

**CHALLENGES FACING VULNERABLE CHILDRENS'
PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN
KASIPUL DIVISION IN RACHUONYO SOUTH DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Degree of Master of Education in Educational Administration
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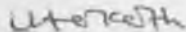
DECLARATION

This is my original work and has not been presented for a degree or any academic award in any other University.



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This research project has been presented for examination with our approval as University Supervisors.



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DEDICATION

This research study is dedicated to my husband Mr. Moses Magero and our children Nickson Magero, Elizabeth Magero, Norah Magero, Maurice Magero and Dolphine Magero. The research is in memory of my late parents Mr. Zadock G. Onyango and Mrs. Rosbellah O Onyango.

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May God bless you all.

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ABBREVIATIONS

FPE	Free Primary Education
GOK	Government of Kenya
ILO-	International Labour Law
CRC	Convention on the Right of the Child
HIV	Human Immunodeficiency Virus
MOE	Ministry Of Education
ILC	International Labour Contract
UN	United Nations
UNAIDS	United Nations Aids Environmental Program.
UNESCO	United Nations Educational Scientific and cultural Organization
UNICEF	United Nations Children Fund.
KESSP	Sector Support Program
UNDPHDI	United Nations Development Programs Human Development Index.
UK	United Kingdom
UPE	Universal Primary Education
WHO	World Health Organization
WERK	Women Educational Researchers of Kenya
OVC	Orphans and vulnerable Child.

ABSTRACT

All over the world, education is recognized to have both private and social returns. This has been the justification by individuals, groups and the states in investment in education. The challenges of educational achievement threaten to lead to social classes and tend to widen the gap between the rich and the poor. Through education we can reduce illiteracy, diseases, poverty and accelerate sustainable development. One of the major education challenges in Kenya is the education of vulnerable children which has not been very effective though there is free primary education. In Kasipul Division, Rachuonyo South District the education of vulnerable children in public primary schools has faced various challenges deterring them from participating well.

The purpose of the study was to investigate the challenges facing vulnerable children's participation in primary education in public schools in Kasipul Division. The research study was guided by research questions that included establishing discipline behaviours influencing vulnerable children, to determine the influence of vulnerable children living with non parents, to assess the limitations of FPE policy on vulnerable children, to determine the influence on the cost of uniforms and sanitary towels on vulnerable children in their participation in free primary education.

The study adopted a survey design. The sampling procedures used were stratified sampling to obtain random sampling. Three sets of questionnaire and a focus group discussion were administered to illicit appropriate responses. Data obtained was analyzed synthesized and presented using the statistical package for social sciences. This program enables univariate analysis, giving rise to frequency distribution and percentages presented in pie charts, bar graphs and tables (Nachmias & Nachmias 1996).

The findings of the study showed that vulnerable children could not participate in free primary education due to orphanhood and poverty which leads to child headed families living with non parents and lack of basic needs.

In view of the above findings, the study recommends that the government should introduce free feeding program in all public primary schools to cater for the vulnerable children. The government should pay extra levies for vulnerable children. The study recommends the sensitization of parents and guardians regarding FPE so that they become aware of their responsibilities to their children rather than living everything to the government.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education all over the world has remained one single most important means to sustainable development. The 1948 United Nation Charter emphasized that education is a basic Human Right. It stressed that an enlighten citizenry provides the pillars upon which economic development and democratic system thrive (UN Charter, 1948). Barns and Asunda (1983) concurs and adds that hopes of achieving higher standard of living and even establishing independence in viable form seem to depend almost directly on the ability of each county to train men and women at all levels. UNESCO (2000) emphasized that education for all (EFA) is a compelling goal for all nations and it is a basic human right for all children as recognized in the convection on the Rights of the Child (CRC). Education is critically important to children's social integration and psychosocial well being.

This means that all the children should get chances to access and participate in education no matter their economic and social status. They require quality education that will significantly guarantee their transition to responsible adulthood. A child who can read and write and carry out basic arithmetic has a solid foundation for continued learning throughout life and thus has a better chance in life. Education is therefore a torch which illuminates children's lives.

It gives children a better chance for a fully healthy and secure life. The government Development Plan (1979 – 1998) emphasized that the primary stage of education is the most important for any child since it is here that basic knowledge is acquired.

A vulnerable child is a child whose safety, well being and development are for various reasons, threatened, emotionally deprived or traumatized. A vulnerable child includes: - a child with either single or both parents alive, have any form of disability or orphans who are living in deplorable conditions due to poverty. Most of them have been referred as (OVC) orphans and vulnerable children (NPA – 2007 – 2010). According to ILO (2002) vulnerability of children has remained a persistent problem in many parts of the world forcing many of them to engage in economic activities leading to child labour instead of participating in education. A report by ILC (2002) stated that 352 million children aged 5 – 14 are engaged in economic activity for survival.

Bhalotras (2003) identified the Asia – Pacific region as the most affected with large numbers of working children aged 5 – 14 years with 127 million (60%) of the world population. India is one of the countries in the region which experienced the problem of child vulnerability forcing many of them to engage in economic activities due to poverty instead of participating in education. Jain (1985) stated that due to these challenges of many vulnerable children not participating in education, India state of Keramala abolished economic activities

which the children were engaged with and endeavored to provide free and compulsory education to all children of the age of 14 years. In sub Saharan Africa the case is not different as many vulnerable children around 48 million (23%) are involved in economic activities leading to child labour instead of participating in education. This is followed by Latin America and Caribbean with 17.4 million (8%), middle East and North Africa with 13.4 million (6%) (Ibid).

Africa ranks second due to poverty. As the poorest continent, countries in which large shares of children are working on average poor countries (ILO 2001). This is an indication that in many parts of the world vulnerable children are facing various challenges like economic instability leading to poverty. Basu (1999) commented that sending children into labour force instead of going to school is a family last income earning resort.

In East Africa, Kamala (2003) concluded that Tanzania's (58.2%) of children ages 5 – 14 years are engaged in economic activities instead of participating in education. Due to the above situation many countries have attempted to provide and promote universal primary education. Apart from poverty other challenges like HIV and AIDS pandemic has become uncontrollable. Worldwide it is estimated that in many parts of the world more than 16million children under the age of 18 years have been orphaned by HIV and AIDS. About 14.8million of these children live in Sub – Saharan Africa. Most of the HIV and AIDS orphans who live outside of Africa live in Asia, where the total number of orphans, orphaned for all reasons exceeds 73million (UNAIDS 2010). Even though there

are other causes of death of parents, HIV and AIDS is the most responsible for leaving vast numbers of children across Africa without one or both parents. Countries which have been affected by high number of orphans due to HIV and AIDS Includes:- Zimbabwe (71%), Swaziland (69%), South Africa (56%) and Kenya (44%) UN Secretary General envoy for HIV/AIDS in Africa report (2009).

When primary breadwinners are unable to work, the entire family food security is increasingly threatened, affecting adversely the nutritional status of children. Children from the affected families may drop out of school due to various challenges beyond their control. The impact of HIV/AIDS exposes children to various exploitation like sexual abuse of many young girls, escalating crimes and social disorganizations.

The Kenya vision 2030 aims at making Kenya a newly industrialized middle income country providing high quality life to all her citizens in a clean and secure environment by the year 2030. The vision within its social pillar sector has indicated that the government will address the need of the vulnerable groups which includes OVC, disabled, the refugees and the internally displaced persons through various strategies. The strategies include reducing death due to HIV/AIDS through expansion of antiretroviral treatment access, enhancing support to orphans and vulnerable children through policy development and support safety nets like cash transfer schemes for (OVC). A part from free

primary education the government has enacted a bill for feeding program in primary schools to assist poverty stricken children in slums and rural areas.

To implement the free primary education, the government has been spending huge sums of monies since 2003. This amount has been increasing during the subsequent years. During this year 2011 – 2012, the Ministry of Education was allocated a lion's share of Kshs 200 billion up from Kshs 170 billion during the previous financial year. In addition to this, funds were allocated for feeding programs Kshs. 1.67billion, early childhood Kshs. 387.7million, Kshs. 300million for sanitary pads. For needy primary school girls and finally Kshs. 800 million to cater specifically for orphans and vulnerable children in various regions within the country (Standard Newspaper of June 9th 2011).

Despite this huge expenditure by the government on free primary education, various reports indicate low participation rate in public primary schools. We still have cases of high drop out and repetition rates in these schools. Majority of these are orphans and vulnerable for example Kenya education sector support program report (KESSP, 2008) indicated that majority of the vulnerable children have not been able to participate in education more so in the slum centers and in the rural areas. This indicates that by financing Free Primary Education alone does not address all the challenges faced by the orphans and vulnerable children in the public primary schools. Kasipul Division, Rachuonyo South District in Homabay County is one such rural areas affected by low children participation in terms of enrollment and transition to completion to the last grade of primary education.

Statistics from Kasipul Division education office on school enrollment from 2002 to 2010 depicts the sorrow state of affair as below;

Table 1.1 Enrolment of pupils in Kasipul Division, in Rachuonyo South District.

Year	school enrollment by gender			
	Boys	Girls	Total	Expected No. in schools
2002	948	784	1732	6343
2003	3128	2013	5131	7896
2004	2915	1820	4730	7594
2005	2743	1513	4256	6951
2006	2670	1233	3893	6767
2007	2140	1393	3533	7421
2008	2014	1220	3234	6849
2009	2091	1215	3306	5984
2010	2033	1180	3213	5456

Source – D.E.O Rachuonyo South District Education Office, Statistic Department May 2011

Table 1.1 show increased enrollment in 2003 when the Free Primary Education was introduced and the number of pupils rose to 5131 and there after enrollment has declined to 3213 in 2010. These indicate challenges of low enrollment, high

incidence of repetition and drop out and very low primary school completion rate. This has made the community and educationists in the Division to be worried as it was believed that lack of money was the cause of low enrollment and participation of children in public primary schools in the division before the introduction of F.P.E. It is therefore upon this background that the researcher has developed an interest in carrying out a study to investigate the challenges these orphans and vulnerable children are facing in participating in Free Primary Education.

1.2 Statement of the problem

The attainment of universal primary education has been along term objective for the Kenya government since independence. Primary Education has been recognized as a pillar upon which social, economic and democratic developments are anchored. It is a sure way of enabling equal distribution of the national cake. The government has demonstrated great effort to attain this noble course by abolishing fees in all public primary schools to enable all the children including orphans and vulnerable children to acquire basic education in primary. Even with Free Primary Education, there are still declining gross enrolment rates, high dropout rates and completion rates of less than 50% over the past ten years presenting a considerable challenge to policy makers (Abagi, 1998). A preliminary research in the area of study revealed that certain challenges were to be blamed for low enrolments in Public Primary Schools in Kasipul Division. Records from the District Education Office (D.E.O) showed the net enrolment of

(43.6%) of girls and (59.7%) for boys, completion rate being (28.6%) for girls and (38.4%) for boys (D.E.O's office Department of statistic 2011). The government expenditure on Free Primary Education therefore, appears as wasteful in this area. It is therefore upon this background that the researcher has developed an interest in carrying out a study to establish the challenges facing the participation of vulnerable children in Kasipul Division, Rachuonyo South District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the challenges facing orphans and vulnerable children's participation in primary education in public schools in Kasipul Division in Rachuonyo South District.

