others specify.....

48. Which schools do you take your children to

- 1. Good Public boarding and day school
- 2. Good Private boarding and day schools
- 3. Local public schools
- 4. none

49. What is the highest level of education you or any member of your family have ever reached?

- 1. None
- 2. Primary
- 3. Secondary School
- 4. College (Middle Level)
- 5. University

We have come to the end of this interview; any comment relevant to this research study is highly welcomed.

Comments

.....

.....

Appendix I11 :Sample Size Determination Using Krejcie and Morga

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3300	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix IV :Research approval letter from NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/54286/11694**

Date:

8th June, 2016

Beryl Awino Orech
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of community empowerment initiatives by NGOs on the livelihood,*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **7th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

Appendix V: Research permit

THIS IS TO CERTIFY THAT:
MS. BERYL AWINO ORECH
of UNIVERSITY OF NAIROBI, 0-40100
KISUMU, has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF
COMMUNITY EMPOWERMENT
INITIATIVES BY NGOS ON THE
LIVELIHOOD
for the period ending:
7th June,2017

Permit No : NACOSTI/P/16/54286/11694
Date Of Issue : 8th June,2016
Fee Received :Ksh 1000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 9432

CONDITIONS: see back page

Appendix VI KNBS 2009 Household data

District	Location	Sublocation	Total	Households	Division
KISUMU EAST	KANYAGWAL	ANYURO	1371	289	KADIBO
KISUMU EAST	TOWN	BANDARI	7623	1921	WINAM
KISUMU EAST	KISUMU NORTH	BAR 'A'	4319	957	WINAM
KISUMU EAST	KISUMU NORTH	BAR 'B'	4065	898	WINAM
KISUMU EAST	KOLWA EAST	BUOYE	5789	1230	WINAM
KISUMU EAST	BWANDA	CENTRAL BWANDA	2304	467	KADIBO
KISUMU EAST	KOLWA EAST	CHIGA	9876	2168	WINAM
KISUMU EAST	KISUMU EAST	DAGO	5724	1275	WINAM
KISUMU EAST	KAJULU EAST	GOT NYABONDO	4050	853	WINAM
KISUMU EAST	KISUMU CENTRAL	KORANDO 'A'	12057	2406	WINAM
KISUMU EAST	KAWINO NORTH	KABONYO IRRIGATION	2529	532	KADIBO
KISUMU EAST	KAJULU EAST	KADERO	6790	1505	WINAM
KISUMU EAST	KAWINO SOUTH	KADHIAMBO	1916	362	KADIBO
KISUMU EAST	TOWN	KALOLENI	14806	3658	WINAM
KISUMU EAST	KATHO	KAMAYOGA	2546	543	KADIBO
KISUMU EAST	KISUMU EAST	KANYAKWAR	12554	3553	WINAM
KISUMU EAST	KISUMU SOUTH WEST	KANYAWEGI	6529	1454	WINAM
KISUMU EAST	KAWINO NORTH	KAPIYO	2648	561	KADIBO
KISUMU EAST	KOLWA CENTRAL	KASULE	19252	4880	WINAM
KISUMU EAST	KISUMU EAST	KOGONY	19625	5164	WINAM
KISUMU EAST	KAWINO NORTH	KOLAL	3416	728	KADIBO
KISUMU	KAJULU WEST	KONYA	14275	3357	WINAM

EAST					
KISUMU EAST	KISUMU CENTRAL	KORANDO'B'	6446	1367	WINAM
KISUMU EAST	KATHO	KOTIENO	3407	745	KADIBO
KISUMU EAST	KAWINO SOUTH	KWAKUNGU	2320	512	KADIBO
KISUMU EAST	KOMBURA	LELA	4863	1023	KADIBO
KISUMU EAST	KONDELE	MANYATTA 'A'	48004	12525	WINAM
KISUMU EAST	KOLWA WEST	MANYATTA 'B'	27952	7808	WINAM
KISUMU EAST	KOMBURA	MASOGO	3253	744	KADIBO
KISUMU EAST	KOLWA EAST	MAYENYA	5623	1205	WINAM
KISUMU EAST	KONDELE	MIGOSI	19826	4795	WINAM
KISUMU EAST	MIWANI	MIWANI CENTRAL	867	304	WINAM
KISUMU EAST	MIWANI	MIWANI EAST	1560	390	WINAM
KISUMU EAST	MIWANI	MIWANI NORTH	1005	275	WINAM
KISUMU EAST	MIWANI	MIWANI WEST	4731	1016	WINAM
KISUMU EAST	KISUMU EAST	MKENDWA	1032	219	WINAM
KISUMU EAST	KAWINO SOUTH	NDUURU	836	171	KADIBO
KISUMU EAST	TOWN	NORTHERN	9739	2107	WINAM
KISUMU EAST	KISUMU NORTH	NYAHERA	9750	2041	WINAM
KISUMU EAST	KOLWA WEST	NYALENDA 'A'	28269	8070	WINAM
KISUMU EAST	KOLWA WEST	NYALENDA 'B'	32430	8561	WINAM
KISUMU EAST	KOLWA CENTRAL	NYALUNYA	12487	2731	WINAM
KISUMU EAST	WEST KOCHIENG	NYAMWARE NORTH	6190	1309	KADIBO
KISUMU EAST	WEST KOCHIENG	NYAMWARE SOUTH	4976	971	KADIBO
KISUMU	KONDELE	NYAWITA	14747	4099	WINAM

EAST					
KISUMU EAST	KANYAGWAL	OGENYA	2552	531	KADIBO
KISUMU EAST	KISUMU SOUTH WEST	OJOLA	8323	1823	WINAM
KISUMU EAST	EAST KOCHIENG	OKANA	3891	856	KADIBO
KISUMU EAST	KAJULU EAST	OKOK	3938	887	WINAM
KISUMU EAST	KISUMU SOUTH WEST	OSIRI	7274	1681	WINAM
KISUMU EAST	EAST KOCHIENG	RABUOR (KO-CHIENG)	7135	1521	KADIBO
KISUMU EAST	TOWN	SOUTHERN	9163	2476	WINAM
KISUMU EAST	KAWINO SOUTH	UGWE	1567	336	KADIBO
KISUMU EAST	BWANDA	UPPER BWANDA	3606	793	KADIBO
KISUMU EAST	KAJULU WEST	WATHOREGO	11823	2849	WINAM
TOTAL			473649	115502	