

**INVESTIGATION OF ACCESS TO FREE PRIMARY EDUCATION  
BY ORPHANED CHILDREN IN AN URBAN SETTING:  
(A CASE STUDY OF MAKADARA DIVISION)**

**BY:  
DIANA K. RUCHUGO  
L 42 /P / 9065 / 2004**

**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
AWARD OF POSTGRADUATE DIPLOMA IN PROJECT PLANNING AND  
MANAGEMENT OF UNIVERSITY OF NAIROBI**

**June, 2007**



33 956327

AA

LB

1564

1K4R82

## DECLARATION

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

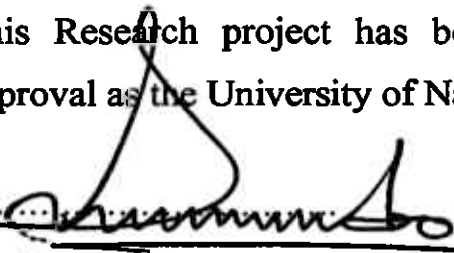
..........

.....10<sup>th</sup> AUG '2007.....

DATE

NAME: DIANA RUCHUGO  
L42/P/9065/2004

This Research project has been submitted for examination with my approval as the University of Nairobi supervisor.

..........

.....10/08/07.....

DATE

NAME: MR. CHARLES M. RAMBO  
LECTURER  
DEPARTMENT OF EXTRAMURAL STUDIES  
UNIVERSITY OF NAIROBI

## **DEDICATION**

**With Love I Dedicate This Work to My Mother,**

**An Incredible woman. Without her support, love, prayers and guidance, I would never have had the opportunity to pursue postgraduate studies. It's an honor to call her my mummy.**

## **ACKNOWLEDGEMENT**

I don't have any "little people" to thank, because I have been fortunate to have had support, pushes, pulls and nudges by many people of immense heart and friendship.

My mind turns to my wonderful mother, a remarkable woman with boundless energy and love for her children. Also to my amazing siblings, for their unwavering support in everything.

To my course mates; Linda Ogallo who has become more of a best friend, Nancy Cheron, Emily Gichuki, Violet Wambui, Wambaire Ndung'u, Monica Kimani, whose inspiration keeps me full of admiration to them, Justin Macharia, Waweru Kariuki, Ken Kuria, Michael Mwaura, David Irungu, Jimmy, Alex Rutto, Anthony Sang, Hesborn Malweyi, all whom I have come to know at personal levels and more importantly as friends. Daniel Kanjagua for making us all laugh even when we didn't feel like it and Mwititi for having been supportive in words and in deeds. I feel I have friends for life. Thank you all.

I also wish to express my sincere gratitude to my extended family, my other friends and my supervisor Mr. Rambo for his assistance and guidance during the entire period.

Above all I thank God, the center of my focus for making it all possible for me.

## TABLE OF CONTENTS

DECLARATION.....	II
DEDICATION .....	III
ACKNOWLEDGEMENT .....	IV
TABLE OF CONTENTS.....	V
ABSTRACT .....	VII
LIST OF TABLES.....	VIII
LIST OF FIGURES.....	IX
LIST OF ABBREVIATIONS AND ACRONYMS.....	XI
CHAPTER ONE .....	1
<b>1.0:- INTRODUCTION .....</b>	<b>1</b>
<b>1.1 BACKGROUND OF THE STUDY.....</b>	<b>2</b>
<b>1.2 STATEMENT OF THE PROBLEM.....</b>	<b>4</b>
<b>1.3 PURPOSE OF THE STUDY.....</b>	<b>5</b>
<b>1.4 OBJECTIVES OF THE STUDY.....</b>	<b>5</b>
<b>1.5 RESEARCH QUESTIONS .....</b>	<b>5</b>
<b>1.6 RESEARCH HYPOTHESIS.....</b>	<b>6</b>
<b>1.7 RATIONALE AND SIGNIFICANCE OF THE STUDY.....</b>	<b>6</b>
<b>1.8 LIMITATIONS .....</b>	<b>7</b>
<b>1.9 BASIC ASSUMPTIONS .....</b>	<b>8</b>
<b>1.10 OPERATIONAL DEFINITIONS.....</b>	<b>8</b>
<b>1.11 ORGANIZATION OF THE STUDY .....</b>	<b>9</b>
CHAPTER TWO .....	<b>10</b>
<b>2.0 LITERATURE REVIEW .....</b>	<b>10</b>
<b>2.1 Introduction .....</b>	<b>10</b>
<b>2.1.1 History of Education.....</b>	<b>10</b>
<b>2.1.1.1 Education in preliterate societies .....</b>	<b>10</b>
<b>2.1.1.2 Education in ancient Africa and Asia .....</b>	<b>11</b>
<b>2.1.1.3 Education in Ancient Greece.....</b>	<b>11</b>
<b>2.1.1.4 Medieval Education .....</b>	<b>14</b>
<b>2.1.1.5 Education during the Renaissance.....</b>	<b>16</b>
<b>2.1.1.6 Education during the Protestant Reformation.....</b>	<b>17</b>
<b>2.1.1.7 Educational Theory in the 17th Century .....</b>	<b>18</b>
<b>2.1.1.8 Education in the 19th Century.....</b>	<b>20</b>
<b>2.1.1.9 Introduction of Formal Education in Kenya by British Colonialists .....</b>	<b>21</b>
<b>2.1.2 The introduction of free primary education into the Kenya education system</b>	<b>21</b>
<b>2.2 CHALLENGES FACING THE ORPHANED CHILDREN .....</b>	<b>23</b>
<b>2.2.1. Having an extended family around you.....</b>	<b>23</b>
<b>2.2.2. Worsening Poverty .....</b>	<b>23</b>
<b>2.2.3 Meeting Basic Needs .....</b>	<b>24</b>
<b>2.2.4. Property Dispossession.....</b>	<b>24</b>
<b>2.2.5. Children living on the street.....</b>	<b>25</b>
<b>2.2.6. Child Labor .....</b>	<b>25</b>
<b>2.2.6.1 ORPHANS AND THE WORST FORMS OF CHILD LABOUR .....</b>	<b>26</b>

2.2.7. <i>Psychosocial Impact</i> .....	27
2.2.8. <i>Distress Signals</i> .....	28
2.3 STATUS OF ORPHANED CHILDREN IN KENYA.....	29
<b>CHAPTER THREE</b> .....	<b>30</b>
<b>3.0 RESEARCH METHODOLOGY AND DESIGN</b> .....	<b>30</b>
3.1 <i>INTRODUCTION</i> .....	30
3.2 <i>RESEARCH DESIGN</i> .....	30
3.3 <i>AREA OF THE STUDY</i> .....	30
3.4 <i>STUDY POPULATIONS</i> .....	30
3.5 <i>SAMPLING</i> .....	31
3.6 <i>DATA COLLECTION AND INSTRUMENTS</i> .....	32
3.7 <i>DATA ANALYSIS PROCESS</i> .....	33
3.8 <i>ETHICAL CONSIDERATIONS</i> .....	34
3.9 <i>PILOTING AND PRE-TESTING OF INSTRUMENTS</i> .....	34
<b>CHAPTER FOUR</b> .....	<b>35</b>
<b>4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION</b> .....	<b>35</b>
4.1 <i>INTRODUCTION</i> .....	35
4.2 <i>CHARACTERISTICS OF THE STUDY GROUP</i> .....	35
4.2.1 Age distribution of the pupils.....	35
4.2.2 Sex of the respondents.....	36
4.2.3 Language that they pupils commonly use.....	37
4.2.4 First placement in school.....	37
4.2.5 Orphan status in school.....	38
4.3 <i>PSYCHOSOCIAL ISSUES</i> .....	38
4.3.1 Psychosocial issues present.....	38
4.3.2 The psycho-social issues among the respondents.....	39
4.3.3 Effect of parent(s) death on the child.....	40
4.4 <i>Teachers' responses</i> .....	41
4.5 <i>Relationship between selected variables</i> .....	43
4.5.1 Relationship between age and psychosocial issues.....	43
4.5.2 Relationship between treatment at school and psychosocial issues.....	43
4.5.3 Relationship between treatment from the guardian and the psychosocial issues.....	44
4.5.4 Relationship between school provisions and school necessities.....	44
4.5.6 Relationship between age and the person the child admires.....	45
4.5.7 Relationship between OVC status and first placement in school.....	45
<b>CHAPTER FIVE</b> .....	<b>48</b>
<b>SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b> .....	<b>48</b>
<b>RECOMMENDATIONS FOR FPE IN KENYA</b> .....	<b>50</b>
<i>Areas for further research</i> .....	53
<b>REFERENCES</b> .....	<b>54</b>
<b>APPENDIX 1</b> .....	<b>58</b>
<b>PUPILS INTERVIEW SCHEDULE</b> .....	<b>58</b>
<b>APPENDIX 2</b> .....	<b>61</b>
<b>TEACHER'S QUESTIONNAIRE</b> .....	<b>61</b>

## **ABSTRACT**

The number of orphans is increasing; currently it is estimated that 14 million children aged below 15 years have lost one or both their parents and this number is expected to swell to 25 million by the year 2010, as more people get infected with HIV/Aids. About two thirds of children orphaned by HIV are infected with the virus. The majority of these children are in sub-Saharan Africa. Many of these children are being cared for by a parent or guardian who is sick, elderly grandparents who themselves often need care and support or improvised relatives struggling to meet their own children's need.

The growing numbers of orphans is straining these traditional coping mechanisms and comprehensive care and support must be scaled up to address this situation. Such interventions will include access to health care, socio-economic strengthening, human rights and legal protection and psycho social support. It is however not known if these interventions are accessible challenges the orphaned children face in Kenya.

This study sought to establish if there is access to free primary education by the orphans. It also examined the policy areas, that is-the current laws and practices that address education of orphans. The study used survey research methodology using triangulation of both quantitative and qualitative data, a sample of 300 orphans and purposive sampling method.

The study found that in deed orphans and other vulnerable children do attend school especially with the introduction of free primary education, although they lack some amenities to facilitate smooth learning. Some of the recommendations from this study include mobilizing and supporting community based responses, GoK should develop the FPE policy and promote partnership to ensure sustainable implementation of FPE. However there is need for further research on how GoK can ensure equity and access to all orphaned children in terms of education and development of a community based information systems that can be used to identify orphans and increase their enrollment to schools.



## **LIST OF TABLES**

<b>TABLE 1: Estimated number of children aged 0-17 orphaned by HIV/Aids alone in all the Kenyan provinces</b>	<b>29</b>
<b>TABLE 2: Central tendency of the age distribution of the orphans</b>	<b>36</b>
<b>TABLE 3: Relationship between age of a child and the psycho-social issues</b>	<b>43</b>
<b>TABLE 4: Relationship between psycho-social issues and treatment at school</b>	<b>43</b>
<b>TABLE 5: Relationship between psycho-social issues and treatment from the guardian</b>	<b>44</b>
<b>TABLE 6: Relationship between school necessities and provider</b>	<b>44</b>
<b>TABLE 7: Relationship between the child's mentor and age.</b>	<b>45</b>
<b>TABLE 8: Relationship between a child orphan status and enrollment to school</b>	<b>45</b>

## **LIST OF FIGURES**

<b>FIGURE 1: Summary of some the challenges facing orphaned children</b>	
.....	<b>28</b>
<b>FIGURE 2: Distribution of the respondents' age</b>	
.....	<b>35</b>
<b>FIGURE 3: Sex distribution of the respondents</b>	
.....	<b>36</b>
<b>FIGURE 4: Language used by the respondents</b>	
.....	<b>37</b>
<b>FIGURE 5: First placement in school</b>	
.....	<b>37</b>
<b>FIGURE 6: Orphan status in school</b>	
.....	<b>38</b>
<b>FIGURE 7: Distribution of the subjects with psycho-social issues</b>	
.....	<b>38</b>
<b>FIGURE 8: The psycho-social issues among the subjects</b>	
.....	<b>39</b>
<b>FIGURE 9: Effects of parent(s) death on an orphan</b>	
.....	<b>40</b>

## **LIST OF ABBREVIATIONS AND ACRONYMS**

- AIDS** – Acquired immune deficiency syndrome
- ART** – Anti-Retroviral Therapy
- CBO** – Community Based Organizations
- DHS** – Demographic and Health Survey
- DR** – Dependency ratio
- FBO** – Faith Based organizations
- FGD** – Focused Group Discussion
- FPE** – Free Primary Education
- GoK** – Government of Kenya
- HIV** – Human immunodeficiency Virus
- KANU** – Kenya African National Union
- NARC** – National Rainbow Coalition
- MDGs** – Millennium Development Goals
- MOEST** – Ministry of education, Science and Technology
- OVC** – Orphans and Vulnerable children
- SPSS** – Statistical package for Social Sciences
- UNAIDS** – United Nations programme on HIV/AIDS
- UNICEF** – United Nations Children’s Fund
- WHO** – World Health Organization.

