

**Orphaned and Vulnerable Children participation in  
Free Primary Education in Kobala Location (rural) in  
Kenya.**

By

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**A research report submitted in partial fulfillment of  
the requirements for the award of the Degree of  
Master of Education in Educational Administration  
and Planning.**

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## **DECLARATION**

**This research project report is my original work and has not been presented for a degree in any other university.**

A handwritten signature in black ink, appearing to read 'Odera, Thomas Otieno', is written over a horizontal dotted line.

**Odera, Thomas Otieno**

**This research project report has been submitted for examination with my approval as the University Supervisor**

.....

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## **DEDICATIONS**

This research has been dedicated to my parents, the late Mr. Cosmas and Risper Odera for having been my inspiration since childhood (many children today miss that opportunity), setting the pace for me in education and making their expectations clearly spelt out. Their love, patience and encouragement during my childhood greatly inspired this work.

I would also like to dedicate this work to all orphaned and vulnerable children in Kenya who always feel left out and whose future is never guaranteed. Though grown up today, I was once an orphan and would like you know that there is a big brother out there who feels like you do and prays consistently that each one of you would one time be inspired to lead a full life and be content that individually you can do it. If it has happened for others like me then it will certainly happen to you too. Your plight wherever you may be and whatever you may be doing greatly inspired this work.

## **ABSTRACT**

Even after developing a sector-wise approach to manage education in Kenya, indicators still shows that the quality of primary education is still poor. Unless urgent measures are taken to address these challenges, quality of education is bound to degenerate, thus jeopardizing the country's development goals. Following the UNESCO framework for analyzing quality in education, this study purposely analyses Kenya's primary education in relation to the access and participation of orphans and vulnerable children (OVC). OVC are persons under the age of 18 years who have lost one parent (maternal or paternal orphans) or both (double orphans) through death caused by AIDS or any other circumstances. The overall objective of this study therefore was to investigate the extent of access and participation of OVC in Free Primary Education (FPE) in public schools in Kobala Location Kendu Bay Division in Rachuonyo District. Upon reviewing relevant literature on national and international practices of providing access and participation, some lessons for Kenya are drawn.

Literature reviewed indicates that the number of orphans is increasing rapidly in this country and that HIV/AIDS is the main cause of this crisis. Further, it is estimated that 40 million people worldwide are living with HIV/AIDS (AED, 2004). Although Sub-Saharan Africa accounts for only 10.4% of the world population, it accounts for 71.3% of all HIV infections and 78.6% of AIDS orphans in the world AED, 2004). The introduction of FPE in 2003 opened doors to millions of Kenyan children who would otherwise be out of school today. It was therefore

seen as a blessing to the many orphans in our communities. Reports however show that the initiative may not address special needs of OVC.

The methodology used was a survey design. A sample was made of 10 public primary schools out of a total of 13. This was done using simple random and purposeful sampling methods to ensure that each of the 3 sub-divisions of Kobala location was represented. The study used a self-administered questionnaire to gather data from respondents, fill-in observation guide forms and informal interview. SPSS software was used with the help of a computer expert to analyse the data using statistical techniques such as frequencies and percentages.

The challenges faced in providing FPE to OVC according to findings include amongst others; inadequate learning materials, lack of psychosocial support by schools particularly due to bigger pupil population in classes and provision of basic needs like food and school uniforms.

Amongst the recommendations made include enhancing access to FPE by OVC. There still a big number of OVC who still cannot enroll in schools despite due a number of barriers such as lack of food, school uniforms and shelter. This is particularly associated with child labourers. The Ministries of Education and Culture Social Services should collaborate in order to ensure that these needs are made available to identified OVC. Their participation in schools could also be enhanced activities that promote psychosocial wellbeing of OVC.



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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	<b>Acquired Immune Deficiency Syndrome.</b>
<b>ASAL</b>	<b>Arid and semi-arid lands</b>
<b>CRC</b>	<b>Convention on the Rights of the Child.</b>
<b>DEO</b>	<b>Divisional Education Officer.</b>
<b>EARC</b>	<b>Educational Assessment and Resource Centre.</b>
<b>EFA</b>	<b>Education for All</b>
<b>FHI</b>	<b>Family Health International</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>GOK</b>	<b>Government of Kenya</b>
<b>HIV</b>	<b>Human Immune-deficiency Virus</b>
<b>ILO</b>	<b>International Labour Organisation</b>
<b>KCPE</b>	<b>Kenya Certificate of Primary Education</b>
<b>MDG</b>	<b>Millennium Development Goal</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>MoH</b>	<b>Ministry of Health</b>
<b>NASCOP</b>	<b>National AIDS/STI Control Programme</b>
<b>NCCS</b>	<b>National Council for Children's Services</b>
<b>NCNN</b>	<b>National Children in Need Network</b>
<b>NGO</b>	<b>Non Governmental Organisation</b>
<b>OVC</b>	<b>Orphaned and Vulnerable Children</b>
<b>SEN</b>	<b>Special Education Needs</b>
<b>STI</b>	<b>Sexually Transmitted Infections</b>
<b>UNESCO</b>	<b>United Nation Educational, Scientific and Cultural Organisation</b>
<b>UPE</b>	<b>Universal Primary Education</b>
<b>WERK</b>	<b>Women Education Researchers of Kenya</b>

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This Section consists of the background of the study from which the research problem was derived, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions made of the study, definitions of terms used in the study and organisation of the study.

#### **1.1 Background to the study**

Efforts to improve access and participation to education by orphans and abandoned children (OVC) revolve around the importance of education itself. Education for All (EFA) is a compelling goal for all nations (UNESCO, 2000) and it is a basic human right for all children, as recognised in the Convention on the Rights of the Child (CRC). It improves both the lives of the children and the economic and social well-being of countries. A child who has access to quality primary schooling has a better chance in life. A child who knows how to read, write and do basic arithmetic has a solid foundation for continued learning throughout life.

Education therefore, is critically important to children's social integration and psychosocial well-being. School attendance helps children affected by armed conflict or displaced from the psychosocial impacts of their experiences and

disrupted lives. Education gives children a better chance for a fully, healthy and secure life. This is consistent with the Government Development Plan (1979-98) that emphasised the primary stage of education as the most important for any child for it is here that basic knowledge is acquired and foundations for an economically productive and satisfying life are laid. The Ominde Report (1965) acknowledged the crucial part that primary education plays in modern economic life. Kenya is also a signatory to various international conventions on universal education. Her constitution also recognises UPE. The above reports also indicate the crucial need to take children through the full primary school cycle. However, previous reports suggest lack of access, high dropout and repeater rates in public primary schools, the obvious victims being the OVC. Recognising the contributions of primary education to the individual and the society, it is important and critical that every Kenyan school-aged child get an opportunity to participate in basic education for at least 8 years. This is one of the Education for All (EFA) goals.

In a world with HIV/AIDS, education has been called the 'social vaccine' against the virus. Orphans and vulnerable children (OVC) stand in particular need for such an interaction. A particular concern for orphans and vulnerable children is that they are amongst the most vulnerable to infection with HIV (FHI, 2001). Economic hardship related to lack of parental care and protection mean that OVC are likely to lose out on education about how to avoid HIV infection and may be susceptible to abuse and exploitation than others. Through

education, children and young people generally can learn to interact with each other and develop life-long social networks and also reduce the risk of HIV infection by developing relevant knowledge, attitude and skills (International HIV/AIDS Alliance, 2003).

The working definition of OVC in this document shall be that they are persons under 18 years of age who have lost one parent (maternal or paternal orphans) or both parents (double orphans) because of AIDS or from any other circumstance. AIDS orphans are children whose lives are profoundly changed by the epidemic and whose needs need to be protected (Richter, 2001). These children need special care in areas such as education, health, nutrition, and shelter.

Estimates indicate that about 2.2 million Kenyans are HIV positive. 1.5 million have died since 1984 leaving behind about 1.3 million orphans (GOK, 2002). Majority of these orphans who are of school-going age face major challenges which call for their entitlement for special protection in all areas of their physical, mental and social well-being, including the basic right to education. 10% of the total population further, consists of people with disability, which gives a total of 3.0 million disabled persons. Out of this, 25% (750,000) are children of school going age. However, only 14,614 (2%) of the children are enrolled in educational programmes for those with disabilities. This implies that

over 90% of disabled children are either at home or in regular school programmes with little or no special assistance.

In many countries of developing world, girls have for along time not been treated equally with their boys counterparts in areas such as access and participation to educational opportunities. Girls are the most affected by child labour especially domestic labour, sexual exploitation, female genital mutilation (FGM), early marriages and social discrimination and therefore happens to be the most vulnerable lot. The situation is even far worse if they are orphans. Related literature further suggests that more emphasis should be put on all necessary initiatives that would guarantee access and participation of OVC in free primary education (FPE), an opportunity that was never there until the year 2003 when the National Rainbow Coalition (NARC) came to power. This happens to be the only available window of opportunity for the future of OVC's development and well-being. The Government's policy sector focuses on the attainment of the Education for All and Millennium Development Goals (MDGs) by 2015 in tandem with national and international conventions and commitments. In cognizance of this, the sector has set specific policy objectives some of which include:

- ensuring that all children, especially girls, those in difficult circumstances, and those from marginalized/vulnerable groups, have access to free and compulsory primary education by 2010,



- enhancing access, equity, quality and relevance at all levels of education and training by 2010,
- Improving education and training quality so that recognised and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life skills relevant to the world of work by 2010.

All these initiatives are geared towards guaranteeing the participation of all children in basic education in Kenya. However, the OVC still have a challenge in their pursuit to access and participation in Free Primary Education (FPE). It is against this background that this study was carried out to assess the extent of access and participation of OVC in FPE.

