

**CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS IN
PROMOTING ACCESS TO EDUCATION BY LEARNERS WHO ARE ORPHANS
IN REGULAR PRIMARY SCHOOLS IN KENYA.**

By

JOSIAH LANGI

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for an award of a degree in this or any other university or institution.

Signature:..... Date:.....

Josiah Langi

E452/4283/2016G

RECOMMENDATION

This thesis has been submitted for examination with our recommendation as the university supervisors.

Signature..... Date.....

Dr. Washington Wachianga.

Department of Special Needs Education and Early Childhood Education.

Jaramogi Oginga Odinga University of Science and Technology.

Signature..... Date.....

Dr. Samuel Wanyera

Department of Special Needs Education and Early Childhood Education.

Jaramogi Oginga Odinga University of Science and Technology.

JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY.

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ABSTRACT

Orphans form an integral part of the society. Many of them face a myriad of challenges as a result of being orphans in many parts of the world, in Africa and in Kenya in particular. Many individuals and organizations, including Non-governmental Organizations (NGOs), assist orphans in various aspects of their lives. The purpose of this study was to establish the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Bondo sub-county, Kenya. The objectives of the study were: to determine the type of assistance given by NGOs to promote access to education by learners who are orphans in regular primary schools in Kenya; to establish the efficiency of management of assistance provided to orphans by NGOs to enhance their access to education in regular primary schools in Kenya, to find out the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphans in regular primary schools in Kenya and to establish the challenges faced by learners who are orphans, that hinder their access to education in regular primary schools in Kenya; The study employed concurrent triangulation research design within the mixed method research approach. The study was guided by the theoretical underpinnings of the updated Maslow's theory of hierarchy of needs. Schools were clustered according to the divisions and selected using simple random sampling method in each cluster. The target population was 129 schools, 129 head teachers, 543 grade 4 to 7 Class teachers, 135 guardians, 784 orphans and 125 NGO staff. The sample size included 52 class teachers, 13 head teachers, 78 orphans, 13 NGO workers and 13 guardians. The head teachers, class teachers, NGO staff and guardians were purposively chosen. Six orphans, (3 boys and 3 girls) were selected per school using stratified sampling method for the focus group discussion. Questionnaires were used to collect data from the class teachers while interview schedules were used to collect data from the head teachers, guardians and NGO staff. Focus group discussion interview guides were used to get data from the orphans. Piloting was done in 5 schools outside the sample to ascertain reliability. Validity of the instruments was determined by the expert judgment of the supervisors who scrutinized items on the instruments. Quantitative data was analyzed using descriptive statistics including percentages and frequency counts. Qualitative data was processed and analyzed thematically. The study found out that orphans face a lot of challenges that hinder their access to education. It also found that the assistance provided by NGOs is seldom enough to help mitigate the challenges that orphans face. The study revealed that not all assistance provided by NGOs reaches the intended orphans. The study also found out that most guardians face a lot of difficulties in ensuring that orphans under their care access education. The findings of the study were expected to enable the NGOs to better understand their contribution on the orphans' access to education.

Josiah Langi Signature..... Date.....

Supervisors.

Dr. Washington Wachianga. Signature..... Date.....

Dr. Samuel Wanyera Signature..... Date.....

ABBREVIATIONS

FGD Focus Group Discussion

HIV Human Immuno-Deficiency Virus.

KCPE Kenya Certificate of primary Education.

NGO- Non-Governmental Organization working for a charitable purpose.

SPSS Statistical Package for Social Sciences.

UK United Kingdom

UNDP United Nations Development Program

W H O World Health Organization

ACRONYMS

AIDS Acquired Immuno-Deficiency Virus.

JOOUST Jaramogi Oginga Odinga University of Science and Technology.

NACOSTI National Commission for Science, Technology and Innovation.

UNESCO United Nations Education Scientific and Cultural Organization.

UNICEF United Nations Children Emergency Fund

USAID United States of America International Development

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CHAPTER ONE.

BACKGROUND OF THE STUDY

1.0 Introduction.

Children of the world are innocent, vulnerable but also dependent. They are curious, active and full of hope. An orphan is a vulnerable child. This is because having lost one or both parents, they are still grieving (Kinai 2014). For many reasons children find themselves orphaned. This brings them a lot of challenges especially as regards to access to education. There are many stakeholders who are involved in educating children. One of the stakeholders is Non-Governmental Organizations. The current study focusses on their contribution in promoting access to education by learners who are orphans in regular primary schools in Kenya.

1.1 Background of the study

According to UNICEF (2018), it is estimated that 140 million children worldwide are orphans. By the year 2015, UNICEF states that the number of orphans in Asia was estimated to be 61 million. Latin America and the Caribbean had 10 million orphans. Eastern Europe had 7.3 million. In the developing world, 132 million children had lost one or both parents and 25 million children had been orphaned by HIV alone by 2010 (Global Action for Children, 2010). In Africa the figure was 52 million. This shows the magnitude with which HIV/AIDS had negatively impacted on the global adult population and also indicates that the disease is one of the biggest killer diseases. In Cambodia, thousands of children under the age of 17 years had lost one or both parents due to AIDS by the year 2007 (Action Aid Cambodia, 2007). Extreme poverty, food insecurity and HIV pandemic threaten the survival of children in Cambodia and many countries in South East Asia. The AIDS epidemic and lack of access to anti-retroviral treatment is a major cause of Orphanhood in the world. Other factors also have a major impact on mortality including war, poverty, famine and diseases such as malaria (Bailey 2012).

Historically, orphans have been treated differently from society to society. Some like the Cathagians embraced ancient Phoenician practices such as killing children as religious sacrifices to their gods. Infants of the poor and orphaned babies were frequently used for this purpose (Grober, 2011). Athenians viewed care of certain orphans as an economic and patriotic duty decreeing that children of citizens killed in war were to be educated up to 18 years by the state (Grober 2011). In some parts of China, male orphans were adopted solely to perform duties of ancestral worship. Among the Maya of Central America, a child could become a slave if born to a slave, if purchased for that purpose or if orphaned. Orphans could

also be purchased for sacrifice (Joanie & Gruber, 2011). This clearly shows how much orphans have suffered over the years.

Early church worked against infanticide by prohibiting its members from practicing it. They voiced their moral view on infanticide to the pagan world by providing for the relief of the poor and actually taking in and supporting babies who had been left to die by exposure by their pagan parents. Later, hospitals specifically for orphans and poor children were built by Christians such as St. Ephraim, St. Basil and St. John Chrysostom (Joanie & Gruber, 2011). This is a clear indication that discrimination against orphans started at an early age. The challenges orphans face as a result of orphan hood has been part human history. Humanity has long discriminated negatively against orphans. During this time it seemed access to education was not given great attention. Traditionally in the African setting, life was characterized by brotherhood, a sense of belonging to a large family and by groups rather than individuals. The extended family thus gave security and support (Foster, 1997, as cited in Sitanbuli, 2007). Orphans were taken care of by the society. As the number of orphans grew, their communities became less and less capable of addressing their basic needs including provision of basic education (Meintjes & Giesel, 2006). Ancient Egypt forbade infanticide and abandoned babies were rescued from manure heaps, a common method of infanticide then.

According to the World Health Organization (2008) there's a large population of orphans in Africa. A large part of it is due to HIV/AIDS. The World Health Organization estimated that by 2008, twelve million children had been orphaned by the disease. This was roughly 1 in 20 children in sub-Saharan Africa. Even where prevention efforts enjoy success, the number of orphans remains high. In 2015, it was estimated that a total of 1,629,547 people died of AIDS in the world (WHO, 2015). In Ethiopia approximately 856000 children were orphaned by 2011 as a result of one or both parents dying due to AIDS (Save the children UK, 2011). In South Africa by the year 2002, the Human Sciences Research Council (HSRC) survey found that 8% of children in South Africa between 0 to 15 years had lost both biological parents. The figure had risen to 11% in 2005 and 17% in 2008 (Shishana, 2008).

In Kenya, by 2012 it was estimated that the total number of orphans was 3.6million and were vulnerable, 15% of these were total orphans (Kenya AIDS Indicator Survey, 2012). According to UNESCO (2013) Kenya had 1,100,000 HIV/AIDS orphans by the year 2013. In Siaya County, in the year 2013, the number of adults who died of HIV related diseases was 2728 (Kenya National Bureau of Statistics, 2012), 6062 households in Siaya county had at

least an orphan in 2014 (KNBS 2015). In the age group of 5-9 years, 21.4% had lost one or both parents. In the group of 10-14 years, this figure reached 31%. These figures were confirmed during an appraisal when data was obtained on the number of orphans in Bondo Sub-county primary schools in 2007. These orphans were in most cases more than 20% of all pupils (United Nations Human settlement programme, 2008). According to Kenya National Bureau of Statistics (KNBS, 2020) there were 11248 orphans eligible for primary school education in Bondo sub-county by the year 2019. The Bondo sub-county Education office indicates that 7663 orphans in Bondo sub-county attend primary school within the sub-county. This means that approximately 32% of orphans in the sub-county don't access primary school education. Orphanhood coupled with poverty makes the children vulnerable to obtaining less education thereby worsening life chances as well as long term economic prospects of the countries in which they reside (UNICEF, 2007). Orphaned children face conditions that hinder their normal learning and development. This may be temporary or lifelong. Orphaned children face all kinds of risk after the death of their parents. Added to the emotional and material vulnerability is the destruction of family and psychological stress that affect any orphan (Williamson, 2007). Williamson further states that they face economic problems, difficulty accessing education, health problems and stigmatization of HIV orphans among other problems. These conditions or factors enable us to categorize orphans as people with special needs because of their vulnerability (Mwaura and Wanyera, 2007). Mwaura and Wanyera categorize orphans as children living under difficult circumstances therefore regarded as children with special needs.

The National School Health Policy (2009) categorizes orphans as children with special needs. Although children exposed to deprivation and poverty are vulnerable, children who have lost their parents may be particularly vulnerable because they do not have the emotional and physical maturity to adequately address and bear the psychological trauma associated with parental loss (Meintjes & Giesel, 2006). They are different from other vulnerable children in that they've lost a parent or both. Some children never stop grieving. This is because grieving being a process, can be psychologically depressing and if one is not helped through, may end up not becoming a fully functional member of the society (Kinai, 2014). Orphans need psychological help especially in cultures where adults do not talk to children about death and where children are discouraged from self-expression.

Vulnerable children live under high risk setting for example, ones living with either parents who are ill or dying, do not have a family, do not have a home, live in areas with high HIV

prevalence, are exploited and discriminated against, live in child headed households, or live on their own, live in unsupportive or unhealthy environment and have inadequate medical care (UNAIDS/UNICEF/USAID, 2007). Consequently, these conditions have a direct negative effect on their access to education. Orphans without basic physiological needs, safety and security needs may lack the motivation to perform well academically or even go to school altogether. This may be as a result of the various challenges they face and the needs that they have.

Orphans who are the heads of their families as a result of losing parents struggle in cognitive development (Ganga & Maphalala, 2013). These children can be described as resourceful, responsible and moral but the amount of stress placed on them to be the provider is too much for them to bear. They often struggle to appropriately respond to stress and conflict and need to develop coping mechanisms. Education is often sacrificed as earning money becomes a greater priority. The negative impact that orphanhood has on the children can inhibit their social and cognitive development if proper care and resources are not provided to them (Ganga & Maphalala, 2013). This can hinder their access to education. It therefore calls for intervention from stakeholders who can help mitigate the burden placed upon these child-parents in order to enable them go to school and get educated.

The convention on the rights of the child ratified by the United Nations in 1990 is a binding treaty focusing on child development and rights in all aspects of life. The right to education is defined in article 28 and explains that all children should be provided with free primary education and should be encouraged to complete the highest level of education possible. This can be possible if these children access education. The goals of education are elaborated in article 29 which discusses the necessity of education to expand beyond just academics and that education should also develop personality, talents and abilities (United Nations, 1990). The rights defined in the convention for the rights of the child should especially pertain to orphaned children living in underprivileged societies.

Since every child has a right to free and compulsory basic education (The Constitution of Kenya 2010, Article 53b), orphans are at times given support by various organizations including NGOs to supplement the government and guardians' effort. The NGOs mandate is to alleviate the challenges faced by the orphans while at the same time complement government efforts in the same direction (Ndlovu, 2011).

The history of NGOs can be traced back to 1807, the year when the British abolished slave trade. This was followed by formation of a number of organized non-profit movements that addressed the issue of slavery. Charitable work and philanthropy flourished in the industrialized world from the 19th century onwards. Such work led to organizations being formed by the middle and wealthy class to provide relief and welfare to the poor and the less privileged. The philanthropists of the 19th century were involved in political action and advocacy as a result, they brought many changes in the society including abolition of slavery, child labour and the mitigation of universal adult suffrage.

Around the world, NGOs that support orphans include; The Miracle Foundation. This is an American NGO that takes care of orphans. Their mission is to stand for orphaned children and help them thrive in real time. They ensure orphans are educated, fed and are safe. They also reunite orphans with their families where possible (Miracle Foundation, 2018). This should reinforce the access to education by orphaned children. The Steven Lewis Foundation works with community level organizations which are turning the tide on HIV/AIDS in Africa by providing care and support to women, orphans, the elderly, and people living with disabilities who are either infected or affected by HIV/AIDS (Steven Lewis Foundation, 2018). This also helps improve access to education by orphans because they provide the basic physiological, security and education needs. One Childs Village is an NGO that provides support for HIV/AIDS orphans in many African countries including Kenya and Uganda. They provide food, clean water, sanitation, education, medicine, physical and emotional security (One Childs' Village, 2018). The assistance they give enables the orphans to improve on their academic performance as their physiological, safety needs are catered for. This motivates them to strive to excel academically.

Plan International, founded in 1937, advances children's rights and equality for girls. It works in 71 countries across the world. Plan International ensures children's right to quality education. They construct classrooms, train teachers and improve learning materials as well as conducting extensive awareness-raising work on the importance of education. Teachers and community members are also provided with training so that they are able to provide psychological support and promote a healthy violence free environment within families and community (Plan International, 2018). Plan International through its activities enables orphan's access education by providing the material needs necessary for them to access quality education.

In Kenya, some NGOs directly assist orphans. In Bondo sub-county in particular, these NGOs are indeed active. According to the Bondo sub-county education office, NGOs that support children in schools include Plan International, Pathfinder International, Determined Resilient Empowered AIDS free Mentored and Safe (DREAMS), Family Health Options among others (Ministry of Education, Bondo, 2017). Jerusalem Ogam, a community Based Organization based in East Yimbo ward, Bondo sub-county has in conjunction with DREAMS managed to assist orphans and vulnerable children over the years as shown in table below.1.1

Table 1.1 Number of orphans and vulnerable children assisted by DREAMS.

Year	2018		2019		2020		2021		2022	
Amount	1113649		159990		1243222		585929		439387	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	54	43	65	51	61	44	64	58	72	76

(Source; DREAMS 2022.)

Table 1.1 indicates that the number of orphans and vulnerable children being assisted has gradually increased since the year 2017. This is despite the fluctuating amount of money that donors avail to the NGO concerned. Due to inadequate financial resources, the government works with other institutions such as NGOs to meet the needs of the orphans. Similarly, families in Kenya with orphans that lack resources turn to other institutions such as NGOs to meet the needs of the orphans. This includes the need for education. The current research therefore intended to focus on the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya.

1.2 Statement of the problem

The world today has got millions of orphans as a result of various causes including war, HIV/AIDS, other diseases and insecurity among other reasons. All orphans globally should ideally access education. This unfortunately is not the case. In Kenya in particular, orphans who are needy are seemingly at the mercy of people who may be unable to support them. Out of 11248 orphans in Bondo sub-county, only 7663 orphans attend school. This means that approximately 32% of orphans in Bondo sub-county lack access to education. The government of Kenya in partnership with civil society, NGOs and faith based organizations has made significant efforts to address the plight of orphans in Kenya and Bondo sub-county in particular. The NGOs, as stake holders, have also provided help to institutions catering for the needs of orphaned children. Some provide direct assistance to the orphans themselves. Despite the involvement of NGOs, learners who are orphans still have challenges in

accessing education. This is contrary to the Kenyan constitution which states that basic education in Kenya is free and compulsory. The contribution of assistance provided by NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya has not been established. It is on this basis that a study was done to determine the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Bondo Sub-county.

1.3 Purpose of the study

The purpose of this study was to establish the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya.

1.4 Research Objectives

The study sought to achieve the following objectives.

- i. To determine the type of assistance given by NGOs to promote access to education by orphaned learners in regular primary schools in Kenya.
- ii. To establish how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education in regular primary schools in Kenya.
- iii. To find out the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphans in regular primary schools in Kenya.
- iv. To establish the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Kenya.

1.5 Research Questions

The study sought to answer the following research questions.

- i. How does the assistance provided by NGOs promote access to education by orphans in Kenya?
- ii. How efficient is the management of assistance provided to orphaned learners by NGOs to promote their access to education in regular primary schools in Kenya?
- iii. What difficulties do guardians face while working with NGOs to ensure learners who are orphaned access education in regular primary schools in Kenya?
- iv. What are the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Kenya?

1.6 Significance of the study

The study findings might be useful in providing information to the Kenyan government on the contribution of NGOs in promoting access to education by learners who are orphans in

regular primary schools. The Ministry of Education planners and policy makers might have a better understanding of the challenges faced by learners who are orphans in regular primary schools. They might come up with better policies on what assistance should be channeled to the orphans and how to do so. The Kenyan government might also establish better ways of ensuring that assistance provided by NGOs reach the orphans and is utilized efficiently. The findings of the study would not only contribute to the body of knowledge on the role of NGOs in education but also provide information to education policy makers especially the ministry of education on the support needs for orphans that NGOs need to focus on. The NGO world might better understand their influence on the academic lives of the orphans they assist. They might be able to plan and manage their assistance in a more efficient way. This would help them in identifying the type of aid needed and proper channeling of the aid given. Teachers might be able to establish the challenges of orphans in their schools. They might also be able to facilitate the NGOs access to the orphans in their schools. The guardians of the orphaned children might have a better understanding of what kind of aid their orphans are given and its implication on the learners' access to education. Guardians might also be able to find better ways of managing difficulties they face while working with NGOs to assist orphaned learners access education in regular primary schools. The local community might also benefit from this study by learning the role of NGOs in promoting access to education by learners who are orphans in regular primary schools. This might enable them make informed decisions when an NGO approaches them in a bid to extend educational assistance to orphans under their care.