## **CHAPTER ONE**

### **1.0:- INTRODUCTION**

Kenyans witnessed the most horrific act, whereby a 15 year old aids orphan was killed by a guardian in Tetu, Nyeri district in April 2006. This little boy's death was painful, all the more because it came calling through the hands of a guardian and uncle, who should have been a pillar of hope and comfort. This then sets a forum for us as a society to look deeper at ourselves in regards to orphans amongst us. (Daily Nation page four on the 16<sup>th</sup> of April, 2006)

Among the most devastating occurrences in the world today is orphaning a generation of children, hence compromising their welfare and rights. Today there are over 14 million children under the age of 15 living who have been robbed of one or both parents the major cause being HIV/AIDS. The vast majority are 11 million of these children living in sub Sahara Africa (Children on the Brink, 2002). This figure represents 11.9 percent of the region's under 15 years population. It is estimated that seven years from now the number is expected to grow to 20 million this is due to the high proportion of adults already living with the HIV and the continuing difficulties in expanding access to prolonging antiretroviral treatment. This has further contributed to the deepening of poverty among people.

The responsibility of caring for orphaned children is a major factor pushing many extended families beyond their ability to cope. Orphaned children are disadvantaged in many ways and often devastating ways. In addition to the trauma witnessing the sickness of both or single parent some witness death, they are likely to be poorer and less healthy than non-orphan ones. They are likely to suffer damage to cognitive and emotional

development, less likely to go school and more likely to be subjected to forms of child labor.

Survival strategies of eating less and selling assets increases their intensity to vulnerability, hence by providing basic education and for them, it enhances independence among them. Education represents the best and perhaps only real chance of breaking out of a vicious cycle of poverty. It also offers children the chance to obtain the knowledge, skills and confidence that open up real opportunities for work. Education is the best delivery mechanism thus far for information and discussion about HIV/AIDS and other threats to children's well-being. They give young people a chance to develop life skills, the negotiation, communication and decision-making approaches necessary for healthy living.

## **1.1 BACKGROUND OF THE STUDY**

Millions of children around the world have been orphaned by the various reasons the major one being the HIV/AIDS crisis. Even without HIV/AIDS, it is said that the percentage of children who are orphans is significantly higher in sub-Saharan Africa than in the other regions of the world. In sub-Saharan Africa, 12 per cent of all children are orphans, compared with 6.5 per cent in Asia and 5 per cent in Latin America and the Caribbean. (*Children on the Brink 2002*).

It is also said that the number of orphans in some Sub-Saharan African countries exceeds half a million, and, in some countries, children who have been orphaned by AIDS comprise half or more of all orphans nationally. (UNICEF (2006), 'Africa's Orphaned and Vulnerable Generations: Children Affected by AIDS')

Apart from the emotional and psychological effects that losing a parent can have, there is clear evidence that orphaned children are dropping out of school at a higher rate than non-orphaned children. This is so because current knowledge suggests that when parents die, the amount of resources available for education decreases. As a result, orphans are more likely to drop out of school than non-orphans, as school fees become unaffordable.

International agencies have been vocal in demonstrating this risk; however, the question remains open on how to best meet the educational needs of these orphans.

Poverty is not the sole determinant of an orphan's school attendance. Studies show that the critical determinant is the nature of the family relationship between the orphan and the decision-making adult in the family or household; the closer the tie, the greater the chance that the child will go to school. Children living in households headed by non-parental relatives fare worse than those living with parental heads, and those living in households headed by non-relatives fare worse still. Much of the gap between the schooling of orphans and non-orphans is explained by the greater likelihood that orphans will live with more distant relatives or unrelated caregivers. (Case, et.al 2003)

Orphans are also more likely to have their schooling interrupted. A study in Uganda found that while 14 per cent of primary-school pupils had at some point missed an entire term, the proportion of double orphans missing a term was far higher at 27 per cent. (Hyde, et. al 2002)

The same survey found that that more than a quarter of orphans said that their school performance had deteriorated, partly because of interruptions, and partly because of stress.

## **1.2 STATEMENT OF THE PROBLEM**

Education is vital for children's futures and is important for their psychosocial development as it is a necessary prerequisite for development. This is the rationale for introduction of free primary education for all Kenyan children irrespective of whether orphan or not.

Orphan children unlike other children suffer from emotional and psychological effects from losing their parent(s), and there is evidence that dropping out of school is at a higher rate among the orphans unlike non-orphaned children due to the decrease in the amount of resources available for education as it is viewed as a luxury rather than a basic need.

Owing to this fact, the probabilities are higher that orphan children may lack education. Lack of education has serious consequences which should not be left to chance, such as increased poverty, having insufficient resources or income.

That result to a cause and effect relationship between the two, and this consequently leads to other social problems such as increased social deviant behavior, increased morbidity (illness) and mortality (death), lack of empowerment and lack of employment as a result of lack of skills and increased illiteracy.

Lack of education also results to ignorance that precedes lack of transformation which is built with information. Once a child is armed with education, they face a high chance of becoming financially independent and good citizens.

### **1.3 PURPOSE OF THE STUDY**

The purpose of the study is to establish whether orphan children access free primary education in an urban setting.

### **1.4 OBJECTIVES OF THE STUDY**

This study did have objectives that were broadly classified into two

#### **Overall objective**

The overall objective of this study was to investigate the access to free primary education by the orphans and the extent to which other stakeholders have enhanced this access.

#### **Specific Objectives**

- Identification of knowledge, attitude and perception of teachers towards orphans.
- Establishing ways in which orphans are currently enrolled into FPE programs and identification of gaps in the current free primary education policy on orphans.
- Identification of factors that influence access to education and adherence for orphans.
- Examination of the barriers to education and issues of equity that affect orphans.
- Looking at the convergence of practice and national policy and legislation with respect to education for the orphans and identification of existing structures, systems, policies and mechanisms in the public sector that can support or complement activities benefiting orphans and their caregivers

### **1.5 RESEARCH QUESTIONS**

- Are orphaned children accessing the free primary education?
- Is there a relationship between the age of a child and psycho-social issues?



- Is there a relationship between psycho-social issues experienced by orphaned children and treatment in school?
- Is there a relationship between psycho-social issues experienced by the orphans and the treatment from their guardians/care-givers?
- Is there a relationship between school necessities and providers?
- Is there a relationship between a child's age and their mentor?

## **1.6 RESEARCH HYPOTHESIS**

Ho: Being a young orphaned child one is prone to more psychosocial issues

Ho: The OVC status affects the enrollment in school

Ho: Psycho-social issues are from treatment in school

Ho: Psycho-social issues are due to treatment from the guardians/caregivers

Ho: Children's mentor varies with their ages

## **1.7 RATIONALE AND SIGNIFICANCE OF THE STUDY**

Orphaned children need a number of services to ensure their rights and well-being, notably: Education is fundamental for children's futures and is paramount for their psychosocial development. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks.

The results can be used to influence actions at the national or sub national levels to improve the well being of orphans, for instance policy makers, program managers, government officials, or other stake holders affiliated with educational systems.

**Some of the interventions may include to:**

- **Enhance enrolment and retention include reducing or eliminating school fees and hidden costs**
- **Improving the quality of schools**
- **Introducing life skills development into curricula**
- **Implementing school feeding programs**
- **Engaging schools as community resources for information, psychosocial support, day care, HIV prevention, and other support functions.**

**This study provides a catalyst for educating and influencing the general public, donors, program developers, policy markers and others, as it uncovers what is already known and needs to be learnt about the status or condition of orphans in regards to education.**

**Hence, output from this study can be used to, Promote advocacy efforts at multiple levels, Plan strategically at national level for the orphans, Assess the scale of crisis on the children, Define or refine interventions, Mobilize social and community activities, Build capacity of organizations, Plan, enhance and expand programs and Monitor and evaluate programs concerning the children.**

## **1.8 LIMITATIONS**

**The major limitation to the study was limited time and financial constraint to exhaustively cover larger and more divisions.**

## **1.9 BASIC ASSUMPTIONS**

The study assumes that:-

- The government and the stakeholders are committed to expanding accessibility to primary education for all children including orphans.
- The government is committed to improving the quality of educations at all levels in accordance with the provisions of the Dakar Framework for Action on Education for All (2000).
- The information collected from the respondents were given in good faith and were correct.

## **1.10 OPERATIONAL DEFINITIONS**

*Who is an orphan child?*

The concept of an orphan child varies from one culture to another. An orphan is a child who has lost one or either parents or lives in a house hold with an adult death. (UNAIDS/UNICEF Report on the technical consultation on indicators for children, April 2003).

Orphans are also defined as maternal orphan-child under the age of 18 whose mother has died, paternal orphan is a child under the age of 18 whose father has died and we have double orphan as a child whose mother and father are dead. (Children on the Brink, 2004)

For this study the researcher employed the definitions of maternal, paternal and double orphans for any orphaned state.

**Access:** for this study access will refer to the ability to reach for education in form of attendance and admission to a public school.

### **1.11 ORGANIZATION OF THE STUDY**

The study is organized into five chapters. Chapter one begins with the background of the stud, statement problem, purpose of the study, objectives of the study, research questions and hypothesis, rationale and significance of the study, limitations and definition of the study.

Chapter two gives a comprehensive history of education and introduction of free primary education into the Kenyan system. It also includes some of the challenges that are facing the orphaned children.

Chapter three is on the research methodology adopted for the study. This chapter includes the research design, sampling, data collection and the instruments used data analysis process, ethical considerations taken and piloting as a means of minimizing for errors and bias.

Chapter four follows chapter three and it examines the data analysis, presentation of the findings, interpretation and discussions. In this chapter also, there is acceptance or rejection of the null hypotheses.

Lastly we have chapter five that presents the summary of the findings, conclusions and recommendations by the researcher.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature and previous studies on education and orphans.

##### **2.1.1 History of Education**

Education developed from the human struggle for survival and enlightenment. It may be formal or informal. Informal education refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture. Formal education refers to the process by which teachers instruct students in courses of study within institutions. (Microsoft encyclopaedia, 2003)

##### **2.1.1.1 Education in preliterate societies**

Before the invention of reading and writing, people lived in an environment in which they struggled to survive against natural forces, animals, and other humans. To survive, preliterate people developed skills that grew into cultural and educational patterns. For a particular group's culture to continue into the future, people had to transmit it, or pass it on, from adults to children. The earliest educational processes involved sharing information about gathering food and providing shelter; making weapons and other tools; learning language; and acquiring the values, behavior, and religious rites or practices of a given culture. (UNESCO, 2006)

Through direct, informal education, parents, elders, and priests taught children the skills and roles they would need as adults. These lessons eventually formed the moral

codes that governed behavior. Since they lived before the invention of writing, preliterate people used an oral tradition, or story telling, to pass on their culture and history from one generation to the next. By using language, people learned to create and use symbols, words, or signs to express their ideas. When these symbols grew into pictographs and letters, human beings created a written language and made the great cultural leap to literacy. (Microsoft encyclopaedia, 2003)

### 2.1.1.2 Education in ancient Africa and Asia

In ancient Egypt, which flourished from about 3000 BC to about 500 BC, priests in temple schools taught not only religion but also the principles of writing, the sciences, mathematics, and architecture. Similarly in India, priests conducted most of the formal education. Beginning in about 1200 BC Indian priests taught the principles of the Veda, the sacred texts of Hinduism, as well as science, grammar, and philosophy. Formal education in China dates to about 2000 BC, though it thrived particularly during the Eastern Zhou Dynasty, from 770 to 256 BC (*see* China: The Eastern Zhou). The curriculum stressed philosophy, poetry, and religion, in accord with the teachings of Confucius, Laozi (Lao-tzu), and other philosophers.(Altekar, 1934)

### 2.1.1.3 Education in Ancient Greece

Historians have looked to ancient Greece as one of the origins of Western formal education. The *Iliad* and the *Odyssey*, epic poems attributed to Homer and written sometime in the 8th century BC, created a cultural tradition that gave the Greeks a sense of group identity. In their dramatic account of Greek struggles, Homer's epics served important education purposes. The legendary Greek warriors depicted in Homer's work,

such as Agamemnon, Odysseus, and Achilles, were heroes who served as models for the young Greeks.