## **1.2 Statement of the problem**

With the impact of the HIV/AIDS that can now be felt throughout this country since the first case was reported in 1984, the main losers apparently happen to be the most innocent – children. In Kenya today, the setting besides urban slum dwellings where children have suffered a devastating blow due to the pandemic are in areas specifically along the beaches of Lake Victoria. High poverty level has propagated similar levels of social evils amongst the communities in these areas. ‘Sex for fish’ trade is common particularly along the beaches of Africa’s biggest freshwater lake. Fishermen commonly solicit sex in exchange for fish to willing women fishmongers. Since this is the only viable business option for many women folks, they have no choice but to engage in this illicit trade for the survival of their children and themselves. The outcome of this is that the Lake

Victoria region is the most affected by the HIV/AIDS pandemic and the death toll is extremely high despite many efforts that have been made towards increasing awareness regarding prevention and living safe. The other factor that propagates the pandemic is a cultural one - wife inheritance amongst the Luo – one of the major communities residing along the lake shore.

The consequence of this is that there are far too many OVC in this region than even in areas where tribal strife has been experienced in this country. These OVC like any other children have a right to education. Unfortunately, their access and participation is not guaranteed due to factors beyond their own control. Although there is FPE in Kenya today, not many of this category of children enjoys that opportunity. The OVCs are not consistent in schooling – they appear shortly during Term-time before disappearing either for good or reappearing after a relatively long spell. In terms of curriculum content coverage, these pupils will have missed a lot. A local TV documentary on children infected and affected by HIV/AIDS was recently televised and it did portray a grave situation that OVC find themselves in without support like subsistence and a reasonable hygienic accommodation (KTN, 16<sup>th</sup> May, 2006). One place in particular is Kobala Location of Kendu Bay Division in Rachuonyo District. The OVC problem seems to be more complicated that not even the school administrators and the provincial administration have managed to deal with it. The intention of the research study was to assess the extent of OVC access and participation in FPE.

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

The purpose of this study was to investigate the factors affecting access and participation of orphans and vulnerable children (OVC) in the Free Primary Education (FPE) in public primary schools in Kobala Location of Kendu Bay Division in Rachuonyo District.

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

The overall objective of this study was to investigate the participation of OVC disaggregated by gender in FPE in Kenya today. Specific objectives of the study were to:

1. determine the different categories of OVC in Kobala Location
2. assess the extent of participation of OVC in FPE in terms of enrolment, attendance, repetition and dropout
3. examine the adequacy of learning and teaching resources for FPE
4. assess the adequacy of teachers for OVC in FPE
5. assess the needs of OVC under FPE
6. Establish the role of school administrators in facilitating participation of OVC in FPE in Kobala Location.

### **1.5 Research questions**

The following research questions guided the research study.

1. What different categories of OVC exist in public schools in Kobala location?
2. What percentage of OVC disaggregated by gender in relations to the numbers from the community is in public primary schools?

3. What are the current enrolment, attendance, repetition and dropout rates?
4. What are the priority needs for OVC in FPE?
5. How do school policies, rules and regulations support participation of OVC in FPE?
6. How do the education administrators support the participation of OVC in FPE in Kobala Location?

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

The Kenyan Government allocates over 40 percent of her development expenditure on education alone. With impetus presently given to FPE programme, this allocation is likely to go even higher. As a developing country, the government needs to justify such a large allocation to one sector only given that many other vital services are equally begging for redress. The study attempted to establish the connection between the investment made in education and the extent of access and participation meant for all children irrespective of social status. To policymakers therefore, the research outcomes will provide indications as to whether resources allocated to FPE are being utilized efficiently and if it reaches the intended beneficiaries.

The research outcomes will also serve as an indicator to show how Kenya being a signatory to various international conventions on universal education and United Nations Convention on the Rights of the Child (UNCRC) has fared on her promise with regard to implementation. Where the investigation revealed

certain weakness and deficiencies, appropriate corrective measures and recommendations were made.

Findings would certainly be useful to several institutions and organizations, for example, Ministry of Education and departments linked to it, child development organizations like SOS Children's Villages, Save the children-UK, Plan International as well as all other child-care institutions in Kenya.

Access and participation in education for all children is also a human rights issue. As such, the findings of the research study therefore will challenge policymakers to address such inadequacies like space in schools, teaching and learning materials, teacher/pupil ratio as well as common problem associated with lack of school uniforms and guidance/support by an adult figure.

The study highlighted the plight of OVC separately from that of all children under FPE. This way, their needs were looked into more closely with a view to assisting them with access to real opportunity for learning like other children. It was also the intention of this study to bring to the attention of both school administrators and educational planners, the need to develop child-friendly policies in primary schools which recognises the OVC, provides guidelines to schools on how they should be taken care of and handled without stigmatization. If the issues of stigmatization are taken care of, it is anticipated

that with proper awareness, more people in the community would support OVC living amongst them to attend school and benefit like any other children.

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

The intention of the study was to establish facts from pupils, teachers, headteachers and other stakeholders on the OVC situation. The constraint faced was that there were no reliable documents with information on the background of the children. The only reliable documentation was the teachers class registers that has only the name, gender and information on attendance. Neither the school administration nor teachers had the kind of information the researcher expected. Briefing and debrief sessions held with the different stakeholders was very useful and served to develop a rapport with the interviewees thereby minimizing chances of wrong feedback.

It was also anticipated that the school administration would perhaps be suspicious and may not believe that this was a mere research study for academic study purposes. Instead they may think that the school will be reported. To an extent this constraint was felt by the researcher. Proper rapport developed with the stakeholders during the briefing stage as well as during the field study process proved to be of great value and was essential in lessening any form of misplaced suspicion.

Due to stigma associated with OVC, particularly those affected by HIV/AIDS, it was anticipated quite correctly that identifying pupils who fall within various categories of OVC may pose a bit of a challenge. This was because the process would most likely expose some children to stigmatization and discrimination or make them seem like helpless objects of sympathy – a situation likely to lead to low self-esteem. Many of the participating schools had no reliable and consistently updated records for each child where their background could be discerned. Likewise, some pupils were shy and reluctant to give any personal information.

The most important source of information are to be found in the lower classes or grades. This is because pupils at these level, being younger, happen to be the most vulnerable than their counterparts in higher class levels. However, many of them are too young to be able to read properly and to make any correct observation. Some may even be held back by low self-esteem to participate effectively in interviews. The targeted pupils were therefore identified to be from Class Six (6) to Eight (8) because of their level of maturity and level of knowledge. The researcher was also very gentle and friendly to all interviewees including pupils.

### **1.8 Delimitations of the study**

The study concerned itself with the extent to which OVC access and participation in free primary education (FPE) in Kobala location, Kendu Bay

Division in Rachuonyo District. The study was conducted in administrative province of Nyanza. The choice was based on the following criteria;

Nyanza Province has traditionally had the highest HIV/AIDS prevalence in Kenya leading to orphanhood of many children. For example, one district in Nyanza (Kisumu) reported rates of 30% in 1999, which has currently declined to 23% (Owino & Odundo, 2004). This rate is still among the highest in the country coupled with recent poverty index which showed that most of the districts in Nyanza Province rank lowest. The study was conducted in Rachuonyo District where the impact of HIV/AIDS and poverty is currently a major concern. The district therefore presented a good opportunity to study the impact of orphanhood on FPE.

The research targeted upper primary school pupils from standard six (6) to eight (8) in schools that were to be sampled. Their choice was determined by the fact that they were deemed to be more capable to articulate their ideas than those from lower classes. Being relatively mature, they were considered more likely to be involved in child related labour and taking care of their other siblings. Based on questionnaire return rate, a total of 314 pupils, 22 teachers and 10 headteachers from 10 primary schools in Kobala location participated in the study. Other stakeholders included in the study were education officials like DEO and AEOs.



### **1.9 Basic assumptions of the study**

1. schools registers screened with names of students disaggregated by gender were valid and reliable documents to make reference on.
2. since the schools are public institutions, that they operated an open admission policy where all children were eligible for admission without any form of discrimination.
3. that participation in FPE can be affected by non-school factors such as the socio-economic status.
4. that respondents cooperated and gave honest and uninfluenced answers.

### **1.10 Definition of significant terms**

The following are definitions of terms as used in this study:

**A care giver** - a parent or guardian who is charged with responsibility for a child's welfare - including comfort, upbringing, guidance, provision of basic rights and realizing human rights

**A child** - is any boy or girl under the age of 18 years.

**A vulnerable child** - a child whose safety, wellbeing and development are for various reasons threatened

**Academic performance** - refers to grades representing the sample achievement with respect to the attained skills and knowledge.

**Academic qualification** - refers to the educational standards achieved by a Teacher

**Discrimination** - an action based on pre-existing stigma; a display of hostile or discriminatory behaviour towards members of a group, on account of their membership of that group.

**Orphan** - is a child who has lost both parents through death.

**Professional qualification** - These refers to any training that has been received by headteachers either during pre-service or in service

**Public schools** - Schools that belong to the community and are sponsored by the Government of Kenya.

**Quality of school administration** - this term is used to refer to headteachers academic and professional qualifications and their leadership styles.

**Rural setting** - Connected with the countryside where living standards are low.

**Stigma** - the holding of derogatory social attitudes or cognitive beliefs, the expression of negative effect, or display of hostile or discriminatory behaviour towards members of a group, on account of their membership of that group.

**Teaching and learning resources** - refers to textbooks, exercise books, dusters, charts and other materials that facilitate teaching and learning.

**Vulnerability** - a heightened or increased exposure to risk of one's circumstances

### **1.11 Organisation of the study**

The study report is organised into five (5) chapters. Chapter One contains background information of the study, the research problem, purpose of the study, objectives of the study, research questions, significance of the study,

limitations and delimitations of the study, definitions of terms used in the study and organisation of the study. Chapter Two presents the literature review of publications relevant to this study on the extent of access and participation of OVC in free primary education.

Chapter 3 that consists of detailed description of the research methodology used in the study. Chapter 4 consists of data analysis and interpretation. Chapter 5 presents a summary of findings, conclusions and makes recommendations and suggestions for further research.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This section reviews the relevant literature used on participation of OVC in FPE internationally, regionally and nationally. It focuses on the profile of HIV/AIDS and associated orphanhood at global, regional and national levels as well as brief history of free primary education (FPE) and its current challenges since introduction in Kenya in 2003.