1.7 Scope of the study

The study of the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools was done in public primary schools in Bondo sub-county, Kenya. This involved the head teachers, class teachers, guardians, NGO staff and the learners who are orphans. Questionnaires, focus group discussion and interview schedules were used as data collection tools.

1.8 Limitations of the study

Data collection took place when some teachers were involved in co-curricular activities. The researcher addressed this by making appropriate appointments for data collection. The researcher assured all respondents that all information obtained from them was to be treated confidentially therefore encouraged them to give out information without fear of victimization. The researcher used questionnaires and short interviews to mitigate on limited time.

1.9 Assumptions of the study.

The study was based on the following assumptions;

- i. That all the respondents and informants would consent to be included in the study.
- ii. That there were needy orphans in public primary schools.
- iii. That many orphaned learners faced challenges in accessing education.
- iv. There were NGOs providing assistance to learners who are orphans.
- v. The NGOs assisting orphans would be willing to provide the required information.
- vi. That there were guardians who work with NGOs to provide for orphans under their care.

1.10 Theoretical framework.

This research was anchored on the updated theoretical underpinnings of Maslow's theory of hierarchy of needs (Kenrick, Griskevius, Neuberg, & Schaller 2010). This theory was developed by Maslow in 1954 and updated by Kenrick et al in 2010. According to Kenrick, Griskevius, Neuberg, & Schaller (2010), people have needs that follow a hierarchy and once we have satisfied needs at lower levels, we seek satisfaction of needs at higher levels. The bottom four levels of the updated theory of hierarchy of needs are quite similar to Maslow's (namely; physiological needs, safety, affiliation & esteem needs). The difference was on the top three levels (namely; mate acquisition, mate retention and parenting). Mulwa (2008) states that Abraham Maslow's theory of hierarchy of needs is specifically built on the idea that human behavior is really motivated by the simple desire to meet specific human needs in the society. Once one level of needs is met, human desire is to work hard to meet other higher level needs. Aruma and Hanachor (2017) states that Maslow focuses on exploration of human desire to address people's needs in order to improve their living conditions in the human environment.

Maslow had critics who never believed in his theory. Nadler and Lawler (1979) as cited in Graham and Mesner (2000) argued that the theory assumes that all people are alike, all situations are alike and that there's only one best way to meet needs. They concluded that there's no empirical data to support Maslow's conclusion. Centers and Bgental (1966) posited that background factors, attitudes and aspirations affects people's needs, expectations and situations but not Maslow's theory of hierarchy of needs. The theory guides the study as human beings have got needs that have to be met in a hierarchical order and this may affect their everyday activities. The current study was guided by the above mentioned theory on hierarchy of needs by showing the influence of provision of the orphans' basic human needs

like provision of food on the orphans' access to education. The study was guided by the first four levels of the updated theory.

The updated theory's first level addresses basic physiological needs such as food, water and oxygen. If we do not have these needs, our lives are threatened immediately. No child can attend school when he/she has no access to food. A hungry child simply cannot concentrate in class. The second level addresses the need for safety, security, shelter and protection. A homeless child will simply be unable to attend school to access academics until the issue of shelter is addressed. No one sleeps on the streets and go to school the following day. It's simply untenable. Insecure environments cannot be conducive for academics. When there's no assurance for the future, no child can be motivated to work hard and pass the academic tests. The third level is the need to belong, feel other people's love and care and to be part of a meaningful group. The importance of this is reflected in the bond between children and their parents. Orphans are unfortunate because of their state of lack of parents. They lack parental love and care. Parents do motivate their children to work hard in school. They are also disciplinarians to the children. Therefore orphanhood denies children the motivation presence of parents provides. The fourth level is the need for self-esteem, to feel worthwhile. It affects thinking and causes ones thinking to be either positive or negative. Prejudices, social exclusions, denial of schooling, healthcare and inheritance rights always results in psychological torture. These psychological effects are likely to lower self-esteem of the orphans.

Orphans may not have the advantage of having the first four levels in the updated Maslow's theory of hierarchy of needs in order to have self-fulfillment and realize their full potential. These may be due to the challenges they go through both at home and in school thus they require interventions that would enable them overcome these challenges. If the orphans are facilitated to have what they lack for example, basic needs like food, clothes, shelter, medication, love and an assurance for the future, according to this theory, the orphan may be able to achieve the higher needs and actualize his/her potential. The acquisition of lower levels of needs facilitates the learner to acquire success in acquiring education.

1.11 Conceptual framework.

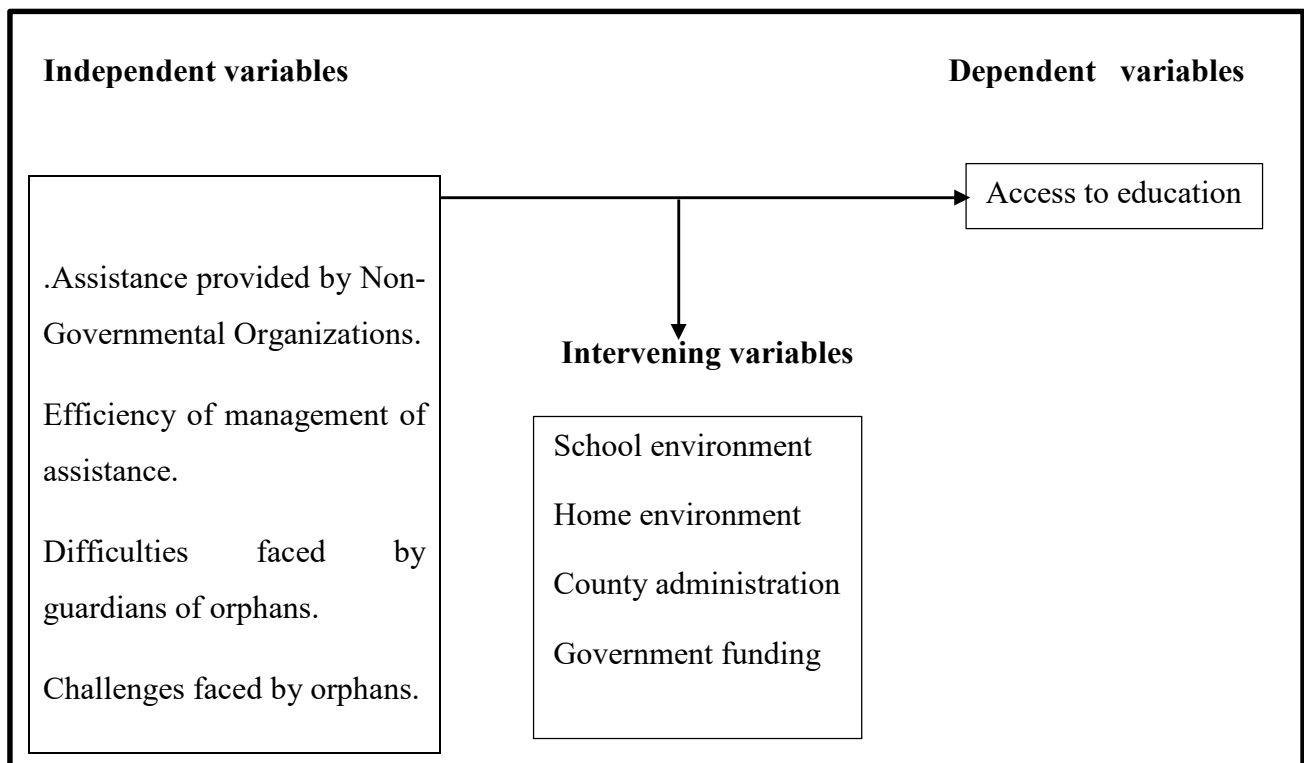


Figure 1.1 Conceptual framework on the contribution of NGOs in promoting academic performance of orphaned learners.

The conceptual framework may be defined as the end result of bringing together a number of related concepts and it helps the researcher study the system of concepts, assumptions, expectations, beliefs, and theories that support and inform research (Miles and Huberman; Robson, 2011). It illustrates what the researcher expects to find out through research including how the variables might relate to each other (Swaen 2015). A conceptual framework will enable the investigator make predictions about what may happen when two or more ideas interact. The conceptual framework in figure 1.2 shows that there are four independent variables (assistance provided by NGOs, efficiency of management of assistance given by the NGOs to orphans, difficulties caretakers face in their endeavor to help orphans and challenges faced by orphans) which interacts and consistently predicts or explains access to education (Dependent variable). Additionally, the conceptual framework shows that there are four major moderating variables (school environment, home environment, county administration and government funding) which interact with the independent variables to influence access to education.

The school environment can determine a learner's access to school or not. In the school, a lot may be demanded from the orphan. This includes school levies, uniforms and books among others. An orphan with a lot of challenges will have difficulty in accessing school. Worse still, when the guardians too have challenges that stop them from providing for these orphans

in order to facilitate their attendance of school. NGOs can improve an orphan's access to school by provision of assistance to mitigate the above challenges. If this assistance is provided in the correct quantity and on time, orphans access education can be achieved. When a child receives basic needs as indicated by Maslow's theory of hierarchy of needs, in this case through NGOs, the child may improve in their school attendance.

The home environment can determine whether the child will attend school. The guardians at home know the challenges orphans under their care have. They also know the kind of assistance the orphans need in order to achieve the ultimate goal of accessing education. They will collaborate with the NGOs to ensure that these orphans under their care receive the correct kind of assistance that will enable them function in an environment conducive for academics. Apart from providing the orphans with the physiological needs, guardians can also provide shelter, protection, love and assurance to the orphans. This can improve the orphan's self-esteem and lead to improved access to education. Intervening variables will be controlled by asking targeted questions.

1.12. Operational definition of terms

Access- To obtain education.

Contribution- The ability of assistance provided by NGOs to make orphans access education.

Education – The systematic process of acquiring knowledge, skills and attitudes in a school set-up to be useful members of the society.

Efficient- How well a system works.

Enrolment – Refers to the number who register as members of the school learning programme.

Guardian. - A person who has the primary responsibility of providing care to the orphan at home and is not the parent.

Influence – To attract or be attracted towards success.

Orphan- Any person under the age of 18 years who has lost one or both parents due to death.

Truancy- Intentional unauthorized absence from school by the orphans.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter reviewed literature related to the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Kenya. This included the type of assistance provided by NGOs, how efficient the assistance given are managed, difficulties guardians face in their endeavor to assist learners who are orphans access education and challenges facing learners who are orphans. Lastly, a summary of major literature reviewed in the study that opened up gaps that the present study will filled in.

2.1. Type of assistance given to orphaned learners by NGOs.

Orphaned children need various types of support ranging from those things necessary for survival e.g. food and healthcare to interventions that will provide better quality of life in future such as education, psychological support and economic self-sufficiency (Stover, Bollinger, Walker & Monasch, 2007). In an ideal world, all children would have access to all kinds of high quality services and lead a high quality life. In the real world however, many children, orphaned or not, are malnourished, sick and without shelter (UNAIDS/UNICEF/USAID, 2007). NGOs endeavor to give assistance to orphans as explained in this review.

By the year 2010, orphanages in Romania which had been described as ‘unfit for animals let alone humans’ had been shut down by the European Union. The European Union contributed money to shut them down and suitable homes were found for each child. In addition, efforts were made to trace the birth family of each child to see if they wanted to be involved (Levin, 2010). About 35% of the orphans who lived in the shutdown orphanages returned to their parental homes permanently. This means that they got people to take care of them in their homes rather than being taken to another orphanage or foster home. These orphans in the report above managed to receive assistance from the European Union in Europe while the orphans in the current study are receiving assistance from NGOs here in Kenya. These European orphans, based on the fact that the European Union is better endowed financially, receive better treatment than orphans in Africa who depend on relatives and NGOs whose financial status is poor. The orphans in the current study are therefore deprived more than their European counterparts. This has a direct impact on their academic life. The above report was about relocation and integration of orphans from orphanages to the society while the current found out the material assistance they receive from donors and its contribution on their access to education despite being in their homes or natural environment..

In India, Hariharananda Balashram is a model home and provides orphans with free food, housing, education and medical care (Bathina, 2013). The school values holistic development approach and focus on a healthy development of the mind, body and soul. Bathina (2013) further states that to meet this goal, children are provided with an opportunity to pursue extra-curricular passions in sports music, dance and art. When children are given an opportunity to explore their full potentials, they tend to develop self-confidence and this can lead to better academic performance. Having been given food, housing, education and medical care, a student can focus on their academic lives without the discomfort of hunger and diseases. The above report was on assistance given to orphans in an orphanage while the current study found out the assistance given by NGOs to orphans in regular schools living outside orphanages either in their familial homes or with guardians.

Kurfi (2010) did a study on societal responses to the state of orphans and vulnerable children in Kano metropolis in Nigeria. In-depth interviews and participant observation was used. Focus group discussion was also done during fieldwork. The researcher used library search to gather data on the related field for secondary source of information. A sample size of 54 respondents was drawn. Purposive sampling was used to come up with the sample by their possession of characteristics needed for the research. The study found two models of interventions for the orphans and vulnerable children in Kano metropolis. These are home care and institutional care. It also found out that although both models address some of these children's needs, home care was the best and most appropriate model. This is because home care is less costly, eliminates discrimination against fostered children and restores some aspect of family belonging. It also deals better with the problem of psychological balance and trauma. It recommended that philanthropists, donors and the public should learn to appreciate the role of NGOs in responding to the needs of orphans and vulnerable children.

In-depth interviews, participant observation and focus group discussion were used to collect data while the current study used questionnaires, focus group discussion and in-depth interviews to collect data. The above study utilized qualitative approach while the current study applied both qualitative and quantitative approach. The above study was carried out in Nigeria and was on the societal response to the state of orphans and vulnerable children in Kano metropolis. The current study was on how assistance given by NGOs promote access to education by orphans in regular primary schools and was done in Bondo sub-county, Kenya. Kano is found in Nigeria in West Africa and has a dense population which is largely urban and Muslim while Bondo sub-county is in Kenya, East Africa is a rural area with a

population largely Christian. The study on societal responses to the state of orphans and vulnerable children in Kano metropolis in Nigeria did not focus on the role of NGOs in providing assistance to learners who are orphans while the current study found out the assistance the NGOs provide to learners who are orphans.

Nshimiyimana (2008) carried out a study on perception of support provided to orphaned children in foster care placement in an urban setting of Windhoek, Namibia. Both qualitative and quantitative approaches were used. Data was collected through interviews and focus group discussion. A sample size of 15 foster parents, 10 social workers and 50 orphans were used. The sample size was gotten through non-probability sampling. The study found that majority of the foster parents interviewed did not protect the orphans under their care. The little protection orphans get is from NGOs. Majority of orphans in foster care placement are not getting necessary support in regard to their education and protection. The government, NGOs and foster parents are stepping in but their support is insignificant compared to the increasing number of orphans. The study recommended that children in foster care placement be given a broader view for community capacity development involving all stakeholders than the current welfare grant approach. The study targeted parents, social workers and orphans while the current study targeted orphans, teachers, guardians and NGOs as they deal with these orphans at various perspectives. The above study focused on protection orphans get or do not get outside school while the current study focused on the assistance orphans receive from NGOs and their implication on their access to education. The above study found out the perception of support provided to orphans in foster care placement in urban setting while the current study found out the assistance provided by NGOs in order to promote access to education by orphans in regular primary schools.

Sitanbuli (2015) carried out a research on orphans and vulnerable children experience and perspectives of social cash transfer scheme for provision of basic needs. Social cash transfer is Zambia's social protection strategy and gives bi-monthly grants to households which are destitute and little or limited capacity to access basic needs. This social safety net package was introduced based on reasoning that households and individuals can regain control of their lives so that they can access education and health. The local and national economy would also benefit in the long run. (Ministry of Community Development and Social Services 2011). The study adopted the use of qualitative research. Data was collected through semi structured interviews, semi participant observation, focused group discussion and informal dialogue. Purposive sampling was used to select the participants. The sample study consisted

of 17 research participants. They included 10 children between the ages of 10-17 years, 6 parents and one district social welfare officer. The research found out that the donor driven definition of Orphanhood does not necessarily determine eligibility of children to access social cash transfer in Zambia. Orphans from economically sound background are not categorized as orphans because the concept of Orphanhood is considered more as an economic issue rather than the loss of biological parents. The study also found that the main challenge orphans face is meeting their educational needs. High school fees leads to orphans dropping out of schools due to financial incapacity.

The above study used qualitative approach while the current study used both qualitative and quantitative approaches. The study used semi-structured interviews, semi-participant observation, focus group discussion and informal dialogue to collect data. The current study used interviews, questionnaires and focus group discussion to collect data. The above study used purposive sampling while the current study employed stratified, saturated, cluster, simple random and purposive sampling. The target population in the above study included children, parents and social welfare officers while the current study targeted teachers, orphans, guardians and NGOs. The study researched on orphans and vulnerable children experiences and perspectives on social cash transfer scheme for provision of basic needs while the current study found out the type of assistance provided by NGOs in promoting access to education by orphans in regular primary schools.

In Botswana, NGOs offer different services such as care, support and counseling. Provision of psychosocial support is done by social workers in government and NGOs such as Masiela Trust Fund and other private institutions (Tsheko, 2007). Support and counseling is important for orphans as some of them may still be grieving their dead parents. This enables them accept the reality and adjust to life without their biological parents. To complement government efforts and strengthen community initiatives, Masiela Trust Fund was established on 9th February 2001. It raises funds for the care of orphans and support community based organizations and faith based organizations that are involved in care for the orphans and vulnerable children as part of increasing the quality and volume of care. Community based organizations, especially where the orphans come from, can play a major role in adapting the orphans because they are familiar with the orphans and know the culture which the orphans come from therefore they are the best placed people to take care of the orphaned children. The children therefore go to school within their community and are taken care of by the community. The current study was on the contribution of NGOs in promoting their access to

education. It was also on whether the above given assistance adequately takes care of the orphans needs.