Ancient Greece was divided into small and often competing city-states, or poleis, such as Athens, Sparta, and Thebes. Athens emphasized a humane and democratic society and education, but only about one-third of the people in Athens were free citizens. Slaves and residents from other countries or city-states made up the rest of the population. Only the sons of free citizens attended school. The Athenians believed a free man should have a liberal education in order to perform his civic duties and for his own personal development. The education of women depended upon the customs of the particular Greek city-state. In Athens, where women had no legal or economic rights, most women did not attend school. Some girls, however, were educated at home by tutors. Slaves and other noncitizens had either no formal education or very little. Sparta, the chief political enemy of Athens, was a dictatorship that used education for military training and drill. In contrast to Athens, Spartan girls received more schooling but it was almost exclusively athletic training to prepare them to be healthy mothers of future Spartan soldiers. (Power,1945)

In the 400s BC, the Sophists, a group of wandering teachers, began to teach in Athens. The Sophists claimed that they could teach any subject or skill to anyone who wished to learn it. They specialized in teaching grammar, logic, and rhetoric, subjects that eventually formed the core of the liberal arts. The Sophists were more interested in preparing their students to argue persuasively and win arguments than in teaching principles of truth and morality.

Unlike the Sophists, the Greek philosopher Socrates sought to discover and teach universal principles of truth, beauty, and goodness. Socrates, who died in 399 BC, claimed that true knowledge existed within everyone and needed to be brought to consciousness. His educational method, called the Socratic method, consisted of asking probing questions that forced his students to think deeply about the meaning of life, truth, and justice. (Ornstein, 1950)

In 387 BC Plato, who had studied under Socrates, established a school in Athens called the Academy. Plato believed in an unchanging world of perfect ideas or universal concepts. He asserted that since true knowledge is the same in every place at every time, education, like truth, should be unchanging. Plato described his educational ideal in the *Republic*, one of the most notable works of Western philosophy. Plato's *Republic* describes a model society, or republic, ruled by highly intelligent philosopher-kings. Warriors make up the republic's second class of people. The lowest classes, the workers, provide food and the other products for all the people of the republic. In Plato's ideal educational system, each class would receive a different kind of instruction to prepare for their various roles in society. (Ornstein, 1950)

In 335 BC Plato's student, Aristotle, founded his own school in Athens called the Lyceum. Believing that human beings are essentially rational, Aristotle thought people could discover natural laws that governed the universe and then follow these laws in their lives. He also concluded that educated people who used reason to make decisions would lead a life of moderation in which they avoided dangerous extremes.



In the 4th century BC Greek orator Isocrates developed a method of education designed to prepare students to be competent orators who could serve as government officials. Isocrates's students studied rhetoric, politics, ethics, and history. They examined model orations and practiced public speaking. Isocrates's methods of education directly influenced such Roman educational theorists as Cicero and Quintilian.

#### 2.1.1.4 Medieval Education

During the Middle Ages, or the medieval period, which lasted roughly from the 5th to the 15th century, Western society and education were heavily shaped by Christianity, particularly the Roman Catholic Church. The Church operated parish, chapel, and monastery schools at the elementary level. Schools in monasteries and cathedrals offered secondary education. Much of the teaching in these schools was directed at learning Latin, the old Roman language used by the church in its ceremonies and teachings. The church provided some limited opportunities for the education of women in religious communities or convents. Convents had libraries and schools to help prepare nuns to follow the religious rules of their communities. Merchant and craft guilds also maintained some schools that provided basic education and training in specific crafts. Knights received training in military tactics and the code of chivalry.

As in the Greek and Roman eras, only a minority of people went to school during the medieval period. Schools were attended primarily by persons planning to enter religious life such as priests, monks, or nuns. The vast majority of people were serfs who served as agricultural workers on the estates of feudal lords. The serfs, who did not attend school, were generally illiterate.

In the 10th and early 11th centuries, Arabic learning had a pronounced influence on Western education. From contact with Arab scholars in North Africa and Spain, Western educators learned new ways of thinking about mathematics, natural science, medicine, and philosophy. The Arabic number system was especially important, and became the foundation of Western arithmetic. Arab scholars also preserved and translated into Arabic the works of such influential Greek scholars as Aristotle, Euclid, Galen, and Ptolemy. Because many of these works had disappeared from Europe by the Middle Ages, they might have been lost forever if Arab scholars such as Avicenna and Averroës had not preserved them. (Hastings, 1936)

In the 11th century medieval scholars developed Scholasticism, a philosophical and educational movement that used both human reason and revelations from the Bible. Upon encountering the works of Aristotle and other Greek philosophers from Arab scholars, the Scholastics attempted to reconcile Christian theology with Greek philosophy. Scholasticism reached its high point in the *Summa Theologiae* of Saint Thomas Aquinas, a 13th century Dominican theologian who taught at the University of Paris. Aquinas reconciled the authority of religious faith, represented by the Scriptures, with Greek reason, represented by Aristotle. Aquinas described the teacher's vocation as one that combines faith, love, and learning. (Hastings, 1936)

The work of Aquinas and other Scholastics took place in the medieval institutions of higher education, the universities. The famous European universities of Paris, Salerno, Bologna, Oxford, Cambridge, and Padua grew out of the Scholastics-led intellectual revival of the 12th and 13th centuries. The name *university* comes from the Latin word *universitas*, or associations, in reference to the associations that students and teachers

organized to discuss academic issues. Medieval universities offered degrees in the liberal arts and in professional studies such as theology, law, and medicine.

#### 2.1.1.5 Education during the Renaissance

The Renaissance, or rebirth of learning, began in Europe in the 14th century and reached its height in the 15th century. Scholars became more interested in the humanist features—that is, the secular or worldly rather than the religious aspects—of the Greek and Latin classics. Humanist educators found their models of literary style in the classics. The Renaissance was a particularly powerful force in Italy, most notably in art, literature, and architecture. In literature, the works of such Italian writers as Dante Aleghieri, Petrarch, and Giovanni Boccaccio became especially important. (O’Neil 1940)

Humanist educators designed teaching methods to prepare well-rounded, liberally educated persons. Dutch humanist Desiderius Erasmus was particularly influential. Erasmus believed that understanding and conversing about the meaning of literature was more important than memorizing it, as had been required at many of the medieval religious schools. He advised teachers to study such fields as archaeology, astronomy, mythology, history, and Scripture.

The invention of the printing press in the mid-15th century made books more widely available and increased literacy rates. But school attendance did not increase greatly during the Renaissance. Elementary schools educated middle-class children while lower-class children received little, if any, formal schooling. Children of the nobility and upper classes attended humanist secondary schools.

Educational opportunities for women improved slightly during the Renaissance, especially for the upper classes. Some girls from wealthy families attended schools of the royal court or received private lessons at home. The curriculum studied by young women was still based on the belief that only certain subjects, such as art, music, needlework, dancing, and poetry, were suited for females. For working-class girls, especially rural peasants, education was still limited to training in household duties such as cooking and sewing. (O'Neil 1940)

#### 2.1.1.6 Education during the Protestant Reformation

The religious Reformation of the 16th century marked a decline in the authority of the Catholic Church and contributed to the emergence of the middle classes in Europe. Protestant religious reformers, such as John Calvin, Martin Luther, and Huldreich Zwingli, rejected the authority of the Catholic pope and created reformed Christian, or Protestant, churches. In their ardent determination to instruct followers to read the Bible in their native language, reformers extended literacy to the masses. They established vernacular primary schools that offered a basic curriculum of reading, writing, arithmetic, and religion for children in their own language. Vernacular schools in England, for example, used English to teach their pupils. As they argued with each other and with the Roman Catholics on religious matters, Protestant educators wrote catechisms—primary books that summarized their religious doctrine—in a question and answer format. (Rashafall, 1936)

While the vernacular schools educated both boys and girls at the primary level, upper-class boys attended preparatory and secondary schools that continued to emphasize Latin

and Greek. The *gymnasium* in Germany, the Latin grammar school in England, and the *lycee* in France were preparatory schools that taught young men the classical languages of Latin and Greek required to enter universities.

Martin Luther believed the state, family, and school, along with the church, were leaders of the Reformation. Since the family shaped children's character, Luther encouraged parents to teach their children reading and religion. Each family should pray together, read the Bible, study the catechism, and practice a useful trade. Luther believed that government should assist schools in educating literate, productive, and religious citizens.

One of Luther's colleagues, German religious reformer Melanchthon, wrote the school code for the German region of Württemberg, which became a model for other regions of Germany and influenced education throughout Europe. According to this code, the government was responsible for supervising schools and licensing teachers.

The Protestant reformers retained the dual-class school system that had developed in the Renaissance. Vernacular schools provided primary instruction for the lower classes, and the various classical humanist and Latin grammar schools prepared upper-class males for higher education.

#### 2.1.1.7 Educational Theory in the 17th Century

Educators of the 17th century developed new ways of thinking about education. Czech education reformer Jan Komensky, known as Comenius, was particularly influential. A bishop of the Moravian Church, Comenius escaped religious persecution by taking refuge in Poland, Hungary, Sweden, and The Netherlands. He created a new educational philosophy called Pansophism, or universal knowledge, designed to bring about

worldwide understanding and peace. Comenius advised teachers to use children's senses rather than memorization in instruction. To make learning interesting for children, he wrote *The Gate of Tongues Unlocked* (1631), a book for teaching Latin in the student's own language. He also wrote *Orbis Sensualium Pictus* (1658; *The Visible World in Pictures*, 1659) consisting of illustrations that labeled objects in both their Latin and vernacular names. It was one of the first illustrated books written especially for children. (UNESCO, 2006)

The work of English philosopher John Locke influenced education in Britain and North America. Locke examined how people acquire ideas in *An Essay Concerning Human Understanding* (1690). He asserted that at birth the human mind is a blank slate, or *tabula rasa*, and empty of ideas. We acquire knowledge, he argued, from the information about the objects in the world that our senses bring to us. We begin with simple ideas and then combine them into more complex ones.

Locke believed that individuals acquire knowledge most easily when they first consider simple ideas and then gradually combine them into more complex ones. In *Some Thoughts Concerning Education* (1697), Locke recommended practical learning to prepare people to manage their social, economic, and political affairs efficiently. He believed that a sound education began in early childhood and insisted that the teaching of reading, writing, and arithmetic be gradual and cumulative. Locke's curriculum included conversational learning of foreign languages, especially French, mathematics, history, physical education, and games. (UNESCO, 2006)

### 2.1.1.8 Education in the 19th Century

The foundations of modern education were established in the 19th century. Swiss educator Johann Heinrich Pestalozzi, inspired by the work of French philosopher Jean Jacques Rousseau, developed an educational method based on the natural world and the senses. Pestalozzi established schools in Switzerland and Germany to educate children and train teachers. He affirmed that schools should resemble secure and loving homes.

Like Locke and Rousseau, Pestalozzi believed that thought began with sensation and that teaching should use the senses. Holding that children should study the objects in their natural environment, Pestalozzi developed a so-called "object lesson" that involved exercises in learning form, number, and language. Pupils determined and traced an object's form, counted objects, and named them. Students progressed from these lessons to exercises in drawing, writing, adding, subtracting, multiplying, dividing, and reading.

Pestalozzi employed the following principles in teaching: (1) begin with the concrete object before introducing abstract concepts; (2) begin with the immediate environment before dealing with what is distant and remote; (3) begin with easy exercises before introducing complex ones; and (4) always proceed gradually, cumulatively, and slowly.