#### **2.1 The AIDS crisis and orphanhood**

An estimated 40 million people worldwide are living with HIV/AIDS (AED, 2004). Sub-Saharan Africa has the highest percentage of those affected. According to UNESCO statistics, there are more HIV infections, more AIDS related deaths and orphans in Africa than anywhere else in the world. Whereas Sub-Saharan Africa accounts only for 10.4% of the world's population, it accounts for 71.3% of all HIV infections and 78.6% of AIDS orphans in the world (AED, 2004).

Going by the numbers alone, the situation for Sub-Saharan African children who have lost one or both parents to AIDS is dire. In 2000, the United Nations estimated that 13 million children under the age of 15 years in Sub-Saharan Africa would have lost one of their parents or both to AIDS by the end of that year (UNAIDS, 2000). While HIV/AIDS is by no means the only major cause

of orphaning, a report by the World Health Organization (WHO) and United Nations Children's Fund (UNICEF) suggests that HIV/AIDS is uniquely destructive, creating a vicious cycle that will impact on the lives of children for generations (WHO & UNICEF, 1994).

## **2.2 Free Primary Education Policy**

The introduction of free primary education (FPE) in 2003 opened doors to millions of Kenyan children who would otherwise be out of school today. However, it may fail to address the special needs of orphaned and vulnerable children. All over the country, teachers report that their classrooms are congested and that they can no longer give individual attention to children with special needs. As Grace Bunyi, the chair of Women Education Researchers of Kenya notes; *"FPE is a good thing for Kenyans but better targeting is required especially where there is a special need," (WERK Report, 2005 page.7).*

The same concern has been echoed by a United Nations Educational, Scientific and Cultural Organisation (UNESCO) report, released in March 2005 titled *Challenges of Implementing Free Primary Education in Kenya - experiences from the districts* which recommended among other things, that the government should provide infrastructure for children with special needs. It notes that the systems of school data collection should be improved to capture the information on children with special learning needs.

A survey carried out by Women Education Researchers of Kenya (WERK) in 16 formal primary schools and two non-formal schools in Ruiru and Embakasi Divisions on the outskirts of Nairobi reveals that some of the challenges of orphans and vulnerable children (OVC) include the lack of individual attention for pupils, some of whom were previously out of school and therefore in need of more attention. The survey established that the FPE was especially timely for children living in the slums, rural orphans and street children. It also assessed that over-enrolment has also given an overwhelming workload for teachers since there is shortage of teachers, and in particular, special needs teachers. Another notable finding was that due to inadequate funding, the basic needs facilities such as classrooms and toilets are lacking or inadequate.

A total of Ksh 9.85 billion was mobilised to support FPE programme in the financial year 2003/2004. This was to cater for the following areas: instructional materials (Ksh 1.04 billion), water and sanitation (Ksh 900 million), a disability friendly learning environment (Ksh 180 million), science kits (Ksh 281 million) and specific learner needs in special education schools (Ksh 134 million). (WERK, 2005).

Children with special needs are teased at school and are likely to have problems with discipline at school. A teacher interviewed in Ruiru Division, gave an account of an orphan girl who would miss class every month. Each time she was asked why, she would say she was sick. After much coaxing, she opened up and

said that she lived with her guardian who was poor. So whenever she had her menstrual periods, she would be asked to use rags made from old blankets. The rags were quite uncomfortable for her in school and so she would prefer staying at home until she was through with her periods.

The most troubled group are the orphans because they have little choice about whether they can get an education or stay home and take care of their siblings. At Rwera Primary School in Ruiru, there was a large number of orphaned and vulnerable children and the Headteacher commends the community around the school for the overwhelming support they give to children. A teacher at Ruiru Primary School narrated that there are only two teachers at the school who can attend to children with the special needs, especially those who need guidance and counseling. "The biggest challenge for teachers here is how to deal with chronic absenteeism, withdrawal from school and pupil motivation especially doing follow-up on their homework," she emphasized (WERK, 2005 Pg. 10). Ruiru Primary school is located amongst factories and expansive coffee plantations, a factor contributing to poor school attendance because children can be found selling their labour in these places. Prostitution is also rife in the area, and young girls are especially vulnerable. There is uncertainty on continuity with many OVC wondering whether they will get financial support for their high school education. This is demoralising many of children who want to further their education. As a result of these challenges faced, one informant in

the research referred to FPE as, '*Elimu bure*' (education of no value) instead of '*Elimu ya bure*' (translated as Free Primary Education) (WERK, 2005)

These loopholes need to be addressed urgently if Universal Primary Education (UPE) is to be achieved by 2015. It also goes in line with goal number two of the Millennium Development Goals (MDGs) which is to achieve Universal Primary Education. The UNESCO report quotes that the government as a matter of priority develops the FPE policy that clearly defines what it is all about. According to the report; FPE should be implemented within the broader Education for All (EFA) framework, which provides for a holistic approach to education provision. A key concern as regards education is the impact of HIV/AIDS on the quality of basic education and the achievement of EFA objectives (UNESCO, 2000).

### **2.3 Government Response in Policy Making**

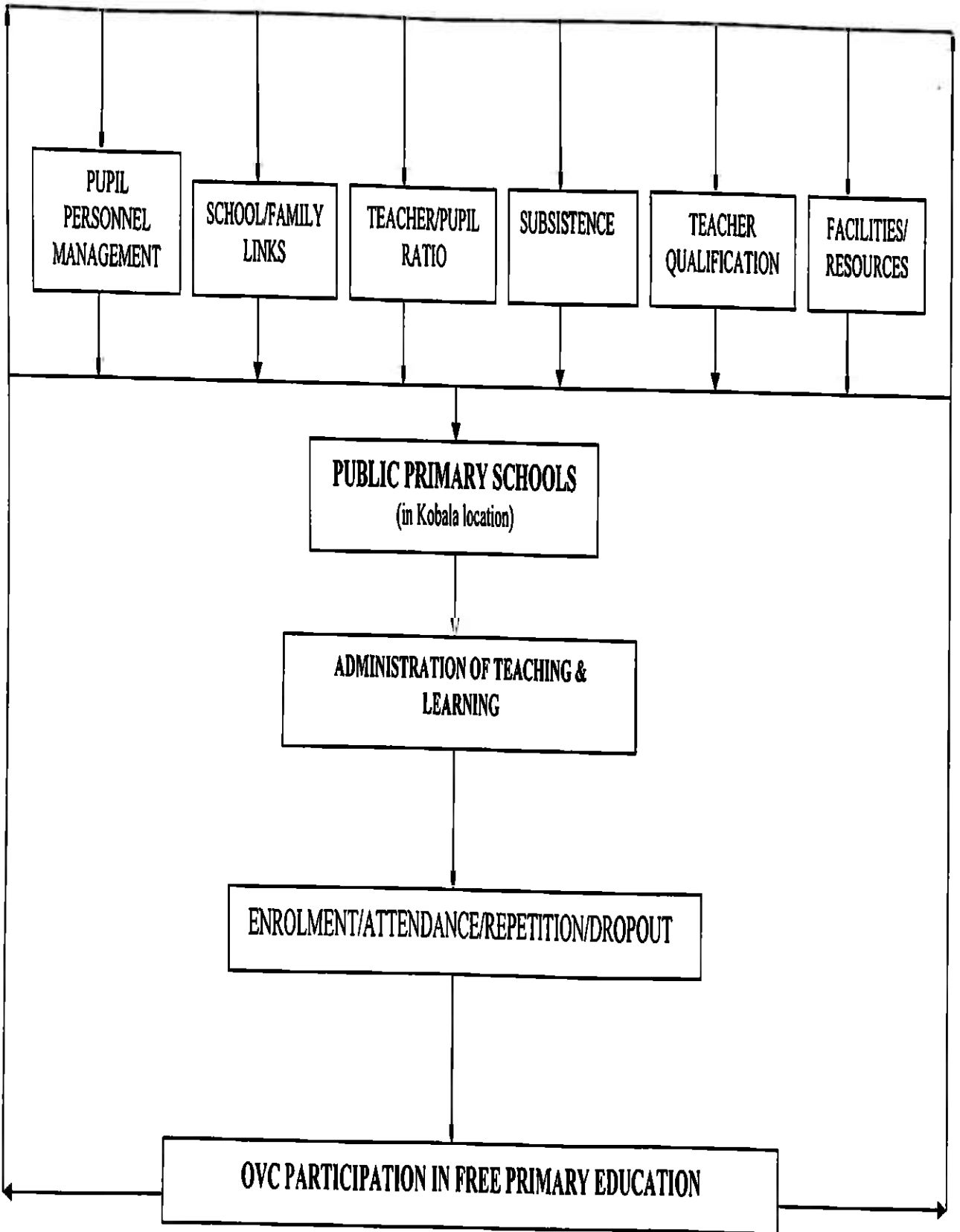
It is under the HIV/AIDS strategic plan that the Ministry of Education (MoE) is mandated to mainstream HIV/AIDS education into the school curriculum in order to curb the spread of HIV/AIDS among young people and children. The Education Sector Policy on HIV/AIDS (2004) is supposed to be implemented at all levels of the education system and is guided by the following principles:

- access to education for all including OVC
- access to relevant and factual information
- equality of rights to education, responsibilities and opportunities



- privacy and confidentiality
- access to care, treatment and support
- safe workplace and learning institutions
- gender responsiveness.

This policy was conceived to give guidelines to operations based within educational institutions such as treatment of infected and affected children. Under the theme of “care and Support” (Republic of Kenya, 204:18), the teacher is expected to care, educate and provide psychosocial support for OVC. This is an enormous responsibility for teachers, many of whom may be in need of life skills to deal with the HIV scourge in their private lives, while at the same time being expected to respond to the diverse needs of OVC.



## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

This chapter presents the research methodology used in the study. It explains the research design, target population, sample and sampling procedures, research instruments, pre-testing of the instruments, reliability and validity of instruments. Finally, it describes the data collection procedures and data analysis techniques.