Gibson (2009) carried out a study on neo-liberalism and dependence; A case study of the orphan care crisis in sub-Saharan Africa. The researcher applied the qualitative approach and secondary sourced data was used. The researcher used published studies and interviewed orphanage staff in each country involved in the research. The researcher pulled information from World Bank, International Monetary Fund papers, books and conferences. Zambia, Zimbabwe and South Africa were chosen because they are all sub-Saharan African nations with high orphan population, a high HIV/AIDS prevalence rate and each has enacted neo-liberal policies over the last two decades. In addition, English is spoken widely in the three countries. The study showed that orphanages are able to provide minimal food, healthcare and education necessary to young orphans though they are unable to meet all the needs of the orphans. The above study used case study while the current study used a variety of individuals to come up with data. The researcher in the above study used qualitative approach while the current researcher used both qualitative and quantitative methods. The above study got information from interviews, journals, books and other written articles while the current study used questionnaires, focus group discussion and in-depth interviews to collect information. The study focused on orphans in orphanages while the current study focused on orphans living in the society outside orphanages. The above study was on neo-liberalism and dependence; a case study of the orphan care crisis in sub-Saharan Africa while the current study found out the type of assistance provided by NGOs to promote access to education by orphans in regular primary schools.

NGOs in Uganda also ran children's homes. They use this system to seek to replicate a family structure in an attempt to provide a more natural childhood experience for the children in their care (Beard, 2007). NGOs implementing this type of care must first build new houses for the newly formed 'families'. These homes are usually located within a fenced- in area. These are homes which are fenced all round for security purposes. Live in group mothers who are typically indigenous to the areas are employed to care for the orphans. Orphans particularly those orphaned while young need parental love. These group mothers give the assurance a mother can give a child therefore enabling these children attend school knowing that a 'mother' is providing for the much needed motherly love thereby making them have peace of mind in school.

Loans and grants are given to families of orphaned children as a strategy to help the orphans.

NGOs employ micro-credit and community revolving fund (Nyamakuru, 2011). Households are trained and given loans which they have to pay at a particular period of time in installments. Title deeds or something valuable like cattle is staked to be taken in case one fails to pay the loan (Tellez, De Maria & Gallaragan, 2011). This improves the household's income therefore enabling the family to provide the orphans with basics like food, books, uniform and school fees. The above report focuses on orphans living in artificially formed homes while the current study focused on orphans living with their families and relatives and community. The above report focus on the assistance given to the orphans families by the NGOs with a view to repaying as revolving funds while the current study focused on the contribution of this assistance on the access to education by orphans with no repayments.

Evans (2012) studied the resilience of orphaned young people in safeguarding the physical assets (land and property) that they inherit from their parents and in sustaining their households without a co-resident adult relative. The researcher used qualitative approach in conducting the study. A small purposive sample of young people who cared for their siblings without a co-resident adult relative was identified through NGOs. Semi-structured interviews were conducted. This was done both individually and in groups. Sample size of 8 child headed households and 1 skipped generation household (a grandmother and orphaned children). The samples were taken from Kagera, Dar salaam and Mbeya in Tanzania while in Uganda, samples were taken from Kampala, Mpigi, Mukono, Wakiso and Luwero. Thematic analysis was used. The study found that NGOs support orphaned children to continue living together in their inherited land rather than for siblings to move to live with foster relatives as this helps to strengthen sibling's emotional bonds and enable them to safe guard their inherited asset from unscrupulous relatives who might otherwise sell the children's property. The findings also revealed that orphaned sibling received educational support from a HIV/AIDS related NGO, food and emotional support from an NGO supporting people with disabilities. The study found that the people heading the child headed households in Tanzania felt that life skill training they received from NGO staff in budgeting, personal hygiene, food conservation and safety, preparing the right amount of food to avoid wastage, resolving conflicts with their younger siblings and living with others in the community had greatly assisted them in making the transition to caring for their siblings. The above study utilized qualitative approach while the current study employed both qualitative and quantitative approaches. The above study targeted young people who take care of orphans and child headed households while the current study targeted orphans, guardians, NGOs and teachers. The above study was on safeguarding inheritance and enhancing the resilience of orphaned

young people living in child and youth headed households while the current found out the types of assistance provided by NGOs in promoting access to education by orphans in regular primary schools.

World Vision is an International NGO in Uganda that sponsors children including orphans. These children are provided with access to education, proper nutrition and health programs. World vision has also reached out to Ugandan orphans through programs like Masaka Orphans of AIDS project which provides AIDS orphans with education and skills training programs (World Vision, 2009). This has enabled these orphans access education while in improved health as evidenced by nutrition and health programs. This facilitates improving academic performance. This can also help in reducing the number of people dying from AIDS therefore reducing the number of children becoming orphans. While this assistance may go a long way in mitigating the suffering of orphans, its contribution on their access to education may not be clear. This research aimed at finding out the contribution of assistance these NGOs provide on the access to education by orphans in Bondo sub-county, Kenya.

Plan International and Ananda Marga Universal Relief Team (AMURT), Children Kenya and Mothers to Mothers, work to support children at risk in Kenya by focusing on improving the welfare and protection of the most vulnerable households affected by HIV in Nairobi, Mombasa, Kilifi, Kwale, Taita-taveta and Lamu counties. They work with local partner organizations to increase household resiliency and empower parents and care givers to make investments that will improve the health and well-being of orphans and vulnerable children (Plan International, 2015). They have a holistic case approach which connects health, nutrition, HIV services and education to economic strengthening services designed to graduate families out of the programs support by developing their ability to grow and sustain their assets, income and skills. With the focus on the health, nutrition and education services, orphans are given a wholesome opportunity to focus on their academic lives without being distracted by health and nutritional issues as someone else takes care of that. This may lead to better access to education among the learners. The above NGOs mitigate the orphans' problems by offering assistance to them while this study found out how the assistance the NGOs provides contributes to the orphans' access to education.

2.2 Efficiency of management of assistance given by NGOs.

In as much as NGOs offer aid to the needy, their aid management programs need to be efficient. Aid provided to orphans need to reach the orphans as intended by the donors. Therefore the system used by the NGOs need to be transparent to scrutiny in order to avoid

cases of embezzlement of funds and pilferage of aid. NGOs which are accountable to a specific authority tend to perform effectively (Lingan, Lioyd, Cavender & Gwyne, 2009).

About 20 million children which equate to about 4% of children in India are orphans (Barzeghi & Baradaran, 2013). A lack of monitoring regulation means that sometimes donations given to orphans by NGOs are diverted for the livelihood of people connected to the orphanages where these orphans live, rather than benefit the children (Barzeghi & Baradaran, 2013). This means that orphans who would have benefited from the aid suffer while aid meant for them is diverted to other people who may not be as desperate as the orphans. This only increases suffering among the orphaned children. This study was on how efficient aid meant for orphaned children is managed with an aim of ensuring it reaches them.

Nuka (2010) carried out a study in Kosovo (in the former Yugoslavia) on sustainability of NGOs in Kosovo; challenges of the third sector and the way forward. The researcher used both qualitative and quantitative approaches. The researcher used survey research design. The researcher used interviews and questionnaires to collect data. A sample size of 20 Kosovo NGOs which are active organizations in their respective fields were randomly chosen. The study found out that 85% of the organizations said they need to improve their governance structure. The NGOs had long term financing problems, poor working environment, lack of professionals, and high dependency on foreign funding, lack of cooperation with government institutions, inappropriate deficient NGO governance structure and poor working conditions among others. It recommended that NGOs must invest in their human resources by motivating their staff and improving working conditions. In addition NGOs must consider networking with organizations working in the same field in order to strengthen their acting capabilities and produce more tangible results. NGOs were also urged to adopt democratic principles of internal governance which would enable greater transparency and promote development of mechanisms to ensure responsibility. The above study was on the sustainability of NGOs while the current study found out the efficiency of management of assistance provided by NGOs in promoting access to education by orphans in regular primary schools. The above study focused on NGO governance structures while the current study focused on how efficient NGOs manage assistance they provide to orphans and its contribution to their access to education.

Lingan, Cavender, Lioyd and Gwynne (2009) paints a broad picture of NGOs accountability by saying that NGOs are generally accountable to both internal and external stakeholders. In

the accountability perspective, NGOs must relate with three stakeholders i.e. donors, target community and the government (Szporluk, 2009). This will enable assistance reach the intended orphans and issues to do with theft of aid will be greatly curbed. Donors will therefore be confident that the aid they are providing actually reach the intended target. When the orphans get the assistance intended for them, they focus on their academic work as their needs are already addressed therefore improved access to education.

Agyemang, Awombila, Unerman and O'dwyer (2009) conducted a study about NGO accountability and delivery. It sought to identify accountability practices in a sample of NGOs in Ghana, to point out functional accountability measures and those that are not functional and to explain why some were considered functional while others not. The study used interviews and focus group discussion to obtain data from the respondents.. The study recommended that the NGOs should involve more stakeholders and be effective in communicating to the public. The NGOs should discard off any accountability measures that do not yield the envisaged results. The above study used interviews and focus group discussion while the current study used in-depth interviews, focus group discussion and questionnaires to collect data. The above study targeted NGOs only while the current study targeted NGOs, orphans, guardians and teachers as respondents. The above study was on NGO accountability and delivery while the current study was on the efficiency of management of assistance provided by NGOs in promoting access to education by orphans in regular primary schools.

Ndlovu (2011) did a research on children's participation in Non-Governmental Organizations orphans and vulnerable children (OVC) mitigation programs in ward 18, Magwewe district, Bulawayo metropolitan, Zimbabwe. Qualitative research approach with a minimum use of quantitative approach was used for the study. Descriptive survey research design was employed to facilitate the gathering of the relevant information. Structured interviews were used to collect data from NGOs, field officers in ward 18, community leaders, orphans and vulnerable children. Questionnaires were used alongside focus group discussions. A sample size of 32 orphans and vulnerable children was chosen according to age group. The study used systematic random sampling to get the sample size. The study recommended that NGOs should work with all stakeholders in the community to identify the orphans and vulnerable children's vulnerability context that needs to be addressed. Together, they should identify the available livelihood assets that could be used to sustain projects that help the orphans and vulnerable children. The study also recommends that NGOs work towards identifying viable

livelihood strategies to address the issue of poverty and improve family livelihoods. In doing so, the gap created by the individual child targeting approach, which does not support the family livelihoods for holistic, effective and sustainable child care and eventual graduation out of poverty would be addressed. NGOs should also mainstream child participation in their programs. The above study used qualitative approach as a research method while the current study used both qualitative and quantitative research approaches to collect data. The target population in the research above was the NGOs, orphans, field officers, community leaders and orphans and vulnerable children while the current study targeted teachers, caregivers, orphans and the NGOs. The above study used systematic random sampling while the current study used cluster, stratified, purposive and simple random sampling methods to determine the sample size. The above study utilized structured interviews and questionnaires to collect data while the current study used questionnaires, focus group discussion and in-depth interviews to collect data. The above study focused on children's participation in NGO orphans and vulnerable children mitigation program while the current study focused on how efficient NGOs manage assistance to orphans and how it contributes to their access to education.

NGO accountability relations with donors and government are strong because they provide funding and regulatory mechanisms respectfully while their accountability relationship with their community members is weak as the latter do not have any power on the NGOs (Lloyd & Casas, 2009). NGOs which can maintain an approach of balanced accountability to donors, government and target community are likely to be effective than those that cannot maintain such a balanced accountability approach (Lingan et al, 2009). This means issues of openness in financial matters can build trust between the donors and the recipients therefore enabling donors have the confidence to increase aid to the orphans therefore improve on their academic performance. However, scandals in the non-profit sector to which NGOs fall has resulted on increased pressure on NGOs to reduce spending not directly related to charitable projects (Kerlin & Thanasombat, 2006). Any mistrust between donors and the NGOs leads to donors cutting down on the amount of aid they give. This can have an overall negative effect on the people being targeted by the donors, in this case, the orphans. The above report focused on the relationship between donors and NGOs while the current study focused on the relationship between efficient management of aid to orphans by the NGOs and its contribution to the orphan's access to education.

A study conducted by Integrated Regional Information Network (IRIN) in Ghana revealed that as little as 30% of orphanages funds actually go to the direct benefit of orphans (IRIN 2008). This therefore means less money goes to the orphans and therefore a lot of suffering among the orphans. This can lead to poor access to education because the children may have inadequate food, books, uniforms and school fees. This can also mean less healthy students due to lack of money for medication. Therefore, there's need for aid to be managed properly so that it may reach the orphans targeted for such assistance.

Fundraising represents a potential source of inefficiency (Aldersheve & Veldier, 2010). NGOs under fierce pressure to attract donations may engage in 'excessive' fundraising and reduce the time and effort used in finding solutions and helping the needy recipient, to pleasing their donors. Theoretical predictions on the efficiency of NGOs aid become more complex if NGOs can divert their revenues for private use rather than charitable and project related output (Hannes & Ohler, 2010). Fundraising activities may reduce the time left for managing and supervising charitable operations. Less operational effort impairs the productivity of funds spent on orphans' projects (Ribar and Wilhelm, 2007) the less funds are spent on orphans the less of their problems are mitigated therefore these orphans may have their needs not met therefore affecting negatively their academic lives. NGOs should therefore look for ways of raising funds without negatively affecting the orphans they are targeting. The above report focused on fundraising by the NGOs while the current study focused on efficient management of the assistance the NGOs give to orphans and its contribution to the orphan's access to education.

Rooderick (2015) carried out a study on the economic impact of Non-Governmental Organizations on improving the wellbeing of vulnerable orphaned children in Soweto, South Africa. Soweto was selected because it has more NGOs than any other urban township in the city of Johannesburg. Thirty-nine NGOs met the criteria of providing help to households and extended households living with at least one or more orphaned children. A sample of 13 NGOs was selected. Systematic random sampling was used to choose the representative sample of households. The total number of households was 406. From this, a sample of 119 were interviewed. Structured survey questionnaires were used. The research found that NGOs play a significant role in reducing poverty in households living with orphans hence improving the well-being of these children. The study recommended the need to understand the support systems that are in place to support orphaned children. This includes understanding the roles of different stakeholders e.g. government and NGOs. The above study targeted NGOs and

households with orphans while the current study targeted orphans, NGOs, caregivers and head teachers. The above study used quantitative research approach while the current study utilized both quantitative and qualitative approaches adding more data. The study used a structured survey questionnaire while the current study utilized questionnaires, focus group discussion and in-depth interviews to collect data. The above study was on the economic impact of NGOs on improving the wellbeing of vulnerable orphaned children while the current study found out the contribution of NGOs in promoting access to education by orphaned children.

Financial resources should be estimated realistically at the time of planning for the success of the orphan's projects (Magampa, 2014). This will enable orphans have adequate resources for their academic life therefore enabling them attend school with minimal interruptions and in turn leading to improved academic performance. A professional and academic qualification helps staff acquire skills needed to perform their jobs effectively (Kiambi & Mugambi, 2017). Training helps individuals acquire knowledge and skills they need to perform their jobs and do it effectively (Jobber, 2009). The above study focused on realistic estimation of resources before budgeting and proper acquisition of skills for effective job performance while the current study focused on prudent use of resources to mitigate orphans challenges in order to improve on their access to education.

Miskaye children's welfare association, an NGO established in 2008 in Ethiopia with the objective of assisting orphans and abandoned children had 36 employees by 2014. Women are 47%, 19% of the employees have a second university degree, 36% have a first degree 22.2% have got a diploma and the rest, certificates (Miskaye Children's Welfare association [MCWA] annual report 2014). The NGO manages its programs using highly skilled manpower to enhance efficiency. When these organizations that assist orphans are run efficiently, resources that are set aside for academic lives of the orphans are availed in quantities that enables the orphans to attend school with minimal interruption. These enables the learners focus on education and therefore improve on their access to education. The above report focused on high employee skills and competency to manage its affairs while the current study focused on how efficient aid to orphans is managed by the NGOs and its contribution to their access to education..

Mugo (2015) carried out a research on conditional donor funding and its implication on NGO autonomy in East Africa. The research adopted a quantitative approach. Data was

numerically represented with observations and constraints being quantified. The population under study was the nonprofit sector in East Africa (specifically Kenya, Uganda and Tanzania) listed in the NGO coordination board website as of 1st December 2012. This was a total of 5746. The researcher used probability sampling method to obtain the sample size. The respondents were asked to complete an online survey also known as self-administered questionnaire. The research found that the majority of NGO funding comes from outside Africa. Most NGOs reported total reliance on donor funding that was program specific. NGOs were found to have more than one program and used them to cast a wide net to obtain funding. This meant that NGOs lead a program to program existence and if funding was to cease then the organizations would cease to exist as well. The study recommended that NGOs should focus on one to two programs at most which will not only increase efficiency, but also help narrow their funding search, increase their chance of sourcing, obtaining and retaining funders more easily. The study also recommends that an online list that is member based be created. This would facilitate circulation of information on where donor funding is available. This information would be distributed to all NGOs in order for them to make proposals. It would reduce duplication of projects. The above study adopted quantitative approach to collect data while the current study adopted both quantitative and qualitative approaches in conducting the study. The above study targeted the non-profit sector in East Africa while the current study targeted NGOs, orphans, guardians and teachers. The respondents completed an online survey also known as self-administered questionnaire while the current study used questionnaires, in-depth interviews and focus group discussion to collect data. The above study was on conditional donor funding and its implication on NGO autonomy in East Africa while the current study was on the efficiency of management of assistance provided to orphans by NGOs.

The degree to which stakeholders are personally involved in the implementation process will cause great variation in their support for the orphan aid project. (Weisman, 2011). Participatory monitoring encourages continuous monitoring of orphans and vulnerable children projects by community members with the aim of collecting, analyzing and communicating information in order to put measures on where things are not working as per the plan (Chikati, 2010). Monitoring and evaluation of projects influence performance of orphans' projects significantly. Therefore, monitoring and evaluation should be an ongoing process right from the conception of these projects to their conclusion. This will enhance quality of the services offered by the NGOs and will impact positively on the access to education by the targeted orphans.

Legitimacy among NGOs is crucial because of the declaration by the NGOs that they represent the poor and vulnerable people against poverty and other social ills (Okinda, 2013). The public should know how NGOs actually represent the will of the people they purports to support (Sonco, 2007). Legitimacy can be achieved if NGOs have a formal membership structure, have the necessary level of competence and expertise, be led by the law and be moral in the pursuit of their objectives. They should focus on the public good and be in touch with the public sentiment as opposed to parochial selfish interests (Banks & Hulme, 2012). This will make the community accept the NGOs as organizations that are genuinely concerned about their rights. This enhances collaboration between the NGOs and the society at large. Orphans will be the ultimate beneficiaries because their challenges and problems will be addressed and this will have a positive effect in their life in school.