1.4 Objectives of the study

The study was guided by the following objectives;

- i.) To establish the discipline behaviours influencing vulnerable children's participation in public primary schools in Kasipul / division Rachuonyo South District.
- ii.) To determine the influence of vulnerable children living with non parents on participation in primary education.
- iii.) To determine the challenges of FPE policy (Universal Primary Education) on vulnerable children participation.

- iv.) To determine the influence of the cost of uniforms, sanitary towels on participation of vulnerable children in public primary education.

1.5 Research questions

The study sought to answer the following questions.

- i.) What are the discipline behaviours influencing OVC participation in public primary schools?
- ii.) What are the effects of living with non parents on OVC participation in education?
- iii.) What are the challenges of FPE policy on vulnerable children participation in public primary schools, in Kasipul Division?
- iv.) How do the costs of uniforms, sanitary towels affect the participation of vulnerable children in public primary school education?

1.6 Significance of the study

The Ministry of Education (MOE) is targeting to provide a universal primary education for all the pupils in this country through strategic policies with an aim of addressing educational problems of all children particularly the vulnerable. The NGO'S world like SOS children's villages – UK, Plan International and other child care institution are interested in addressing specific gaps which may not have been addressed by the broader government educational policies which affects the OVC participation in education. The teachers may use the findings to understand the emotional status of their pupils when handling them. The parents may use the findings to understand the psychological attitude and the material

needs of the vulnerable which affects their participation in education. Lastly the researchers also require additional information to carry out their research concerning the challenges facing vulnerable children. The study provided useful and new information necessary which could be used by the above mentioned entities to have deeper understanding of the challenges facing vulnerable children and look for ways of addressing their needs holistically and effectively.

1.7 Basic assumption of the study

The study was carried out on the basis of the following assumptions;

- i.) The respondents would cooperate and give honest answers.
- ii.) Since the schools were public institutions, they operated an open admission policy where all children were eligible for admission without any form of discrimination.
- iii.) That participation of OVC in public primary education could be affected by certain factors.
- iv.) Those majorities of OVC were as a result of HIV/AIDS pandemic and were living in deplorable conditions.

1.8 Limitations of the study

The geographical barriers like distance between schools and rivers in the area affected the research work during data collection. The schools in the region were not connected by all weather roads. These led to delays in access to the respondent's since data collected was done when it was rainy.

1.9 Delimitations of the study

The area of the study was delimited to Kasipul Division out of the two divisions in Rachuonyo South District. The study was basically concerned with the challenges facing vulnerable children in participation of free primary education. The area was chosen because of existence of many orphans and vulnerable children in the division. The study was delimited to area education officers (AEO) head teachers, class teachers and pupils in Kasipul Division .

1.10 Definition of significant terms

A child refers to any boy or girl under the age of 18.

A vulnerable child refers to a child whose safety, wellbeing and development are for various reasons threatened.

Academic performance refers to grade representing the sample achievement with respect to the attained skills and knowledge.

Challenges refers to something difficult which require great effort and determination.

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

Orphan refers to a child who has lost one or both parents through death.

Participation refers to taking part or becoming involved in something.

Public schools refers to schools that belong to the community and are sponsored by the Government of Kenya.

Rural Settings refers to connected with the country side where living standards are low.

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

Teaching and learning resources refer to textbooks, exercise books, duster, charts and other materials that facilitate teaching and learning.

Vulnerability refers to a heightened or increased exposure to risk of ones circumstances.

1.11 Organizations of the study

The study was organized into five chapters. Chapter one contains background information of the study, the research problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations of the study, definitions of terms used in the study and organization of the study. Chapter two presents the literature review of publications relevant to this study on

the challenges facing orphans and vulnerable participation in public primary schools. Chapter three consists of detailed description of the research methodology used in the study. Chapter four consists of data analysis and interpretation. Chapter five presents a summary of study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explored the related literature on the challenges facing orphans and vulnerable children participation in the public primary schools. It focused on the HIV/AIDS and discipline behaviour, free primary education policy and cost of basic needs. It related the variables through conceptual framework and then summary.

2.2 HIV/AIDS and Child Headed Families

In the past two decades HIV/AIDS pandemic has presented immeasurable challenges globally. The pandemic affected education and health sector in many ways. It is undermining the integrity of household by reducing life expectancy and weakens the human capital requirement for socio – economic development (Baylies, 2000). In the education fraternity HIV/AIDS has led to high number of orphans and vulnerable children in many public, primary schools in various regions. Due to various challenges beyond their control, a lot of quire discipline behaviour has been noticed among these orphans and vulnerable children.

An estimated 40 million people worldwide are living with HIV/AIDS (AED, 2004). Sub – Saharan Africa has the highest percentage of those affected. The

death of family members to HIV/AIDS has resulted to an increasing number of orphaned children. The latest statistics released by the United Nations Children's Fund (UNICEF) and the joint United Nations program on HIV/AIDS (UNAIDS, 2010) indicates that there are 48.3 million orphans south of the Sahara desert, one quarter of whom have lost their parents to AIDS. This confirms the statistics UNESCO released earlier that there are more HIV related deaths and orphans in Africa than anywhere else in the world. Where as sub Saharan accounts only for 10.4% of the world's population, it accounts for 71.3% of all HIV infections and 78.6% of AIDS orphans in the world (AED, 2004).

In Kenya over 760,000 adults were tested for HIV and 110,000 (35%) of those were in need of treatment and it included 60,000 children (UNICEF: UNAIDS, 2007). The National Plan of Action (NPA, 2007 – 2010) has estimated that there are 2.4 million orphans. 15% of the orphans are between 0 – 4 years old, 35% are 5 – 9 years old and 50% are 10 – 14years old. The above figures have confirmed that most orphans are still young and need parental care and guidance. The loss of parents to AIDS can have serious consequences for a child's access to basic necessities such as shelter, food, clothing, health and education.

When it comes to stigmatization, orphans and vulnerable children suffer emotionally and this can affect their attitude even towards schooling. Children grieving for dying or dead parents are often stigmatized by society through association with AIDS. The distress and social isolation experienced by these

children both before and after death of their parents is made worse by the same, fear and rejection that often surrounds people affected by HIV and AIDS. According to report from UNICEF / WHO (2004) three out of four paternal orphans live with their mother and extended families take care of over 90% of the orphans. The AIDS orphans with no choice of alternative end up engaging in child labour to rescue the financial situation. Studies have shown that most of the people dying of HIV and AIDS are young parents who are bread winners of their families (UNICEF 2003). In most cases, the accumulated wealth of the parents are consumed in their treatment before they die. Thus upon their death abject poverty is left in the family. The ability to finance the school needs are wiped away, upon the death of the breadwinners the children are left to either leave with single parents, other relatives or the oldest child takes over as the head of the family. In all these cases the need of the family upkeep would put high pressure on the family forcing the older children to engage in child labour to supplement the family income. (ILO, 2002: Kadonya et al). A study carried out by UNICEF (2003) observed that there correlation between HIV and AIDS. All these problems pose challenges for the orphans and vulnerable to participate in education since their needs are as immediate as their next meal and as extended as access to education, guidance and care until the end of their adolescent years.

2.3 Influence of poverty

Poverty impacts negatively on children as they are deprived their basic needs to survival, protection, participation and development (NPA, 2007 – 2010) over the

past 30 years poverty has been on the rise in Kenya (IFAD, 2006). Kenya is a low income country with per capita income averaging about US\$360. It ranks 140th among 177 countries in the United Nations Development Programs Human Development Index (UNDPHDI) which measures a country's development in terms of life expectancy education attainment and standard of living (ibid). More than half of the country's 35 million people are poor and 7.5 million of the poor live extreme poverty (ibid). The latest survey from the national bureau of statistics on basic report of April 2007 indicates that rural areas have the highest percentage of poverty (21.9%) while urban areas have lower percentage (8.3%) NPA, 2007 – 2008. Even though Kenya vision 2030 within its social pillar sector has indicated how it will address the needs of the vulnerable groups which includes OVC disabled, the aged and internally displaced persons through various strategies like enhancing support to orphans and vulnerable children, poverty still remains a major challenge.

Since 1979, IFAD has invested a total of US \$15.0 million in 12 loan financed projects and three grants – financed programs supporting the governments effort to reduce rural poverty. IFAD has also mobilized additional co – financing of about US\$68 million from other donor. The GOK and other beneficiaries have contributed about US\$56 million and US\$ 11 million respectively (IFAD, 1979). A part from the contributions from IFAD, the government of Kenya has set a side Kshs. 171 million every month to benefit vulnerable families. Each family is allocated Kshs. 1500 every month (Education News, July 2011) despite all these

efforts, the OVC continue to live below poverty line. This is attributed to non parents the OVC are staying with as most of them are extremely poor.

2.3.1 Vulnerable Children living with non parents

In African countries that have already suffered long severe epidemic, AIDS places pressure on families and communities. Traditional systems of taking care of children who lose their parents for whatever reason have been throughout sub-Saharan Africa for generations, but HIV/AIDS is eroding such practices by creating larger number of orphans that have never been known before. The demand for care and support is simply overwhelming in many areas. HIV reduces the caring capacity of families and communities by deepening poverty through medical and funeral cost as well as loss of labour. Due to this the orphans staying with non parents in most cases face these challenges of poverty which affects their participation in education. The non parents in most cases have low family income and this can force the orphans to engage in child labour.

Due to extreme poverty many poor non parents normally prefer to give out the orphans they are taking care to work for people as maids or house boys in exchange of money. Ngunjiri (1998) stressed that poverty is the main cause of child labour as 21.3% of working children are from poor households with monthly income of less than Kshs. 2000 while 57.9% from household with monthly income below Kshs. 6,000. This shows that many parents who end up living with most orphans are already poor. In Brazil, Columbia and Ecuador 20%

of girls between ages 10 – 14 are engaged in child labor in rural areas (ILO, 1999). In other cases vulnerable children have no choice but are bonded to well off relatives or friends in exchange for their upkeep or meet the unpaid debt instead of going to school (Goonesekere, 1993), Kane (2004) concluded that poverty affects children's access and participation in many ways like the hidden cost of attending school become a challenge to them as their poor families cannot afford to meet the basic needs in education and instead withdraw their children from school and encourage them to work as child laborers.

2.4 Discipline

Discipline is regarded as a system of guiding an individual to make reasonable decision responsibly (Mbiti 1980). Howard (1996) highlighted discipline as any attempt by an adult to control a child's behaviour by teaching and nurturing them. This prepares them to achieve competence, self control, self education and caring for others. Discipline is the most essential objective of education in all educational institutions to instill moral values which can only be achieved through the guidance of parents at home and finally in schools. Majority of the children have been faced with many cases of indiscipline either at home or in school. Problems of discipline cases can arise due to many factors beyond the control of children.

John Locke (1632 – 1704), perceived children to be born as neither good nor bad but believed that children are shaped by life experiences they get in the society.