#### **3.1 Research design**

The research study employed a survey design. According to Kothari (1990), a survey design is concerned with describing, recording, analyzing and interpreting conditions that either exists or existed. Conducting a survey generally means collecting data from a sample of respondents selected within a given population. The data gathered was by means of questionnaires, an observation guide and informal interview. Survey are used both for descriptive and analytic purposes.

It is from the above characteristics that the study employed the design in its investigation as it allowed the collection of data and information from a wide range of respondents i.e. pupils, teachers, headteachers etc. The data to be collected expectedly brought a wide range of views, opinions, attitudes and values, from which similarities were extracted and comparisons made. These instruments used made it possible to generate adequate analytical and sex disaggregated data on the situation of OVC under FPE in Kenya. Survey method was also selected because it promised to meet the goals of the study provided.

### 3.2 Target Population

In this study, the accessible target population consisted of all 3186 pupils, 106 teachers and 10 headteachers in ten (10) public primary schools in Kobala Location in Kendu Bay in Rachuonyo District. The respondents were drawn from 10 schools found in 3 clan sub-divisions i.e. Kawuor, Jokobala and Nyakwere. Local education officials – DEO and AEOs were interviewed informally to provide additional information against which responses gathered from pupils, teachers and headteachers were further verified. An accessible population is one from which a researcher selects and samples (Gall, Borg and Gall, 1983).

The researcher had the advantage of being on the spot throughout the data collection period and was able to converse and deduce from informal discussions, important information that served to inform the study. Table I below shows the population of teachers and pupils in Kobala location as at April 2007.

**Table 1: Population of public primary schools in Kobala Location.**

School	No. of teachers	Population by gender	
		Boys	Girls
Rakwaro	7	146	120
Kobala	8	155	143
Kamwala	9	128	123
Kobuya	7	117	81
Adita	7	82	70
Konyach	8	148	154
Bur Lum	9	62	40
Osodo	7	148	167
Seka DEB	8	157	164
Karabondi	7	148	143
Nyakwere	8	87	74
Mawego	12	206	197
Anyiego	9	74	52
<b>Total</b>	<b>106</b>	<b>1658</b>	<b>1528</b>

Source: Kendu Bay Divisional Education Office, 2007

### **3.3 Sample size and sampling procedure**

Since there are only 13 public primary schools in the whole location, a sample was obtained using simple random and purposeful sampling methods to ensure that each of the 3 sub-divisions of Kobala Location was represented. The sample was made of ten (10) public primary schools out of a total of 13 in the whole administrative location. This was to ensure that the magnitude of sampling error is reduced to a minimum. Best and Kahn, (1988) says that the larger the sample, the smaller the magnitude of sampling error and the greater the likelihood that the sample is representative of the population.

According to (Krejcie & Morgan, 1970) table for determining sample sizes for research activities, a population of 3039 pupils (as in the above case) requires a sample size of 341. This means that on average 34 pupils formed the sample in each school. The sample however was determined by the exact population of each individual school. The selection of pupils to fill in questionnaires was done on the basis of stratified random sampling based on gender. Admission numbers or class register listing was useful for stratification purposes. This ensured appropriate gender representation.

### **3.4 Research Instruments**

The research study used self-administered questionnaires to gather data from the respondents and a fill-in observation guide form. There were 3 separate questionnaires for pupils, teachers and headteachers of public primary schools. The question items on the questionnaires ranged from 12–28 in number. Most of the questions sought demographic information about respondents e.g. age, gender, marital status, teaching experience, and information relating to access and participation of OVC in FPE like dropout rate, availability of teaching and learning materials as well as their main constraints. There were also free response questions though few in number. These questions mainly concentrated on the views, opinions, and perceptions of respondents. The questions were developed by the researcher with the support of the supervisor through constructive suggestions. Two main instruments will be used to reach the various informants. These are questionnaires and interview guides. The classroom observation guide was also used to assess the level adequacy of both teaching and learning resources. The various instruments including informal interview provided the researcher with an opportunity to corroborate information, or seek further clarification.

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the interviewer as verbal surveys, and often have standardized answers that make it simple to compile data.

### **3.5 Pre-testing of instruments**

About 1% of the instruments were piloted in one of the 3 sub-divisions in Kobala location before the data collection was carried out. The split-half method was used to assess the reliability of the instrument. The sub-division chosen was preferred because it had the rural characteristics similar to the other two and hence conditions that are same to respondents.

The purpose of the pilot was to find out if the instrument measured what they were intended for. It was also to find out if the respondents found the question items in the questionnaires clear, precise and comprehensive enough from the researcher's point of view.

### **3.6 Validity and reliability of the research instruments**

Validity is the degree to which results obtained from the analyses of the data accurately represents the phenomenon under study (Best, 1983). The validity of the instruments was ascertained by conducting a pre-test on a smaller population but one with similar characteristics as the target within the same geographical location – Kobala. This was done in 3 schools with a total population 453 boys and 347 girls. The question items were also discussed with the education officials at the Zonal and Divisional levels as well as professional input from the research supervisor who is research specialist in her own right. This was for the purpose of assessing the clarity of the instruments so that those that fail to measure the variable they are intended to, can either be modified or discarded completely and new ones

added. The main objective of the activity is to gather evidence of content validity (Borg and Gall, 1996).

The reliability of the instrument was further tested by administering the instruments to the same group of respondents a second time. Their responses were found to be consistent with what the instruments intended to measure.

### **3.7 Data collection procedure**

The collection of data involved seeking permission/authority to do so from the relevant authorities. The researcher made a formal application letter and paid the requisite fee to the Ministry of Science and Technology offices. In return a research clearance permit was secured stipulating the research topic, administrative location where the research was to be conducted and the period of the study. The researcher then approached the Divisional Education Officer (DEO) Kendu Bay for formal introduction in person, to state the intentions of the study and to request for support in any way possible. The DEO and the AEOs helped the researcher to secure important information on education of OVC generally and contacts with school heads. This also presented an opportunity for the researcher to secure appointments, filing in his diary with the dates and timings when visits to respondents at schools were to take place. The researcher visited all the 10 public primary schools and met the respondents.



A total of 340 pupils, 30 teachers and 10 headteachers in 10 primary schools filled in the questionnaires. An observation guide was also filled in by the researcher for each of the 10 schools under study. After the exercise, the questionnaires found to be incomplete were discarded. The return rate for the questionnaires were; pupils 92.4% (314), teachers 73.3% (22), headteachers 100% (10). All the 10 observation guides for the 10 schools were completed by the researcher.

The questionnaires were administered and collected over a period of 3 weeks contrary to the researcher's previous plans to have it done in 2 weeks time. This was adequate period for any pupils or teachers who happened to be absent to get an opportunity to participate.

### **3.8 Data analysis techniques**

The first step was to cross-examine the gathered raw data for accuracy, usefulness, uniformity and completeness. SPSS software was used to analyse the data using statistical techniques such as percentages, frequencies, means, standard deviations etc. In each of the six research questions, cross tabulation was used for initial analyses to show the relationship between variables. Further analyses were performed to show how variables under study impacted on access and participation of OVC in FPE in Kobala location. Afterwards, draft report was compiled and submitted to the supervisor for scrutiny and further advice. A final report was made by the researcher and submitted to the supervisor. The analysed data formed the basis for research findings, conclusions and recommendations for the study

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS AND INTERPRETATION**

This chapter analyses and presents the findings of the study based on the data collected from pupils', teachers', headteachers' questionnaires and the information collected by the researcher using the observation guide. The researchers personally administered and collected the questionnaires. In addition, the researcher held informal discussions with respondents and the education officials at the division and zone levels. This served to inform the outcome of the research in many ways.

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

A total number of pupils, teachers and headteachers sampled in 10 public primary schools were 340, 30, and 10 respectively. Out of the sample, correctly and fully completed questionnaires received back by the researcher were from 314 pupils (92.4%), 22 teachers (73.3%) and all the headteachers (100%). The return rate was deemed to be adequate enough for the purpose of the study.

#### **4.2 Demographic Information on Respondents**

Using frequencies and percentages, the demographic particulars of the respondents were revealed.

##### **Respondent's Gender.**

The pupils, teachers and headteachers from the 10 public primary schools in Kobala selected indicated their gender as shown on Table 2 below:-

**Table 2: Sampled population of stakeholders by gender**

Gender	Pupils (N=314)		Teachers (N= 22)		Headteachers (N= 10)	
	f	%	f	%	f	%
Female	165	52.5	8	36.4	3	30.0
Male	149	47.5	14	63.6	7	70.0
<b>Total</b>	<b>314</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

There were more female pupils (52.5%) than males. This is consistent with current census report where the population of females is higher than that of their male counterparts. However, it was significant to note that the picture was far much different when comparing the two sexes where male seemingly dominates the teaching profession in rural set ups. There are many male teachers and headteachers than females.

### **Marital Status**

The teachers and headteachers sampled revealed their marital status as below:-

**Table 3: Respondents' marital status by gender**

Status	Teachers (N= 22)				Headteachers (N= 10)			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
<b>Married</b>	6	27.3	5	22.7	2	20.0	8	80.0
<b>Single</b>	2	9.1	9	40.9	-	-	-	-
<b>Divorced</b>	-	-	-	-	-	-	-	-
<b>Separated</b>	-	-	-	-	-	-	-	-

Males dominate the teaching professional in rural Kobala making 63.6% of all the teachers and 80% of headteachers. Majority of male teachers are single (40.9%). Most of the female teachers are married. There were no cases of divorcee or those

who separated. This was the case probably due to how the society in rural set-ups looks down upon these arrangements as relating to people who have failed.

### **Orphanhood Status**

Pupils stated their situation regarding existence of their parents as follow:-

**Table 4: pupils' orphanhood status**

<b>Variable</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Have you lost any of your parents through death?	Yes	193	61.5
	No	120	38.2
	Missing	1	0.3
<b>Total</b>		<b>314</b>	<b>100.0</b>

OVC make 61.5% of all the pupils sampled. Most of these OVC have lost either a father or both of the parents. Table 5 below shows that most OVCs have lost their parents due to death caused by diseases other than HIV/AIDS 25.2%, HIV/AIDS 23.2%, and old age 15.9%. The other causes of death like accidents accounts for only 2.5%.