In Kenya, on one hand there has been external pressure from bodies such as the NGO coordination board which seeks to regulate all activities of NGOs to conform to the principle of accountability. The board registers, coordinates and facilitates the activities of NGOs working in Kenya whether local or international. For instance, by 2012, the board had deregistered over 1252 NGOs that violated the terms and conditions set out on their registration (Camran, 2010). The implication is that NGOs are more aware of the fact that funds meant for orphans cannot be misappropriated with impunity. This means that orphans can now receive more resources towards their academic lives as the risk of theft has reduced. With more resources at their disposal, these orphans can therefore improve on their academic performance. On the other hand, the NGO council established in 1990, plays the role of the umbrella organization for all the NGOs (Poverty Eradication Network, 2010). The council's aim is to foster self-regulation among local NGOs working in Kenya. With such measures in place, NGOs deliver their services knowing very well that they will be held accountable for their actions. This makes them to deliver services as they promise in order to avoid disciplinary action being taken against them. The orphans are the ultimate beneficiaries because they receive quality service which ultimately leads to improved academic environment in school.

NGOs need to develop their own internal mechanisms in measuring their performance in relation to their mandate (Okinda, 2013). They can do this through continuous appraisal. They measure their performance against goals they have set as benchmark; performance can also be measured against the impact of their activities on their intended beneficiaries (Banks & Hulme, 2012). All NGOs are required by the law to maintain a system for recording and

submitting all kinds of financial transactions made by them for the purpose of implementing projects and running their organization (Jordan & Tuiji, 2012). This will enhance transparency and accountability. When NGOs carry out their own appraisals, they can measure using their own standards whether they have achieved what they intended to achieve or not. The orphaned children will benefit when NGOs improve on their ways of delivering aid. This will mean more assistance to orphans and better ways of assisting those in need. With more aid being given to them, orphans will be in a position to study without having to interfere with their education in order to search for school fees or other conveniences. This will lead to more access to education the core of the current study..

2.3 Difficulties guardians face while working with NGOs to ensure access to education by learners who are orphaned.

Sinha, Lombe, Leia & Whetten (2016) carried out a study on exploring factors associated with educational outcomes for orphaned and abandoned children in India. The study was done in several countries including India, Cambodia, Kenya, Tanzania and Ethiopia. The sample size was 1480 children. A 10 year observational study (2006-2016) was done. The study found that low levels of education and poverty ill equip the guardians to take care of the needs of the orphans. Orphans are considered an additional burden to the household because of low socio-economic status of the guardians. It concluded that guardians are most likely to understand the value of their children being educated and its long term positive effect irrespective of their socio-economic status. It recommended educating and empowerment of guardians in order to improve on their economic status. The above study targeted only children in collecting data while the current study targeted orphaned children, teachers, guardians and NGO staff as the respondents. The above research took 10 years collecting data while the current research took three months collecting data. The above study was on exploring factors associated with educational outcomes for orphaned and abandoned children while the current study found out the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphaned.

Kaur, Vinnakota, Panigrahi and Manasa (2018) carried out a study on behavioral and emotional problems on orphans and vulnerable children staying in institutional homes in India. Semi-structured questionnaire and document analysis guides were used to collect data. The sample size consisted of 292 orphans and vulnerable children from 6 institutions. The study found that guardians generally have low expectations on the academic performance of orphans in their care. This attitude has a general negative effect on the motivation of the orphans to learn. Some guardians also put a lot of pressure on the orphans to excel in their studies. This has made some of the orphans to run away from their families. The above study

utilized semi- structured questionnaires and document analysis guides to collect data while the current study used semi-structured questionnaires, focus group discussion and interview schedules to collect data. The sample in the above research consisted of orphans only while in the current research, it consisted of orphans, teachers, guardians and NGOs. The above study was on behavioral and emotional problem on orphans and vulnerable children staying in institutional homes while the current study found out difficulties guardians face while working with NGOs to ensure access to education by learners who are orphaned.

Gana, Oladele, Saleh, Osagbemi, Gimba and Magaji (2016) carried out a study on challenges faced by caregivers of vulnerable children in Cross River State and Abuja Federal Capital Territory, Nigeria. The researchers used questionnaires, informant interviews and focus group discussion to collect data. The sample size consisted of 150 guardians who were selected using convenient sampling method. The study found that the majority of guardians are women, mostly with primary or no formal education. They lack skills for income generation to sustainably cater for the orphans under their care. They are poor and earn less than 52 US dollars per annum. Family support to the guardians has been dwindling over time. A little organized support goes to them from NGOs and faith based organizations in the form of handouts. The above researchers used questionnaires, informant interviews and focus group discussion to collect data while the current study utilized interviews, focus group discussion and questionnaires. The target population in the above study was guardians only while the target population in the current study included orphans, NGO staff, teachers and guardians. The above study utilized convenient sampling only while the current study will utilize stratified, cluster, simple random and purposive sampling methods to obtain the sample size. The above study was on challenges faced by guardians of vulnerable children while the current study found out challenges guardians face in their endeavors to ensure access to education by learners who are orphaned

Chizororo (2008) carried out a research on the formation, constitution and social dynamics of orphaned child-headed households in rural Zimbabwe in the era of HIV/AIDS pandemic. The researcher focused on child headed households in rural Zimbabwe. Participant observation, narratives, essays, focus groups, conversations and participatory techniques were used to collect data. Purposive and simple random sampling methods were employed to obtain the sample size. The study found that children living in child headed households are not only vulnerable but are also a part of a much broader group of children in distress. Lack of an adult in their lives increases their vulnerability. The researcher recommended advocacy for

orphans in child headed households. The researcher further recommended the education of the community about the nature and experiences of child headed households. The above study utilized purposive and simple random sampling while the current study utilized stratified, cluster, simple random and purposive sampling methods to obtain the sample size. The above study utilized participant observation, narratives, essays, focus groups, conversations and participatory techniques to collect data while the current study utilized semi-structured questionnaires, focus group discussion and in-depth interviews to collect data. The above study was on the formation, constitution and social dynamics of orphaned child-headed households while the current study was on difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

Hlatywayo, Zimondi and Taurai (2015) carried out a study on challenges of coping with orphans and vulnerable children at household level; a guardians perspective. This was done in Zimbabwe. They employed both qualitative and quantitative methodologies. Semi-structured questionnaires and in-depth interviews were used to collect data. Convenience sampling was used to get 10 community leaders, 30 guardians and 20 orphans and vulnerable children. The study found that the greatest challenge was how to raise money for school fees and other scholastic materials required by the school. This translates into a substantial hindrance to accessing education by the orphans. Inadequate funding and delays in receiving school fees from the government drove teachers to find resources from families many of whom could not afford and consequently, children dropped out of school. Orphaned children had a higher rate of school dropouts. The above study utilized convenient sampling only while the current study utilized cluster, simple random, stratified and purposive sampling methods to obtain the sample size. The above study targeted community leaders, orphans and vulnerable children and caregivers while the current study targeted orphans, guardians, NGOs and teachers. The above study was on challenges of coping with orphans and vulnerable children at household level; a caregiver's perspective while the current study found out difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

Herr (2014) did a study on common practices in South African orphanages. The researcher employed survey research design. It was a purely qualitative research. An interview schedule was used to collect data. Data was collected through Skype and email. The study was also done in India, Pakistan, Nepal, Vietnam and Myanmar apart from South Africa. The study found that children's homes had financial problems hence sending orphans to school was a problem. The issue of high school dropout is common among children's homes and this

increases cases of child labor. The children know they are able to earn extra cash even though they may end up earning more money by increasing their level of education not all homes provided counseling services. The above study was on orphans in orphanages while the current study covered orphans both in and out of orphanages. The above study utilized an interview schedule only to collect data while the current study used questionnaires, focus group discussion and interview schedules to collect data. The above study was purely qualitative while the current study was both quantitative and qualitative. Data was collected through Skype and email in the above study while in the current study, the researcher personally visited the sampled population and engaged them face to face. The above study was on common practices in South African orphanages while the current study found out difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned

Mbatha (2015) investigated the effectiveness of orphans and vulnerable children's programs in schools; a case study of Ntuzuma G-section in South Africa. The researcher used qualitative approach only. The researcher collected data using interviews and interviewed the orphans and vulnerable children's co-coordinator, guardians and foster parents. The sample size of 3 schools and 14 participants was selected using purposive sampling only. The study found that the government initiative on orphans and vulnerable children is not effective in addressing the needs of orphans and vulnerable children. It failed to address orphans psychological and developmental challenges which they come with to school. It left the role of addressing these needs to the guardians who more often than not are not able to do so. It recommended that schools should collaborate with other social actors such as families, churches, communities and NGOs to build orphans and vulnerable children's resilience and bring about genuine development. The above study found out the effectiveness of orphans and vulnerable children's programs in schools while the current study found out difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

Wamanya (2010) did a study in Uganda on challenges and strategies for coping with the orphan problem at family level; a case study of guardians in Bushenyi District. Quantitative and qualitative techniques were used. Semi-structured interviews, questionnaires and direct observation were used. Community leaders selected key informants and guardians were interviewed. Lottery method and Systematic random sampling were employed. The study found out that there's willingness by families to absorb orphans despite severe socio-economic challenges. Orphan care in families is fraught with several challenges whose scale

and complexity is often above the capacity of the families to effectively mitigate. Consequently, most of the needs of the orphans are either partially addressed or not addressed at all. Majority of the guardians were elderly grandparents or surviving mothers all depending on subsistence income. Lottery and systematic random sampling were utilized in the above study while the current study utilized stratified, simple random, and purposive and cluster sampling methods to get the sample size. The researcher concluded that without external assistance, families can at the very best guarantee immediate survival of the orphans but cannot prepare them to be competitive in the future. In the above study, semi-structured interviews, questionnaires and direct observation were used while in the current study, in-depth interviews, focus group interviews and questionnaires was used. The above study interviewed selected key informants and guardians while the current study interviewed teachers, orphans, NGOs and guardians. The above study was on challenges and strategies for coping with the orphan problem at family level while the current study found out difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

A study was carried out in Tanzania by Mbangwa (2013) on the assessment of psychosocial well-being of orphans; a case of three orphanage centres in Moshi municipality. Orphans aged between 12 and 15 years were targeted. Cross sectional design both qualitative and quantitative were employed. Purposive and simple random sampling was employed and Semi-structured interviews were used. Structured questionnaires were used to collect data. The study found that orphans have physiological needs like health services, education and food. Psychosocial needs of orphans living in orphanages were addressed but not in a proper way because guardians lack skills on working with orphans. Purposive and simple random sampling was utilized in the above study while in the current study, purposive, cluster, simple random and stratified sampling methods was utilized. The above study targeted 3 orphanage centres while the current study targeted 129 schools. The above study was on the assessment of psychosocial well-being of orphans; a case of three orphanage centres while the current study was on difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

A study on land rights challenges among widows in Boro Division, Siaya County, Kenya was carried out by Olum in 2015. The researcher adopted the descriptive survey design. Questionnaires and interviews were used to collect data. Non probability sampling was employed to get the sample size. Ninety widows were conveniently chosen. Purposive and snowball sampling was also used to get other widows relevant to the study. The study found

that widows are often disinherited off their land after the death of their husbands. Some are exposed to violence as property is taken away from them. They also lack finance to pursue succession in court. Lack of information on property inheritance and clear procedures to do so hamper their efforts to inherit their husband's property. This leaves the widows poor and unable to take care of the orphans under their care. They find it difficult to educate the children they are left with. This leads to an increase of orphans out of school. The above study utilized purposive and snowball sampling methods while the current study utilized simple random, stratified, cluster and purposive sampling methods. The above study was on land rights challenges among widows while the current study found out the difficulties guardians face in their endeavors to ensure access to education by learners who are orphaned.

2.4 Challenges faced by orphaned learners in regular primary schools.

In Bangladesh, Chowdhry, Wasiullah, Haque, Muhammad, Hasan and Ahmed (2017) carried out a study on nutritional status of children in an orphanage in Dhaka city. The study was purely quantitative and semi-structured questionnaires were used to collect data. Systematic sampling was used to get the sample. The study took nine months collecting data. The study found that 60% of orphans in the study were malnourished. It also found that orphans suffered neglect by the society. The study concluded that malnutrition was highly prevalent among children and adolescent orphans in institutional care. The study utilized convenient sampling only while the current study utilized cluster, purposive, stratified, and simple random sampling to get the sample. The above study targeted orphans living in an orphanage while the current study targeted orphans living in and out of orphanages. The study was on nutritional status of children in an orphanage in Dhaka city, Bangladesh while the current study found out the challenges that may hinder access to education by learners who are orphans in Kenya.

In Syria, Ammar, Vivienne and Wildes (2018) carried out a study on Syrian refugee children: A study of strengths and difficulties. The study was purely quantitative. The study utilized questionnaires to collect data. The study found that orphans who are refugees suffer depression, post-traumatic stress disorder, lack of food, medication and education among others things. These children were not allowed to attend Turkish public or private schools yet they were refugees there. The above utilized questionnaires to collect data while the current study used questionnaires and interviews to collect data. The study was purely quantitative while the current study utilized both qualitative and quantitative designs. The above study was on challenges facing refugees in refugee camps while the current study found out challenges facing learners who are orphans in Kenya.

In Mexico, Gallegos, Rodrigues, Gomez, Rabello and Monica (2008) carried out a study titled 'Friends for life program for Mexican girls living in an orphanage.' The study was purely quantitative. Questionnaires were used to collect data. It targeted girls aged between 9-10 years. The study found that many orphans had been abandoned by their families, some suffered physical and psychological abuse. Many suffered from depression and anxiety. The study recommended that early intervention programs be implemented and more caregiver involvement in the orphans' life should be encouraged. The above study did not find out the influence of these challenges on the learners access to education. The above study engaged girls who are orphans only while the current study engaged both boys and girls who are orphans.

Ghanaians follow matrilineal kinship (Voyk, 2011). One's lineage is defined through their mother's bloodline. The matrimonial system is crucial to the definition of Ghanaian society. It guarantees social support, benefit, care, property rights and freedoms (Gyimah, 2007). Under institutional care, orphans are typically removed from the matrilineal system and become wards of the orphanage and are potentially rendered as outsiders in their natal communities (Oleke, Christopher, Astrid, Moland, Rekdal & Heggenhougen, 2006). These orphans are effectively disinherited off their property. They are left at the mercy of donors. These donors include NGOs. The above report highlights the plight of orphans who are disinherited off their property as a result of culture while the current study highlighted orphan's challenges as a result of being orphans and how it influenced their access to education.

Orphaned children in poor rural communities in Tanzania sometimes have no adults to take care of them (Daniel & Angela, 2012). Loss of parents, lack of money and the need to balance school attendance with food production are chronic stressors for these orphans who are forced to head their households. (Daniel & Angela 2012). This will definitely lead to emergence of child headed households. Truancy as a result of search for food at the expense of academics makes good academic performance among these child parents a non-priority. These children require to be assisted to attend school. In the above report, children are indeed heading households while in the current study, most of the children came from homes headed by adults. The above report focuses on orphans who are forced to carry out the roles of adults as child parents while the current found out the influence of these challenges on the orphan's access to education.

Zhou (2012) carried out a research on understanding the psychosocial well-being of orphans and vulnerable children; the intersection of research and policy, in Kenya and Tanzania. The researcher used quantitative approach. The research employed 2 stage random sampling survey method. The study sample included 1544 community based orphaned and abandoned children with 307 non orphans. The research found that child labour is a significant predictor of psycho-social distress. It also found that living with a close relative can be a protective factor against psychosocial harm. The study also found that orphans have higher levels of psychosocial distress than non-orphans. The study recommended that government policies should encourage placement of orphans with care givers who can provide the best care instead of giving preferences to those who are closer in kinship. It also recommended the forging of an international framework for psychosocial programing and tailoring country level programs to address the individual, social and cultural predictors of psycho-social distress. The study on understanding the psychosocial well- being of orphans and vulnerable children (OVC) was done across 6 sites in Kenya and Tanzania. The target population in the above study included orphans and non-orphaned children while the current study targeted orphans, teachers, guardians and NGOs. The above study used quantitative analysis while the current study used both quantitative and qualitative analysis in analyzing data. The above study was on understanding the psychosocial well-being of orphans and vulnerable children while the current study found out challenges faced by learners who are orphans and how they influence their access to education.

Odera (2007) carrying out a study on the participation of orphans and vulnerable children in regular public primary schools in Kobala Location, Kisumu District, revealed that some of the challenges facing orphans and vulnerable children in participating in free primary education include participation in economic activities in search for money. In Kobala location where the study was carried out, children participate in fishing and small scale farming. The study found that many orphans and vulnerable girls are sexually exploited by fishermen who lure them with money. This leads them to drop out of school. Some end up in child marriages while some end up in prostitution. The above study was on factors that drive orphaned children out of school while the current study found out challenges faced by learners who are orphans in regular primary schools in Kenya.

Kinai (2017) carried out a study on disenfranchised grief and challenges of orphans in Kibwezi Township and its surrounding. The study used a sample size of 20 orphans (10 boys & 10 girls) aged between 13 and 18 years all going to school. Survey research design was

used. The orphans were interviewed while being observed by the researcher. Data was analyzed using SPSS and presented in frequency distributions and percentages. The study found that 80% of orphans on the study were still grieving their parents. 5% were living with their pastors and exhibited traces of unattended grief. They had problems of poor nutrition, poor housing, and frequent absenteeism from school, poor health, being overworked, lack of recreation, poor hygiene, poor grooming, inappropriate and dirty torn uniforms were observed. Not even a single orphan had a birth certificate. The study recommended that the orphans who manifested traces of unattended grief receive appropriate counseling. It also noted that the orphans needed someone to talk to and also be listened to therefore urging orphans to be listened to by the society. The study recommended that the local community and NGOs to give emotional and social support to orphans. The study targeted orphans only while the current study targeted orphans, guardians, teachers and NGOs. The above study did not indicate the effect of these challenges on the orphans' access to education while the current study showed the influence of the challenges on their access to education.

Togom (2009) carried out a study to investigate the challenges faced by AIDS orphans in Kibera slums in Nairobi. The study was qualitative in nature. Semi-structured interviews were used to collect data. The study found that orphaned children and their families were facing economic, psychological and social problems which hinder them from accessing basic needs and services. It also found out that AIDS orphans, especially girls heading their households were most vulnerable to various kinds of problems (e.g. sexual exploitation) and they are overburdened by shouldering adults' responsibility of caregiving to the siblings. The study recommended that AIDS orphans need to be given support services and care. Family and communities should enable orphans build up their capacity to confront AIDS challenges. The study used semi-structured interviews to collect data while the current study used interview schedules, focus group discussion guides and questionnaires to collect data. The above study used qualitative approach while the current study utilized both qualitative and quantitative methods. The above study was on challenges facing AIDS orphans in Kibera, Nairobi while the current study found out the challenges faced by learners who are orphans and its influence on the learners' access to education.