Sigmund Freud (1859 – 1939), identified a strong link between childhood experiences and one's adult personality where the importance of family relationship for children is the most stage for generation of discipline. Therefore, discipline of children is associated with a child's parental hood which can be carried to school. Various studies have shown that indiscipline cases / problems start with the family background, where a child may undergo some psychological experiences and if not catered for well can affect his discipline behaviour. Due to many challenges which most vulnerable children face like both social and economic problems many of them end up having indiscipline cases which are related to their childhood and life experiences they get in the society. Muchiri (1998) concurs that there are many maladjusted children found in schools. A study carried out in Singapore by Braema (1997), revealed that teachers from both primary and secondary schools were faced with a variety of indiscipline problems of children. This has also been highlighted by Nyaga (2004) in her research on challenges facing head teachers in enhancing pupils discipline in primary schools in Kibera slums. Nyaga further stated that there are many maladjusted children found in Kenyan primary schools. This confirms that discipline cases is a real problem in children more so the vulnerable children as most of them are psychologically affected due to many challenges they are facing.

2.5 Free Primary Education Policy

Education is an intervention mechanism that has potential to equip and empower all children not only with literacy, reasoning and numerous skills but also with

critical social skills, a sense of responsibility, self respect and knowledge. The Childs knowledge of his or her right in all spheres of life depends on the education required. According to Oketch et al (2007) and Somer set (2009) jointly noted that the response of both cases of FPE in 1974 and 1979 was impressive as most children enrolled in schools but later there was huge drop out and neither of the program achieved their aim of free universal primary education Sacco. In 2003, the government of Kenya introduced free primary education (FPE) so that millions of Kenyan children who were locked out of school could participate.

Kenya committed herself to the UNGASS goals whose key goal was aimed at addressing, as a priority the vulnerabilities faced by children (NPA, 2007 – 2010). Even though the government has maintained high budget allocation to education sector more so (FPE), the orphans and vulnerable children are still faced by various numerous challenges in participating in this golden opportunity. Women Education Researchers of Kenya (WERK, 2005) report, chairlady indicated how (FPE) is a good thing for Kenyan children but better targeting is required especially where there is a special need. The same sentiments were also stressed by the United Nations Educational scientific and cultural organization (UNESCO, 2005) report on challenges of implementing free primary education in Kenya. According to this report the government should provide infrastructure for children with special needs and systems of school data collection should be improved to capture the on children with special learning needs.

A survey by (WERK, 2005) in Ruiru and Embakasi Division in 16 formal primary schools in the outskirts of Nairobi revealed that some of the challenges of orphans and vulnerable children are school based factors such as individual attention from teachers since some were previously out of school, over enrolment, inadequate funding to buy enough facilities, lack of proper sanitation. The study revealed how OVC are teased at school and are likely to have more problems with discipline. Thomas Odera (2007) in his study on the participation of orphans and vulnerable children in free primary schools in Kobala Location revealed that some of the challenges facing the orphans and vulnerable children in participating in free primary education is fishing and small scale farming economic activities in Kobala. Many boys in upper primary drop out to concentrate in fishing activities to get money. Some leave school to help with farming activities especially during planting, weeding and harvesting season.

Most orphans and vulnerable girls are sexually exploited by young fishermen who lure them with money. The challenges of these OVC should address gently if universal primary education is to be achieved by 2015. It is also in line with goal number two of the millennium development goals (MDG) which is to achieve universal primary education. The two studies failed to address some other challenges affecting the OVC in participating in primary education. Yet the government is spending a lot of money in this program.

The UNESCO report quotes that the government should develop the FPE policy that clearly defines what it is all about as a matter of priority. The FPE should be implemented within the broader education for all (EFA) frameworks, which should provide holistic approval to education. A key concern as regards education is the impact of HIV/AIDS on the quality of primary education, and their achievement of EFA objectives (UNESCO, 2000).

2.6 Cost of basic needs

Each step taken to increase participation in primary education like the lengthening of circle in 1984 to eight years in primary education four in secondary education and four years in university education (8-4-4) and the declaration of FPE in 2003 has had serious and sometimes un anticipated implications for school financing and instruction (MOE, 1985). Education policies affecting school expansion are made at the National level but much of the work of carrying out government policies directives is done by local communities and parents who must raise funds for school facilities and equipment. This confirms what Elisha (1984) indicated that education is not free since there is money for weekend, night coaching and building fund.

The situation becomes worse for OVC because their right is seriously threatened by the family environment deterioration as a result of parental illness, extreme poverty or death. The impact of HIV/AIDS also determines basic social services and safety health care and education (NPA, 2007 – 2010). The OVC due to their

situation cannot be able to meet this extra cost of basic needs in school. Although primary education is freely available in theory, the Kenya National Primary Baseline (KNPB) suggest that parents on average, pay 60% of the cost of primary education through direct and indirect cost with 47% of the rural population and 29% of the urban living below poverty lines, many parents are forced to engage their children in odd job activities to get money instead of participating in free primary education. The OVC who live with guardians become victims as most guardians cannot afford the cost of basic needs such as activity fees examinations fees, watchman's salary, PTA funds etc. The removal of fees by the government has not offered a solution to these challenges facing the OVC and therefore there is need for more coherent government thinking on matters pertaining to these challenges.

2.7 Theoretical framework

Several scholars have formulated various theories, concepts on particular or general issues. The theories which are relevant to this study were specifically those focusing on challenges facing vulnerable children in participation of education. In this treatise some theories are supportive to the principal theory. For example Sear's theory (1951) on which child's moral development and social behaviour, gives an explanation on a child's background and social orientation in relation to his or her behaviour. Every moment of a child's life that is spent in contact with the parents has some effect on his or her intellectual and emotional

development present behaviour and future potential. This theory may shade light to some of the challenges facing vulnerable children in their quest for education.

Marxists theory of historical materialism can also be used for this study because it may play a catalytic role in achieving the objectives of the study. For example Marx's concept of labour is inclined to this study as it can be used to explain some of the challenges facing vulnerable children in Kenya. Kenya's socio-economic structure is based on capitalism whereby most of the people belong to the proletariat. This situation leads the employers who need cheap labour to employ vulnerable children. Vulnerable children who engage in child labour could be as a result of economic stains in the society. In intolerable circumstances poor families tend to engage their children in child labour because it is the best response people can find. Vulnerable children therefore, instead of participating in education end up working for able people since their parents are poor, cannot afford the hidden cost of education like uniforms, examination fees, PTA and Remedial classes. Thus children must work and not attend school, in the long run grow up in poverty (Udry 2003). Bernado and Amallia (2005) have also articulated Marx's theory in their vicious cycle of Aids and poverty. From the above literature the following emerged as challenges facing vulnerable children in public primary schools to be investigated families poverty influence, living with non parents, free primary education policy.

2.8 Conceptual framework showing relationship of variables

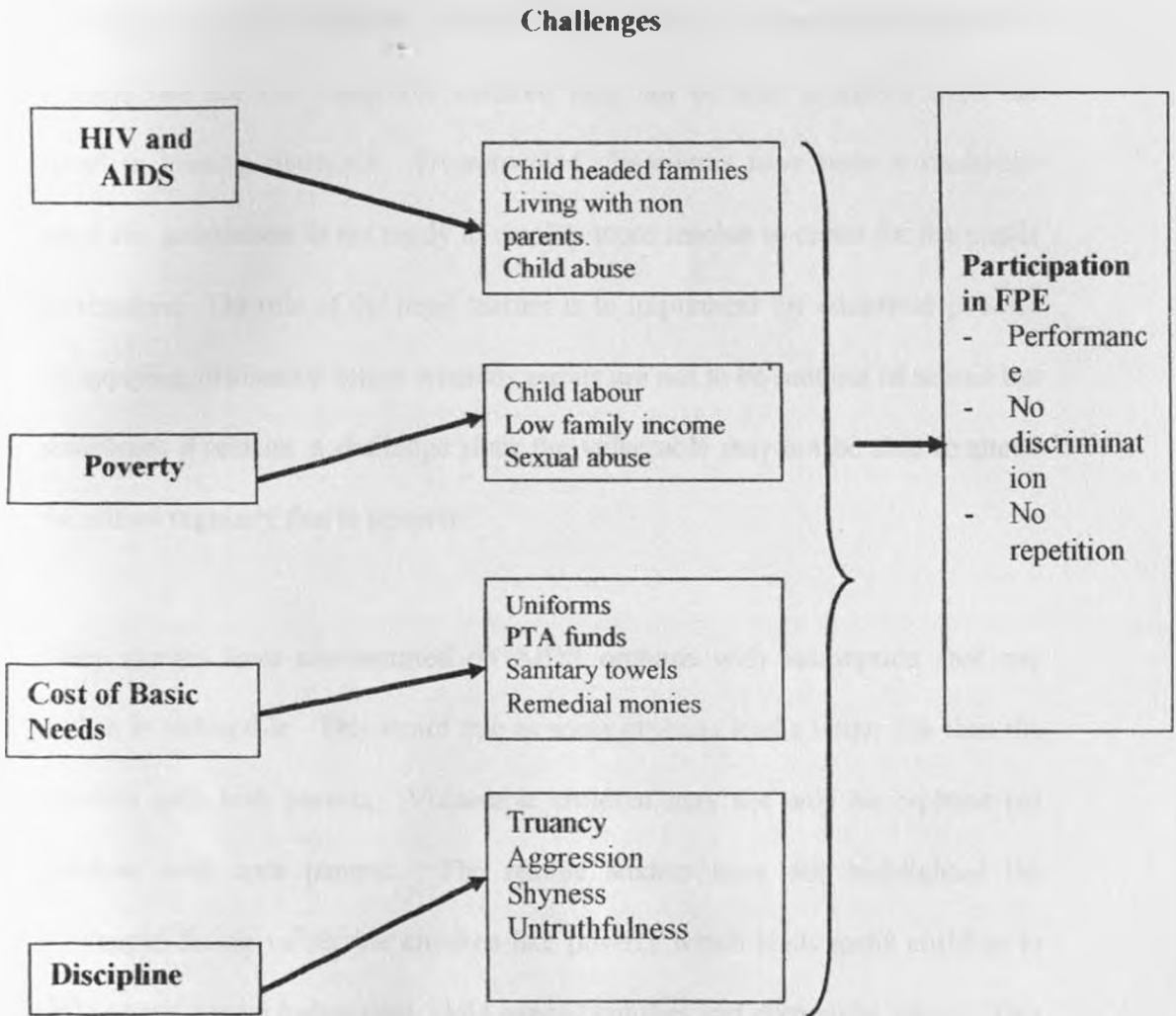


Figure 2.1

2.8.1 Summary of Literature Review

Poverty leads to child labour and it affects their participation in education since they are being used to bring some income to the family for survival. Cost of basic needs also affects children participation in education as many vulnerable

children may not be able to afford school uniforms, sanitary towels for girls and others like paying PTA money. Free Primary Education Policy has been a challenge to many vulnerable children as the money is sometimes remitted to schools late and the vulnerable children may not be able to afford even the simplest learning materials. Overcrowded classrooms have been a challenge since the government is not ready to employ more teacher to carter for the pupils as required. The role of the head teacher is to implement the education policies by applying affirmative action whereby pupils are not to be sent out of school but sometimes it remains a challenge since the vulnerable may not be able to attend the school regularly due to poverty.