**Table 5: Cause of parent death of pupils' sampled (N= 314)**

<b>Cause of death</b>	<b>Frequency</b>	<b>Percentage</b>
Old age	50	15.9
Other diseases other than HIV/AIDS	79	25.2
HIV/AIDS	73	23.2
Accidents	8	2.5
<b>Total</b>	<b>210</b>	<b>66.8</b>

### **Categories of OVC identified**

The study identified the following categories of OVCs as existing in the primary schools in Kobala location: -

***Table 6: Categories of OVCs sampled***

<b>Category of OVC</b>	<b>Frequency</b>	<b>Percentage</b>
Orphan	22	10.5
Former child labourers	14	6.7
Disabled	13	6.2
Abandoned	3	1.4
Others	158	75.2
<b>Total</b>	<b>210</b>	<b>100.0</b>

75.2% of the teachers did not give any categories of OVC in their classes despite optional answers being available at their disposal. The reason may have been that either many did not know their pupils well enough given their large numbers or the question was perhaps sensitive for some respondents to answer. From the responses received, there are 22% orphans followed closely by 14% of former child labourers. The main type of labour children engage in is fishing. Teachers could not commit a concrete answer when asked how many OVC were in their classes. They only gave general answers like OVC are many but could not give the exact figures

### **4.3 OVC Access to FPE**

The data on the OVC was not easy to get in most schools, as it seems like there is lack of a proper mechanism with which to identify OVC in schools. In almost all the primary schools, teachers keep a register of attendance which only provides data for daily attendance, age and gender of the pupils. When asked why they did not have records about the various categories of OVC, the teachers said that it is seen as

intrusive and a taboo to ask children such details as their parental marital status and whether they are orphans. From the data available at the DEO's office, the overage and orphans appear to be the greatest beneficiaries of FPE as they came to enroll in large numbers as can be seen in table 7 below for the schools sampled.

**Table 7: OVCs Enrolment in Sampled Schools**

<b>Category</b>	<b>Year</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Yearly % increase</b>
Disabled	2004	28	39	67	-
	2005	32	41	73	9
	2006	42	46	88	20.5
Orphaned	2004	62	74	136	-
	2005	68	80	148	9
	2006	80	92	172	16.2
Overage	2004	82	86	168	-
	2005	124	134	258	53.6
	2006	128	154	282	9.3
Living with HIV	2004	6	8	14	-
	2005	6	9	15	7.1
	2006	13	10	23	53.3
Child labourers	2004	4	24	28	-
	2005	5	34	39	39.3
	2006	7	46	53	36

Source: Kendu Bay Divisional Education Office, 2007

From table 7 above, the enrolment of each category shows an increment of the OVC with the overage children having the highest increase of 53.6% in 2005 followed by the orphans where absolute figures are higher but the yearly increase is comparatively low in relation to other categories. There is a significant increase in the number of OVC living with HIV.

#### 4.4 Participation of OVC in FPE

##### Absenteeism

When asked whether their pupils attend school regularly, the teachers gave the following responses.

**Table 8: Teachers' response to attendance by pupils (N= 22)**

<b>Regular attendance by pupils</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	19	86.4
No	3	13.6
<b>Total</b>	<b>22</b>	<b>100.0</b>

In terms of their attendance to school, the teachers said that most of the OVC had maintained regular attendance after enrolling in school. Those who had irregular attendance were mainly the ones with little or no support back at home in terms of subsistence and accommodation. There were a few cases of truancy mainly from children who used to work (fishing) and had gotten used to having money all the time. They were said to at times prefer missing school and go fishing so as to earn some money. Others do so as a necessity to support their families:

*One of the challenges we have been facing is absenteeism during farming season. Many pupils, particularly boys, absentee themselves to take short contracts in order to earn some money. There is also fishing that is a perpetual problem here.*

(Teacher's informal interview - Kobala Primary School, Kobala 4<sup>th</sup> July 2007)

A few orphans are made to work by the guardians they live with as their house helps and will at times miss school or come late when they are extremely tired such that they doze in class and cannot participate effectively.

*During wet season, some pupils opt to stay out to help their parents as well as to earn some money for themselves since everyone is usually planting and need labour*

(Teacher's informal interview - Seka DEB Primary School, Kobala 5<sup>th</sup> July 2007)

A number of factors jeopardize girls' participation in school in terms of attendance to school. The girls who have special needs miss classes when they have their monthly periods:

*Girls with special conditions or disability do not attend class especially during the menstrual period because they cannot be able to cope with it in school. As a result, boys are more advantaged*

(Teacher's informal interview, Seka DEB Primary School, 5<sup>th</sup> July 2007)

### **Class Repetition**

In all the schools visited, repetition of classes was discouraged by MoE especially after the FPE, as it creates a backlog of those who want to enroll. However, teachers said that at times the parents do request for their children to repeat and the schools do consider such cases on merit. Most of the parents and guardians do it when they cannot afford to take children to secondary schools because they have other children already there whom they want to finish school before the younger ones join. According to a teacher at Kobala Primary School, the majority of those who repeat are boys from needy families.

### **Dropout rate**

The table below shows the level of dropouts as per teachers' responses.



**Table 9: Dropout levels in schools sampled (N= 22)**

<b>Number of dropouts</b>	<b>Frequency</b>	<b>Percentage</b>
None	2	9.1
1 – 5	13	59.1
6 – 10	6	27.3
More than 10	1	4.5
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 9 above shows that majority of dropouts were in the range of 1-5 (59.1%) followed closely by 6-10 (27.3%). In the schools visited, there were a few cases of some OVC who had enrolled but later dropped out due to various reasons. In one school a case was cited of a girl who was previously, working as a house help who had enrolled but after only two terms in school went back to work as she claimed that "she could make money even without going through school". In another school, the teacher said that some of the former child 'fishermen' who had enrolled dropped out, as they did not have a regular source of food and shelter. He said:

*In 2003, many child 'fishermen' here in Kobala moved to school but are now going back to fishing. It is not just a question of FPE, what about food and other needs not catered for in school under FPE?*

(DEO official informal Interview - DEOs Office, Kendu Bay 8<sup>th</sup> July 2007)

Although no statistics were furnished, teenage pregnancy was cited as another cause of girls dropping out of school. At Bur Lum Primary School, the pupils cited two girls in class seven who got pregnant in 2006. A teacher at Bur Lum Primary School said that at least one girl gets pregnant every year in their school.

Most of the respondents however were not very sure on the issue of OVC dropping out of school since it was argued that nowadays a pupil could move from one school to the other quite easily without the teachers knowing what happened to him/her. This usually happens when the parent/guardian thinks the other school is doing better academically based on the results of Kenya Certificate of Primary Education (KCPE). In other cases when a pupil wants to avoid being disciplined at school, s/he just moves to another school. The same case happens when a child loses the textbook and the parent is supposed to buy a replacement. Teachers felt that this constant movement is disruptive and that there is need to have a proper transfer procedure in place so that they can know of the child's history from the previous school.

#### **4.5 Views on Quality of Education under FPE**

When asked about the quality of education offered in the public schools, the respondents (teachers, headteachers and education officials at Divisional and Zonal levels) were almost unanimous in saying that it had gone down since the introduction of FPE. They used the following parameters to gauge the quality of education:

##### **Teacher to Pupil Ratio**

In all the formal public primary schools surveyed, the teachers were professionally qualified and therefore competent to teach in the assigned classes. Majority (68%) also had experience of teaching of not less than 5 years. However, due to the high

enrolments, most classes were congested with the lower primary being most affected with up to 60 plus pupils in Standard 1 in some schools. There has been no corresponding increase in the teaching force hence the Teacher: Pupil ratio in many schools has shot up to over 1:50 which is way beyond the recommended maximum of 1:40 (GOK, 2003).

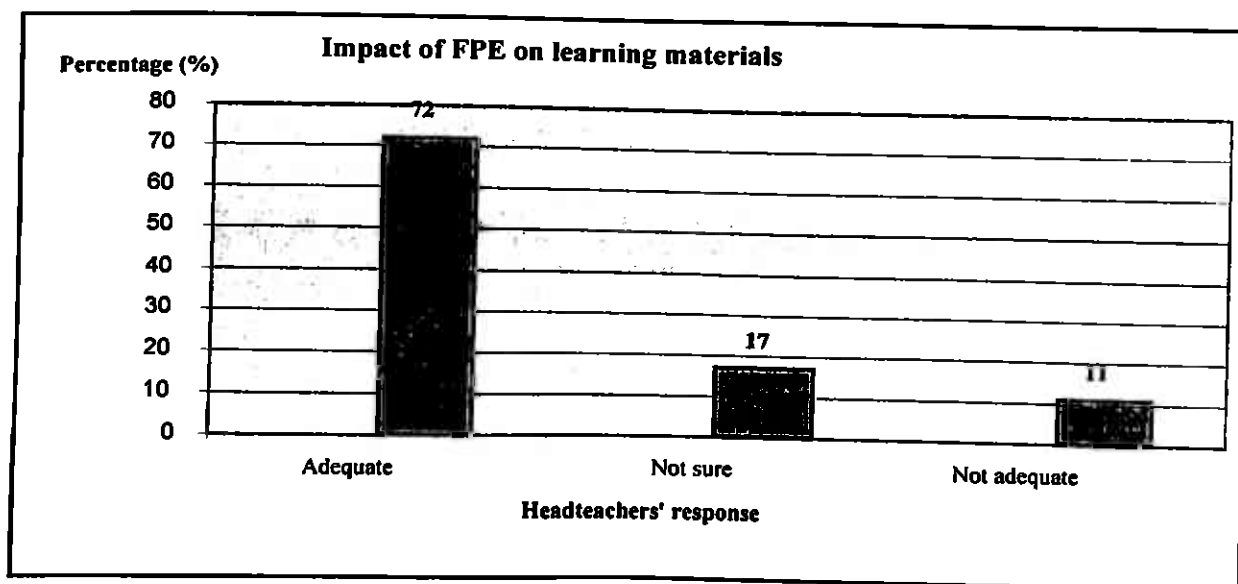
From the head teacher's questionnaire, 88.9% of them agreed that the pupil-teacher ratio had gone up to almost twice as much as it was before the FPE. This has made it almost impossible for the teachers to provide individual attention to the pupils thus making them to lag behind in learning how to read and write. The situation is even worse for OVC who may need more special attention due to their psychosocial problems. Teachers also cited pupils who had joined Standard One without having gone through nursery school and were currently in Standard Two and still struggling to read and write. The teachers said that they felt overwhelmed by the big numbers and rarely give assignments and even if they do, they do not mark it. An indicator used by most teachers as a sign of deteriorating quality was the schools mean score at KCPE or the zonal exams that have steadily gone down over the last 3-4 years.