American educator Henry Barnard, the first U.S. Commissioner of Education, introduced Pestalozzi's ideas to the United States in the late 19th century. Barnard also worked for the establishment of free public high schools for students of all classes of American society.

German philosopher Johann Herbart emphasized moral education and designed a highly structured teaching technique. Maintaining that education's primary goal is moral development, Herbart claimed good character rested on knowledge while misconduct

resulted from an inadequate education. Knowledge, he said, should create an “apperceptive mass”—a network of ideas—in a person’s mind to which new ideas can be added. He wanted to include history, geography, and literature in the school curriculum as well as reading, writing, and arithmetic. Based on his work, Herbart’s followers designed a five-step teaching method: (1) prepare the pupils to be ready for the new lesson, (2) present the new lesson, (3) associate the new lesson with ideas studied earlier, (4) use examples to illustrate the lesson’s major points, and (5) test pupils to ensure they had learned the new lesson. (Yoon, 1965)

#### 2.1.1.9 Introduction of Formal Education in Kenya by British Colonialists

The Church of England and other churches often operated primary schools in the villages that were accessible to them. Here students were taught how to study the Bible, catechism, reading, writing, and arithmetic. In 1833 the British Parliament passed a law that gave some government funds to these schools, even within their colonies Kenya being one of the British colonies. Thus education was a means by which also religion was spread. (Gutek, 2004)

#### **2.1.2 The introduction of free primary education into the Kenya education system**

A political transition took place in Kenya after the December 2002 elections when the political party (KANU) that had ruled since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition (NARC) that eventually won. During its campaigns, NARC promised to offer free primary school education (FPE). And true to its promise, after taking over in December 2002, through MOEST, the NARC government introduced FPE in January 2003.



When primary schools across Kenya reopened for first term in January 2003, 5.9 million children re-enrolled and an additional 1.3 million children sought admission for the first time. Under Kenya's newly passed Free Primary Education policy, none of those children paid tuition fees.

The free basic education policy provided an opening into an urgently needed window of opportunity for millions of disadvantaged and marginalized children many of whom had never enrolled or had dropped out because they simply could not afford the school fees.

This is particularly true for some 890,000 Kenyan children under 15 who have lost one or both parents to HIV/AIDS a global pandemic whose effects have been felt more in the less developed countries.

For the entire country, the free education policy experience so far has been euphoric – and chaotic. Classrooms that held 40 students the previous years now crams in 70. Administrators were forced to defer admission at some schools for lack of standing space. Materials are scarce; trained teachers even more so. And education is still not entirely free. Families must cover costs for uniforms, transportation, and, in some cases, a range of school maintenance fees.

International support for the initiative, which costs the Government an estimated \$97 million each year, was prompt. UNICEF immediately provided a \$2.5 million contribution for teaching and learning materials, recreational equipment, and training for 5,000 teachers in child-centered interactive methods, and the establishment of basic water and sanitation facilities. The World Bank had promised \$50 million in grants to support the education initiative over three years; this comes to an end this calendar year. The British and Swedish Governments also did pledge support.

## **2.2 CHALLENGES FACING THE ORPHANED CHILDREN**

### **2.2.1. Having an extended family around you**

It is said and believed that, extended families have assumed responsibility for more than 90 per cent of orphaned children. However this traditional support system is under severe pressure and in many instances has already been overwhelmed increasingly, impoverished and rendered unable to provide adequate care for children. Where one parent has died, the majority of orphans stay with the surviving parent. The extended family has historically formed an intricate and resilient system of social security that usually responds quickly to the death of a mother or father. It is very common for families to raise children who are not members of the immediate family. For example, it is traditional in many southern African communities for the deceased father's nearest male relative, such as a brother or a nephew, to inherit the deceased man's wife and children. Similarly, if a mother dies, the husband would then marry a close female relative of the deceased, who would then be obliged to regard any of his children as her own. ( McDaniel, et.al 1996)

### **2.2.2. Worsening Poverty**

Households with orphans are more likely to become poorer. This is primarily because of the increased 'dependency ratio', meaning that in these households the income of fewer earning adults is sustaining more dependents. In the worst-affected countries in sub-Saharan Africa, households with orphans have higher dependency ratios than those with children but no orphans.

(The 'wealth index' is a measure of economic status derived from information on ownership of assets and housing characteristics gathered in household surveys. The index is constructed according to the following: whether any household member owns a radio, television, refrigerator, bicycle, motorcycle or car; whether electricity is used; the source of drinking water; the type of sanitation; the number of rooms in the home; and the type of materials used in construction. By dividing populations into economic quintiles, it is possible to assess whether orphans are distributed among the different income quintiles in the same manner as other children.)(Social Science, Vol.56, 2003)

### **2.2.3 Meeting Basic Needs**

Whether households with orphans will be able to meet basic needs depends largely on their circumstances. Some families may still have sufficient income to cope; the extended family or community may support others. But large and increasing shares of families are impoverished to the point where basic needs go unmet. The most common unmet needs are education, food, medical care and clothes

### **2.2.4. Property Dispossession**

Few people in poorer communities in sub-Saharan Africa make official wills, increasing the risk that a deceased person's property will simply be grabbed by other family members, or, in some cases, by other members of the community

#### *Challenges to will writing:*

The widespread belief that making a will and "preparing for death" will cause death.

Traditionally, property is distributed only posthumously, by clan leaders.

Traditionally, women and young children do not own or inherit property.

Poor knowledge and enforcement of laws protecting women and children.

Low literacy rates.

Limited experience with legal issues among non-governmental organizations in rural areas. (Pop. Council 2003)

#### **2.2.5. Children living on the street**

A number of children find themselves without family support, either because the initial solution was unsustainable or because they had no options available. Many end up living on the streets. There are no meaningful estimates of the numbers or proportions of children orphaned by HIV/AIDS who live on the street, but there are clear indications that the overall numbers of street children are rising in many sub-Saharan cities, most likely because of the increasing number of children orphaned by HIV/AIDS.

#### **2.2.6. Child Labor**

Sub-Saharan Africa already has a higher proportion of children working than any other region, with 29 percent of children aged 5 to 14 economically active. (ILO, Report 2002)

As their parents fall progressively sick from HIV/AIDS, children generally must take on an increasing number of responsibilities. Girls take responsibility for more household chores. Boys often take over agricultural tasks or bring in income by working as street vendors.

### **2.2.6.1 ORPHANS AND THE WORST FORMS OF CHILD LABOUR**

#### ***a) Domestic workers***

In Ethiopia, the working and living conditions of child domestic laborers in Addis Ababa were studied in 2002 using a rapid-assessment method. More than three quarters of the domestic workers were orphans. Eighty per cent of the child domestics interviewed did not have the right to voluntarily quit their jobs. Most children in the study population (65 per cent) were enrolled either in a literacy class or in formal education while the remainder lacked any schooling opportunities.

A large number could not study or do their homework at home, and were often late or absent from school. They had no time or means for recreation and leisure as they worked on average more than 11 hours per day, seven days a week. Most were not allowed to play with the children of their employers, watch television or listen to the radio, which curtailed their chances of obtaining vital information on topics such as HIV/AIDS. (Kifle, 2002)

#### ***b) Quarrying***

Working conditions for children in this occupation are even worse than for adults. Children collect, crush, haul and load stones for construction. In some cases, children participate in actual mining, and are often involved in accidents. A rapid assessment in four mining areas in the United Republic of Tanzania found that the children involved in the mines were between 7 and 17 years old. Among children working part-time, 7 per cent were orphans, while 38 per cent of children working full-time were orphans. (Mwami, 2002)

### ***c) Child prostitution***

A rapid assessment in Zambia in 2002 found that the average age of children engaged in prostitution was 15. About half of them (47 per cent) were double orphans and 24 per cent single orphans. The need to earn money was the main reason given for entering into prostitution. Their daily earnings ranged from 3,000 to 33,400 kwachas (about \$0.63 to \$7); the majority, especially younger ones rarely made as much as 10,000 kwachas (\$2.10). On average, the children slept with three to four clients each day.

#### **2.2.7. Psychosocial Impact**

Children whose parents are ill because of HIV/AIDS or those who have been orphaned by the disease face stigma and discrimination. They may be rejected by their friends and schoolmates, as well as at health centers. As one 16-year-old South African girl put it: “They treat you badly. You don’t feel like walking in the street, they give you names. They whisper when you pass. They take it that when one person in the house is sick, all of you in that house are sick.” (Save the Children Report, 2001)

Psychosocial trauma can continue even when orphans move to foster families. They may be treated as second-class family members – discriminated against in the allocation of food, perhaps, or in the distribution of work. Orphans in Zambia have reported a lack of love and a feeling of being excluded, as well as outright discrimination. (Lusk et.al 2002)

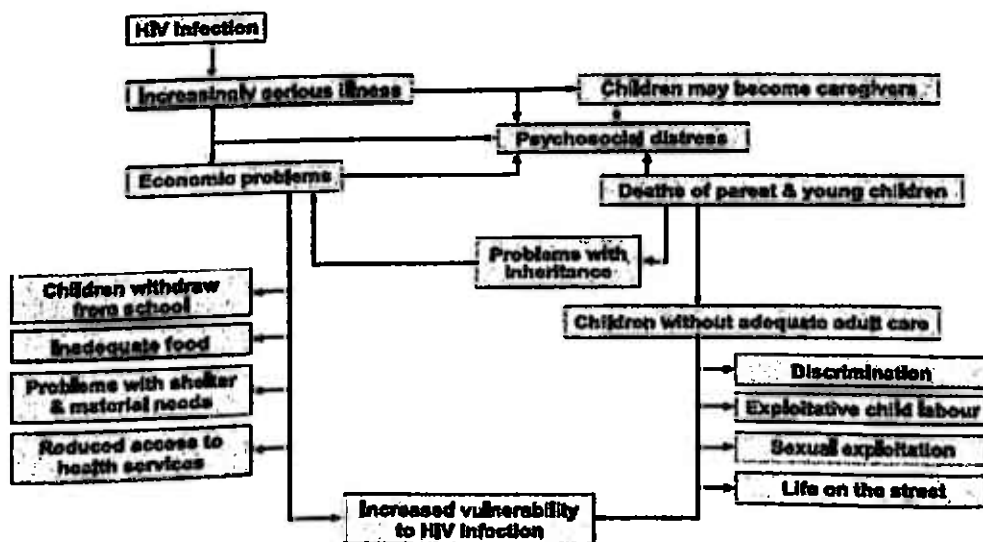
### 2.2.8. Distress Signals

Children react to stress in different ways. Many will find it difficult to talk about their worries. They may internalize their feelings and stress, believing that they are abnormal in some way, and suffer from low self-esteem, depression or anxiety. Or they can become aggressive, abuse drugs and alcohol, or engage in anti-social behavior.

It is important to note that orphans do grieve. Grieving is a process, and some children never stop grieving. If they are not helped to overcome this grief, it can become psychologically disabling and they are unlikely to become fully functioning members of society and the economy. For this reason orphaned children need psychosocial help, especially in cultures where adults do not talk to children about death and where children are discouraged from self-expression.

The flow chart below illustrates some of the challenges that HIV orphans face, this can be extrapolated to other orphans.

**Figure 1: Summary of some the challenges facing orphaned children**



Source : Williamson. 2000

### 2.3 STATUS OF ORPHANED CHILDREN IN KENYA

Kenya does not have a formal structure to oversee the general welfare of orphans and vulnerable children. By the year 2001, 1.5 million people had died of HIV/AIDS leaving at least 900,000 orphans. (Unicef, KCO 2002)

Today it is said that 50 percent of the 31.5 million people in Kenya are children under the age of 18 years, of whom it is estimated 8.6 million children form part of the 56 percent Kenyan population living below poverty line and of who 1.7 million are already orphaned. (Children in the Brink 2004).