Orphans are a common target for abduction. The abducted orphans from Busia are taken to Nairobi, Mombasa and Malindi. Others are taken to the Middle East where they are employed as domestic workers. They live in intolerable conditions and are treated as slaves (Ngure, Daily Nation, and June, 2006). A survey conducted in Siaya, Suba and Busia revealed that relatives are involved in the trafficking of orphans. They lure orphans out of their rural homes

with promises of better life and education in towns. These orphans are denied parental love and affection. The orphans become withdrawn and somehow show antisocial behavior for which they are punished (Ngure, Daily Nation. June 2006). This shows the level of suffering amongst orphans. It justifies the need for assisting the orphans and the need to ensure that aid given to them actually benefits them as this study sought to do. The above report focused on orphans who are abducted and therefore out of school while the current study found out challenges that influence their access to education.

Nyakenanda (2017) carried out a study on the church response to the situation of children orphaned by HIV/AIDS in Kericho County, Kenya. The research adopted descriptive survey as its research design. In this design, information is collected from the environment. The variables are not manipulated as the research is carried out in the normal environment. This was ideal for this study because in-depth data was collected from the respondents within a short time. It also strengthened the presentation and analysis of the obtained data. The sample population included 9 pastors, 180 church members, 2 founders of individual homes and one head teacher and 10 regular teachers. The study used purposive and simple random sampling techniques to get the sample size. The data collection instruments were questionnaires, observation checklist and interview schedules. The researcher conducted oral interviews in churches, homes and schools. Pastors/priests, a head teacher, orphans and founders of private homes were interviewed. Open and close ended questionnaires were also used to collect data. Nonparticipant observation was also used especially on orphans who were too young to be interviewed.

The study found that orphans in secondary schools needed school fees. Some orphans were found to be emaciated a sign of malnutrition. Their fingernails were dirty and unkempt. Some looked scared and withdrawn. Majority of the orphans had worn out clothes. Some orphans did not have shoes while some had worn-out shoes. The study found out that the orphans had needs including need for food, shelter, clothing and education. They had challenges which include dis inheritance, stigmatization and discrimination. The study targeted pastors, church members, founders of children's homes and teachers. The current study targeted orphans, teachers, caregivers and NGOs. While the above study was on the church response to the situation of children orphaned by HIV/AIDS, the current study found out the challenges of children orphaned by all factors that make children orphans and not restricted to HIV/AIDS.

2.5 Summary of Literature Review and Knowledge Gaps

The chapter reviewed existing literature related to the contribution of NGOs in promoting access to education by orphans in regular primary schools in Kenya. The review examined

the assistance that orphans receive from various donors, the efficiency of NGOs in managing and delivering assistance to the learners who are orphans and the difficulties guardians face in their endeavor to assist orphans in the community. It also examined challenges learners who are orphans face in their endeavor to access education.

Evans (2012) studied the resilience of orphaned young people in safeguarding the physical assets (land and property) that they inherit from their parents and in sustaining their households without a co-resident adult relative. The researcher used qualitative approach. A small purposive sample of young people who cared for their siblings without a co-resident adult relative was identified through NGOs. Semi-structured interviews were conducted. This was done both individually and in groups. Sample size of 8 child headed households and 1 skipped generation household (a grandmother and orphaned children). However, the researcher did not reveal the contribution of the assistance provided, on the orphans' access to education. The current study revealed the type of assistance provided by NGOs and its contribution to the orphans' access to education.

Rooderick (2015) carried out a study on the economic impact of Non-Governmental Organizations on improving the wellbeing of vulnerable orphaned children in Soweto. Soweto was selected because it has more NGOs than any other urban township in the city of Johannesburg. 39 NGOs met the criteria of providing help to households and extended households living with at least one or more orphaned children. A sample of 13 NGOs was selected. Systematic random sampling was used to choose the representative sample of households. The total number of households was 406. From this, a sample of 119 was interviewed. Structured survey questionnaires were used. However, the study did not reveal how efficient the NGOs were in providing assistance to the orphaned learners. The current study has revealed the level of efficiency of NGOs in provision of assistance to learners who are orphans to enable them access education.

Gana, Oladele, Saleh, Osagbemi, Gimba & Magaji (2016) carried out a study on challenges faced by guardians of vulnerable children in Cross River State and Abuja Federal Capital Territory, Nigeria. The researchers used questionnaires, informant interviews and focus group discussion to collect data. The sample size consisted of 150 guardians who were selected using convenient sampling method. However, the study did not reveal the effect of these challenges on the orphaned learners' access to education. The current study has shown the effect of difficulties faced by guardians on the orphans' access to education.

Mugo (2015) carried out a research on conditional donor funding and its implication on NGO autonomy in East Africa. The research adopted a quantitative design and data was numerically represented with observations and constrains being quantified. The population under study was the nonprofit sector in East Africa (specifically Kenya, Uganda and Tanzania) listed in the NGO coordination board website as of 1st December 2012. This was a total of 5746. The study did not reveal how efficient donor conditions were in contributing to the access to education by orphans in the countries where the research took place.

Zhou (2012) investigated on understanding the psychosocial wellbeing of orphans and vulnerable children using 2 stage random sampling method and quantitative research design. However, the study did not explore the challenges learners who are orphans face. This study found out the challenges learners who are orphans face and its effect on their access to education.

More than half of the reviewed studies employed either quantitative or qualitative research design with more studies using the qualitative approach. In the present study, the researcher employed both quantitative and qualitative research approaches so as to complement the weaknesses of one approach with the strengths of another and ensure more reliable findings. Most of the studies reviewed have got one to two sampling methods while the current study utilized 4 methods. Majority of the studies have got one data collection method. The current study has got 3 methods. This ensured that the sample was a good representation of the target population. Most studies above were carried out in urban setting while the current study was based on rural setting. Gaps were identified on the differences between data collection tools, the sample size, location of study, differences on discipline under study among others.

Overall literature revealed that orphans around the world suffer violence, discrimination, poverty, exploitation, child labour, poor health and disinheritance among others. These orphans need to be assisted by the society at large. The review also found out that many orphans receive assistance from NGOs which includes food, clothes, foster homes, foster families, healthcare, psychological support and life skill training among others. While orphans receive the above aid, this study aimed to find out the contribution of this aid to the access to education by the orphans. The review also sought to find out how efficient the assistance they give was managed. The literature reviewed found out that NGOs in some countries lacked monitoring regulations. Some diverted aid to the wrong destination while others spent a lot of time fund raising. Others employed highly qualified personnel to run the

NGOs. The literature also reviewed the difficulties guardians face in their endeavors to assist learners who are orphans. The reviewed literature showed that these difficulties included lack of funds, land inheritance problems among widows, low income, lack of jobs and high poverty levels. The current study sought to find out the influence of the difficulties above on the access to education by the learners who are orphans. The review also sought to find out the challenges learners who are orphans face in their endeavor to access education. Some of these challenges include poverty, diseases, insecurity and lack of parental love among many challenges. The researcher noted that reviewed literature did not reveal any study that addresses the issue of the contribution of assistance provided by NGOs on the access to education by the orphans in regular primary schools. Consequently, this study found it necessary to address the issue of the contribution of assistance provided by NGOs to orphans access to education by addressing the assistance they receive, establishment of whether their individual needs are met through the assistance they receive, the difficulties guardians go through in their endeavors to assist orphans and the challenges learners who are orphans face in their endeavor to access education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology on how the study was conducted. It includes research design, target population, sample size, sampling techniques, description of research instruments, validity and reliability of instruments, data collection procedures, data analysis and ethical considerations of the study.

3.1 Research design

According to Kothari (2004), research design is defined as the framework that shows how problems under investigation are solved. A research design is a type of inquiry with qualitative, quantitative and mixed method approaches that provide specific direction for procedures in a research (Creswell 2014). The study used concurrent triangulation design in the mixed method research approach. In this design, the researcher collected both forms of data (qualitative & quantitative) during the study and then integrated the information in the interpretation of results. Mixed method approach was chosen for this study because it gave the researcher the opportunity to cross validate information through a variety of research tools. Using the mixed methods approach gave the advantages in that the researcher was able to answer a range of questions which could not be adequately addressed by either quantitative or qualitative research alone. This strengthened the findings of both qualitative and quantitative approaches and made the researcher be self-confident that the results were a true reflection of what was actually happening and not a reflection of the method being used to gather data.

Burke (2009) highlights that mixing research provides findings with strengths that offset the weaknesses of both quantitative and qualitative research. If triangulation provides similar findings, it makes the data superior to evidence obtained by only one method. Mixed methods informed the present findings in that the findings obtained addressed the same phenomenon on the contribution of NGOs in promoting access to education by orphans in primary schools in Kenya.

3.2 Location of study

The study was conducted in Bondo sub-county in Siaya County which is one of the 47 counties in Kenya (The constitution of Kenya 2010). Bondo sub-county is bordered by Lake Victoria to the south west and west, Rarieda sub-county to the south, south east and east, Alego- usonga sub-county to the north east and north, Busia sub - county to the North West.

It is approximately 60 kilometers from Kisumu city. The sub-county comprises three divisions namely Maranda, Usigu and Nyangoma. Economic activities in Bondo sub-county includes small scale business, animal rearing, subsistence agriculture and fishing and subsistence agriculture. The sub-county receives moderate amount of rainfall. There's high level of poverty some of which is extreme. The number of orphans is high (Bondo sub-county Education office 2019). There are NGOs supporting orphans in the sub-county to access education. There are orphans in the sub-county who do not access education. As a result of this the researcher carried out a study on the contribution of assistance provided by NGOs to orphans to enhance their access to education.

3.3 Target population

This is a well-defined set of people, events, services and households under investigation (Ngecho 2004). According to Orodho (2005), target population is a large population from which a sample population is selected. The target population is a group or categories of human beings, animals or objects which has one or more variables in common and have been selected as a focus of the study (Kothari 2008). The study targeted schools in Bondo sub-county within the 3 divisions of Usigu, Nyangoma and Maranda. All the schools targeted had orphans and NGOs operating in them. The target population of the study comprised of 129 schools, 785 orphans, 129 head teachers, 543 class teachers, 125 NGO staff and 135 caregivers. Table 3.1 shows a summary of the target population. It was therefore 1717 people.

Table 3.1 Target population

Divisions	Schools	Head Teachers	Orphans	Guardians	Grade4-7 class Teachers	NGO Staff
Maranda	49	49	304	54	203	50
Nyangoma	44	44	265	45	183	42
Usigu	36	36	216	36	157	33
Total	129	129	785	135	543	125

(Source: Bondo Sub-county Education Office 2020)

3.4 Sampling techniques and sample size

3.4.1 Sampling techniques

This is the process of selecting the number of individuals from the target population such that the selected group contains elements representative of characteristics found in the entire group called a sample (Kothari 2004). Sampling is determined by availability of financial resources, time, how suitable they are to the research objectives and how convenient they are to the researcher especially as per the skills to be used (Oso & Onen 2008). The study used

cluster, stratified, purposive and simple random sampling techniques to get the sample size. Cluster sampling was used to select schools from the 3 divisions (Usigu, Bondo & Maranda) in Bondo sub-county. This involved taking a simple random sample of schools from every division in their proportion. This helped ensure that the 3 divisions were represented in the study proportionally. Ten percent of the target population was used as the sample size. This enabled the researcher to have a reasonable number of respondents who were to give enough data for the research.

According to Mugenda and Mugenda (2003), 10%-30% of the target population is good representative. Thirteen schools were chosen as a sample. This was 10% of the targeted schools.

According to the distribution of orphans from Bondo Sub-county education office, there are orphans in all classes. However, this study focused on grade 7 learners who are orphans because they are the ones who have been in school for many years and have benefited longer than their peers from assistance provided by NGOs. This enabled them to give more information than their younger peers. Grade 8 pupils were not involved as they were deemed busy since they were K.C.P.E exam candidate class. Six orphans in grade 7 were sampled per sampled school. They were stratified into two groups. Boys and girls. Simple random sampling was used to select 3 boys and 3 girls for the focus group discussion. A total of 78 orphans were selected. The orphans were targeted because they knew the challenges they face as a result of being orphans. They also knew the kind of assistance they needed.

The head teachers were targeted because they were the major agents of curriculum implementation and had information on the orphans in their schools and the NGOs assisting them. They were also the chief administrators of the schools they headed. Thirteen head teachers were chosen from the 13 sampled schools through purposive sampling method. This was 10% of the total number of head teachers.

The guardians were targeted because they were the ones who resided with the learners who are orphaned and knew the day to day life experiences of the orphans. They were purposively chosen. The head teachers were asked to help identify guardians who were collaborating with NGOs and were willing to participate in the study. Schools chosen produced 1 guardian each. 13 guardians were chosen this way.

The NGOs were targeted because they were the ones who gave the actual assistance whose influence on access to education was being studied. They knew the challenges they faced in their endeavor to assist orphans and how efficient their system of providing aid was. The

NGOs involved in the research each produced one person to be interviewed. The chosen individual was the one with the most information on the assistance they provide to the orphans they assist. This added up to 13 people.

Class teachers of grade 4 to 7 from the sampled schools were purposively chosen. This was to add up to 52 teachers. However, only 47 class teachers responded to the questionnaires issued to them by the researcher. Class teachers were chosen because they are class administrators and their classes had orphans. They gave a lot of information on the orphans' welfare which included assistance which the orphans receive from NGOs. They were targeted because they were engaged in the day to day teaching of the orphans and monitoring of the academic and general welfare of the students in the classes they mastered. They had personal contact with the students and were able to identify the ones in need of assistance.

3.4.2 Sample size.

The sample size of a study is the number of units or individuals taken from a defined study population which would adequately represent the general population under the study (Windridge, Okleford & Hancock, 2009). The study involved class teachers of grade 4 to 7. Their number, 52, is 10% of the target population.

In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspective on particular phenomena (Creswell 2012). NGO staff were engaged using interview schedules. One person with the knowledge on the assistance they provide to orphans was interviewed by the researcher. A total of 13 NGO staff were interviewed. This was 10% of the target population.

A total of 78 orphans were to form 13 focus group discussions since each group would consist of 6 members (Adams, Anne, Cox and Anna 2008).

Out of the 13 schools sampled, 13 head teachers were interviewed.

Thirteen guardians were interviewed. This constituted one guardian per school. Table 3.2 shows a summary of the sample size.

Table 3.2: Summary of the sample size.

Category sample	Target population	Sample size	% percentage
Schools	129	13	10%
Head teachers	129	13	10%
Class teachers	543	52	10%
Orphans	784	78	10%
Guardians	135	13	10%
NGOs	125	13	10%

3.5 Research instruments

Research instruments refer to tools used for collecting data and how those tools will be developed (Oso and Onen 2005).

3.5.1 Questionnaires for Class Teachers.

According to Creswell (2005), questionnaires provide a high degree of standardization and adoption of generalized information amongst a population; secondly, large amounts of information could be collected from a large number of people in a short period of time and in a relatively cost-effective way; lastly, the results of the questionnaires could quickly and easily be quantified through the use of software package like SPSS and they could be analyzed more scientifically and objectively than other forms of research tools.

Questionnaires were used as a way of getting data from the class teachers sampled. These instruments are very relevant in the case where the respondents are the persons on whom facts are being gathered or whose attitudes, feelings or beliefs are being explored (Jacobs, 2006). They also offered confidentiality and provided an efficient way of collecting responses from a large sample. Data collected was free from researcher biasness. The structure of the questionnaire comprised of five parts. The first part constituted the bio data of the respondent. The second part constituted questions on the assistance provided by the NGOs and its contribution to the access to education by orphans. The third part constituted of questions regarding how efficient NGOs manage the assistance they provide while the fourth part consisted of questions regarding difficulties caregivers face while working with NGOs to ensure access to education by learners who are orphans. The fifth part had questions based on the challenges that orphans face in their endeavor to access education. (See appendix 8)

3.5.2 Interviews schedules for Head teachers, Guardians and NGO staff.

Interviews are face to face encounters which involves administration of an interview schedule. They can be done individually or in groups. They are advantageous in that they provide in-depth data (Lorraine, Geoffrey & Peter 2010). The aim of interviews was to obtain

rich descriptive data to help the researcher understand the participants' construction of knowledge and social reality. The researcher used semi-structured interviews and had the scope to change the questions or adapt them according to the answers given by the interviewee. The researcher interviewed the head teachers, NGO staff and guardians. The interview schedule was based on the research questions of the study. The interviews were done face to face in order to obtain reliable and valid data in the form of verbal responses from the respondents and be able to observe their behavior during the interview.

3.5.3 Interview schedule for head teachers.

. The head teachers gave data on the challenges orphans in the school faced. They also gave data on the kind of assistance NGOs provided to orphans in the school. The head teachers gave data on the contribution of the assistance given to the orphans by the NGOs on their access to education. They also shed light on how NGOs managed the assistance they provided to the orphans. (See appendix 4)

3.5.4 Interview schedule for NGO staff.

. The NGO staff gave data on the kind of assistance they provided to orphans in public primary schools. They also gave data on how they identified orphans and decided on whom to assist. The NGO staff shed light on how they managed to ensure that the assistance meant for orphans actually reached the intended orphans in the quality and quantity intended by the donors. They also gave information on the challenges they faced in their endeavor to assist orphaned learners. The NGOs gave data on the contribution of the assistance they provided on the access to education by the orphans they assist. (See appendix 5)

3.5.5 Interviews schedule for Guardians.

. The guardians gave data on the challenges orphans under their care faced. They also shed light on the assistance NGOs provided the orphans under their care. The guardians gave data on whether the assistance provided by NGOs had contributed to the orphans' access to education. They also give data on whether orphans under their care received assistance at the correct time and in the correct amount and how it contributed to their access to education. Finally, the guardians gave data on the challenges they faced as they worked with the NGOs to assist the learners who are orphans to access education. (See Appendix7)

3.5.6 Focus group discussion guides for orphans.

Adams, Anne, Cox and Anna (2008) say a focus group discussion should have a maximum of 8 people and not less than 3 people. When a group is too large, people are likely to break off to talk in small sub-groups and leave other people out of the discussion. When the group is too small, it is hard to keep the conversation going into enough depth. It is also hard for the participants not to feel intimidated by the situation. The researcher ensured the conversation

was always on track and encouraged participant's engagement. The researcher was able to observe non-verbal communication by the group members for example, facial expressions, concentration of individuals and the intensity of the conversation. Focus group discussion enabled members of the group to express themselves freely. Through focus group discussion, the orphans were able to give information on the challenges they faced in life. They provided data on the kind of assistance they received from NGOs. The orphans also gave data on the contribution of assistance provided by NGOs on their access to education. The orphans also gave data on whether the aid they are supposed to receive actually reach them as promised by the donors. There were 13 focus group discussions. (See Appendix 6)

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from data collected represents the phenomenon under study. Ranjit and Kumar (2005) further define validity as the quality of an instrument to provide respectability and accuracy. In this study, face validity (the extent to which a tool appears to measure what it is supposed to measure) and content validity (the extent to which items are relevant to the content being measured) of the data collection tools was established by exposing the tools to experts at Jaramogi Oginga Odinga University of Science and Technology to critique and make corrections in such a way as to ascertain validity. The researcher equally checked for items that were vague or weak by examining each question item against the research objectives. In addition, the questionnaires were made simple and clear. Items in the study instruments were arranged from simple to complex. The researcher also identified and dropped items which were not measuring up to the objectives. The researcher corrected errors identified and ensured that items on the instruments were related to the study and cover all important areas of study.