### **Education Learning Materials**

Under the FPE, every pupil is entitled to get writing materials such as pencils, pens and exercise books in addition to sharing textbooks in the ratio of 1:3 and 1:2 for the lower and upper primary respectively. This is a great improvement as previously

many could not afford to buy the required stationery and textbooks. The availability of learning materials was appreciated by both the teachers and pupils who said that they could now read on their own and do assignments. Figure 1 below shows the headteachers' responses when asked about the adequacy of FPE learning materials with 72% saying it was adequate, 17% were not sure and 11% said it was not adequate.

**Figure 1: Impact of FPE on learning materials.**



However both the teachers and pupils deemed the availability of education learning materials as not adequate. The pupils complained that by sharing one book amongst three or two of them they were not getting access to the books while at home and most had to do their homework, early in the morning the following day when in school. This points to a possible problem in how the teachers give assignments for example asking pupils to attempt all the sums in a given page. With proper

management and distribution of the available textbooks, they should be adequate for the whole class to ensure that each pupil conveniently uses them.

It was also noted that in all classes there was a shortage of supplementary reading books, as many parents were not willing to buy books for their children. The teachers complained that many parents, even the financially able ones, would not buy any supplementary books or even an exercise book once it gets filled up, as "everything in school is free".

Pupils are supplied with all the required stationery once a year and this creates a problem when an exercise book gets filled up or the pupil loses a pen/pencil. Instead of replacing the item, the parents/guardians are adamant that the school should replenish these items, yet it is not possible since the school had received an exact number according to its population and there is no surplus. This means that the pupil stays without writing as the parent maintains the standoff. Unlike the children whose parents are well off and may eventually buy the exercise books or a pen, the poor are hard hit because they may not afford it. There is need therefore to re-evaluate the supply mechanism of the stationery. In certain cases, pupils who enroll in a class after the stationery has been issued do not get anything as the school's supply was based on the number of those present at the beginning of the year. In some cases the subject teacher ends up improvising or buying for them exercise books. One of the teachers, who had learnt how to improvise said that she

would get her own children's old books, cut out the unused pages and staples them together. She then added:

*The government should provide a certain percentage of (extra) stationery contingencies of the orphans, the poor and newcomers.*

(Teacher informal interview, Seka DEB Primary School, 10<sup>th</sup> July 2007)

### **Physical Facilities**

Despite the increased enrolments after the introduction of FPE, none of the schools visited had built new classes to accommodate the extra pupils and therefore those joining the school had to squeeze into the available space. Classes meant for 35-40 pupils are now hosting twice that number thus leading to congestion with desks arranged end to end with little or no space in between for movement. In 6 schools where the researcher made observation, Classes Ones and Twos seat on the floor and the condition of the classrooms are pathetic. The headteachers' responses when asked about the state of the school's physical infrastructure were almost unanimous with 80% saying it was not adequate as shown in Table 10 below:

***Table 10: Adequacy of physical infrastructure after FPE***

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Not adequate	8	80.0
Adequate	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Initially, the newcomers would come and share the available desks but after sometime these were exhausted as more pupils kept coming. The school heads now ask them to come with their own desks, which has resulted in some not enrolling

while others come with various desk designs including stools. The other problem is lack of space even for those who can afford to bring any sort of furniture to school. In Kobala, some the schools like Mawego, Karabondo and Konyach in conjunction with Plan Kenya (an international NGO) have introduced floor mats in the lower primary so that they can host more pupils per class as opposed to when seated on desks. This way, up to 60 pupils per class can seat on the mats. However the teachers complained about this arrangement:

*The children's writing skills cannot develop properly as they write when placing exercise books on their laps. This poor posture might also affect their growing up.*

(Teachers informal interview, Konyach Primary School 7<sup>th</sup> July 2007)

### **Priority Needs for OVCs under FPE**

The various respondents were asked to provide a list of priority areas that require intervention for the OVC to effectively access and participate in education. The priority needs cited in order of importance were:

1. Provision of basic needs especially food, shelter and clothing. Many respondents recommended the introduction of school feeding programmes as part of FPE so that the poor and child 'fishermen' can benefit by attending school regularly.
2. Provision of free medical services to all school children who do not have access to medical care.
3. Provision of specialized equipment such as Braille machines, hearing aids, crutches and wheel chairs to the disabled pupils.

4. Deployment of trained special needs teachers who can handle the OVC cases.
5. Educating and sensitising the community members about OVC to help reduce stigmatisation and lead to acceptance and love.
6. Proper data collection of OVC to know the extent of the problem.
7. Increase the supply of education learning materials given to OVC from those currently offered under FPE to cushion them against shortages.

### **Challenges Faced in Providing FPE to OVC**

According to the headteachers, there were a number of challenges faced in providing the OVC with FPE. The main challenges are as shown in Table 11 below with that of having inadequate learning materials being the most cited.

***Table 11 Challenges faced by OVC in FPE***

<b>Challenge</b>	<b>No. of times cited</b>	<b>Percentage</b>
Inadequate learning materials	6	31.5
Parental negligence	4	21.1
Provision of basic needs e.g. food	3	15.8
Teacher shortage	2	10.5
Lack of appropriate classes	2	10.5
Lack of medical care	1	5.3
Over-enrolment	1	5.3
<b>Total</b>	<b>19</b>	<b>100.0</b>

The other respondents had similar views as they gave the challenges faced as:

- Most of the OVC suffer due to inadequate provision of materials as they live in abject poverty and cannot afford even an exercise book once it fills up.



- Lack of food makes many OVC to stay away from school.
- Rejection and bias of the OVC by the school community mainly due to ignorance.
- FPE funding is not specific to the different categories of OVC so they may be left without appropriate equipment and facilities.
- In many schools there are few sanitary facilities shared by all pupils most of which are not appropriate for the pupils with physical challenges.
- Poor infrastructure and poor planning makes some areas inaccessible during the rainy seasons thus making the children to miss school.
- Inadequate number of trained special needs teachers. In most schools, the priority is on the normal child, and in case of a shortage the teacher assigned to offer special needs is often withdrawn to take care of the other classes.
- Parents do not support the education of their children under FPE as they took it literally that everything is now "Free". Many of them do not contribute to supplement the items required to assist the OVC learning.
- Medication for the children is very expensive and parents will often give priority to the normal child over the disabled ones.
- There is uncertainty on education continuity with many OVC wondering whether they will get someone to support their high school education. This is demoralizing many of them who are bright, as they do not see a future in education.

#### **4.6 Answers to Research Questions**

From the findings, six research questions that seek to establish the extent to which OVC participate in FPE can now be answered as follows:

##### **Q1. What different categories of OVC exist in public schools in Kobala location?**

The study established the existence of the following categories of OVC in public primary schools in Kobala:

- Overage children
- Orphans with one parent
- Total orphan without any parent
- The physically challenged
- Children living with HIV and those affected by the HIV/AIDS
- Former child 'fishermen'
- Children on drugs and substance abuse

##### **Q2. What is the percentage of OVC disaggregated by gender are in public primary schools in relation to those in the community?**

There was no reliable data either at the schools. However, according to the headteachers and the education officials at the division and zone levels, there are far too many OVC out of school than those currently enrolled in school. The researcher was informed of the many child-headed families where the older children do not go to schools at all since they have responsibilities over their younger siblings in terms

of basic provisions such as food, clothing and medical care. These children include those engaged in fishing, farming etc. There are far many boys in the category of OVC than girls currently attending primary schools. This is because of the societal sympathy for girls being more strongly held than for boys.

**Q3. What are the current enrolment, attendance, repetition and dropout rates?**

There were no data specifically for OVC. However, the numbers of OVC was found to be increasing very fast. The enrolment of OVC in schools in Kobala location has been overwhelming and schools have no extra space for any additional child who may want to join. The expansion of the school infrastructure cannot keep pace with the rapid increase of pupils' population. This undermines the participation of all children in the learning process. Attendance is fairly regular according to the findings above. However, those who had irregular attendance were mainly the ones with little or no support back at home in terms of subsistence and accommodation. More boys than girls are victims of absenteeism. It is important to mention here that OVC fall within this group.

Repetition is currently not a big problem in schools as indicated by the research findings. Repetition of classes was discouraged by MoE especially after the FPE, since it creates a backlog of those who want to enroll. However, teachers said that at times the parents do request for their children to repeat and the schools do consider such cases on merit. Most of the parents and guardians do it when they cannot afford to take children to secondary schools because they have other children

already there whom they want to finish school before the younger ones join. Majority of those who repeat are boys from needy families.

Only a few cases of OVC dropout have been experienced according to the findings. Many of those who drop out are those who have been working before joining or rejoining school again. They include former maids and boy-fishermen. Dropout cases are linked to lack of basic provisions like food, clothing and accommodation. For OVC, it is sometimes linked to discrimination and stigmatization. Those (older boys and girls) who take care of their siblings would also dropout to support the younger ones.

**Q4. What are the priority needs for OVC under FPE?**

The identified needs for OVC in order of priority included; adequate learning materials, adult support e.g. parents or guardians, food, lessening Stigma and discrimination associated with OVC , more classrooms, medical care, personal attention by teachers, school uniforms etc.