Table 1: *Estimated number of children aged 0-17 orphaned by HIV/Aids alone in all the Kenyan provinces*

Province	2001	2003	2006
N.Eastern	12,579	23,333	26,049
Coast	71,526	116,380	187,336
Western	93,133	204,541	220,170
Central	116,699	171,274	172,755
Eastern	197,705	178,932	186,481
Nyanza	201,297,	573,969	595,960
Rift Valley	205,467	290,930	310,313
Nairobi	68,882	168,766	187,336

Source: Unicef KCO Oct 2004



## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

This chapter describes the data collection methods and the related tools that were adopted in the study for analyzing data. These include research design, area of the study, study population, sample, sampling techniques and data analysis.

#### **3.2 RESEARCH DESIGN**

This was a descriptive study, as little concerning the phenomenon that was being studied is known. In specific this study adopted a cross-sectional survey.

#### **3.3 AREA OF THE STUDY**

The study was conducted in specified public primary schools located within Makadara division. The schools selected were those considered to yield large numbers of the study populations.

#### **3.4 STUDY POPULATIONS**

- **Orphans in public primary schools**

From the reports gathered from the city director of schools office as of March 2006, indicated that in Makadara Division had a total of 20,345 pupils of whom about 10,000 were orphaned (this total is inclusive of either maternal, paternal or double orphan-hood)

- **Teachers**

Teachers are the individuals who are charged with the responsibility of teaching, which refers to the systematic presentation of facts, ideas, skills, and techniques to students.

From a similar report to the city director of schools it indicated the number of teachers in public schools as at March 2006 in Makadara was 926.

### 3.5 SAMPLING

Study populations used in this study were selected using purposive sampling method. This is because, the technique allowed for use of cases that had required information with respect to the objectives of the study.

To eliminate biasness of the subjects, they were chosen from a sampling frame-a list containing the names of all the orphaned pupils and then selection was done at random.

#### *(a) Sample size*

The appropriate sample size was determined by the following formulae:

$$n = \frac{Z^2 p q}{d^2}$$

#### Where:

n=the desired sample size (when population is greater than 10,000)

Z=standard normal deviate at 95% Confidence Intervals

p=Proportion in target population estimated to have characteristic being measured

q=1-p

d=level of statistical significance at 95% Confidence Intervals

$$n = \frac{(1.96)^2 (0.5) (0.5)}{(0.05)^2} = 384$$

This figure was rounded off to 300 orphaned and vulnerable children.

***(b) Criteria for the subjects (Eligibility)***

- Orphans-maternal/paternal/ double orphan (as per the operational definition)
- Age of the OVC 08 to 18 years of age
- Gender/ sex either.
- Orphaned child primarily resides in Nairobi city
- Teachers who work in public primary schools

### **3.6 DATA COLLECTION AND INSTRUMENTS**

Data collection method used was both qualitative and quantitative.

- ***Qualitative data collection methods***

**a) Questionnaires**

Questionnaires were developed with standardized (both structured and unstructured) questions and administered by the researcher along with trained research assistants for this study.

**b) In-depth interviews**

In-depth interviews' involving the researcher and the OVCs was also conducted. The objective was to gain perspectives on the study objectives; hence it had standardized questions to generate the required information.

**c) Focus group discussion**

Focus group discussions (FGD's) were done with the aim of drawing together views and information from the teachers through open-ended questioning.

#### **d) Direct observation**

Observation included direct witnessing of a child's behavior (non verbal cue) in their natural environment (the school was assumed to be the area where they exhibited most comfort) and how the orphans interaction with their teachers.

- ***Quantitative data collection method***

This was done for empirical or quantitative analysis. Hence the responses in the questionnaire were assigned numerical values for coding purposes especially for the close ended questions.

### **3.7 DATA ANALYSIS PROCESS**

#### ***a) Data management***

Having obtained data from the field in raw form, for easier analysis and interpretation data the researcher first cleaned and coded.

Coding involved identification of coding categories (numerical codes representing attributes or measurements of the variables) that were exhaustive and mutually exclusive.

#### ***b) Data Entry***

Data was entered by the researcher using the SPSS version 12 programme. This ensured quality control as well as facilitating in minimizing of errors.

#### ***c) Data analysis***

SPSS version 12.0 for windows was used for qualitative data and quantitative data analysis. For proportion estimates 95% confidence interval with a statistical significance of 0.05 was used.

Qualitative statistics of this study include: measures of central tendencies, frequency distribution and percentages.

For quantitative analysis, correlation technique was used by the researcher to analyze the degree of the relationship between any two variables that were being examined.

The magnitude of the relationship of the studied variables was determined by the correlation coefficient, while hypothesis testing, Chi-square test was employed.

### **3.8 ETHICAL CONSIDERATIONS**

Ethical issues that were taken into consideration were broadly divided into two areas:

#### *1. Ethical issues related to the study*

The researcher ensured that no plagiarism and fraud, neither misuse of privileges accorded.

#### *2. Ethical issues concerning the subjects*

Subjects were informed that the study is the researcher's requirement for a postgraduate dissertation.

Confidentiality and privacy was assured, hence consent forms were provided for the participants. Anonymity was also given where sensitive information was sought for.

### **3.9 PILOTING AND PRE-TESTING OF INSTRUMENTS**

Bias was minimized by use of standardized tools for all respondents, which were piloted before the collection was done. Also training and supervision of all enumerators was done by the researcher.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 INTRODUCTION

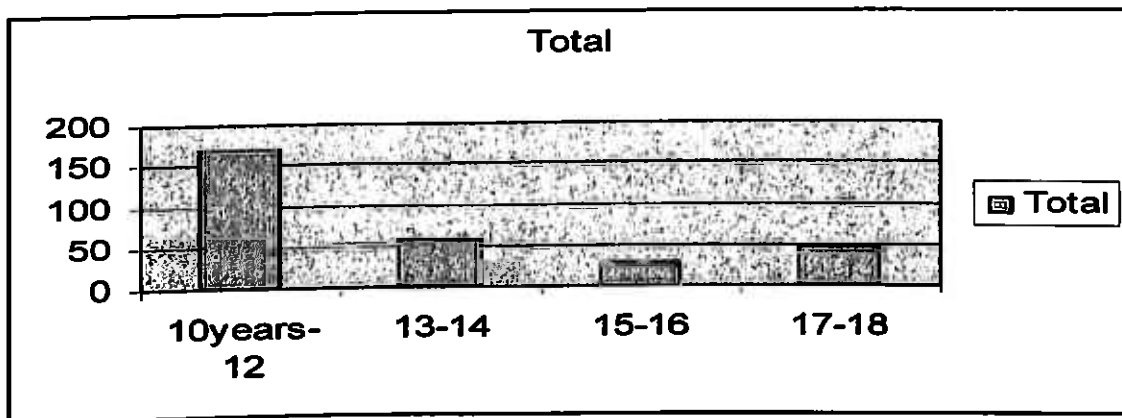
This chapter presents the findings of the study. A section of the study examines the socio-demographic characteristics and another section presents the analysis of the relationship between various variables.

#### 4.2 CHARACTERISTICS OF THE STUDY GROUP

##### 4.2.1 Age distribution of the pupils

A total of 300 pupils were interviewed and the age distribution varied from 10 years to 18 years.

*Figure 2: Distribution of the respondents' age*



From the above figure 2; 56.3 % of the pupils were aged between 10-12 years, while 18.67% were aged 13-14 years, 9.3% of the pupils were aged 15-16 years of age and 15.67% were aged 17-18 years of age. The mean age was 1.88 with a standard deviation of 1.060, as illustrated below.

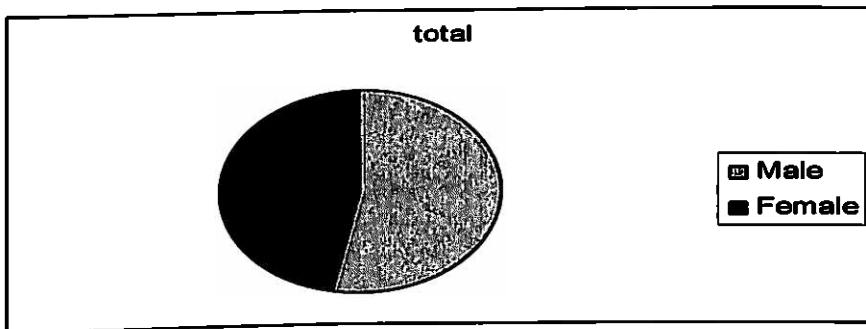
*Table 2: Central tendency of the age distribution of the orphans*

<b>Statistics</b>		
<b>Age of the child</b>		
N	Valid	300
	Missing	0
Mean		1.88
Median		1.00
Mode		1
Std. Deviation		1.060
Variance		1.123
Range		3

The above table shows the qualitative statistics of the orphans' subjects. From the statistics the mean was 1.88 to the nearest whole number is two, while the median was 1.00 and the mode is 1.00, this shows that the population was relatively normally distributed.

**4.2.2 Sex of the respondents**

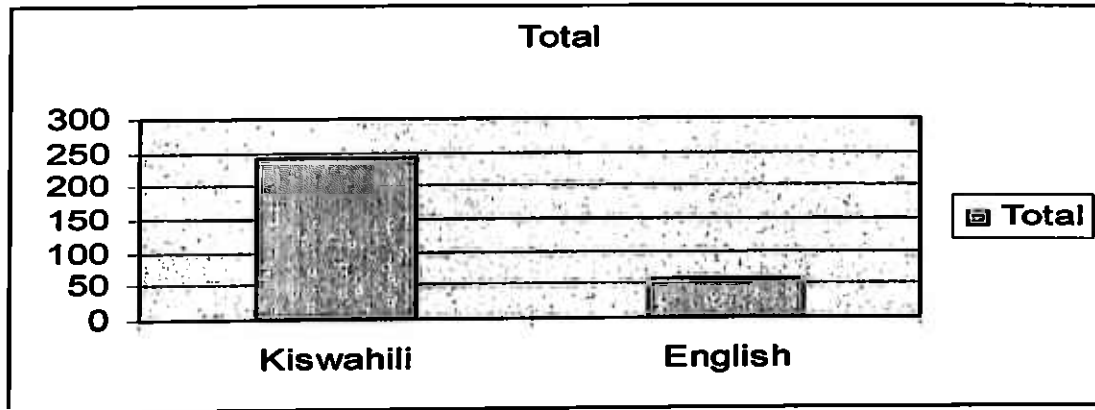
*Figure 3: Sex distribution of the respondents*



From the above pie chart the males were 53%, while the female subjects were 47%.this indicates that there were more male student population than the females and this could be attributed to early dropout by female students due to early pregnancies and the allure for money from small jobs such a housekeeping within the city and also there were more older males than females in schools.

#### 4.2.3 Language that they pupils commonly use

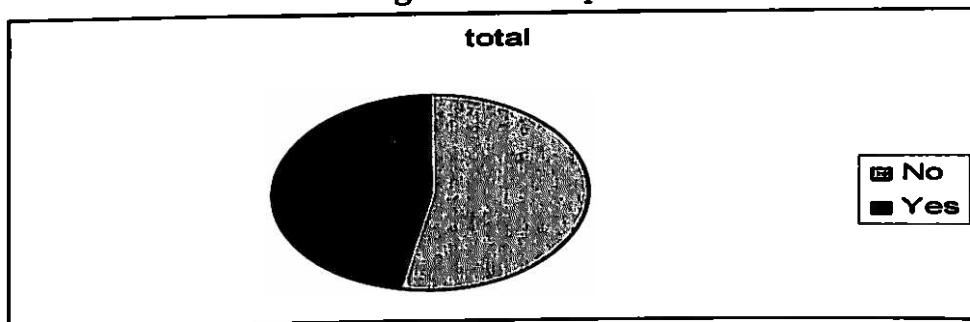
Figure 4: Language used by the respondents



From the above bar graph, Kiswahili was the most common language spoken with 81.3 % of the subjects speaking it fluently as opposed to 18.67 % who spoke English with fluency. The implication of this is that the national examinations in this country are usually in English and poor utilization of the language may hamper good grades due to mother tongue interferences.

#### 4.2.4 First placement in school

Figure 5: First placement in school



With the introduction of free primary education, it was noted that 47 % of orphans were in school for the first time as opposed to the 53% who have been in school before.