The research instrument must measure a particular construct and not any closely related ideals. The researcher ensured this was done by examining each item against the research objectives and also subjected the research tools to be critiqued by the supervisors at the JOOUST. When data is collected over two or more points in time, it is common for some participants to drop out of the study prematurely. Others may die or become incapacitated and cannot continue in the study. Attrition of the original sample may represent a potential threat of bias if those who drop out of the study are systematically different from those who remain in the study. (Shuttleworth 2008) In order to mitigate this, the researcher collected data in the shortest period possible.

3.6.2 Reliability of Research Instruments

Reliability refers to the consistency of a measure of a concept. It is concerned with the question of whether the result of a study is repeatable (Bryman, 2012). Reliability is the extent to which the research instrument will produce consistent and reliable scores when administered to the same group of respondents under similar conditions (Thomson 2013). In order to find out how reliable the research instruments were, a pilot study was carried out in schools not sampled. This was done in Bondo sub-county. Piloting involved conducting the questionnaire to 5 class teachers of schools outside the sample. This was 10% of the questionnaires sample size as recommended by Eldridge, Costello, Kahan and Kerry (2015). The researcher employed the use of test-retest reliability test. This was done by administering the test twice after a space of two weeks from the initial test to the same group of respondents who were not engaged in the actual research. The data collected was analyzed using the Pearson product moment co-relation coefficient formulae and found a coefficient (r) of 0.73. A coefficient(r) of more than 0.7 is considered reliable (Orodho 2004).

3.6.3 Trustworthiness of Qualitative Instruments

According to Lincoln (1995) trustworthiness is the process of establishing trust and credibility of qualitative data. The study adopted Shelton's (2004) criteria to ensure trustworthiness of the findings. This involves bringing about objectivity to the qualitative data. The aim of trustworthiness is to support the argument that the study result is worth paying attention to (Lincoln &Guba 2000).

3.6.3.1 Trustworthiness criteria for qualitative research was based on:

Credibility – This links the study's findings with reality in order to demonstrate the truth of the research study findings. Credibility was ensured through cluster, stratified, purposive and simple random sampling techniques of individuals serving as informants. Triangulation using different data collection methods in order to check the consistency of the findings, different types of informants and different sites to encouraged honesty in informants.

Transferability – This is the degree to which the results of qualitative data can be generalized or transferred to other contexts or settings. To ensure transferability, the researcher provided sufficient contextual information about the study sites. Provision of background data to establish the context of study and detailed description of phenomenon in question allowed for comparisons to be made with present study. The researcher gave detailed description of everything relevant to the research.

Dependability – This refers to the fact that if the research would be repeated with the same participants in the same context, similar findings would be obtained, but not necessarily identical. To ensure dependability, the researcher asked the two supervisors and independent

experts from JOOUST to scrutinize the data findings and the techniques used to obtain them. The processes within the study were reported in detail thereby providing an opportunity for oncoming researchers to repeat the study but not necessarily gain the same results. In-depth coverage allowed the researcher to assess the extent to which proper research practices had been followed. (Shenton 2004).

Confirmability- This has to do with the level of confidence that the research study findings are based on the participants' narratives rather than on potential researcher biases. The researcher triangulated to reduce effects of investigator bias recognizing the shortcomings in the studies methods and their potential effects and in-depth methodological description to allow for integrity of the research result scrutinized (Shenton 2004).

Applicability- This refers to the degree to which the findings can be applied to other contexts and settings or with other groups. It is the ability to generalize the findings to larger populations (White 2005). The current study being a mixed methods research, probability sampling procedures were used to ensure that the sample become a good representation of the entire population which enabled the results be generalized to other contexts.

3.7 Data collection procedure

The researcher got a letter of introduction from the Director of Post Graduate Studies at Jaramogi Oginga Odinga University of Science and Technology which was presented to the Division of Research, Innovation and Outreach JOOUST Ethics Review Office who gave their approval to conduct research. The letter of introduction and letter of approval was then presented to the National Commission for Science, Technology and Innovation (NACOSTI) which issued research license No. NACOSTI/P/21/9840. Permission to carry out research in Bondo sub-county primary schools was issued by the Bondo sub-county Director of Education. Further permission was issued from Siaya County Commissioner. Permission was also issued by the head-teachers of the sampled schools. Permission was also received from guardians who allowed orphans under their care to participate in the research. The researcher made introduction visits to each of the sampled schools and introduced the intended study. Visits were also made to the NGOs. This was meant to solicit cooperation from the respondents and filling in consent forms. During these first visits, exact dates of data collection were determined. Guardians were contacted and dates for interviews with them set. The researcher administered questionnaires to the class teachers and collected them on a date agreed upon. On the actual data collection day, the class teachers prepared the orphans for the focus group discussion. The researcher was left with the orphans to carry out the discussion. All the data given by each respondent was recorded accordingly. The researcher then

proceeded to the head teacher to carry out the in-depth interview. After collecting data from the schools, the researcher proceed to carry out interviews with the NGO officials. The researcher then interviewed the guardians. The guardians' interviews were administered in a language easily understood by the respondents for convenience purposes. Each interview was conducted at a meeting place identified by the respondent as convenient. There were follow up visits to individuals who were absent on days the researcher visited their institutions.

3.8 Data analysis

3.8.1 Quantitative data analysis.

Comprehensive data analysis represents good educational research (Fraenkel & Wallen 2010). The data was gathered and quantified for ease of manipulation and analysis. Data was then edited, coded, classified, tabulated and presented in frequency and percentages. Table 3.3 shows the quantitative data analysis matrix used in the study.

Table 3.3 Quantitative Data Analysis Matrix

Quantitative data analysis matrix.	Independent variable.	Dependent variable.	Statistical test.
How do NGOs promote access to education by orphaned learners in regular primary schools?	Assistance provided by NGOs.	Access to education.	Frequency. Percentages.
How efficient is the management of assistance provided to orphaned learners by NGOs?	To establish if the individual needs of orphans are met.	Access to education.	Frequency. Percentages.
What difficulties do guardians face while working with NGOs in their endeavors to assist orphans access education?	Difficulties guardians face.	Access to education.	Frequency. Percentages.
What are the challenges of orphaned learners in regular public primary schools in Bondo sub-county?	Challenges faced by learners who are orphans.	Access to education.	Frequency. Percentages.

3.8.2 Qualitative Data Analysis

Data analysis is a process of bringing order, structure and meaning to the information collected. (Mugenda & Mugenda 2003). As noted by Kothari (2004) data analysis refers to examining the collected data and making discussions, inferences and conclusions. Qualitative data was collected by use of a tape recorder which was then transcribed by writing the participants responses verbatim and identifying the speakers using pseudonyms. Data was then analysed using thematic analysis according to the objectives of the study. According to

Braun & Clarke (2006) thematic analysis is a method of identifying, analyzing and reporting patterns or themes within data. The analysis followed six phases namely; familiarizing self with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, producing the report and interpretation.

The first step was familiarization where the researcher read and re-read through the data taking initial notes and generally looking through the data to get familiar with it. Next was the coding of data. Here the researcher highlighted sections of the text phrases or sentences and came up with codes to describe the content. The researcher then generated themes by looking over the created codes, identifying patterns among them and came up with the themes. The researcher then reviewed the generated themes by returning to the data set and comparing the themes against it to make sure that the themes were useful and accurate representation of the data. The fifth step was defining and naming themes where the researcher came up with a clear, brief and easily understandable name for each theme. The last step was the writing up of the report where the report was produced.

. The researcher used acronyms to identify the participants e.g. the first head teacher who was interviewed was referred to as head teacher 1 and the first guardian as guardian 1. This contributed to confidentiality and anonymity of the participants. Table 3.4 below shows the verbatim quotations, themes and codes.

Table 3. 4 verbatim quotations, themes and codes

Extracts from interviews and Themes. focus group discussion	Codes.	
<i>“Poverty at home makes the orphans drop out of school because the guardians cannot provide basic needs like food.”</i>	PAH	poverty at home.
<i>“Lack of parental guidance leads to early marriages and other orphans seeking jobs as maids. NGOs provides us with material needs such as sanitary pads, bags and school fees.”</i>	LPG	lack of parental guidance.
<i>“The assistance provided by NGOs helps us in alleviating problems that hinder us from going to school. “</i>	NGOA	NGO assistance.
<i>“We need assistance in order to mitigate challenges we encounter and enable orphans under our care get education. “</i>	MOC	mitigation of challenges.

<i>“The assistance we receive from NGOs is not consistent and we have to wait for a long time before receiving further aid.”</i>	COA	Consistency of assistance
<i>“The assistance that we receive from NGOs is rarely adequate. We could do better with more assistance as it would enable us acquire what we needs for the orphans education.”</i>	IOA	Inadequacy of assistance.
<i>“The assistance we receive is often pilfered by some NGO staff. What we sign for is less than what we receive. We do so to maintain our names in the list of those who should receive assistance.”</i>	POA	Pilferage of assistance.
<i>“The challenges at home include poverty, poor health and lack of regular meals among others. “</i>	CAH	Challenges at home.
<i>“Orphans do have challenges at school which Include lack of books, school fees, meals, sanitary towels and school uniforms among others.”</i>	CAS	Challenges at school.
<i>“Without the assistance provided by NGOs, orphans under my care would have dropped out of school because I cannot afford to feed and educate them.”</i>	EOA	Effectiveness of assistance.
<i>“We do have a lot of difficulties especially in being included in the list of people to be assisted by NGOs. This is because of the many people who need to be assisted and limited funds by the NGOs.”</i>	ANA	Accessing NGO assistance.
<i>“The NGOs do keep records of assistance they provide to orphans in our school. The school also has a file where we keep record of assistance orphans in our school receive from NGOs.”</i>	ROA	Records of assistance.

(Source: Research Data 2021)

The results were presented in conjunction with the quantitative findings.

Table 3.5 shows the phases of thematic analysis the study adopted.

Table 3.5 Phases of Thematic Analysis

Phase	Description of the process
Familiarizing with data	Transcribing data, reading and re-reading the data to familiarize with the content depth and breadth, noting down initial ideas. Identifying meaning, patterns and transcribing verbal data into written form.
Generating initial codes	Creating codes into identified patterns and themes using the most basic segment of raw data which can be assessed in a meaningful way regarding the phenomena.
Sorting themes	Sorting and combining themes to form overarching themes from the entire set of data. Creating a miscellaneous theme for later use.
Reviewing themes	Checking if themes work in relation to the coded extracts and the entire data set, generating thematic interpretations of the analysis. Missed data was coded at this phase.
Defining and naming themes	Generating clear definitions and names for each theme. Identifying the essence for each theme and the aspect of data it captures in relation to the research objectives.
Producing the report	Analyzing and giving out report on worked out themes in relation to research questions and literature producing a scholarly report of the analysis

Source: Braun and Clarke (2006)

3.9 Ethical Considerations

Creswell (2014) emphasizes that a researcher should obtain informed consent from the respondents to ensure that all information is given voluntarily. The researcher looked into issues of ethics in this study and addressed them before hand to protect the rights of the respondents and the researcher. The researcher sought permission from the Director of postgraduate studies of JOOUST, Research Ethics Review office of JOOUST, NACOSTI, Siaya County Commissioner and the Bondo sub-county director of education in which the institutions are, to go to the field for data collection. The researcher also sought permission from the head teachers, class teachers, NGOs and the guardians before interviewing them. The researcher assured the respondents that the answers they would give will be treated with utmost confidentiality and their personal identity would be kept secret. The researcher also designed consent letters and obtained permission from all the respondents before being allowed to participate in the study. The researcher ensured the respondents' right to

confidentiality by keeping the data collected safe. Questionnaires were destroyed after the research was complete. The study was conducted only in Bondo sub-county. The questionnaires and interview schedules required no names, address or any identifiers that may link the information provided to the respondents for the purpose of anonymity.

CHAPTER FOUR

ANALYSIS, INTERPRETATION, FINDINGS AND DISCUSSION.

4.0 Introduction.

The main focus of this chapter is the presentation of results, analysis and discussion of the results. The main purpose of the study was to establish the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools.

Qualitative data was collected from the head teachers, guardians and NGO officials using interview schedules. Further qualitative data was collected from orphans through focus group discussion guides. Quantitative data was collected from class teachers using questionnaires. The data was analyzed using thematic analysis for qualitative data and descriptive statistics for the quantitative data.

4.1 Objectives of the study.

The following objectives guided the research in data collections, analysis and interpretation.

- I. To determine the type of assistance given by NGOs to promote access to education by orphaned learners in regular primary schools in Kenya.
- II. A To establish how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education in regular primary schools in Kenya
- III. To find out the difficulties guardians face while working with NGOs to ensure access to education by orphaned learners in regular primary schools in Kenya.
- IV. To establish challenges faced by orphaned learners that hinder their access to education in regular primary schools in Kenya.

4.2 Rate of return of instruments.

The interviews and focus group discussion were conducted by the researcher. The distribution and collection of questionnaires was also done by the researcher. All the planned interviews were done and it was noted that 100% of the interview items were responded to appropriately by the head teachers, guardians and NGO personnel. All the sampled orphans participated in the focus group discussions. This was a total of 13 FGDs. The study did not manage to get the views of all respondents who were given questionnaires. Out of the 52 class teachers sampled, only 47 returned the questionnaires representing a return rate of 90.3%. This is in line with the views of Cooper & Schindler (2006) as cited by Achumbi (2012) who proposed that a study response rate of 75% is adequate for a study of a social scientific nature to continue. The response rate to the questionnaire items is indicated as follows in table 4.1.

Table 4.1 below indicates the rate of response by the respondents.

Respondents	Instrument	Sample	Turnout	%
Head teachers	Interview schedule	13	13	100
Guardians	Interview schedule	13	13	100
NGOs	Interview schedule	13	13	100
Orphans	FGD Schedule	78	78	100
Class teachers	Questionnaires	52	47	90.3

Source; Primary Data (2021)

4.3 Demographic data of class teachers

4.3.1 Distribution of teachers by gender

The class teachers were asked about their gender. This was important because class teachers are the people who take care of orphans in school. Female teachers are known to have a higher ability to nurse children in need than male teachers. This is shown on table 4.2 below.

Table 4.2 is on distribution of teachers by gender.

Gender	Frequency	Percentage
Male	32	64
Female	15	36
Total	47	100

Source: Primary Data (2021)

Table 4.2 shows that of the 47 class teachers who participated in the study, 32 (64%) were males while 15 (36%) were females. The study indicates that there are more male class teachers than female in grade 4 to class7. This could reflect on the fact that more female teachers teach lower primary classes of grade 1-4 than their male counterparts who largely teach upper classes of grade 5 to class 8 as indicated on the table above.

4.4 Distribution of class teachers by experience in current school.

The teachers were asked to tick in the boxes that were provided in the questionnaire to indicate their period of stay in the current school. Their responses were as shown on table 4.3

Table 4.3 indicates the distribution of teachers for a period as a teacher in current station.

Response	Frequency	Percentage
0- 4	9	19
5- 9	19	40
10-14	5	11
15-19	5	11
Over 20 years	9	19
Total	47	100

Source; Primary Data (2021)

Most of the teachers 38 (81%) have taught in their respective schools for five years and above. This means that they have interacted with the orphans for a time long enough to make them understand the needs and challenges that faces the orphans under their care. The teachers sampled have got the relevant experience teaching the orphans in the schools in which they teach. Their long stay in the schools also enabled them to provide informed data.

4.5 Distribution of class teachers by academic qualification.

Table 4.4 indicates the distribution of class teachers by academic qualification.

Academic qualification	Frequency	Percentage
Secondary	0	0
P1 certificate	27	57
Diploma	6	13
B.Ed.	9	19
Masters	5	11
Total.	47	100

Source; Primary Data (2021)

The findings showed that 57% were p1 certificate holders while 13% had diplomas. B.Ed. degree holders were 19% while 11% had masters degree. That indicated that the respondents were professionally qualified to teach in the various schools in which they teach and were able to provide informed data.

4.6 Distribution of class teachers by age range.

The class teachers were asked about their age range and their responses were as shown on table 4.5

Table 4.5. The distribution of class teachers according to their age range.

Age range	Frequency	Percentage
20-30	0	0
31-40	23	49
41-50	19	40
51-60	5	11
Total.	47	100

Source: Primary Data (2021)

Table 4.5 shows that 0% of the class teachers were aged between 20-30 years while 23(49%) were aged between 31-40 years. Those aged between 41-50 years were 19(40%) while 5(11%) were aged between 51-60 years. This showed that the teachers mastering grade 4 to class 7 were people who are mature enough to understand the plight of the orphans in the schools they teach in.

Section B: This section dealt with the presentation, coding and analysis of the data collected as per the themes of the objectives. The process therefore begins with the theme of objective one followed by that of the second, third and finally the theme for objective four.

4.7 Assistance provided by NGOs.

Part two of the questionnaire was based on the objective one which sought to determine the type of assistance given by NGOs to promote access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya. The data collected from class teachers were coded, analyzed and presented as shown on table 4.6.

Please indicate with a tick ((√)) what is applicable to you where SA= Strongly Agree, A=Agree, UD= Undecided, D= Disagree, SD= Strongly Disagree.