Many studies have concentrated on AIDS orphans with assumption that any orphan is vulnerable. This is not true as some orphans lead a better life than the children with both parents. Vulnerable children may not only be orphans but children with both parents. The related studies have not highlighted the challenges facing vulnerable children like poverty which leads many children to child abuse, sexual harassment, child headed families and even child labour. This may lead to many vulnerable children not participating in education. The cost of basic needs of education can be a problem to vulnerable children and not necessary only to orphans as some orphans are adequately well taken care of. The study will therefore highlight the challenges facing the vulnerable children not necessary, the orphans as has been the cases in the past studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents description of the research design that was used in conducting the study which included the area of the study, research, design, target population, sample, sampling procedures, research instruments, their validity and reliability of data collection procedures and data analysis procedures.

3.2 Research design

A research design is a plan that is used to generate answers to research problems (Orodho, 2003). The research study employed a survey design. According to Kothari (1990) a survey design is concerned with describing, recording and interpreting conditions that either exists or existed. Conducting survey means collecting data from a sample of respondents selected within a given population. The data gathered was by means of questionnaire.

The study employed the survey design in its investigation as it allowed the collection of data and information from a wide range of respondents of pupils, teacher and head teachers. The data collected brought a wide range of views, opinions, attitudes and values from which similarities were extracted and

comparisons made. The survey helped to generate adequate analytical and sex disaggregated on the situation of vulnerable children under FPE in Kenya.

3.3 Target population

Mulusa (1988) defines target population as a group or category which has one or more characteristics in common and has been selected as focus of the study. The study targeted schools in Kasipul Division. The division comprised of three sub divisions namely Koderera, Kotieno and Nyahera. The targeted population of the study comprised of 2400 pupils of classes 6 – 8, 107 teachers, 67 schools and 1 A.E.O (D.E.O Rachuonyo South District)

Table 3.1: Data on target population for the study

Sub Divisions	No. of schools	No of teachers	Population by gender	
			Boys	Girls
Koderera	10	23	285	139
Nyahera	22	35	579	267
Kotieno	35	49	729	401
A.E.O		1		
Total	97	108	1593	807

Source: D.E.O Rachuonyo South District statistics Department May 2011

3.4 Sample size and sampling procedures

A sample is a smaller part of the population which is carefully selected to represent all the main traits of the population. Sampling is a means or technique used in selecting a given number of subjects from a defined population as a representative of that population (Borg & Gall, 1989). A stratified sampling was used to identify public primary schools for the study by ensuring that each of the 3 sub divisions of Nyahera, Kotieno and Koderu were given equitable representation of each stratum in the sample.

The sample consisted of ten (10) public primary schools out of the 67 schools. Oso & Onen (2005) stated that stratified sampling ensures that sub – groups are proportionately represented and accounts for the difference in sub – groups characteristics. A total of 331 pupils formed the sample size where each school had 33 pupils of class six to eight to form the sample size. Krejcie and Morgan (1970) a table for determining sample size for research activities where a population of 2400 pupils as in the above case requires a sample size of 331 pupils, 30 class teachers, 10 head teachers and one Area Education Officer was involved in the study.

Table 3.2: Sample size of the population for the study

Study sample	Total population	Sample size
Schools	67	10
Pupils	2400	331
Teachers	107	30
Head teachers	67	10
A.E.O	1	1

Source: Pilot study May 2011

From Table 3.2, out of 67 target schools there were 10 sample schools which meant that, Koderu Sub Division had two schools out of 10, Kotieno had 5 schools out of 35 and Nyahera had 3 schools out of 22. To get the individual schools from every sub division random sampling was used where names of schools in every sub division was written down on a piece paper, mixed and then picked the required number in every sub division.

3.5 Research instruments

The research instrument in the study was questionnaire. Questionnaire was used since the study was concerned with viable that could not directly be observed, the respondents were literate, information could be easily described in writing and time was also limited (Osorwillis, 2005). Four sets of questionnaire were designed by the researcher. Questionnaire was chosen because it helped

respondents to give answers even to sensitive questions especially as they were not required to indicate their names.

A.E.O'S questionnaire was in the form of table where he was required to fill in the required answers as per the questions in the table. Headteacher's questionnaire had 18 items. The items were designed to elicit head teachers personal background, school population, number of vulnerable pupils and the challenges they were facing. The questions were in two categories; structured and unstructured. The unstructured questions needed an explanation according to what was required. Class teacher's questionnaire had 20 items designed to elicit the teacher's personal background, population of pupils in classes by gender. The number of vulnerable pupils and the challenges they were facing. Pupil's questionnaire had to be carried out in a focused group, where they were required to answers the questions according to their group identity.

3.6 Validity of instruments

Mugenda (2003) defines validity as the accuracy and meaning fullness of inferences, which are based on the research results. It defines the degree to which results were obtained from the analysis of data which represented the phenomenon under study. The researcher discussed the prepared questionnaire with the supervisor to ensure that the items were well set. Validity of the instrument was crucial in all forms of researchers and acceptable level was largely dependent upon logical reasoning, experiences and professionals of the

researchers (UNESO 2004). In order to assess validity the following approaches could be employed to ensure truthfulness. They included- face validity, content validity, predictive validity and construct validity. In this case the researcher used content validity.

3.7 Reliability of instruments

Reliability is a criterion that refers to the consistency of data arising from the use of a particular research. (Nachmias et al 1996). A high level of reliability was preferred in this research project. In order to realize this, the researcher designed questions which were precised and simple enough for all categories of respondents. The researcher applied qualitative approach to elicit information. First there were joint discussions with the supervisors to scrutinize all the questions to asses the appropriateness in addressing the critical issues in the study. This was followed by a pre test in selected sample.

3.8 Data collection procedures

The researcher sought permission from the D.E.O Rachuonyo South District to visit the selected schools for introduction and distribution of questionnaires. The questionnaire was administered by the researcher. Both the teachers and the pupils filled the questionnaire and had them collected on the same day to have high response rate. Clarification was made where necessary and the purpose of the study was explained. The respondents were assured of confidentiality of their identities.

3.8 Data procedures

The collected data from questionnaire were edited and checked for any blank spaces left for adjustment. Care was taken to ensure coding and data entries were done according to coding rules. Nachmias et al (2008) note that since coding is the process by which responses are classified into meaningful categories, the initial rule of coding is that the number assigned must make intuitive sense. Data analysis sought to fulfill research objectives and provided answers to research questions. The study used both quantitative and quantitative approaches to analyze the data collected. The data was analyzed using descriptive statistics of percentage and frequency then data was presented as pie charts and bar graphs.

3.8.1. Quantitative data analysis

Quantitative data analysis commenced at the field editing stages to minimize errors. This was followed by coding. The open ended data entry, data cleaning transformation, analysis and interpretation (Obure 2002). The Statistical Packages for Social Science was used to analyze and describe the information for ease of interpretation

3.8.2. Qualitative data analysis

It was done concurrently with data collection. Uses of words spoken and written were identified. The challenge of qualitative data analysis was to make a sense of massive amounts data, reduce the volume of information, identify significance pattern and construct frame work for communicating the existence of what the

data revealed (Best and Khan 2004). The data was summarized in daily basis where an interim report produced, analyzed and interpreted.

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CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter analyses and presents the findings of the study based on the data collected from the pupils, class teachers, head teachers and area education officer about challenges facing vulnerable children in their participation in free primary education. This was discussed under subsections of establishing the discipline behaviours influencing vulnerable children; to determine the influence of vulnerable children living with parents; to assess FPE policy; to determine the influence of the cost of uniforms and sanitary towels on participation of vulnerable children in public primary education. The socio – demographic characteristics of the respondents was also considered in this chapter.

4.2 Questionnaire Return Rate

The total number of respondents sampled in 10 public primary schools were 240 pupils, 30 class teachers, 10 head teachers and 1 area education officer. Out of the sample, 220 pupils (92%), 22 class teachers (73%) and all 10 head teachers (100%) fully completed questionnaire and returned to the researcher.

4.3 Demographic Information on Respondents

Demographic particulars of the respondents are presented using tables, pie charts and bar graphs.

Respondents gender

The pupils, teachers and head teachers in 10 public schools in Kasipul Division selected indicated their genders as shown on table 4.1.

Table 4.1 Sampled Population of Respondents by Gender

Gender	Pupils (N= 220)		Class teachers (N = 22)		H/T (N = 10)	
	f	%	f	%	f	%
Male	134	60.9	14	63.6	8	80
Female	86	39.1	8	36.4	2	20
TOTAL	220	100.0	22	100.0	10	100.00

Source survey data 2012

As indicated there were more male (60.9%) pupils than female who were only (39.1%). This was further reflected in teaching profession in the division where male class teachers were (63.6%) compared to female (36.4%). The case was not different with headteachers where male were (80%) and female (20%).

4.2.1 Age distribution of pupils

The ages of the pupils were of concern to the study as it would assist the researcher to identify their relevance to the study. In view of this, the pupils were asked to state their ages and they indicated.

Table 4.2. Distribution of Pupils by age

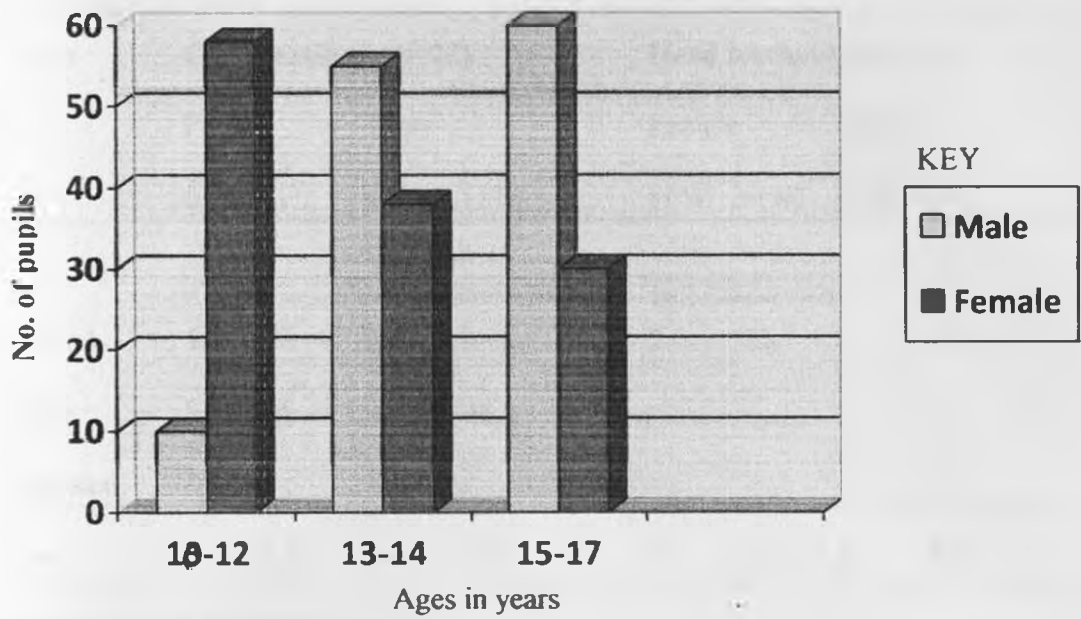
Ages (years)	frequency of pupils		Percentage		total
	Male	Female	Male	Female	%
10 – 12	10	58	5	8	13
13-14	58	38	26	17	43
15-17	66	30	30	14	44
	134	86	61	39	100.0

N = 220.