#### 4.2.5 Orphan status in school

*Figure 6: Orphan status in school*

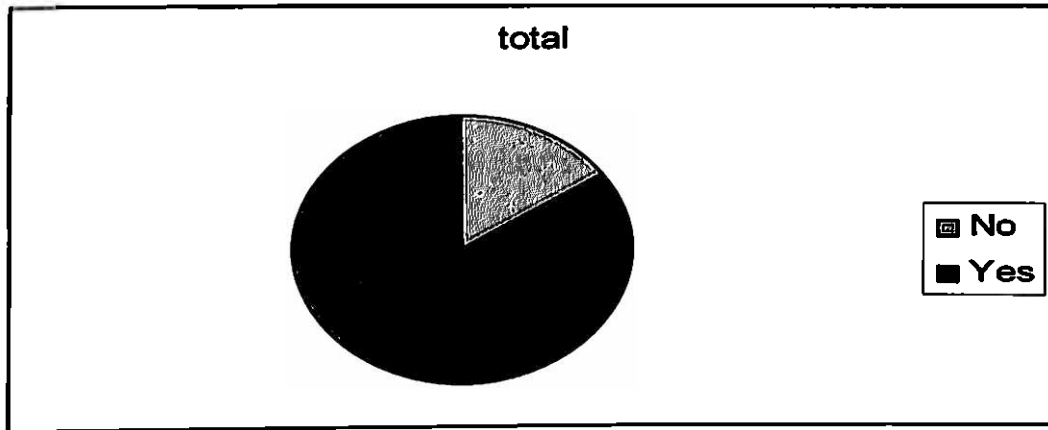
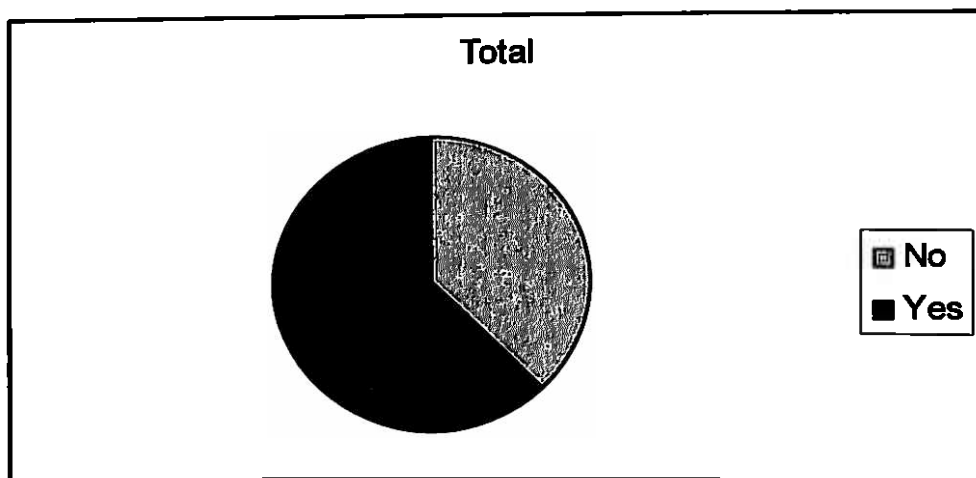


Figure 6 above shows that of the subjects interviewed 84.3% orphan status was known by the school authorities while 15.67% was not known. This could result to lack of attention to the students, from performance to behavioral changes and they may not benefit from donations given to the schools for such students.

#### 4.3 PSYCHOSOCIAL ISSUES

##### 4.3.1 Psychosocial issues present

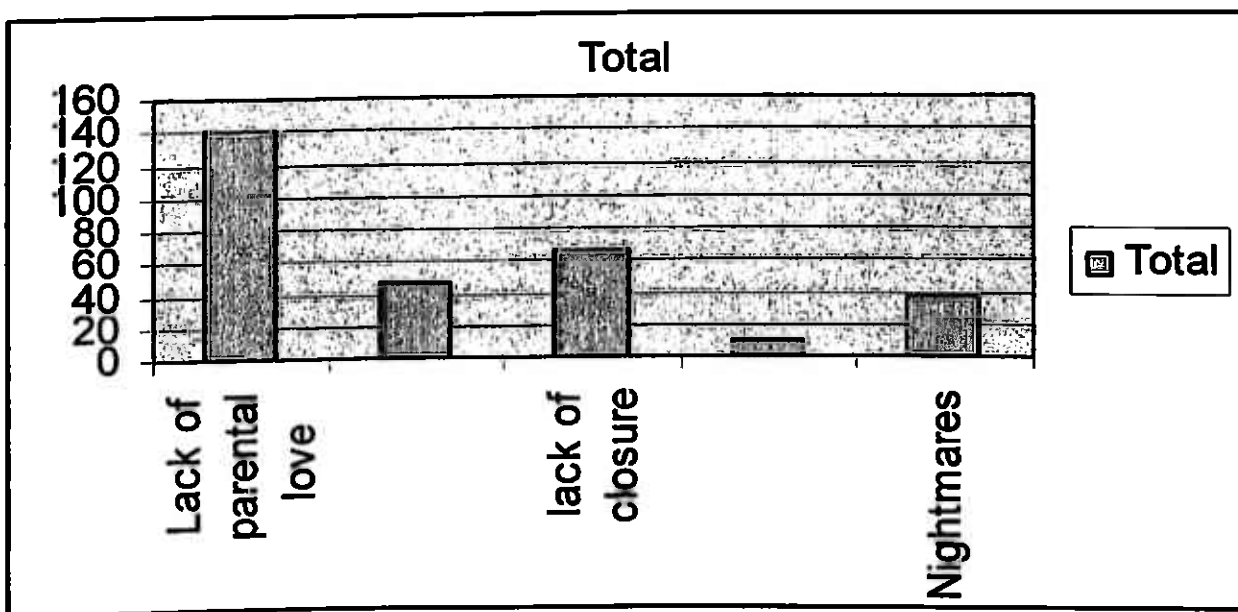
*Figure 7: Distribution of the subjects with psycho-social issues*



From the above figure 62.3% of the subjects' interviews had psycho-social issues as opposed to 37.67% who responded to not having any issues. The impact of psycho-social issues is that they result to stress i.e. a state of severe physiological and psychological tension which in manifests in children as nervousness, irritability and low energy levels and this has an effect on their school performance and how they relate to others in some cases deviant behavior may be exhibited.

#### 4.3.2 The psycho-social issues among the respondents

*Figure 8: the psycho-social issues among the subjects*

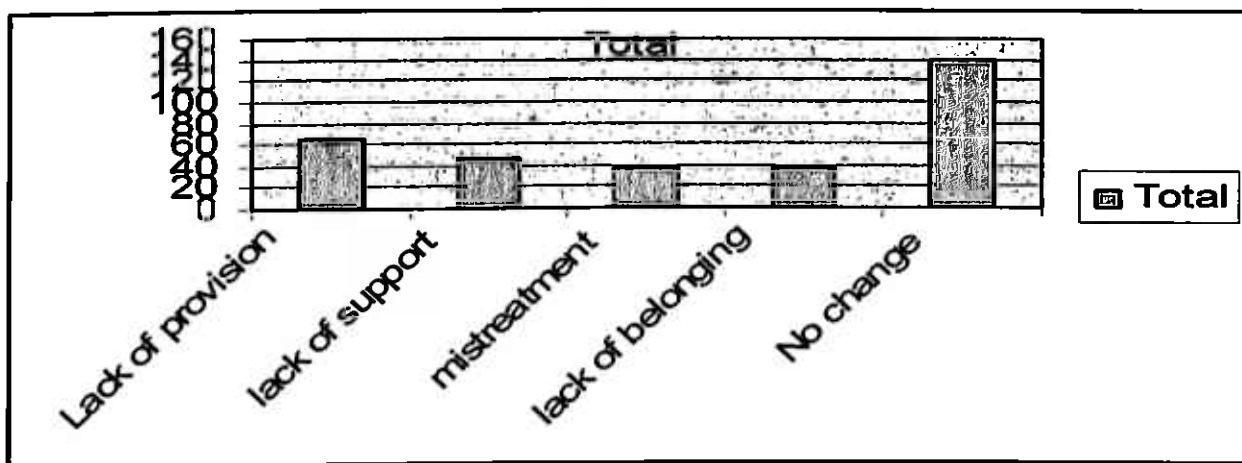


The above bar graph illustrates the psycho-social issues present among the orphans. It is important to note that these subjects are also undergoing physiological changes i.e. puberty and adolescence and these in themselves produce stress. Coupled with other psycho-social issues, among the orphaned children coping skills become vital and with

the above information programs that seek to strengthen the individual child can be developed.

### 4.3.3 Effect of parent(s) death on the child

Figure 9: effects of parent(s) death on an orphan



From the above results, 46.6% of the subjects felt that there was no significant change in their lives that could be attributed to their parent(s) death while 22% said their lack provision, 15.67% said they lack support, and 12.6% said they were mistreated and lacked the feeling of belonging.

### Discussion

The results reveal that indeed there are a good number of orphan pupils accessing education, and this is demonstrated from the study where we have 47% (141) of orphans who are attending school for the first time since the introduction of free primary education policy (FPE).

Although it was difficult to determine the orphan school attendance ratio, due to the fact that orphan status was not completely known in most schools as revealed in the study where 15.3%(47) of the orphans status was not known.

With having most schools open doors to large numbers of pupils we see a scenario where by children above the age of 14 years attending primary school, the study found that 9.3%(28) who are aged between 15 and 16 years and 15.67%( 47) aged between 17 and 18 years attending school.

The study also reveals that psycho-social issues (the responses of the orphans to their circumstances and events that threaten their coping abilities) were present: with a self disclosure of 62.3 %( 187) and 37.67% (113), without.

The most prevalent psycho-social issue among the study population was the lack of parental love with 47% (141), followed by lack of closure(they were not aware of what caused their parents death)- 22%(66), 15.3% (46) lacked provisions such as food, school necessities and personal items,12.6% (38) suffered from nightmares and 3% (9) suffered from stigma.

#### **4.4 Teachers' responses**

Most of the teachers attributed class repetitions among the orphaned children to stressful homes, lack of guidance, in some cases the orphaned children go without food, lack of motivation, insecurity and due to prolonged absenteeism.

On the other hand the rate of drop out among the orphans was attributed to child labour, negative peer pressure and early pregnancies among the girls. This is in line with the

various studies on child labour that show there are more numbers of orphans and child prostitution cases that result to early pregnancies.

Some of the challenges the teachers face in looking after orphaned children include:

Some guardians are not able to meet the required school needs.

- Lack of counseling skills to provide emotional support.
- Extra attention is demanded by the children and due to large numbers of pupils it becomes difficult.
- Disciplining the orphaned children makes them feel discriminated upon.

However with the increase in number of orphans some city schools have introduced psycho-social support programs one such individual counseling, home visits, provision of school items, workshops to educate children on issues affecting their lives, establishment of an orphan club or child to child club.

On inquiring from the teachers if there was an existing support from the government for the orphans in primary schools, most of them said there was none put in place apart from the FPE. However, private sector has demonstrated support for the orphans through corporate social responsibility program where they participate through donation of stationery and uniforms, payment of students' examination fees donations of sanitary towels to the adolescent girls and supporting the feeding program.

#### 4.5 Relationship between selected variables

##### 4.5.1 Relationship between age and psychosocial issues

*Table 3: Relationship between age of a child and the psycho-social issues*

**Correlations**

		Age of the child	Psychosocial issues
Age of the child	Pearson Correlation	1	-.348**
	Sig. (2-tailed)	.	.000
	N	300	299
Psychosocial issues	Pearson Correlation	-.348**	1
	Sig. (2-tailed)	.000	.
	N	299	299

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

From the above table 3, there is a weak negative relationship, with the correlation coefficient ( $r^2$ ) of -0.348 and the p-value is insignificant.

##### 4.5.2 Relationship between treatment at school and psychosocial issues

*Table 4: Relationship between psycho-social issues and treatment at school*

**Correlations**

		Psychosocial issues	Treatment in school
Psychosocial issues	Pearson Correlation	1	.141*
	Sig. (2-tailed)	.	.015
	N	299	299
Treatment in school	Pearson Correlation	.141*	1
	Sig. (2-tailed)	.015	.
	N	299	300

\*. Correlation is significant at the 0.05 level (2-tailed).