(N=47)

Table 4.6. Class teachers responses on the assistance provided by NGOs.

STATEMENT	SA	A	UD	D	SD
NGOs assist orphaned learners in your school.	17(36%)	28(60%)		2(4%)	
NGOs consult orphans on the kind of assistance they need before providing it.	5(11%)	10(21%)	5(11%)	17(36%)	10(21%)
Orphaned learners in your school receive adequate assistance from NGOs.	5(11%)	5(11%)		31(65%)	6(13%)
The assistance provided by NGOs help improve the access to education by orphans in the school.	15(32%)	17(36%)	6(13%)	5(11%)	4(8%)
Orphans who receive assistance from NGOs successfully complete their primary school circle.	16(34%)	15(32%)	4(8%)	7(15%)	5(11%)
If the assistance from NGOs is not there, these orphaned learners would not access education.	5(11%)	16(34%)	16(34%)	3(6%)	7(15%)
Assistance provided by NGOs help mitigate challenges at school.	10(21%)	20(42%)	7(15%)	5(11%)	5(11%)
Assistance provided by NGOs help mitigate challenges at home too.	16(34%)	13(28%)	5(11%)	10(21%)	3(6%)

4.7.1 NGOs assistance to learners who are orphans in school.

The study sought to find out whether NGOs assist learners who are orphans in school. It found out that NGOs do assist orphans in almost all the schools. This was affirmed to be true by 45(96%) of the respondents. Only 2(4%) disagreed. This was supported by an orphan during the focus group discussions who said;

“There are orphans in many schools who are sponsored by NGOs to go to school and get education. When i was in my previous school, we used to have NGOs sponsoring orphans and other children in need. I was surprised to find NGOs sponsoring children in this school too. I have received shoes, school uniform and money from NGOs since i was identified by my teachers as an orphan.” (FGD1).

A head teacher also responded by stating;

“NGOs cover most schools in this region. This is because of the high poverty levels and the HIV pandemic. Many of them focus on the poor and vulnerable members of the society. Some of the assistance given include money, uniform, shoes, sanitary towels, guidance and counselling among other things.” (Head teacher 10).

An NGO official had this to say;

“We do assist learners who are orphans and those who are vulnerable in many schools in the sub-county. This is in an effort to mitigate the challenges faced by these children.” (NGO 9).

The above statements and the result from the questionnaires strongly affirms the presence of NGOs in schools in the region. It shows that NGOs assist orphans in all the schools sampled in the study. This agrees with Evans (2012) who states that orphans receive education related support from NGOs. The finding concurs with Ndlovu (2012) who states that NGOs mandate is to alleviate the challenges faced by orphans while at the same time compliment government efforts towards the same. This makes the NGOs to assist orphans in need. The above findings also concurs with Sitanbuli (2015) who states that NGO funding for orphans and plays a fundamental role in provision of basic needs to these vulnerable children. The support that NGOs give to orphans include guidance and counselling (Headteacher 10). This is in agreement with Zhou (2012) who states that orphans, being vulnerable, need a lot of psychosocial support so as to adjust to their situation psychologically. The presence of NGOs shows that there are people in need of assistance and who receive some form of assistance.

4.7.2 Adequacy of assistance received from NGOs.

The study wanted to find out whether orphaned learners receive adequate assistance from NGOs. It found out that most orphans do not receive adequate assistance from the NGOs which assist them. Among the respondents 10 (22%) agreed while 37(78%) disagreed. In one focus group discussion, an orphan said;

“The assistance we receive from NGOs is very necessary but inadequate. The NGOs should do more to increase the amount of assistance they give. This will help us solve our problems without skipping school. It will also

give our guardians an easy time to let them focus on other important things”
(FGD 12).

One NGO staff said;

“As NGOs, we would like to meet the needs of all orphaned learners adequately but it’s impossible due to financial constraints among other issues”
(NGO 4).

Many orphans in the focus group discussions agreed that the assistance given by NGOs is necessary but inadequate. This supports the work of Nshimiyimana (2008) who states that orphans do not get adequate support in regard to their education. The NGOs too appreciated the fact that though the assistance they provide is necessary, it is not enough to mitigate challenges facing orphans due to financial inadequacy. This is in concurrence with Sanganyi (2012) who states that NGO funding is often inadequate because of their dependency on donor funding. This makes them vulnerable to challenges which may affect their access to education. The findings of the study agrees with (Nuka 2010) who states that conditional donor funding has limited the amount of assistance that NGOs can provide. Although donor funding is necessary, a lot of NGOs operate on the whims of donors who can increase or reduce donations as they wish.

4.7.3 Effect of assistance provided by NGOs on access to education by learners who are orphans.

The study sought to find out whether the assistance provided by NGOs help improve the access to education by orphans in school. It found out that the assistance provided by NGOs help improve the access to education by orphans. On the above issue, 32(68%) of the respondents agreed with the statement while 9 (19%) of the respondents disagreed. Six (13%) of the respondents were undecided. One guardian had the following to say regarding the assistance from NGOs and its importance to learner’s access to education.

“NGOs give assistance that makes the burden of educating the orphan lighter. They provide books, uniforms and other items required in school. This makes the orphan to go to school and acquire education like any other child”
(Guardian 7).

One head teacher stated;

“NGOs enable learners acquire items that we don’t provide here in school. This includes uniform, bags and shoes among others. This makes it easier for them to learn in school comfortably”
(Head teacher 11).

An orphan had this to say;

“I do not have to miss school due to my menses because I receive sanitary towels from the NGO that sponsors me. I also attend school regularly without being sent home for levies which are paid by the NGO” (FGD 2).

Most respondents agree that the help orphans receive from NGOs help them access education by mitigating on the challenges that hinder their access to education. This is in concurrence with Carley (2010) who states that it is important to assist orphans living with challenges so as to enable them acquire education. The findings also agree with Pensulo (2015) who states that many orphans depend on donations given by NGOs such that when they leave, a lot of suffering is experienced by the recipients. The findings are in tandem with Nshimiyimana (2008) who states that the support provided to orphaned children is often the only way to enable them acquire education. Therefore assistance provided to mitigate challenges come in handy and is useful in enabling learners who are orphans access education.

4.7.4 NGO assistance and orphans completion of primary school education circle.

In this instance, the researcher was also concerned with the completion of the primary school circle by orphans who receive assistance from NGOs. The study found that most orphans who receive assistance successfully complete their primary school education circle. The responses were as follows; 31(66%) agreed with the statement while 12(26%) disagreed. Only 4(8%) were undecided. One head teacher had the following to say regarding the matter.

“Most orphans who receive assistance from NGOs in the school actually complete their primary school education and get placement to secondary schools. This is because the assistance they receive help facilitate their education and positively motivates them” (Head teacher 8).

An NGO official had the following to say;

“We normally monitor the progress of the orphans who we assist and we have always noted that most of them do complete their primary school education” (NGO 1).

From the above statements, most of the respondents agree that orphans who receive assistance from NGOs successfully complete their primary schools. This underscores the importance of their assistance to orphans in primary schools. Pressure from the guardians on the orphans to study hard as a way out of poverty may also contribute to the orphans successfully completing the school circle. This goes in tandem with Kaur et al (2018) who posit that guardians give pressure to the orphans to work hard in school and excel. This makes the orphans to strive and complete the primary school education. The findings are also

in tandem with Sinha (2016) who states that a lot of positive outcomes is normally experienced when orphans are assisted to mitigate the challenges they experience in their academic lives. This increases the orphans' access to education and limits factors that may hinder them from accessing education. It therefore underscores the need for continual provision of assistance to learners who are orphans in order to enable them access education.

4.7.5 Importance of NGO assistance.

This item sought to find out the importance of the assistance provided by NGOs to the orphaned learners. The study found that almost half of the orphans would not access education without assistance from NGOs. In the above statement 21 (45%) of the respondents agreed that orphaned learners would not access education without assistance from NGOs while 10 (21%) disagreed. The respondents who were undecided were 16(34%). On the above issue, one guardian said;

“My grandson would be out of school by now because I don't have a way to get enough money to pay for all the requirements in school. Ever since he started receiving assistance, he has not been sent home to get any money because the NGO that sponsors him pays the school levies directly to the school”
(Guardian 13).

One head teacher had the following to say;

“Many orphans in the community live with very poor guardians who cannot adequately provide for themselves let alone the orphans. Some guardians are sick and need medication and therefore dedicate the meagre resources they have to medication and food. Education therefore becomes less of a priority”
(Head teacher 1).

An NGO official posited;

“We normally assist orphans, most of whom are in deep poverty. Some of them are pupils who had already dropped out of school and were working as maids in people's homes”
(NGO 9).

The above statement underscores the importance of assistance provided by NGOs in mitigating against challenges that orphans face which may hinder their access to education. It is in agreement with Curley (2010) who states that it is difficult to access education if children live in poverty, lack resources and access to opportunity. It also concurs with Banks & Hulme (2012) who state that many orphans depend entirely on assistance from NGOs and other donors to facilitate their education and medical care among other things. This underscores the need for continual assistance on learners who are orphans to enable them access education. The above statement (by headteacher 1) is in tandem with Herr (2014) who states

that many orphans in the third world countries depend entirely on the goodwill of well-wishers to get education and basic needs. This shows the crucial role played by the provision of assistance to learners who are orphans.

4.7.6 NGO assistance and mitigation of challenges at school.

The researcher wanted to find out whether assistance provided by NGOs help mitigate challenges at school. The study found that the assistance provided by NGOs help mitigate challenges orphans face at school that may hinder their access to education. On this issue, 30(63%) of the respondents agreed while 10 (22%) disagreed. The respondents who were undecided were 7(15%). The head teachers underscored the importance of NGOs in mitigating challenges orphans face in school. One head teacher posited;

“NGOs assist orphans in the school I teach in by providing money, uniforms, sanitary towels, guidance and counselling among others. This has enabled orphans to mitigate some of the challenges they face in school therefore reducing the chances of them dropping out of school”

(Head teacher 2).

An orphan had this to say;

“The assistance I receive from the NGO that sponsors me has enabled me to learn without being sent home for school levies. I have also been able to concentrate on my studies knowing that my uniform is not torn. I also have a bag that I use for carrying books unlike the past where I used to use paper bags”

(FGD7).

A guardian posited;

“The assistance my granddaughter receives has helped her in overcoming the problems she used to face in school. This includes lack of sanitary towels, bags, books, uniforms and school levies that made her miss school”

(Guardian 12).

This shows the importance of NGOs in helping orphans in the society. The role of NGOs is therefore important in mitigating challenges that orphans face in school. The above findings concurs with Galana (2010) who states that assistance to orphans enables them attend school consistently because of reduced breaks due to lack of resources. This enables learners who are orphans to concentrate on their academic work rather than in search for resources. The findings are also in tandem with Hallifor (2011) who says that giving orphans’ assistance helps them to stay in school and reduces their chances of dropping out of school. It also improves their self-esteem and enable them access education. It is also in agreement with Gibson (2009) who states that assistance provided to orphans enable them acquire education by reducing barriers that may hinder them from attending school. The assistance provided by

NGOs therefore mitigate to a large extent the challenges learners who are orphans face at school.

4.7.7 NGO assistance and mitigation of challenges at home.

The researcher was concerned with whether assistance provided by NGOs help mitigate challenges at home too. The study found out that the assistance provided by NGOs help to mitigate challenges at home too. The responses indicated that 29(62%) agreed while 13(27%) disagreed. The respondents who were undecided were 5(11%). One guardian;

“The assistance that our children receive relieves us from the burden of buying the school requirements like uniforms which are expensive. The money we save enable us to buy everyday requirements like food. Some NGOs also provide medical support to orphans especially those suffering from HIV/AIDS. This saves the family on medical expenses like treatment of diseases that may occur”
(Guardian 2).

A head teacher stated;

“Assistance provided by NGOs is also used by families at home. For example, some NGOs provide soap, clothes and jelly among others. These are used by the entire family where the orphans resides”
(Head teacher 11).

An orphan had this to say;

“The items I receive from NGOs has enabled my guardian to save money that they could have used on me. Instead, the money can be used to buy food and other items required in the house”
(Orphan 8).

The above findings indicates the importance of assistance provided by NGOs and concurs with Tamil (2014) who states that there’s a lot of poverty among guardians. This is evidenced by the fact that many guardians in charge of orphans often seek assistance from various donors including NGOs. The study also matches with that of Gana (2016) who also confirms that majority of the guardians are very poor and need assistance. Families do save on the money they should have used for purchasing uniforms and other school requirements and use it to buy other essential commodities like food. The finding agrees with Rooderick (2015) who states that NGOs play a significant role in reducing poverty in households living with orphans hence improving the wellbeing of these children. The statement by guardian2 is also in agreement with Olum (2015) who states that many widows are poor and are unable to take care of the orphans under their care. This indicates the assistance provided by NGOs is important in alleviating the challenges orphans face at home that hinder their access to education.

4.8 Efficiency of management of assistance provided by NGOs.

This section was based on objective two which sought to establish how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education in regular primary schools in Bondo sub-county, Kenya. The data collected from class teachers were coded, analyzed and presented as shown on table 4.7.

Please indicate with a tick ((√)) what is applicable to you where SA= Strongly Agree, A=Agree, UD= Undecided, D= Disagree, SD= Strongly Disagree

(N=47)

Table 4.7. Class teachers responses on the efficiency of management of assistance provided by NGOs.

STATEMENT	SA	A	UD	D	SD
NGOs consult orphans on the kind of assistance they need before providing it.	5(11%)	10(21%)	5(11%)	17(36%)	10(21%)
Assistance provided to orphans in your school reaches them on time		16(34%)	5(11%)	21(44%)	5(11%)
The assistance provided to orphans is well utilized	6(13%)	25(53%)	7(15%)	9(19%)	
The school keeps record of all assistance provided by NGOs to orphans in the school	21(44%)	10(21%)	10(21%)	3(6%)	4(8%)
NGOs keep record of all assistance they provide orphans in the school	10(21%)	11(23%)	15(32%)	6(13%)	5(11%)
NGOs provide assistance directly to the orphans	9(19%)	16(34%)	5(11%)	14(30%)	3(6%)
Assistance provided to orphans by NGOs is not pilfered		6(13%)	18(38%)	13(28%)	10(21%)
NGOs give assistance to orphaned learners consistently	5(11%)		5(11%)	26(55%)	11(23%)
Assistance provided by NGOs sufficiently meets individual needs of orphans.	5(11%)	7(15%)	10(21%)	17(36%)	8(17%)
Orphans assisted by NGOs transit consistently from one class to another.	10(21%)	17(36%)	5(11%)	6(13%)	9(19%)

4.8.1 Consultation between orphans and NGOs.

The researcher wanted to find out whether NGOs consult orphans on the kind of assistance they need before providing it. It found that most NGOs do not consult the orphans on what kind of assistance to provide. Results from the questionnaires indicate that 15(32%) of the respondents agreed with the above statement while 27(57%) disagreed. Those who were undecided were 5(11%). While conducting a focus group discussion, members agreed that most NGOs do not consult them on what they need. One member said;

“Many NGOs assume that they know our needs. Some end up giving us what we already have. One may end up having many items of the same kind. I have many pairs of shoes because the sponsor gives me without knowing that I have other pairs.” (FGD 6).

A guardian had the following to say;

“The NGOs do provide assistance but they only bring what they assume we need. The child under my care has received several pairs of shoes but no school uniform. We are only told what we shall receive but we are never consulted on what we desperately need” (Guardian 1).

A head teacher posited;

“The NGOs normally give assistance based on their own assessment and donor demands and they rarely consult the orphans who they sponsor” (Head teacher 7)

The results indicate that many NGOs assume that they understand the needs of the orphans and can therefore provide assistance without finding out what to prioritize for the orphans. This is in concurrence with Anderea (2010) who says that there is a misunderstanding between what the community needs and what the NGOs actually provide. Most NGOs do what they think is best for the community they work in without consulting them. NGOs should work with stakeholders in the community to identify the orphans and their vulnerability that need to be addressed. This is in concurrence with Agyemang et al (2009) who state that NGOs should involve more stakeholders in their decision making. This will enable them have more input from the society and enable them make informed decisions when assisting learners who are orphans access education in the society. This is in concurrence with Weisman (2011) who state that the degree to which stakeholders are personally involved in the process will have a great impact on the implementation of any aid project targeting learners who are orphans in the community. Ndlovu (2011) posits that NGOs should mainstream child participation in their programs. This will enable the learners

who are orphans to air their voice and have a say on the decision of the kind of assistance they are to receive.

4.8.2 Management of assistance by recipients.

The researcher wanted to find out whether assistance provided to orphans is well utilized. The study found out that most assistance is well utilized. The above results show that 31 (66%) agreed that assistance provided to orphans is well utilized while 9 (19%) of the respondents disagreed. The respondents who were undecided were 7(15%). One NGO official stated;

“We as an organization do follow up on the assistance we provide to ensure that it is well utilized. We do this by visiting the orphans to make sure that what we give is used as intended” (NGO 4).

One head teacher had the following to say;

“The assistance provided to the needy orphans in this school is generally well utilized. We do follow up with the guardians to ensure assistance provided through the schools is well utilized” (Head teacher 13).

A guardian stated:

“When we receive assistance, I as the guardian makes sure that it is properly used. I make sure school levies are paid, school uniform is in good condition among other things. This is normally done so as not to lose the NGO support” (Guardian 8).

This shows that the majority support the statement. It also indicates that when the assistance reaches the orphans, they do utilize in a way that benefits them. This also support the finding that orphans who receive assistance successfully complete their primary school cycle. This also agrees with Gana (2016) who posits that when aid is utilized for the intended purpose, the goals for which the aid was provided is fairly easy to achieve. This emphasizes the importance of using resources for the rightful purpose as it enables the learners who are orphans access education. This is also in tandem with Sonco (2007) who states that when aid is used accountably, the goals for which they were set are highly achievable because resources will be used for the purpose for which they were planned. This shows that assistance provided by NGOs and any other donor should be used for the purpose for which they were set in order to achieve the targeted goals.

4.8.3 Record keeping in school.

The study sought to find out whether School keeps record of all assistance provided by NGOs to orphans in the school. It found out that most schools keep a record of all assistance provided by NGOs to orphans in the school. The study revealed that 31(65%) agreed with the

above statement while 7(14%) disagreed. Those who were undecided were 10(21%). A head teacher had the following to say;

“All learners in this school who receive assistance have to be recorded in the school record. This enables us to track the learner’s utilization of assistance provided and also ensure that assistance is well distributed to those in need”
(Head teacher 7).