Table 4.2 indicates that out of 220 pupils, 10 male (5%) and 18 female (8%) fell between ages of 10 – 12 years, 58 male (20%) and 38 female (17%) fell between 13 – 15 years and 66 male (30%), 30 female (14%) fell between 15 – 17 years.

This implied that majority of the vulnerable children fell between 13 – 17 years. At this age, many pupils both boys and girls face many challenges like working to earn some money to supplement for financial status, early marriages and pregnancies for girls due to environmental conditions.

Figure 4.1 Bar graph Showing Age Distribution of Pupils



Source: survey data 2012

4.3.2 Marital Status

The class teachers and head teachers sampled revealed their marital status as below

Table 4.3: Respondents Marital Status

Status	Class teachers (N=22)				Head teachers (N= 10)			
	Female		Male		Female		Male	
	f	(%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Married	5	22.7	10	45.5	2	20	8	80
Single	3	13.6	4	18.2	-	-	-	-
Separated	-	-	-	-	-	-	-	-
Total	8	36.3	14	63.7	2	20	8	80

Source: survey data 2012

From Table 4.3, majority of classteachers and headteachers were males. Male classteachers were (63.7%), headteachers were (80%) while female classteachers were (36.3%) and female headteachers were only (2%). There were no cases of separated but single teachers were identified. This implied that the male have taken education seriously in the division than female as many teachers are from the local environment

4.3.3 Categories of Vulnerable Children

The study identified the following categories of vulnerable children existing in the sampled schools in Kasipul Division.

4.3.4 Table 4.4: Categories of Vulnerable Children

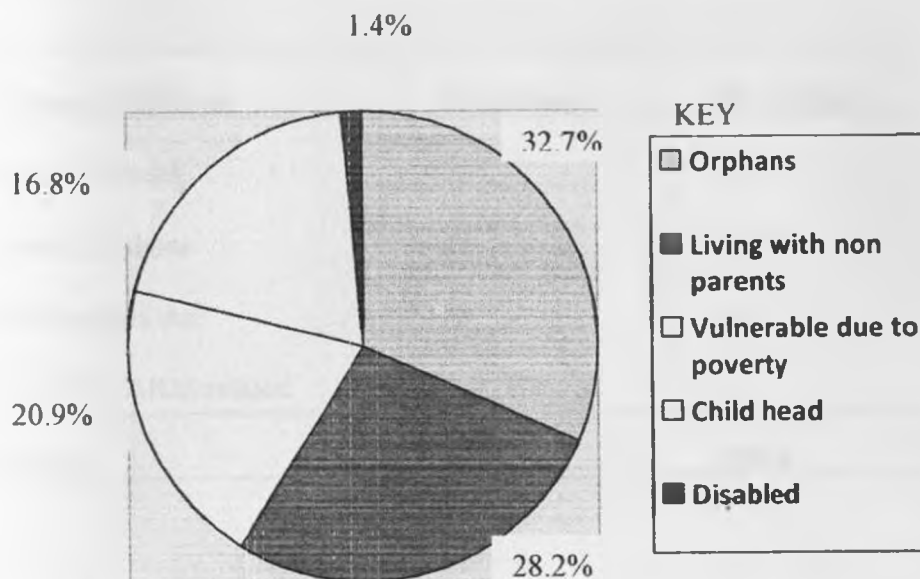
Categories	Frequency	Percentage
Orphans	72	32.7
Child family head	37	16.8
Living with non parents	62	28.2
Disabled	3	1.4
Others due to poverty	46	20.9
Total	220	100.0

N = 220.

From the responses received out of the sampled pupils, there were many orphans (32.7%), children living with non parents (28.2%), children living in abject poverty (20.9) child headed families (16.8%) and lastly the disabled (1.4%).

This is an indication that the children are facing many challenges hindering them from participating in free primary education properly as they have multiple of problems.

Figure 4.1: Pie chart showing categories of vulnerable children



4.4 Influence of HIV/AIDS on vulnerable children

HIV and AIDS have been cited as some of the challenges facing vulnerable children in their quest for free primary education as it leaves them parentless and living in deplorable conditions. This supports the contention of UNICEF (2002) which highlighted that the death of family members due to HIV and AIDS has resulted to increasing number of orphaned children.

The study sought to establish the challenges of HIV and AIDS to orphanhood and how it leads to vulnerability of children. Vulnerable Children who were interviewed through questionnaire on the status of their parents whether alive or dead gave their responses as indicated below.

Table 4.5 Influence of HIV/AIDS on vulnerable children

Orphaned children	Frequency	Percentage
Paternal orphans	31	43.1
Maternal orphans	23	31.9
Other orphans due to non HIV/AIDS related	18	25
TOTAL	72	100.0

Table 4.5 shows that out of 72 orphans, (75%) of them were orphaned due to HIV/AIDS related cases and only 25% were of non HIV/AIDS related illness. This indicates that HIV/AIDS is the main cause of orphanhood in the area. The orphans face very many challenges like financial constraints in the family caused by treatment of the victims. Many children become more vulnerable long before their parents death since they lack basic necessities which prompt them not to attend even school regularly to fend for some other ways for survival.

Further analysis revealed that out of 220 pupils, many orphans in most cases do not attend school regularly on market days within the week. Girls help the guardians they are putting up with while boys are also engaged in some commercial work to earn to earn money for the family. This concurred with the responses which some class teachers gave.

A class teacher of class seven at Mirondo Primary School indicated how many pupils particularly boys absent themselves to take short contract to get money on market days. Being from the same locality the teacher is aware that boys who absent themselves from school are orphans and have no choice but to work to supplement family income.

This was further indicated by most head teachers 9 (90%) who identified that one of the challenges facing children more so the orphans is absenteeism due to deplorable conditions they are undergoing. Many orphans are made to work by their guardians they live with. The HIV/AIDS orphans are the most culprits since they have no choice but to bear the burden. Orphaned girls run away due to hardship and get married between 13 – 17 years before completing school circle of 8 years. The same sentiment was echoed by a head teacher from Bonge Primary School who indicated that orphans face challenges of mistreatment by guardians and as a result girls elope with men at a tender age while boys become motor cycle riders.

4.5 Influence of child headed families on vulnerable children

HIV and AIDS has been responsible for child headed families and vulnerability of many children in rural set up. The study findings concurred with this view when efforts were made to establish the guardianship of vulnerable children. The findings were tabulated in table 4.6.

Table 4.6. Guardianship of vulnerable children

Guardianship	Frequency	Percentage (%)
Extended families	116	52.7
Child headed family	37	16.8
Mother	28	12.7
Father	4	1.9
Both parents	35	15.9
Total	220	100

Source: Survey data 2012

Table 4.5 shows that 116 (52.7%) of vulnerable children were staying with extended relatives while 37(16.8%) were child headed families. Vulnerable children who stayed with both parents were 35 (15.9%) while 28 (12.7%) and 4(1.9%) stayed with their mothers and fathers respectively. This implied that majority of vulnerable children 153(69.5) were not living with any of their parents. This denied them opportunity to enjoy the parental love, care, protection and finally end up facing many challenges hindering them from participating in primary education well.

In support of these findings, UNICEF / WHO, (2004) highlighted that HIV/AIDS attacks young parents who are breadwinners in households resulting to increased number of child headed families who must do extra work as they are the

breadwinners. Some HIV/AIDS orphans also end up living with extended relatives where they end up doing all the household work in that family.

Responses from child headed families indicated that out of 37 child headed families, 15 (40.5%) were first born while the remaining 22 (59.5%) belonged to other siblings in the family. Out of 15 first born 9 (60%) were male while 6 (40%) were female. This indicates that elder orphan's faces difficult task of taking care of their younger siblings in child headed families thus overtaking the socio systems where a child plays the role of the house hold head as indicated in the figure below.

Figure 4.3: Child headed families' house hold duties

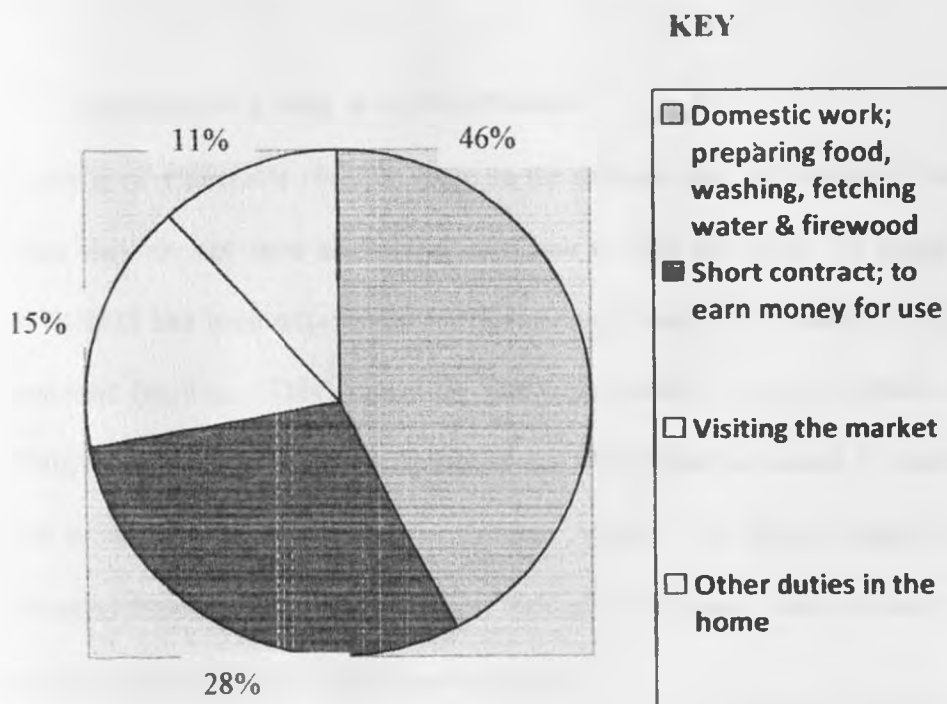


Figure 4.3 indicated that majority of child headed families 17 (46%) were engaged in all domestic work such as preparing food for the family, washing, fetching both water and firewood for use in the house.

Both male and female 11(28%) took short contract to earn money for use since they were the breadwinners. Further, analysis revealed that 6(15%) were to the visit the market either once or twice a week to buy household commodities for use. Out of 37, 4(11%) were engaged in other duties in the home like cleaning the house and compound as well. This implied that vulnerable children who were child headed families could not participate in free primary education properly as required since they were faced with these challenges of meeting their basic needs in their families.