From the above table there is a positive relationship however it is not very strong, as the p value is 0.015 and the  $r^2$  is 0.141

### 4.5.3 Relationship between treatment from the guardian and the psychosocial issues

Table 5: Relationship between psycho-social issues and treatment from the guardian

		Psychosocial issues	Treatment from the guardian
Psychosocial issues	Pearson Correlation	1	-.060
	Sig. (2-tailed)	.	.303
	N	299	299
Treatment from the guardian	Pearson Correlation	-.060	1
	Sig. (2-tailed)	.303	.
	N	299	300

From the above table, there is no relationship between the two variables being examined with the correlation coefficient  $r^2$  of -0.060 and a p-value of 0.0303 which is very insignificant.

### 4.5.4 Relationship between school provisions and school necessities

Table 6: Relationship between school necessities and provider

		School necessities	Who provides school support
School necessities	Pearson Correlation	1	.001
	Sig. (2-tailed)	.	.989
	N	300	290
Who provides school support	Pearson Correlation	.001	1
	Sig. (2-tailed)	.989	.
	N	290	290

From the above table there is a positive relationship with a significant p value of 0.989

#### 4.5.6 Relationship between age and the person the child admires

*Table 7: Relationship between the child's mentor and age.*

		Who does the child admire	Age of the child
Who does the child admire	Pearson Correlation	1	.075
	Sig. (2-tailed)	.	.201
	N	295	295
Age of the child	Pearson Correlation	.075	1
	Sig. (2-tailed)	.201	.
	N	295	300

From the above table are no differences in age of the child and their mentors

#### 4.5.7 Relationship between OVC status and first placement in school

*Table 8: Relationship between a child orphan status and enrollment to school*

		OVC status known in school	First time in time in school
OVC status known in school	Pearson Correlation	1	.169**
	Sig. (2-tailed)	.	.003
	N	299	299
First time in time in school	Pearson Correlation	.169**	1
	Sig. (2-tailed)	.003	.
	N	299	300

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

From the above results presented, there is a positive relationship between the two variables with a significant p value of 0.003 and correlation coefficient  $r^2$  of 0.169.



## **Discussion**

From the correlation analysis, the results reveal that the psycho-social issues they do not vary with the child's age. This implies that various psycho-social issues cut across the board regardless of a child's age.

Children find school as their most comfortable place to be in as they spend most of their time there, thus poor treatment in school may enhance some of the psych-social issues they deal with; however this relationship as revealed from the results of this study is not very strong.

When examining if the treatment from the guardians can result to psycho-social issues, the results from the study reveals that there is no relationship, this may imply that most of the guardians treat the orphaned children relatively well. This may be supported by the study finding that most of the school necessities are being provided for by the guardians.

An aspect of child development implies that children learn from observation and this is mostly revealed by the person they place as their mentor. From this study we find that children of all ages had mentors of whom they aspired to be like. even though the study did reveal that different mentor in a child life did not vary with their ages this is to say a child in the lower primary may as well have the same mentor with a child in upper primary.

From the study, it is also revealed that being an orphaned child does not hinder the enrollment to school, as more orphaned children gained admissions to the FPE program.

**Conclusion from the research hypothesis:-**

**Ho: Being a young orphaned child one is prone to more psychosocial issues-we reject the null hypothesis and fail to reject the alternative hypothesis. As the study revealed that there is no difference among the various psycho-social issues seen (p-value was insignificant).**

**Ho: The orphan status affects the enrollment in school.-we reject the null and fail to reject the alternative hypothesis that the orphan status does not affect enrollment in school as seen in the results as the p-value was significant and the  $r^2$  of 0.169. Indicating orphaned children gained admission to school.**

**Ho: Psycho-social issues are from treatment in school-we reject null hypothesis and fail to reject the alternative hypothesis, as the correlation shows that there is no relationship between the variables being tested.**

**Ho: Psycho-social issues are due to treatment from the guardians/caregivers-we reject the null hypothesis as there was no relationship between the two variables being examined and fail to reject the alternative hypothesis.**

**Ho: Children's mentor varies with their ages-we reject the null hypothesis and fail to reject the alternative hypothesis, as seen from the study mentors are similar among the different age groups.**

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

Increasingly, stakeholders in the fight against HIV/AIDS, the major contributor of the growing numbers of orphans are recognizing and promoting the fact that education can leverage significant improvements in the lives of orphans and vulnerable children. Schools benefit the individual child, but can also serve as important resource centers to meet the broader needs of communities.

Every child has the right to a primary education. It is vital for children's futures that they attend school and take full advantage of this right as stipulated by the millennium development goal number two (MDG's) . Beyond academic learning, education is also important for their psychosocial development. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks.

Education can also reduce children's risk of HIV infection by increasing knowledge, awareness, skills and opportunities. Countries and communities must identify the barriers to education and define locally appropriate strategies for attracting and keeping children in school. Fees and hidden costs of schooling are often the greatest obstacles.

The movement to abolish school fees is a critical effort for ensuring that orphans and vulnerable children enter and stay in school. Interventions that address the opportunity costs of attending school are also needed and may include child-care services, labor saving techniques and locally defined incentives.

The introduction of school meals, especially in areas where food security is an issue, can provide added benefit of improving children's attendance and nutritional status. When combined with take-home rations, school meals also offer benefits beyond the individual child by supporting the larger household. However, school feeding programmes need to be undertaken in full consultation with community leaders and donors, when involved, ensuring their awareness of the dangers of creating dependency.

Teachers have a critical role to play in helping school-aged children to remain free from HIV and providing emotional support. Building capacity and providing supervision and support for teachers will be key to improving educational quality. Teachers can be trained to identify vulnerable children and provide needed support and counseling.

Making the curriculum more relevant to the daily needs of children and youth will help attract and keep children in school. Because children's learning begins well before they are old enough for formal education, efforts are needed to provide age-appropriate educational activities to pre-school age children whenever possible.

Unfortunately, schools can also be a place of increased risk. Policy and monitoring measures are needed to prevent and address situations in which students are abused or exploited. These measures can help ensure that all children, particularly those most vulnerable, are not prevented from enjoying their right to a safe educational environment due to such practices.

Enhancing the role of schools in fighting HIV/AIDS and mitigating its impact on orphans and vulnerable children may also involve childcare (both before and after school), recreational programmes and community education. Efforts to improve and

expand the role of schools will require the involvement of parents, community leaders and children themselves.

Thus in wrapping up, the following recommendations can be adopted in mitigating the OVC's predicament:-

- Strengthen the capacity of families to protect and care for orphans and vulnerable children by prolonging the lives of parents and providing economic, psychosocial and other support.
- Mobilize and support community-based responses.
- Ensure access for orphans and vulnerable children to essential services, including education, health care, birth registration and others.
- Ensure that governments protect the most vulnerable children through improved policy and legislation and by channelling resources to families and communities.
- Raise awareness at all levels through advocacy and social mobilization to create a supportive environment for children and families affected by HIV/AIDS.

## **RECOMMENDATIONS FOR FPE IN KENYA**

In view of the study findings and based on suggestions by the various respondents the following recommendations should be considered if the FPE programme is to succeed.

**The government should as a matter of priority, develop the FPE policy that clearly defines what FPE is all about.**

- The FPE policy should give direction on access, quality assurance, and retention and completion strategies.

- The policy should give guidelines on admission criteria.
- It should also provide for the needs of children with special learning needs.
- It should clarify funding sources, define roles of various stakeholders
- The policy should be widely disseminated.

**FPE should be implemented within the broader Education for All (EFA) framework, which provides for a holistic approach to education provision.**

- The government should adopt various strategies of expanding access, ensuring retention and completion.
- It should expand, strengthen and create centers for accelerated learning targeting over-age youth.
- The government should finalize a policy for establishing equivalencies between formal and non-formal education and a cross the various levels of education.

**Teachers should be taken through in-service courses to train them on new teaching techniques like multi-grade and double-shift and ways of instilling discipline without using the cane.**

- They need to be trained on guidance and counseling, especially to enable them deal with over-age learners.
- Parents, school communities and sponsors should be involved in disciplining of pupils.

**The government should carry out a thorough staff balancing exercise to ensure that all schools have enough teachers.**

- The government could consider employing more teachers to ease the shortage.
- It could also consider engaging contract teachers, who will be cheaper to maintain.

- Parents and communities should also be encouraged to engage part -time teachers, especially the unemployed trained teachers.
- The government and stakeholders should devise ways of motivating teachers, including promoting and rewarding best -performers.

**The government should promote partnerships to ensure sustainable implementation of FPE.**

- The government should define the roles of various groups involved in school management, namely head teachers, sponsors and school committees, to enable them carry out their activities harmoniously.
- The role of sponsors needs to be clearly spelt out to avoid a situation where they exerted a lot of influence on the management of schools without commensurate input in terms of resources.
- Parents and community members should also be made aware that it is their obligation to ensure that all children are taken to school.
- Parents and community members should be encouraged to participate in school management.
- They should monitor the progress of FPE and ensure that all children enroll and attend school regularly. Those who are not enrolled or drop out of school should be reported to the chief or local education authorities for action.

**Areas for further research**

- There is need for further research on how GoK can ensure equity and access to all orphaned children in terms of education.
- What community structures may work best in ensuring there is minimal drop out rates among the orphans and the girls especially.
- Development of a community based information systems that can be used to identify orphans and increase their enrollment to schools.
- Viability of community financing to school feeding programs.



## **REFERENCES**

- Abagi, Okwach (1999): "Education for the Next Millennium" in *Kenya's Strategic Policies for the 21st Century*. Edited by P. Kimuyu, Mbuyi Wagacha and Okwach Abagi, Institute of Policy Analysis and Research (IPAR): Nairobi
- Aduda, David (1998): "Education in Kenya" in *The Reality of Aid 2000*, Earthscan Publication: London.
- African Network For The Care Of Children Affected By AIDS (2004) *Handbook For Paediatric AIDS In Africa*. Kampala, Uganda.
- Altekar, Anant (1934; reprint 1965) *Education in Ancient India*, Sixth Edition.
- Anderson, D. James Education in ancient times *History of Education Quarterly*
- Boler. T and Carroll. K. (2003) *UK Working Group On Education And HIV/AIDS; Addressing The Educational Needs Of Orphaned And Vulnerable Children, Policy & Research: Issue No. 2*. Action Aid International and Save the Children's Fund, London.
- Case, A., C. Paxson, and J. Ableidinger, *Orphans in Africa*. Center for Health and Wellbeing, Research Program in Development Studies, Princeton University, New Jersey, January 2003.
- Children on the Brink is a biennial report on orphan estimates and strategies published jointly by UNAIDS, UNICEF and USAID.
- 'Dimensions of the emerging orphan crisis in sub-Saharan Africa', *Social Science & Medicine*, vol. 56, no. 6, March 2003, pp. 1235-1247.
- East and Southern Africa Interagency Steering Committee on Orphans and Vulnerable Children (April 2004) *Strengthening National Responses: Southern African Workshop on Orphans and Other Vulnerable Children*. Maseru, Lesotho. USAID, Bureau of Africa and Office of Sustainable Development.
- Family Health International And UNAIDS. (July 2004) *Case Studies Of Success In The Scope-OVC Project; A Guide To Assist OVC Planning*. Family Health International.
- Hastings T (1936), Education in Middle ages. *Journal of history of education* Vol. 36
- Hepburn E. A. (June 2001) *Primary Education in Eastern and Southern Africa. Increasing Access for Orphans and Vulnerable Children in AIDS Affected Areas*. Terry Stanford Institute of Public Policy. Duke University.
- Help Age International, International HIV/ AIDS Alliance (2003) *Forgotten Families: Older People as Caregivers of Orphans and Vulnerable Children*. International HIV/AIDS Alliance. Brighton, UK.

International HIV/AIDS Alliance. (January 2003) *Building Blocks: Africa-Wide Briefing Notes*. International HIV/AIDS Alliance, UK.

International Federation of Red Cross and Red Crescent Societies. (2002) *Orphans And Children Made Vulnerable By HIV/AIDS*. International Federation Of red cross and Red Crescent Societies

International Labour Office, *A Future without Child Labour* –Global report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Office, Geneva, 2002.