**Q5. How do school policies, rules and regulations support participation of OVC in FPE?**

Schools have rules and regulations that protect the interest of all learners without discrimination. However, the very same teachers who are supposed to be custodians of these rules float them every other day. Rules and regulations have not been made

with the best interest of the child. Pupils rarely participate in crafting these rules and regulations. They are more administration-friendly than child-friendly.

The policies that govern the schools come from the MoE. Some of the policies meant to safeguard the interest of OVC like abolishing of corporal punishment have not been adhered to by teachers and the administration alike. It was also interesting to note that none of the teachers knew anything about the Children's Act 2001 and many knew nothing at all about the UNCRC expectations.

**Q6. What is the role of administrators in enhancing participation of OVC in FPE?**

Unfortunately, the school administration in all schools that participated in the study has not been proactive enough to take interest in the plight of OVC in their schools. Many of the headteachers come from the community around the schools and therefore know the situation of many of the pupils. There are only 2 schools that offer counseling services because a special needs teacher exists. The overwhelming work carried by very few teachers means that there is never time for counseling even where a counselor exists. There were no records in all schools from where OVC could be identified more easily.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

Education was earlier in this document described as a 'social vaccine' for it affords those who have it the opportunity to be in a position to determine their own destiny in life. To OVC, it is perhaps the only hope for a better future. For Kenya to meet the EFA and MDG goals there is need to focus more attention on the plight of OVC in the Kenyan public primary schools.

The finding established that the numbers in the classrooms is overwhelming and as such, the teaching and learning processes are not effective and the quality of education generally is being compromised. There is urgent need for not only expanding the existing but also developing new schools in order to minimise the apathy in public primary schools today.

More importantly is the need to increase the recruitment of teachers in order to reduce the burden of the existing teachers, provide adequate learning materials like exercise books and pencils and make provisions for pupils to replace filled-in books more regularly. Schools in Kobala location specifically require more teachers in Kiswahili language, Christian Religious Education (CRE) and Physical Education. There is need for schools to look into how food can be made available particularly

to OVC in order to bolster or sustain their school attendance. Equally, the issue of lack of school uniforms needs to be addressed.

OVC problems in this country are on the rise particularly due to the HIV/AIDS related deaths, to this end, the objectives of the study aimed at establishing the obstacles faced by OVC in public primary schools in Kobala location in their quest to access and participate in FPE.

## **5.2 Conclusions**

The foregoing analysis presents HIV/AIDS as a social and health problem with such negative effects on the primary education as: morbidity and related absenteeism; resource wastage in terms of time and costs and expenditures at the individual child, teacher, activity and needs fulfillment levels; other costly outcomes such as destitution and orphanhood negatively affecting children's school attendance and access to quality equipment and other essential needs.

Given the critical role of education as a major player in the development of human resources, through teaching of literacy and numeracy, transmission of basic knowledge and skills for survival, the education system could play a critical role in battling against

HIV/AIDS prevalence through a number of strategies: 1) Enhancing the HIV/AIDS content in the curriculum; 2) Capacity building among teachers to enhance their

ability to effectively transmit HIV/ AIDS related messages in the curriculum; and 3)  
Development of guidance and counseling services at school levels.

Most of the OVC suffer due to inadequate provision of materials as they live in abject poverty and cannot afford even an exercise book once the ones given to them in school fills up. Lack of food makes many OVC to stay away from school. Whether a child lives under custody of a relative or any other adult figure, food remains a basic necessity that they must look for even if that means dropping out of school. Child-headed families commonly face this challenge.

Rejection and bias of the OVC by the school community is mainly due to ignorance. Although children spend much of their day in school, OVC have to face discrimination and stigma associated with their orphanhood. The category highly affected are those affected or/and infected by the HIV/AIDS. Teachers and the administration of schools lack the necessary skills on how to address some of the OVC related problems. There were for example only two counselors in two schools out of the ten schools sampled. Worse still is the fact that the two do not even have the time to perform their counseling duties due to heavy workload.

FPE funding is not specific to the different categories of OVC so they may be left without appropriate equipment and facilities. The funding from the MoE does not consider individual pupils characteristics such as disability, availability of parents or relative or even whether some OVC come from child-headed families.



In many schools there are few sanitary facilities shared by all pupils most of which are not appropriate for the pupils who are physically challenged. Inadequate number of trained special needs teachers. In most schools, the priority is on the normal child, and in case of a shortage the teacher assigned to offer special needs is often withdrawn to take care of the other classes. This is however also a national problem according to the DEO Kobala division.

Parents do not support the education of their children under FPE as they took it literally that everything is now "Free". Many of them do not contribute to supplement the items required to assist the OVC learning. There is also uncertainty on education continuity with many OVC wondering whether they will get someone to support their high school education. This is demoralizing many of those who are bright, as they do not see a future in education.

### **5.3 Recommendations**

From the findings of this study, it was apparent that although a number of OVC have benefited as a result of the FPE, many more were still out of school. There is still a lot that needs to be done to ensure that every child has a chance to access and participate in basic education. The following are some recommendations which may help in ensuring that the OVC get access and participate in FPE:

### ***Enhancing Access to Education for OVC***

There are a number of the OVC who are still not able to enroll in school despite the FPE having been in place for the last four years. There are a number of barriers still in place such as the lack of adequate shelter, clothing and food for the former child 'fishermen' and other OVC. There should be a provision under FPE to provide such basic needs to the marginalized, neglected and abandoned children by having them live in government sponsored homes.

### ***Increasing Participation of the OVC***

It was established that the OVC dropout of school mainly because they felt they did not fit in. There is need therefore to make them feel welcome by the teachers learning how to handle them so that they do not feel emotionally distraught. The OVC already in school should be maintained by ensuring they do not get reasons to absentee themselves due to such basics as lack of writing materials.

### ***Enhancing Quality Education for OVC***

In a number of schools there were very few teachers who are qualified to teach Special Education Needs (SEN). There is need to have all the teachers during pre-service training to undertake a course in special education so that they know how to handle these children. In addition teachers need skills in guidance and counseling. For those teachers in the field, the MoE in conjunction with NGOs can organize in-service workshops. As a result of the over-enrollment new teaching methodologies

and strategies such as multi-shift and multi-grade teaching may have to be put in place. It is important that teachers are trained on how they will adopt these to suit the different situations.

### ***Streamlining the FPE Implementation Process***

Almost four years after the start of the FPE programme in public primary schools in Kenya useful lessons have been learnt and it is imperative that MoE uses this to rectify the implementation process to ensure timely delivery of the required funds. The funds should be released according to the school calendar and not the government financial year. This will ensure that the required teaching-learning resources are purchased and delivered on time unlike present case where the year is ending with some text books yet to be supplied.

### ***Maintaining proper OVC Records***

In almost all the schools surveyed there were no records of the OVC in general or of their various categories. There is need to have records in place indicating the OVC present in each class by their category at the beginning of each term so as to facilitate proper planning both at the school level and at the national level. In addition to having their daily attendance noted in the usual class registers, additional information should be recorded in a different register so that more details can be included. Confidentiality should be maintained possibly by having the records kept by the headteachers.

### ***Sensitisation of Parents and School Community on OVC***

A major problem affecting OVC was that of stigmatisation both at home and at school which resulted in many of them not attending school. There is need to carry out sensitisation campaigns so that they can gain acceptance from their family, members of the community, school children, teachers and the school administration. Teachers especially need to be trained on how to handle the overage and former child 'fishermen' so that they do not feel stigmatized. The government in conjunction with the civil society should facilitate this.

### ***The OVC under FPE***

Under FPE all the pupils in primary schools are allocated KSh. 1,020 (1US\$ = 65 Ksh). There is an additional flat rate of KSh. 2,000 for the SEN pupils. This amount is not adequate as pupils who have hearing or visually impaired need much more for the hearing aid or Braille equipment respectively. The orphans and the poor may require food and clothing in addition to current provisions. There is therefore need for MoE to allocate money according to the specific needs of the pupils in a school.

### ***Having a Responsive Legal-Regulatory Framework***

There is need to ensure that there is a responsive legal framework in which the education providers will use. Currently there is no harmonization on educating the OVC in the various legislatives such as the Education Act, Children's Act 2001 and

Disability bill. It is important to get these Acts harmonized so that the provision of education to the various OVC is domesticated as a right.

### ***Improving Enrolment of OVC in FPE***

Government policies need to focus more on the plight of orphans' education and their integration in society. Effective strategies are needed to improve their enrolment based on a clear understanding of their needs and guided by locality-specific response initiatives. Undertake specific HIV/AIDS-targeted responses, improving access to health services for parents and caregivers; ensuring that those infected and affected by HIV/AIDS are not excluded from education through the negative impacts of stigmatisation and prejudice.

### **5.4 Suggestions for Further Research**

This study indicates that there is very little information on the extent and impact of HIV/AIDS pandemic on the education sector. In view of the central role of the MoE in the HIV/AIDS prevention and control, there is need for detailed information on the various effects of the pandemic on the sector, with an effort made to determine the number of AIDS orphans enrolled and their needs.

There is an urgent need to assess the impact of HIV/AIDS on the education sector using actual field data. Such information should be collected directly from the teachers and students both as individuals and as members of the education system.

The data on the scale and the extent of the pandemic as it relates to the provision of educational services will provide the rationale for prevention and mitigation. This information will also be useful to the government in assessing the potential for developing an affordable, socially and politically acceptable and cost-effective health care delivery system, covering HIV/AIDS related constraints affecting the teachers.

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**APPENDICES**

**Appendix A**

**LETTER TO HEADTEACHERS**

Thomas O. Odera  
C/o University of Nairobi  
Department of Educational  
Administration and Planning  
P.O.Box 92  
Kikuyu

1<sup>st</sup> July, 2007

The Headteacher,

..... Primary School

Dear Sir/Madam,

**RE: A SURVEY ON THE PARTICIPATION OF ORPHANS & VULNERABLE CHILDREN IN FREE PRIMARY EDUCATION IN THE RURAL SETTINGS IN KENYA**

I am a postgraduate student of the University of Nairobi, pursuing a Masters of Education Degree Course in Educational Administration and Planning.