4.6 Influence of Living with Non Parents

Majority of vulnerable children more so the orphans live with extended families since they do not have shelters or someone to care for them. In many cases HIV/AIDS has been responsible for the increased number of fostered children in extended families. This contention was supported by a survey carried out by UNICEF/WHO, (2004) which indicated that 9% of children under 15 years have lost at least one parent in Sub – Saharan Africa. The survey found out that extended families takes care of almost 90% of the orphans. Approximately 13% are less likely to attend school due to poverty.

The survey concurred with what the researcher found out that out of 220 pupils samples in 10 school, 116 (52.7%) were living with non parents. This implied that the non parents were burdened by extra number of fostered children. As a result of this extra burden, many vulnerable children were forced to work to supplement towards the family needs and meet also their personal needs instead of attending school regularly. Many class teachers in the sampled schools stated how absenteeism and drop out was very high in their schools due to various challenges the children were facing in participating in free primary education.

A class teacher of class eight indicated how a boy had to miss school for two weeks to weed crops for people in order to earn money to pay for Kenya Certificate Primary Examination (KCPE) fee. This indicated that the extended families the children were living with were already over burdened. This notion was earlier highlighted by Fleishman (2003) who noted that in many extended families systems are breaking down due to stress and increased number of fostered children which end up affecting the families. The study sought to establish challenges the vulnerable children living with non parents were facing. The respondents living with non parents cited the following problems they were experiencing

Table 4.6: Cited Problems of Vulnerable Children Living with Non Parents

Problems	Frequency	Percentage (%)
Negative attitude towards them	2	1.7
Lack of adequate meals	35	30.2
Lack of school requirements	51	44
Working as house help	13	11.2
Weeding on school days	9	7.7
Herding the animals	6	5.2
Total	116	100.0

Table 4.6 indicates that out of 116 vulnerable children 51(44%) lack most of school requirement needs such as uniforms and schools levies. Lack of adequate meals 35(30%) was also a problem and this was a big challenge as hungry children could not learn in class and concentrate. Other problems were working as house help 13(11%), weeding on school days. 9 (7.7%) herding the animals 6 (5%) and lastly negative attitude 2 (1.7%) which most of the vulnerable children were used to as most family members they were staying with were not happy with them since they added them an extra burden. This indicated that vulnerable children living with non parents were facing many challenges which made them not to participate in free primary education as required.

4.7 Influence of poverty on vulnerable children

Poverty has been recognized as one of the impediments to the elimination of child labour. It is believed that vulnerable children are the ones who are engaged in child labour. This view is supported by a recent report by the International Labour office (ILO, 2009) which feared that global financial crisis could push an increasing number of children into child labour due to increase of vulnerable children in many societies. Similarly the study sought to establish the influence of poverty on vulnerable children in Kasipul Division. To achieve this objective the respondents were requested to respond to the questions covering the following areas.

Table 4.6.1: Poverty – Work, Vulnerable Children Are Engaged in

Work engaged in	Gender	Frequency	Percentage	Pay
Working in the farms	m	41	19	80
Selling sugar cane	m/f	37	17	20
Burning charcoal	m	31	14	90
Hawking on market days	f	23	10	95
Motorbike riding	m	27	12	100
Selling firewood	f	21	9	50
Taking pots to the market	f	10	5	40
Not engaging in any work for pay	m	13	6	-
	f	17	8	-
Total		220	100.0	

Table 4.6.1 indicated that majority of the vulnerable children 41 (19%) male worked in the farms to get Kshs 80 while 37(17%) both male and female sold sugarcane and earned as little as Kshs.20, 31(14%) burn charcoal to get an income of Kshs 90 while 27(12%) took part in motorcycle riding to earn Kshs. 100. Hawking on market days was normal to female since 23(10%) were engaged in to earn a mere Kshs. 65. Selling firewood and taking pots to the market was occupied by 21 (9%) and 10(5%) female respectively giving a total income of Kshs. 90. This implied that there was high level of poverty making the vulnerable children to work in order to get money for survival instead of participating in free primary education in Kasipul Division in the sampled schools. Most class teachers indicated that they were used to absenteeism on market days.

Even though 13(6%) male and 17(8%) did not indicate what they were engaged with, it was a very small percentage which did not create any impact on vulnerable children participation in education as majority of them were affected. Whatever the vulnerable children earned was so little and could not meet their personal needs like buying uniforms and family basic needs.

4.6.2: Influence on Parent/Guardian Low Income on Vulnerable Children

Parents or guardian income can lead to child vulnerability. Many children whose parents and guardian do not have an average income end up as child laborers due to poverty. Ngunjiri (1998) identified that poverty is the main cause of child labour as 21.3% of working children are from very poor house holds with

monthly income of Kshs. 2000. The study also sought to establish some of the reasons of low income of parents and guardians. The respondents cited the following reasons as shown in figure 4.4

Figure 4.4: Reasons for Parents / Guardian Low Income

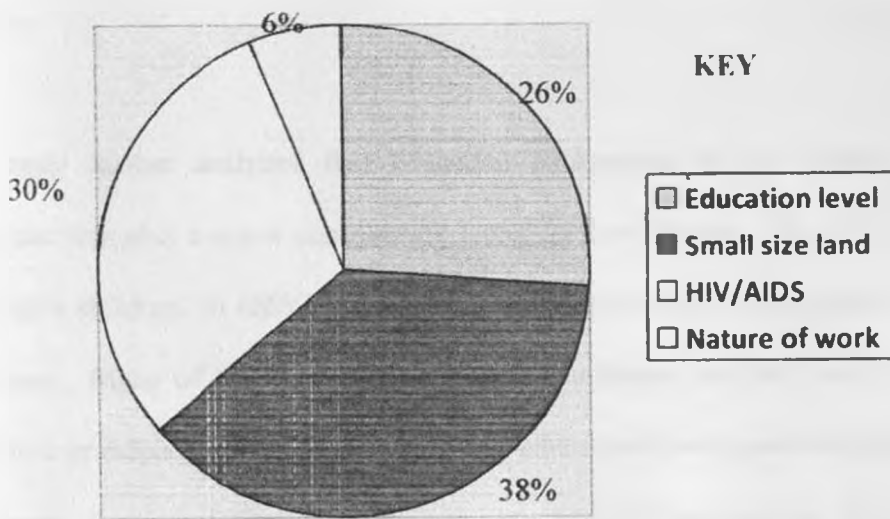


Figure 4.4 indicates that 84(38%) of the parents and guardian had small pieces of land for cultivation a contributing factor towards low income level in the families. IFAD, (2006) held the same idea that most Kenyans stay in areas having a medium to high potential areas for agriculture. Many families in rural areas have lands that are highly fragmented which cannot provide enough food for the families. Due to that the parents and the guardians cannot be able to grow cash crops to supplement for the family income and thus poverty takes the centre stage.

HIV/AIDS has been blamed on undermining the integrity of households by reducing life expectancy and generally weakening socio – economic development. Sick parents or guardians can not be able to work and earn some income for the family but instead spend the resources on medical expenses. This study discovered that 66(30%) of the vulnerable children were affected by HIV/AIDS as some of them lost their breadwinners and thus leading to low income in the families.

The study further analyzed that education background of the parents and guardians was also a major contributing factor for low income. Out of the 220 vulnerable children, 56 (26%) indicated low education level of their parents and guardians. Many of the 56 vulnerable children indicated that they were living with their grandparents who did not have any educational background and due to ignorance of most of them poverty was very high as they did not have any income.

The nature of work was also a contributing factor to low income as 14(6%) indicated that their parents and guardians were engaged in low income work of watchmen for various shop owners at local trading centers. This was an indication that due to low income in the families, poverty was high in the division leading most of the children to vulnerability. This implied that poverty was one of the main challenges facing vulnerable children for their participation in education.

4.8 Influence of Cost of Uniforms, Sanitary Towels and Other School Expenses on Vulnerable Children

The cost of uniform still exist in schools and this has been one of the challenges facing many vulnerable children in free primary education in public schools.

The study findings established with this view when efforts were made to find out some of the hidden costs like the cost of school uniform in public primary schools. The findings were tabulated in table 4.7 as teachers responded as per the questions.

Table 4.7: Hidden Costs in Schools

Costs	Frequency		Percentage		Total%
	Male	Female	Male	Female	
Uniforms	41	25	18.6	11.4	30
Sanitary towels	-	19	-	8.6	8.6
Remedial fees	06	03	2.8	1.4	4.2
PTA fund	11	06	5	2.7	7.7
Trips	-	-	-	-	-
Mock fee	68	30	30.9	13.6	44.5
Activity fee	8	03	3.6	1.4	5
Total	134	86	60.9	39.1	100.0

Table 4.7 highlighted the responses of the teachers who indicated that out of 220 vulnerable children only 66 (30%) could manage to afford uniforms with 41(18.6%) male and 25(11.4%) being female. Sanitary towels have been a great challenge to many girls in schools and it has made many of them to absent themselves. Only 19(8.6%) female could afford them without difficulties as indicated in the table. Majority of vulnerable children could not pay for remedial fees and PTA fund as only 6(2.8%) male, 3(2.7%) female could manage to pay the levies respectively. Educational trips were a luxury and none could pay it and instead only 8(3.6%) male and 3(1.4%) female paid activity fee. Of all the levies mock money payment took the lead by 68 (30.9%) male and 30(13.6%) female paid it.

From the table there is low payment which is a clear indication that majority of vulnerable children could not afford the hidden costs in schools and due to that many opted to work to earn money instead of attending school regularly. This fact was confirmed by majority of class teachers who cited high absenteeism rate in their classes. Various head teachers among the 10 sampled schools highlighted that, many children did not have uniforms and due to education policy, they were not allowed to send them out of school for any reason.

These findings implicated that there were other costs that were charged on pupils in schools a part from tuition money that the government sent to schools. From the questionnaire analyzed from class teachers and head teachers the vulnerable

children could not even afford supplementary learning materials like exercise books and pens when the government has delayed with sending free primary education money to schools (May – June 2012)

4.9 Free Primary Education Policy and Influence on Vulnerable Children

Free primary education should cater for all children not matter their social and economic background. Once admitted in school, the children should not be sent away or be engaged in any work which deters them from participating in education. All the children therefore have a right to education. This view was earlier highlighted by the UN General Assembly of 20th November 1989 which stated that

“state parties shall recognize the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education or to be harmful to the child’s health or physically, mentally, spiritually” (UN, 1991).

This study also sought to establish the influence of FPE policy on participation of vulnerable children in schools. In response to this the headteachers of 10 sampled schools indicated in the questionnaire some of the problems they are experiencing while implementing free primary education. The problems are occurring due to some educational policies which are made by the government and they have no power to alter or change them but to abide by them whether they are affecting educational standards or not.