Kifle, A., Ethiopia – *Child Domestic Workers in Addis Ababa: A rapid assessment*, International Labour Organization, International Programme on the Elimination of Child Labour, Geneva, July 2002.

Makau, B.; Kariuki, M.W.; Obondo, A.; and Syongoh, G.A., (2000): *Assessing Policy and Planning for Attainment of Education for All in Kenya*, research report prepared for Action Aid-Kenya.

Microsoft encyclopaedia, (2003): history of education.

Mwami, J. A., A. J. Sanga and J. Nyoni, Tanzania – *Children Labour in Mining: A rapid assessment*, International Labour Organization, International Programme on the Elimination of Child Labour, Geneva, January 2002.

NARC (2002): *NARC Manifesto: Democracy and Empowerment*, Nairobi.

Nzomo, J; Kariuki, J and Guantai, L. (2001): *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools in Kenya*, SACMEQ Policy Research, Report No. 6, UNESCO International Institute for Educational Planning: Paris.

O'Neil, K (1940)*Education during the renaissance*. Foundations of education 4th edition, 1995

Ornstein, L; (1950) . *Educating Young Children* McGraw-Hill Inc

Power, J. Edward (1945)*Education Philosophy* Foundations of Education: 6th edition

Rashadoll, I: Education during protestant reformation, Journal of History of education Vol8, 1997 No.6

Republic of Kenya (2004): *National Action Plan on Education For All (2003-2015)*, Government Printers: Nairobi.

Republic of Kenya (2001): *Education for All (EFA) in Kenya: A National Handbook on EFA 2000 and Beyond*, Government Printers: Nairobi .

Republic of Kenya (2004): *Draft Report of the National Conference on Education and Training*: Nairobi.

Republic of Kenya (2003): *Economic Recovery Strategy for Wealth and Employment Creation*, Government Printers: Nairobi.

Rulland C, Finger W, Williamson N, Et al. (2005) *Adolescents: Orphaned and Vulnerable In Time of HIV/AIDS*: Youth Issues Paper 6. Family Health International, YouthNet Program.

Smart. R. (2003) *Policies for Orphaned and Vulnerable Children: A Framework for Moving Ahead*. Policy Project.

Smith J. *National Plan of Action for Orphans and Other Vulnerable Children; Child Friendly Version*. (Working Draft) Save The Children-Norway in Zimbabwe and Catholic Relief Services/Zimbabwe's Strive Project.

South African AIDS Trust. (August 2004) *Children And Home-Based Care: Integrating Support For Children Affected By HIV And AIDS Into Home-Based Care Programmes*. South African AIDS Trust; Harare, Zimbabwe.

South African AIDS Trust. (May 2001) *Counselling Guidelines On Palliative Care And Bereavement; HIV Counselling Series No. 3*. South African AIDS Trust; Harare, Zimbabwe.

UNAIDS, UNICEF and USAID. (July 2004) *Children on the Brink 2004: A Joint Report of New Orphan Estimates and a Framework of Action*. UNICEF, New York, NY.

UNICEF. (November 2003) *Africa's Orphaned Generations*. UNICEF, New York, NY.

UNICEF (December 1999) *Children Orphaned By AIDS: Frontline Responses from Eastern and Southern Africa*. UNICEF Division of Communication. New York, NY.

UNICEF. (2003) *The State Of The Worlds Children 2004*. UNICEF, UNICEF House, New York, NY.

UNICEF Et al., (July 2004) *The Framework For The Protection Care And Support Of Orphaned And Vulnerable Children Living In A World Of HIV And AIDS*.

UNESCO (1990): *World Conference on Education for All (WCEFA) Final Report: Meeting Basic Learning Needs*, UNESCO: Paris.

UNESCO (2006): *Synopsis Of History Of Education*. UNESCO: Paris

World Health Organization. (2003) *Perspectives and Practice in Antiretroviral Treatment; Saving Mothers, Saving Families: The MTCT-Plus Initiative: A Case Study*. World Health Organization, Switzerland

Yoon, U; *education Theory in the 17<sup>th</sup> Century* American Educational History Journal, Vol 26 (1994)

**APPENDIX 1**

**PUPILS INTERVIEW SCHEDULE**

**FOR ORPHANS**

Questionnaire identification number \_\_\_\_\_

School: \_\_\_\_\_

**Introduction:**

My name is Diana Ruchugo. I am a postgraduate student at the University of Nairobi pursuing Project Planning and Management course.

I am talking with children in primary schools within Makadara division in order to find out their experiences as orphans and you have been nominated to participate in this study.

**Confidentiality and consent:** I am going to ask you personal questions and I am not going to talk to anyone about what you tell me. The answers you shall provide will be treated with confidentiality and your name will not be written on this form. However, your honest answers to these questions will help me understand what people think, say and do about orphans in this city. You can have a teacher come and sit with us if you would like.

I greatly appreciate your help in responding to this interview.

Would you be willing to participate?

*Thank you.*

**SECTION A**

1. In what month and year were you born? Month  / \_ Year  / / / \_

2. Record the sex of the respondent. \_\_\_\_\_

3. What language do you speak most of the time? \_\_\_\_\_

4. Have you been placed in school for the first time? \_\_\_\_\_

5. What class are you in right now? \_\_\_\_\_

6. Have you ever repeated a class? \_\_\_\_\_

If yes what are the reasons for repeating class

\_\_\_\_\_

7. Do your teachers know that you are an orphan?

Yes   
No

8. How do you think they treat you? Please tick the appropriate box

Better   
Worse   
Same as   
Other children.

9. Who are you currently living with?

---

10. How does your guardian treat you? Please tick the appropriate box

Better   
Worse   
Same as   
other children.

11. Who provides you with the necessities required by the school?

---

12. What are some of the necessities that may be required from you by the school that you have to ask your guardian to provide?

---

13. What do you do in your leisure time?

---

14. Who do you talk to when you have a problem or a worry?

---

15. Is there anything still bothering you about your parents death?

---

---

16. What is different about your life since your parents died?

---

---

---

17. What makes you happy?

---

---

---

18. How often would you say that you prefer to be alone instead of playing with other children?

---

19. Who do you play with?

---

---

20. Tell me something about your life that makes you happy?

---

---

---

---

21. Who do you admire most?

---

---

And why?

---

---

---

Thank you for taking time to participate in this study. I am so very sorry about your loss, I encourage you to remain strong and focus on being the best that you can be. I also wish you well as you pursue your studies.

APPENDIX 2

**TEACHER'S QUESTIONNAIRE**

**On Situation analysis of Free primary education on Orphans**

Questionnaire Identification Number \_\_\_\_\_

School \_\_\_\_\_

*Introduction:*

My name is Diana Ruchugo. I am a postgraduate student of the University of Nairobi pursuing Project Planning and Management course.

I am conducting a situation analysis on free primary education on orphans in Makadara division-Nairobi and you have been nominated to participate in this study.

**Confidentiality and consent:** The answers you will provide will be treated with confidentiality and your name will not be written on this form.

However, your honest answers to these questions will help me understand what people think, say and do about orphans in this city.

I greatly appreciate your help in responding to this interview.

*Thank you.*

**SECTION A**

**Personal Data:**

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Level of education: \_\_\_\_\_

Marital Status: \_\_\_\_\_

What is the total number of students in this school, in the following categories?

Class 1 \_\_\_\_\_

Class 2 \_\_\_\_\_

Class 3 \_\_\_\_\_

Class 4 \_\_\_\_\_

Class 5 \_\_\_\_\_

Class 6 \_\_\_\_\_

Class 7 \_\_\_\_\_



Class 8 \_\_\_\_\_

Female and male students in the above category.

Females	Males	
1. Class 1	_____	_____
2. Class 2	_____	_____
3. Class 3	_____	_____
4. Class 4	_____	_____
5. Class 5	_____	_____
6. Class 6	_____	_____
7. Class 7	_____	_____
8. Class 8	_____	_____

What is the average age of the students according to the classes?

Female	Male	
1. Class 1	_____	_____
2. Class 2	_____	_____
3. Class 3	_____	_____
4. Class 4	_____	_____
5. Class 5	_____	_____
6. Class 6	_____	_____
7. Class 7	_____	_____
8. Class 8	_____	_____

What is the total number of orphans in this school in the following classes and according to gender?

Female	Male	
1. Class 1	_____	_____
2. Class 2	_____	_____
3. Class 3	_____	_____
4. Class 4	_____	_____
5. Class 5	_____	_____
6. Class 6	_____	_____
7. Class 7	_____	_____
8. Class 8	_____	_____

What is the total number of class repetitions in

Lower Primary (classes 1 to 4): \_\_\_\_\_

Upper primary (classes 5 to 8): \_\_\_\_\_

Among the above number how many of them are orphans in Lower primary \_\_\_\_\_

Upper primary \_\_\_\_\_

What would you attribute class repetitions to especially among the orphans?

---

---

---

---

---

What is the number of cases of drop outs in:

Lower Primary: \_\_\_\_\_

Upper primary: \_\_\_\_\_

Among the above numbers, how many of them are orphans in

Lower primary: \_\_\_\_\_

Upper primary: \_\_\_\_\_

What factors would you attribute to cases of drop out in regard to orphans as opposed to non-orphaned children?

---

---

---

---

---

What is the total number of orphans according to gender who have completed primary school education?

## **SECTION B**

What are the activities that children here engage in during breaks?

---

---

---

What psycho-social support programs are in place here for the orphans?

---

---

---

---

What are the known barriers seen here to the education of orphans?

---

---

---

**What observable behaviour has been witnessed among the orphans that can be attributed to the death of a parent?**

---

---

---

**Is there any differences you experienced in looking after orphaned boys and girls?**

---

---

---

**Do they both behave and react in similar manner?**

---

---

---

**f) What age related difficulties do you experience in looking after the orphans?**

---

---

---

**g) What are the challenges faces in looking after the orphans?**

---

---

---

**h) Who takes care of the majority of the orphans?**

---

---

**i) Is there an existing support from the government for orphans in primary schools?**

---

---

---

**j) Also is there existing support from the private sector for orphans in schools?**

---

---

---

**k) Would you kindly make a comment regarding free primary education on orphans?**

---

---

---

---

---

*Asante sana!*



**UNIVERSITY OF NAIROBI**  
**COLLEGE OF EDUCATION & EXTERNAL STUDIES**  
**FACULTY OF EXTERNAL STUDIES**  
**DEPARTMENT OF EXTRA MURAL STUDIES.**

Your Ref:

Our Ref:

Telephone: 334244 Ext. 120

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

19<sup>th</sup> September 2006

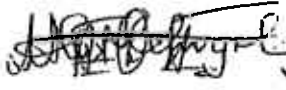
**TO WHOM IT MAY CONCERN**

**RE: DIANA RUCHUGO REG. NO. LA2/P/9065/04**

This is to inform you that the above named was a student in the University of Nairobi Faculty of External Studies Department of Extra Mural Studies pursuing a Post-Graduate diploma course in Project Planning & Management.

She is carrying out a project on "Situation Analysis of Free Primary Education on Orphaned Children" a case study: Makadara Division.

Any assistance given to her will be appreciated.

  
**Patricia W. Muchiri**  
**RESIDENT LECTURER**  
**NAIROBI AND ENVIRONS**



# CITY COUNCIL OF NAIROBI



TELEGRAM "SCHOOLING"  
TELEPHONE: 221166/224281  
EXT: 2426 /2590

CITY HALL ANNEXE  
P. O. BOX 30298 GPO  
NAIROBI

## CITY EDUCATION DEPARTMENT

25<sup>th</sup> September, 2006

GL/NC/141 VOL II/70

All Headteachers  
City Council Primary Schools  
**NAIROBI**

### **RE: RESEARCH AUTHORITY**

I write to certify that **Diana Ruchugo** of University of Nairobi is authorised to visit Council Schools for the purpose of carrying out a research titled, "Situation Analysis of Free Primary Education on Orphaned Children".

Therefore you are requested to facilitate this important activity in your school.

CITY EDUCATION OFFICE  
P. O. BOX 30298  
*F. L. Songole*  
F. L. SONGOLE  
NAIROBI, KENYA  
CHIEF ADVISER TO SCHOOLS  
**FOR: DIRECTOR OF CITY EDUCATION**