I intend to conduct a study on the participation of orphaned and vulnerable children (OVC) in Free Primary Education (FPE) in rural and urban settings in your school. I hereby kindly request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaires are designed for this research purpose only, therefore the responses shall be confidential and anonymously given

**NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.**

Thank you in advance.

Yours Sincerely,

Thomas O. Odera

## **Appendix B**

### **LETTER TO TEACHERS**

Thomas O. Odera  
C/o University of Nairobi  
Department of Educational  
Administration and Planning  
P.O.Box 92  
Kikuyu

1<sup>st</sup> July, 2007

Dear Respondent,

**RE: A SURVEY ON THE PARTICIPATION OF ORPHANS & VULNERABLE CHILDREN IN FREE PRIMARY EDUCATION IN THE RURAL SETTINGS IN KENYA**

I am a postgraduate student of the University of Nairobi, pursuing a Masters of Education Degree Course in Educational Administration and Planning.

I intend to conduct a study on the participation of orphaned and vulnerable children (OVC) in Free Primary Education (FPE) in rural settings in your in your school. I have two questionnaires to administer – teachers and students. I hereby request your support in responding to the questionnaire items as honestly as possible and to the best of your knowledge. Also request you to assist in administering the students' questionnaires on my behalf.

The questionnaires are designed for this research purpose only, therefore the responses shall be confidential and anonymously given.

**NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.**

Thank you in advance.

Yours Sincerely,

Thomas O. Odera

## Appendix C PUPILS' QUESTIONNAIRE

The Questionnaire is purely for the purpose of academic research. It is not a test. Please note that information given will be kept in strict confidence. You are not required to indicate your name or any other form of identification. However, the usefulness of the information will depend solely on your honesty.

Please mark with a tick  in the appropriate boxes.

1. What is your gender?      Male       Female
  
2. How old are you? (in years)  
10 – 12        
12 – 15        
16 – 18        
Over 18
  
3. Do you have brothers or sisters (write their numbers in the boxes).  
Sisters  Brothers
  
4. Have you lost any of your parents through death?  
Yes  No
  
5. What of the cause of the death(s)?  
Old age        
HIV/AIDS        
Accident        
Other diseases other than HIV/AIDS
  
6. Which of the parents is/are still alive?

Father  Mother  None  No Idea

7. a). Do you attend school regularly? (Monday – Friday)

Yes  Sometime  No

b). If your answer in a) above is NO, please briefly explain, why?

.....

8. Do you have reading and writing materials necessary for your learning?

Yes  No  Only some

9. Do you get attention from the teachers in your school?

Yes  No

10. How many pupils joined your class when Free Primary Education was declared?

.....

11. a). How many meals do you have per day?

Three  Two  One

b). Does your school provide you with any meals? Yes  No

12. a). Are teachers for all subjects taught in the school available?

Yes  No

b). Which subject areas are you missing?

.....

13. a). Do teachers use teaching aids to enhance learning? Yes  No

b). Are the teaching and learning aids in a) above available

Yes  No

**THANK YOU**

## Appendix D

### TEACHERS' QUESTIONNAIRE

This questionnaire is for the purpose of research as explained in the introductory letter. Please note that the information given here will be kept in strict confidence. The usefulness of the information will depend solely on your honesty.

Please tick  in the appropriate box.

1. What is your gender? Male  Female
  
2. What is your Marital status  
Married  Single  Divorced  Separated
  
3. What is your teaching experience (in years)?  
0 – 5   
6 – 10   
11 – 15   
16 - above

4.a). How many pupils do you have in your class currently? .....

5.b). How of them are girls? .....

6. How many OVC do you have in your class by gender? Fill in the table below.

Boys	Girls

7. What categories of OVC are in your class?

- a) Orphans
- b) Abandoned
- c) Former child labourers
- d) Physically challenged children
- e) Others, Specify .....

8.a). Do pupils in your class attend school regularly?

Yes  No

b). If No, give reason(s)

.....  
.....

9. What is the age range of pupils in your class?

11 – 12

13 – 14

15 – 16

17 – above

10. Does your school provide lunch for pupils? Yes  No

11. How many of the pupils have dropped out in the last one-year?

None  0 – 5  6 – 10  more than 10

12. Is the learning space adequate? Yes  Fairly adequate  No

13. Do you have enough teaching and learning materials?

Yes  Fairly  No

14. How would you describe the quality of FPE?

Excellent  Satisfactory  Good  Poor

15. a). Is FPE benefiting the OVC in anyway?

Yes  No  Maybe

b). briefly, explain

.....  
.....

16. Please list down some of the needs of OVC in order of priority

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

17. How does the school respond to these needs?

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

18. a). Does the school have any psycho-social support programmes for OVC?

Yes  No

b). If Yes, briefly explain the support provided.

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

19. Do you have adequate teaching and learning resources for your function to be effectively discharged?

Yes  Fairly adequate  No

20. a). Is the school administration supportive of the OVCs in the school?

Yes  No

b). If Yes, briefly explain how

.....  
.....

THANK YOU FOR YOUR TIME AND SUPPORT



## Appendix E

### HEADTEACHER'S QUESTIONNAIRE

This questionnaire is for the purpose of research as explained in the introductory letter. Please note that the information given here will be kept in strict confidence. You are not required to indicate your name or any other form of identification. However, the usefulness of the information will depend solely on your honesty.

Please tick  in the appropriate box.

1. What is your gender?

Male  Female

2. What is your marital status?

Married  Single  Divorced  Separated

3. What is your teaching experience? (in years)

0 – 3  4 – 7  8 and above

4. a). What is the population of pupils in your school?

Boys ..... Girls .....

b). How many of these fall under the category of OVC?

Boys ..... Girls .....

5. Please indicate the number of those who dropped out at the beginning of the year

Boys: Number ..... Girls: Number .....

6. How many teachers do you have in your school?

Male .....Female .....

7. Do you have any teacher shortages in your school?

Yes  No

8. Please briefly explain how you managed to identify them amongst other children?

.....  
.....

7. a). Do you have any psychosocial support programmes in your schools to cater for the needs of OVC?

Yes  No

b). If Yes, briefly explain how do your support them?

.....  
.....

9. a). What is the frequency of attendance of the OVC in your school?

Consistent  Fairly consistent  Inconsistent

b). If inconsistent, what could be the problem(s)?

.....  
.....

10. Do you provide books and other learning requirements in your school?

Yes  Sometime  Not at all

11. Please state the priority needs for orphans and vulnerable children in your school?

.....

14. Does your school have adequate and relevant teaching and learning materials?

Yes  No

15. How would you describe the FPE in the context of your school scenario?

Highly beneficial  Fairly beneficial  Not beneficial

16. a). What is the general performance of your school in national examinations?

b). How would you describe the performance of OVC in that examination?

.....

THANK YOU FOR YOUR TIME AND SUPPORT

## Appendix F

### OBSERVATION GUIDE

#### PHYSICAL FACILITIES.

1. Classroom

a) Availability of desks                      Good     Fair     Poor

b) Pupils table and chairs                  Good     Fair     Poor

c) Teacher table and chair                 Good     Fair     Poor

2. Tidiness of the compound.    Clean     Fairly clean     Dirty

#### RELATIONS OF OVC AND TEACHERS AND OTHER CHILDREN

1. Playing in the field together    Yes     Sometime     No

2. Contribution to discussion in class.

Regularly     Fairly regular     Not at all

3. Are they outgoing?    Yes     No

4. Do teachers pay attention to them?    Yes     No

5. Do they have they required school uniform in good condition?

Yes     No

6. Do they seem shy when spoken to?

Yes     No     Sometime

7. Describe the general condition OVC met.

.....  
.....

*Table 12: Minimum Number of Participants Needed for Adequate Representation of the Population*

<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
10	10	260	155	2,000	322
15	14	270	159	2,200	327
20	19	280	162	2,400	331
25	24	290	165	2,600	335
30	28	300	169	2,800	338
35	32	320	175	3,000	341
40	36	340	181	3,500	346
45	40	360	186	4,000	351
50	44	380	191	4,500	354
55	48	400	196	5,000	357
60	52	420	201	6,000	361
65	56	440	205	7,000	364
70	59	460	210	8,000	367
75	63	480	214	9,000	368
80	66	500	217	10,000	370
85	70	550	226	15,000	375
90	73	600	234	20,000	377
95	76	650	242	30,000	379
100	80	700	248	40,000	380
110	86	750	254	50,000	381
120	92	800	260	75,000	382
130	97	850	265	100,000	384
140	103	900	269	250,000	384
150	108	950	274	500,000	384
160	113	1,000	278	1,000,000	384
170	118	1,100	285	10,000,000	384
180	123	1,200	291	500,000,000	384
190	127	1,300	297		
200	132	1,400	302		
210	136	1,500	306		
220	140	1,600	310		
230	144	1,700	313		
240	148	1,800	317		
250	152	1,900	320		

*N* stands for size of the population; *n* stands for size of the recommended sample. The sample sizes are based on a 95% confidence level.

Source: Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 608

# MINISTRY OF SCIENCE & TECHNOLOGY

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KENYA

**MOST 13/001/37C 290/2**

**4<sup>th</sup> June 2007**

Thomas Otieno Odera  
University of Nairobi  
P.O. Box 30197  
NAIROBI

Dear Sir

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *'Orphaned and Vulnerable Children Participation in Free Primary Education in Kobala Location (Rural) in Rachuonyo District Kenya'*

I am pleased to inform you that you have been authorized to carry out research in Rachuonyo District for a period ending 30<sup>th</sup> July 2007.

You are advised to report to the District Commissioner and District Education Officer Rachuonyo District before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

  
M. O. ONDIEKI  
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner  
Rachuonyo District

The District Education Officer  
Rachuonyo District