Table 4.8: Some of the problems the headteachers are experiencing with FPE Policy

N=10

Influences	Frequency	Percentage
Low performance on national exams	8	13.8
Parental/guardian negligence	10	17.2
High rate of absenteeism	7	12.1
Shortage of teachers	9	15.5
Lack of good classrooms	6	10.3
Lack of consistency in learning	5	8.6
High admission and drop out rate	9	15.5
High indiscipline cases	4	6.9

As indicated in table 4.8, 8(13.8%) of the sampled head teachers responded that FPE policy has led to low performance on national examination in that the vulnerable children normally do not attend school regularly as most of them register for KCPE and due to poverty, they absent themselves to engage in some other commercial activities. Free primary education policy does not allow head teachers to sent away those who miss out from school for along time.

A head teacher of Atono primary school indicated how three boys who were candidates registered for KCPE in March 2012 and have since disappeared. This is an indication that the policy of FPE where even weaker pupils academically roll for examinations has created a loophole for the vulnerable children because there is no repetition for class even they have not participated in learning throughout the year. The policy indicates that once a child has enrolled for any examination, whether she/he attends school regularly that child will have to seat for that examination. This policy has made some of the vulnerable children to enroll and then disappear and finally re- appears to do examination which they perform poorly.

Parental and guardian negligence was responded by all 10 head teachers. Many parents and guardians no longer care about education of the vulnerable children arguing that the government provides everything for the children to learn. Many headteachers have sympathized with the vulnerable children as they lack basic learning materials like pens and books before the government remit the money to schools. The policy has made the innocent vulnerable children to suffer educationally since their parents were not willing to co-operate. Many headteachers indicated how parents and guardians were not wiling to pay extra levies like trial mock fees and to the extreme end coaching money.

High rate of absenteeism was indicated by 7(12.1%) of the head teachers. Even though there were challenges facing the vulnerable children, many of them have

taken the advantage of the FPE policy where children are not to be punished through caning. Shortage of teachers was indicated by 9(15.5%) head teachers. Many teachers were handling many classes in their schools to such an extent that there was no time for guidance and counselling for vulnerable children and yet they have many psychosocial problems.

Lack of good classrooms was cited by 6(10.3%) head teachers as many guardians and parents were no longer paying building fund for construction of classrooms. Lack of consistency in learning was cited by 5(8.6%) of the respondents as the FPE policy has not restricted the children to learn in the same school until the eight year circle. This policy has made the vulnerable children to enroll from one school to another as the headteachers were not allowed to deny any child a chance for admission in school.

High rate of admission and high rate of drop out was cited by 9(15.5%) of the respondents. Due to FPE policy, many vulnerable children enroll in schools and after a short while, they drop out for along time and enroll in other public schools. Free primary education policy provide free enrolment in schools and this has made many vulnerable children to be admitted in various schools and after sometimes they drop out.

Indiscipline cases was indicated by 4(6.9%) of the respondents who cited introduction of new rules in schools where the children are not to be punished

unless authority is sought from above. This has made many vulnerable children who do not get guidance at home to misbehave.

4.10 Discipline Behaviours Influencing Vulnerable Children Participation in Education

Discipline behaviour is one of the key factors in promoting good education standard in any learning institution. The study endeavored to find out some of the discipline behaviours influencing vulnerable children’s participation in primary education. The respondents who were both class teachers and head teachers gave out their findings regarding discipline behaviours as indicated in table 4.9

Table 4.9: Discipline behaviours

Pupils	Frequency		Percentage		
	Male	Female	Male	Female	Total
Disciplined	73	46	33	20.9	53.9
In disciplined	13	21	6	9.5	15.5
Truancy	48	19	22	8.6	30.6
Total	134	86	61	39	100

N= 220

From the table above disciplined pupils were the majority 73(33%) male and 46(20.9%) female. In discipline cases were observed at 13(6%) male and 21(9.5%) female. Many class teachers indicated that the number of female was

high with indiscipline cases due to adolescence which affected them. Many female had no proper guidance and counselling at home and they extended this attitude to schools. Most head teachers indicated that, some female even drop out of school to get married. With truant cases, male took the lead with 48(22%) and female 19(8.6%). Many of them absent themselves from school to engage in various activities to earn money. Majority of the respondents indicated that some of the pupils had no choice but to absent themselves so that they could meet other basic needs.

The general view of the respondents regarding discipline cases was that environmental factors contributed a lot in this area. Majority of the parents and guardians had assumptions that the children have their right and therefore they should not be caned as it is a policy of the government. A head teacher indicated how his school was doing poorly in National Examination due to high indiscipline cases since the school environment is inhabited by local illicit brewing. Majority of the school community interfere with learning of their children since they only concentrate with drinking rather than guiding their children on educational matters. From the indications above, discipline behaviours was one of the challenges facing vulnerable children's participation in public primary schools.

Table 4.9.1: Distributions of vulnerable children in the ten sampled schools

Schools	Frequency		Percentage		Total
	Male	Female	Male	Female	%
Bonge	19	8	8.6	3.6	12.2
Nyatindo	11	6	5	2.7	7.7
Mirondo	14	11	6.3	5	11.3
Kodera	12	4	5.4	1.8	7.3
Atono	7	9	3.2	4	7.8
Wire	10	4	4.5	1.8	6.3
Kasimba	13	10	5.9	4.5	10.4
Nyagowa	15	14	6.8	6.3	13.1
Got agulu	18	12	8.2	5.4	13.6
Rawinji	15	8	6.8	3.6	10.4
Total	134	86	61.5	38.5	100.0

N= 220

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is the summary of the study. This is followed by conclusions arising from the findings and then recommendations on the challenges facing vulnerable children's participation in free Primary Education

5.2 Summary of the study

The study examined the challenges facing vulnerable children's participation in free primary education in public primary schools in Kasipul Division, Rachuonyo south District. The study was guided by research questions as: what are the discipline behaviours influencing vulnerable children's participation in education; what are the effects of living with non parents on vulnerable children; what are the limitations of FPE policy on vulnerable children; how does the cost of uniforms and sanitary towels affect the participation of vulnerable children in education. A sample frame of 220 pupils, 22 classteachers, 10 head teachers 1 area education officer were selected for the study using a survey design, both stratified sampling and random sampling were used as discussed in chapter three in the report. Data was collected by means of questionnaire for pupil's class teachers, head teachers and area education officer.

The study was conducted in ten sampled schools namely Bonge, Nyatindo, Mirondo, Koderu, Atono, Wire, Kasimba, Nyagowa, Got Agulu and Rawinji in Kasipul Division.

The study findings revealed that the effect of HIV/AIDS which left many of them orphaned and poor was one of the challenges facing vulnerable children. They were living in child headed families while (52.7%) were fostered by extended families which were already experiencing poverty. The remaining 14.6% were under the care of either their mother or father who was widowed. Some 15.9% were living with both parents but under poverty. The study revealed that orphaned children faced problems in participating in school as some absconded schools to work in order to supplement financial family income and take care of their parents too.

The study at the same time asserted that poverty was the root cause of child vulnerability as many parents/ guardian had no steady income and they owned small pieces of land which could not sustain them with enough food. It was discovered that families were fostering children of their late relatives who strained them more.

The findings of the study showed that the school community was aware of free primary education policies which stated that children should not be caned in school and this brought a lot of indiscipline cases. The parents in the community

were not willing to help in curbing the discipline of their children. The head teachers and class teachers faced the challenges of implementing discipline as vulnerable became truant with a notion that they were not suppose to be caned.

Even though primary education was alleged to be free, there were other hidden costs that schools were charging on pupils like uniforms, examination fees, PTA funds and remedial. It was identified that the school requirement made vulnerable children to be truants in schools since most of them could not afford the levies and as a result engaged in commercial activities to earn money and thus dropped out of school.

One of the most notable findings is that HIV/AIDS and poverty are the prevalent reasons for child vulnerability. These two directly influenced the others such as child headed families and child labour due to poverty. For instance orphaned and poor children could not afford to buy uniforms and pay other school levies thus ended up working in farms, hawking in the market, riding motor cycles and other activities which could make them earn money. The respondents (pupils) said they were aware of free primary education but because of poverty they had no option but to miss school to engage in different activities to meet both the family and personal needs. It was revealed that the free primary education brought laxity to some parents and guardians in terms of maintenance of their children on school requirement. Many parents and guardians had the assumption that since education was free they were not supposed to pay any levies in school.

5.3 Conclusion

From the study, the conclusions based on the findings were drawn. As proven by past findings from the study, it can be concluded that HIV/AIDS and poverty remains the main challenges facing vulnerable children in their participation of free primary education. HIV/AIDS is a contributing factor to poverty. This has lead to poor orphaned children living with extended families and some become child headed families where they cannot be able to attend school regularly due to demand of basic needs which they lack.

5.3.1. What are the discipline behaviours influencing vulnerable children?

Discipline is regarded as a system of guiding an individual to make reasonable decisions responsibly (Mbiti 1990). Majority of vulnerable children had been faced with many challenges which affect them psychologically and this influence their behavior as well. The findings were that; most vulnerable children became truant due to hardship condition they were undergoing.

What are the effects of living with non parents on vulnerable children

Most vulnerable children suffer due to inadequate provision of materials as they live in abject poverty and cannot afford even an exercise book once the ones given to them in school filled up. Lack of food make many of the vulnerable children to stay away from school. Whether a child lives with extended relatives, food remains a basic necessity that they must look for even if that means dropping out of school. Free primary education is not specific to the categories of vulnerable children so they may be left without appropriate equipment and facilities.

How does the cost of uniforms, sanitary towels affect the participation of vulnerable children in education?

Many vulnerable children could not afford uniforms and money for buying sanitary towels since some of them were orphans and living in abject poverty. The orphans were poor since their parents died of HIV/AIDS related diseases.

What are the limitations of FPE policy on vulnerable children in public primary schools?

The funding from the MOE does not consider individual pupils characteristics such as disability, availability of parents, relative or whether the vulnerable come from child headed families. The money sent by the government is uniform and equally distributed to the pupils without any categorization. Since the policy wants all children to be in school, majority of vulnerable children could not be able to afford some of the learning materials like books and pens when the government had not remitted the money to schools. Lastly, parents and guardians do not support the education of their children under FPE as they took it literally that everything is “free.” Many do not contribute to supplement the items required to assist the leaning of the vulnerable children.

5.4 Recommendations

From the findings of this study, it was apparent that although a number of vulnerable children have benefited as a result of FPE, the MoE should put more effort by adding some extra money to cater for the vulnerable children. The MoE should look for other alternatives for introducing feeding programmes in all public primary schools more so in the rural areas where there is a lot of poverty so

that the vulnerable children can be catered for. The vulnerable children who are in child headed families can be taken to children's homes where they can be supported by NGOs like World Vision and other bodies only through the government. The government should make primary education absolutely free by paying examination money and make uniforms for vulnerable children. Lastly, the MoE should release FPE funds to schools on time whereby the funds should be remitted according to the school calendar and not government financial year.

The parents should be encouraged to do proper planning in farming to get enough food to sustain them throughout the year. They should be encouraged to participate in providing necessary learning materials for their children. The parents and the guardians should be encouraged not to leave everything to the government like they should take part in building the schools, providing necessary additional requirements like coaching fee.

5.5 Suggestions

The following suggestions for further research suggestions for further research, arising from the findings and conclusions of the study should take into consideration.

- a.) Since the study was carried out in Kasipul Division in Rachuonyo South District, the study could be replicated elsewhere in other Districts.
- b.) Another study could be carried out on other forms of vulnerable children.
- c.) There is need for a research to establish the effects of vulnerable children on victims.

d.) The TSC should post more teachers to carry out guiding and counseling for the vulnerable children.

e.) The school management committee should be involved with the welfare of the school by providing ways of how to cater for the vulnerable children instead of leaving them to drop out of the school.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Mary O. Magero
C/o University of Nairobi
Department of Educational
Administration and planning
P.o. Box 92
Kikuyu

Dear Sir / Madam,

Re: Challenges Facing Orphans and Vulnerable Children's Participation in Free Primary Education in Kasipul Division Rachuonyo South District.

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

I intend to conduct a study on the challenges facing orphans and vulnerable children's participation in free primary education (FPE) in Kasipul; Division, Rachuonyo South District.

I hereby kindly request you to respond to the questionnaire items as honestly as possible. The questionnaires are designed for this research.

Yours sincerely,

Mary O. Magero

APPENDIX B

PUPILS' QUESTIONNAIRE

The questionnaire is purely for the purpose of academic research. It is not an examination.

Please note that information will be kept in strict confidence. You are not allowed to indicate your name or any other form of identification. However, the usefulness of the information will depend solely on your honesty.

Please tick (✓) inside the box.

1. What is your gender?

Male

Female

2. How old are you (years)?

10 – 12

13 – 15

16 – 17

18 or over

3. Do you have brother or sisters (write their numbers in the boxes)

Sisters

Brothers

4. Do you have both of your parents?

Yes

No

5. If no, which of the parents is still alive?

Mother Father None No idea

6. Whom do you live with?

Father Mother Relative Adopted Parent

PART B

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

Yes Sometimes No

b.) If your answer is (a) above is Yes, please briefly explain why you don't go to school

.....
.....

8. What do you do if you don't go to school?

.....
.....

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

Yes No Only

10 Do you get attention from teachers in your school?

Yes No

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

Yes No

b.) Which subject areas are you missing?

.....
.....

12. a.) Do teachers use teaching aids to enhance learning?

Yes No

b.) If Yes, are they available?

Yes No

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

Three Two One

b.) Does your school provide you with any meals?

Yes No

14. Do you have full school uniforms?

Yes No

15. a.) Do you pay all other school requirements like coaching fee, building fund

Yes No

b.) Who buys/pays the school requirements?

Father Mother Relative Guardian No idea

16. Which of these school requirements don't you have?

.....
.....

THANK YOU!

APPENDIX C

CLASS TEACHERS QUESTIONNAIRE

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

Please tick(✓) in the appropriate box

1. What is your gender?

Male

Female

2. What is your marital status?

Married

Single

Separated

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

0 - 5

6 - 10

11 - 15

16 above

4. How many pupils do you have in class by gender?

Male

Female

PART B

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

Boys	Girls

6. How many of these categories of OVC do you have?

	BOYS	GIRLS
a.) Orphans	<input type="text"/>	<input type="text"/>
b.) Former child labourer	<input type="text"/>	<input type="text"/>
c.) Physically challenged	<input type="text"/>	<input type="text"/>
d.) Others specify	<input type="text"/>	<input type="text"/>

7. How many pupils in your class attend school regularly by gender?

Boys Girls

8. Briefly give reasons for those who do not attend regularly

.....

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

11 – 12

13 – 14

15 – 16

17 above

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

11. How many of the pupils have dropped out in the last one year by gender

Boys

Girls

12. What are the reasons for drop out?

.....
.....

13. Is the learning space adequate?

Yes

Fairly adequate

No

14. Do you have enough teaching and learning materials?

Yes

Fairly adequate

No

15. How would you describe the quality of FPE?

Excellent

Satisfactory

Good

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

Yes

No

May be

b.) Briefly explain

.....

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

.....
.....

18. How does the school respond to these needs?

.....

19. Does the school have any psycho – social support program for OVC?

Yes

No

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

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

Yes

No

b.) If Yes, briefly explain how.....

APPENDIX D

HEAD TEACHER'S QUESTIONNAIRE

This questionnaire is for the purpose of research as explained in the introductory letter. Please note that the information given here will be kept in strict confidence.

Please tick in the appropriate box

1. What is your gender?

Male

Female

2. What is your marital status?

Married

Single

Separated

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

0 - 5

6 - 10

11 - 15

over 20

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

Boys

Girls

b.) Fall under the category of OVC?

Boys

Girls

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

Boys

Girls

6. Please briefly explain how you managed to identify the OVC amongst other children?

.....

7. Do you have any psychosocial support programs in your school to cater for the needs of OVC?

.....

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

.....

8. What is the frequency of attendance of the OVC in your school?

Consistent

Fairly consistent

Inconsistent

9. If the OVC are inconsistent in school, what would be the problems?

.....

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

Yes

Sometimes

Not regularly

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

.....
.....

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

Male female

13. Do you have any teacher shortage in your school?

Yes No

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

Yes No

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

Highly beneficial

Fairly beneficial

Not beneficial

16. Please list down some of the challenges the OVC are facing in your school?

.....

17. What is the general performance of your school in national examination?

.....

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

.....

18 a.) Does your school experience any discipline problem?

Yes

No.

b.) if yes, kindly list the type of discipline problems experienced in your school

.....

THANK YOU!

APPENDIX E:

QUESTIONNAIRE FOR AREA EDUCATION OFFICER.

Fill in the table number of orphans and most vulnerable pupils in the following Public Primary Schools in Kasipul Division.

	NAMES OF SCHOOLS	ORPHANS				VULNERABLE		
		Gender		Types of orphans		Types of vulnerable		
		M	F	Pa	To	Chh	Sp	Pov
	Bonge							
	Nyatindo							
	Mirondo							
	Kodera							
	Atono							
	Wire							
	Kasimba							
	Nyagowa							
	Got Agulu							
	Rawinji							

Table 2: categories of vulnerable pupils in ten schools in Kasipul Division.

Key

- | | |
|---------------------|-----------------------------|
| M - Male | Chh- Child Headed household |
| F - Female | Sp- Sick Parent |
| Pa- Partial orphans | Pov- Poverty |
| To - Total orphans | |



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Mobile: 254-020-318245, 318149

For replying please quote

ncstary@ncst.go.ke

PO Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

NCST/RCD/14/012/608

28th May 2012

Date:

Mary Oriwo Magero
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing vulnerable children's participation in public primary schools in Kasipul Division in Rachuonyo South District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Rachuonyo South District for a period ending 31st July, 2012.

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

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

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Rachuonyo South District.

Research Permit No. NCST/RCD/11/012/608
Date of issue 28th May, 2012
Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Mary Oriwo Magero
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
Rachuonyo South District
Nyanza Province



on the topic: Challenges facing vulnerable
children's participation in public primary schools
in Kasipul Division in Rachuonyo South District
Kenya.

for a period ending: 31st July, 2012.

Applicant's
Signature

Secretary
National Council for
Science & Technology

CONDITIONS

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



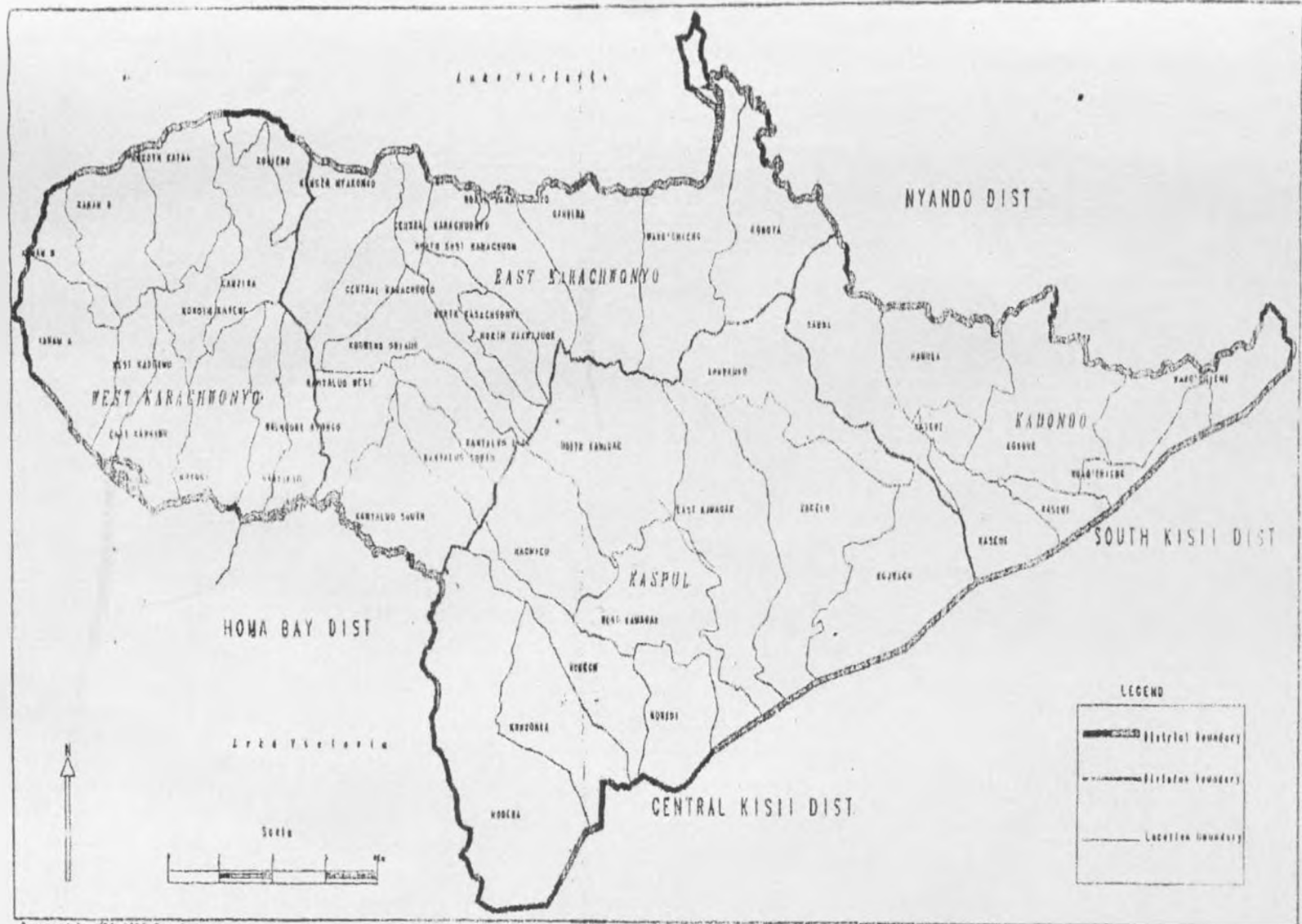
REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS – see back page)

RACHUONYO DISTRICT: Administrative boundaries



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