An NGO official stated;

“The schools we work with normally keep records of orphans and the assistance we give them. This enables them to track how the assistance is utilized to ensure orphans who deserve assistance receive it “ (NGO 2).

An orphan posited;

“The head teacher normally keep a record of the assistance we receive through the school. When an NGO gives assistance through the school then the teacher in charge records it and the records are kept in school”
(FGD 12).

This means that the majority of the schools keep a record of learners who receive assistance and they ensure that the assistance provided can be tracked to a particular learner. This adds up to the well utilization of aid. This is finding support of Asabe (2013) who posits that records help provide the necessary information on the status of orphans. This can be used in provision of the necessary support that they need and also for accounting purposes. It also concurs with Mabira (2018) who posits that records, when well kept, enables an institution to account for any resources it has utilized and therefore avoid distrust by the authorities. It therefore enable the schools and NGOs track the amount of assistance provided and how well it is utilized It may also enable the school and guardians make proposals for more assistance whenever possible because they will have clear records to show whether there’s a deficit in terms of resources needed by learners who are orphans.

4.8.4 Record keeping by NGOs.

The researcher was also concerned with whether NGOs keep record of all assistance they provide orphans in the school. The study found out that NGOs do keep a record of assistance they provide to orphans. The respondents who were undecided were 15(32%). The respondents who agreed with the above statement are 21 (44%) while 11(24%) disagreed. An NGO official said;

“The NGOs council and the law governing NGOs requires us to keep a record of all our expenditure in order for us to be audited and to be accountable for money we receive from donors. We therefore must keep a

record of all the assistance we provide and also track how these funds are utilized” (NGO 5).

A head teacher stated;

“NGOs that offer assistance to learners who are orphans in our school do keep a record of the assistance they provide. This enables them track the assistance they provide“ (Head teacher 10).

A guardian posited;

“The NGO that assists the orphans under my care do keep a record of all assistance they give to us. They normally refer to this record whenever they pay us a visit to ensure we utilized assistance well. (Guardian 8).

This indicates that majority of the respondents agree that NGOs track the assistance they provide. This is in concurrence with Jordan and Tuiji (2012) who state that all NGOs are required by the law to maintain a system for recording and submitting all kinds of financial transactions made by them. This was also confirmed by an NGO official who stated what is required of them by the law. It also concurs with Banks & Hulme (2012) who state that accountability by the NGOs is one factor that can enable donors increase their donations because of the confidence they develop as far as integrity is concerned. This underscores the importance of being able to account for donor funds when audited. It is in tandem with Olunga (2014) who posits that records are not only kept for accountability purposes but also as a measure of integrity by the parties concerned. This enables donors to gain confidence on the NGOs they finance.

4.8.5 NGO assistance and pilferage.

This item was concerned with assistance provided to orphans and whether it is pilfered or not. The study found out that assistance provided to orphaned learners is pilfered. Only 6 (13%) of the respondents indicated that it is not pilfered while 23 (49%) of the respondents disagreed. The respondents who were undecided were 18(38%). An orphan in an FGD said;

“Some NGOs provide assistance through agents like our teachers who don’t give us all that we are promised. Sanitary pads meant for us is normally taken by the female teachers after giving us only one packet each. Some agents also give the shoes or uniforms meant for us to their children instead of us” (FGD5).

A guardian stated;

“Some NGOs do promise us a lot of things but some NGO staff do not give as much as they receive. Some of them steal assistance meant for orphans. We are often intimidated to sign documents indicating that we have received a large quantity of assistance while in reality we receive less than

half of what we've signed for. We do so in order to maintain the names of our orphans on the NGOs list of people who are to receive assistance"

(Guardian 8).

A head teacher posited;

"It's not uncommon to hear complains of pilferage of assistance by NGO staff. Some orphans normally receive less than was promised and they are intimidated to keep quiet or else NGO aid will be terminated"

(Head teacher 3).

Pilferage can be a major hindrance to achieving mitigation against challenges affecting orphans especially if the items pilfered were targeted at keeping orphans in school. This means that there's pilferage of assistance provided to orphans by NGOs. This maybe through the NGO staff or the people they entrust to provide the assistance to orphans in need. This is in agreement with Szporluk (2009) who states that NGOs should work with stakeholders' i.e. donors, target community and government to reduce pilferage of aid. The findings also concurs with Barzeghi & Baradaran (2013) who state that sometimes donations given to orphans by NGOs are diverted to other people other than the orphans. Stealing of aid meant for orphans contribute to challenges that hinder the orphans access to education. This means that majority of NGOs provide assistance directly to orphans while a few other provide assistance through other people. The notion of giving aid directly to orphans reduces diversion of assistance. This is in line with Sitanbuli (2015) who state that orphans should be given aid in a manner that ensures no aid is diverted to other entities. This will help NGOs to be more efficient in giving assistance to needy orphans. Direct provision of assistance may also reduce chances of pilferage.

4.8.6 Consistency in provision of assistance.

The study sought to find out whether NGOs give assistance to orphaned learners consistently. It found out that NGOs didn't give their assistance consistently. The findings show that 5(11%) of the respondents agreed while 37(78%) disagreed. Those who were undecided were 5(11%). One guardian had the following to say;

"The NGOs give assistance but you cannot tell when they will bring it next. We only count on what they bring when they bring it. It is difficult to predict when next they will bring the assistance. One can wait for up to a year when sponsored by some NGOs. Others give assistance on termly basis but still it is not guaranteed"

(Guardian 10).

An NGO staff confirmed this by saying;

“We may wish to give assistance on a regular basis so as to be able to achieve our goals but donors too have financial problems and therefore cannot give us as much as we would wish to be given/ this makes it difficult to assist those in need consistently” (NGO 3).

An orphan posited;

“Sometimes assistance is provided at the beginning of the school term and then it delays for several months. This makes it hard to plan for the assistance because it is not regular” (FGD 1).

This indicates clearly that the NGO assistance though necessary, does not come consistently. The number of orphans needing assistance is swelling and consequently put a lot of pressure on NGOs. This means that the orphans cannot fully mitigate their challenges while depending wholly on NGOs. Some NGOs cite financial constraints for the inconsistency in delivering assistance. This is a major constraint in many NGOs. The findings is in tandem with Mafura (2015) who states that donations and grants NGOs provide should be consistent in order to have a positive impact on the recipients of the assistance. This may enable the guardians and the schools where the orphans learn avoid the inconvenience of waiting for assistance whose date of arrival they do not know. Many NGOs do not give the assistance when required and some orphans have to wait for one year to receive assistance from some NGOs. This concurs with Nuka (2010) who says that many NGOs have long term financial problems and high dependency on foreign donors and deficient governance among other challenges. Foreign donors give funds at their convenience. This has led to delays in disbursement of funds to NGOs. This has a negative effect on mitigating challenges that hinder orphans access to education.

4.8.7 Sufficiency of assistance.

The study wanted to find out whether assistance provided by NGOs sufficiently meets individual needs of orphans. It found out that assistance provided by NGOs does not sufficiently meet the individual needs of orphans. At least 12(26%) of the respondents agreed while 25(53%) disagreed on the above notion. The respondents who were undecided were 10(21%). One learner had this to say;

“The assistance that we receive is good but cannot meet all the needs that we have. We then ask our guardians to buy what the school needs but the NGO is not providing. Some NGOs give money which is not enough to buy all our needs. Our guardians or relatives have to assist where possible” (FGD 7).

An NGO official stated;

“The assistance we provide may not be sufficient to meet all the needs of the orphans. This is because of financial challenges the NGOs are going through. Most NGOs do not have income generating activities and therefore rely heavily on donations. This may not be enough to provide the required assistance in sufficient quantities” (NGO 6).

A head teacher posited;

“The assistance given to the orphans is important but does not sufficiently meet the needs of the orphans. It would be better if the assistance was given in the correct quantity” (Head teacher 9).

The majority of the respondents agreed that the assistance is not enough to meet the individual needs of the learner. The fact that assistance provided by NGOs is not enough to sufficiently mitigate the individual orphan’s challenges was supported by NGO staff during the interviews. It is in concurrence with Mafura (2015) who states that donations and grants that NGOs receive are not enough to sustain their operations. The number of orphans in need of assistance is swelling and consequently putting a lot of pressure on NGOs and other donors. This is also in agreement with Ribar & Wilhelm (2007) who state that the less funds spent on orphans, the less their problems are mitigated therefore these orphans may have unmet needs thereby negatively affecting their academic lives. This is also in tandem with Hannes & Ohler (2010) who state that theoretical predictions on the efficiency of NGO aid become more complex if NGOs divert their revenues for use rather than on providing assistance to orphans in need. This reduces the amount of resources intended for the orphans’ consumption. This calls for accountable and sufficient provision of assistance to learners who are orphans by NGOs among other stakeholders.

4.8.8 Consistency of transition.

The transition of orphans assisted by NGOs from one class to another was one of the areas studied. The study found that orphans assisted by NGOs transit consistently from one class to another. Data from the questionnaire indicates that 27(57%) of the respondents agreed while 15(32%) disagreed. The respondents who were undecided were 5(11%). A head teacher said the following on the matter;

“When an orphan receives assistance, this motivates him or her to work hard in school to prove to the donor that the assistance being provided does not go in vain. They tend to work hard in school because they know that this assistance is not guaranteed and can be withdrawn any time by the sponsor” (Head teacher 5).

One orphan had this to say;

“I have never repeated a class because of being absent. Many times some learners have been sent home for school levies while I continue silently with my assignments”
(FGD 6).

The results indicate that majority of the teachers saw consistent transition from one class to another by orphans receiving assistance. This underscores the importance of assistance provided by NGOs on the academic lives of the orphans. This matches with the findings of Shann (2013) who states that appropriate grade progression is important because losing ground in school places orphans at a higher risk of failing or dropping out. The findings shows the importance of provision of assistance on mitigating challenges faced by learners who are orphans thus enabling them transit consistently. This matches with Kaur et al (2018) who posit that guardians give pressure to the orphans to work hard in school and excel. This makes the orphans to strive and transit consistently from one class to another especially when the assistance provided by NGOs is received on time. The findings are also in tandem with Sinha (2016) who states that a lot of positive outcomes is normally experienced when orphans are assisted to mitigate the challenges they experience in their academic lives. This increases the orphans’ access to education and limits factors that may hinder them from accessing education thereby enabling them to transit consistently from one class to another. It therefore underscores the need for continual provision of assistance to learners who are orphans in order to enable them access education and enhance transition.

4.9.0 Difficulties faced by guardians

This section was based on objective three which was on the difficulties guardians face while working with NGOs to ensure access to education by orphaned learners in regular primary schools in Bondo sub-county, Kenya. The data collected from class teachers were coded, analyzed and presented as shown on table 4.8.

Please indicate with a tick ((√)) what is applicable to you where SA= Strongly Agree, A=Agree, UD=Undecided D=Disagree SD=Strongly Disagree

(N=47)

Table 4.8. Class teachers responses on the difficulties faced by guardians in assisting learners who are orphans access education.

STATEMENT	SA	A	UD	D	SD
Guardians do face difficulties in assisting orphaned learners access education.	34(72%)	10(22%)	3(6%)		
Guardians cannot mitigate the challenges facing orphans under their care on their own.	11(23%)	26(55%)	10(22%)		
Guardians adequately discipline the orphans under their care.	10(21%)	16(34%)	6(13%)	10(21%)	5(11%)
There's no truancy among orphans who receive assistance from NGOs.		26(55%)	5(11%)		16(34%)
Guardians are given enough assistance by NGOs to mitigate against challenges facing orphans.		10(21%)	8(17%)	16(34%)	13(28%)

4.9.1 Difficulties facing guardians.

The study sought to find out whether guardians do face difficulties in assisting orphaned learners to access education. It found out that Guardians do face difficulties in assisting orphaned learners to access education. The above statement received approval of 44(93%) of the respondents while no one disputed it. Only 3(6%) were undecided. During the interviews, one guardian stated;

“I have a lot of challenges that force me to seek assistance from the NGOs. One of the challenges is that I do not know how to apply for assistance. I also do not know where to get the donor who will give me proper assistance without stealing from me. Another challenge is my being poor.

I'm too poor to afford to provide food to the orphans at the same time take them to school” (Guardian 1).

A head teacher posited;

“Most guardians of orphans from this region are poor and have families of their own. This makes it difficult for them to finance the education of orphans under their care” (Head teacher 4).

One NGO official had this to say;

“The guardians do have a lot of difficulties assisting the learners under their care. This has been made worse by the Corona pandemic” (NGO 6).

This means that there's an overwhelming agreement that guardians indeed do face challenges in assisting orphaned learners to access education. It is in line with Hlatywayo, Zimondi & Taurai (2015) who state that guardians have challenges raising fees and other academic materials. They also have challenges medicating orphans. The findings are also in tandem with Gana et al (2016) posits that guardians have the challenges of low income, lack of access to education, lack of psychosocial support and lack of skills for income generation among others. The findings were also in agreement with Sinha et al (2016) who state that many guardians are unable to take care of the orphans under their care because of low social-economic status. The findings are also in concurrence with Olum (2015) who state that many widows lack of information on property inheritance and clear procedure to do so hamper the guardians' efforts to inherit their late husbands' property hence unable to take care of the orphans left under their care. This shows that many guardians have difficulties enabling orphans under their care access education.

4.9.2 Guardians and challenge mitigation.

This item was concerned with the ability of guardians to mitigate the challenges facing orphans under their care on their own. The study found out that most guardians cannot mitigate the challenges facing orphans under their care on their own. From the findings in the table above, 37(78%) of the respondents by agreed with the statement while 10(22%) were undecided. An NGO official had the following to say during an interview;

“Before we give assistance, we normally follow-up to see whether the family of the orphans can afford to educate the learner without our assistance. Most of the time we find guardians who have a family of their own and are overwhelmed with the burden of educating their own children. Many of them are very poor and cannot afford to educate an extra person” (NGO 2).

A guardian posited;

“I cannot provide money for educating the orphans under my care. I am a widow who has to raise all these orphans yet I am too poor to afford to cater for their needs”
(Guardian3)

A head teacher said;

“Many of the guardians, due to the challenge of poverty, cannot mitigate the burden of educating the orphans under their care. Therefore they need to be assisted”
(Headteacher5).

Overwhelmingly, the respondents agreed that the burden is too much for the guardians to mitigate on their own therefore forcing them to seek assistance from elsewhere. These concurs with Hlatywayo, et al. (2015) who state that guardians have challenges raising fees and other academic materials. They also have challenges medicating the orphans. The above findings matches with Wamanya (2010) who state that orphan care in families is fraught with several challenges whose scale and complexity is often above the capacity of the families to effectively mitigate. Consequently, most of the needs of the orphans are either partially addressed or not addressed at all. Gana et al state that many guardians lack skills for income generation to sustainably cater for the orphans under their care. This increases the level of poverty among such households therefore worsening the economic prospects of the host families. This therefore indicates that guardians need to be assisted to enables orphans under their care to access education.

4.9.3 Guardians and discipline of orphans.

The researcher wanted to find out whether guardians adequately discipline the orphans under their care. It found out that most guardians adequately discipline the orphans under their care. More than a half of the respondents 26(55%) agreed that the guardians can adequately discipline the orphans under their care while 15(32%) disagreed with the statement. Only 6(13%) were undecided. During an interview a head teacher commented;

“Contrary to some negative opinions about poor discipline among orphans, most of them are well disciplined and do not cause trouble in school. In many cases of indiscipline, these orphans are rarely found among the trouble makers in school“
(Head teacher 12).

One guardian said that;

“As a guardian, I discipline the orphans under my care and I have earned their respect because of my strictness in dealing with issues of misbehavior”
(Guardian 11)

This indicates that the question of indiscipline among the majority of orphans is not a big problem. Therefore if the learners are facilitated to access education, they can be educated without so much of disciplinary problems. Many guardians instill the discipline of hard work on the orphans so that they may be responsible as adults. This matches with that of Sadik (2017) who states that the purpose of discipline is to develop responsibility and self-control skills. The findings are also in agreement with Sinha et al. (2016) who state that guardians are most likely to understand the value of the orphans under their care being educated and its long term positive effect irrespective of their socio-economic status. This therefore motivates them to discipline the orphans under their care because of the knowledge of education's potential to make the orphans have a better life in future. It also shows that discipline can be inculcated in children notwithstanding of their socio-economic status. This is in contradiction with Kaur et al. (2018) who state that guardians generally have low expectations on the orphans under their care and this has a general negative effect on their motivation on the orphans to learn.

4.9.4 Truancy among assisted orphans.

The researcher sought to find out whether there's truancy among orphans who receive assistance from NGOs. The study found out that while some students may be truants, the vast majority are not. The results from the study indicates that 22(55%) of the respondents stated that there's no truancy among orphaned learners who receive assistance while 16(34%) indicated that there's truancy among these learners. The undecided respondents were 5(11%).

A head teacher made the following comments.

“Orphans are rarely truants. If they are, they probably get caught up in a web of peer pressure but not because they are orphans. Many of the cases of truancy are usually among learners with the parents alive. These learners skip school for vague reasons and rarely will you find orphans among them. This may be probably because of the guidance and counselling sessions they undergo with the NGOs” (Head teacher13).

A guardian had this to say;

“I have noticed that my grandson regularly attend school I haven't noted any indiscipline on him or his siblings “ (Guardian 5).

This shows that even though there may be orphans who are truants, their number is not so large. This may be because of the effort that the guardians have put in place to ensure discipline is maintained when it comes to attending school. It concurs with Azizi (2010) who posits that the level of truancy decreases significantly when factors motivating truancy are mitigated against. This may also be because of the guidance and counseling they receive from

the NGOs that assist them. This is in line with Togom (2009) who state that truancy and indiscipline can be controlled by skillful parenting by guardians despite their financial circumstance. The low level of truancy among these learners shows the motivational effect of assistance provided by NGOs on the orphans' quest to attain education.

4.9.5 Guardians and adequacy of assistance.

The researcher sought to investigate whether guardians are given enough assistance by NGOs to mitigate against challenges facing orphans. The study found out that guardians are not given enough assistance by NGOs to mitigate against challenges facing orphans. Most respondents rejected the above statement with only 10(21%) agreeing to it while 29(62%) disagreed. The respondents who were undecided were 8(17%). The guardians responded by saying the following;

“I receive assistance from NGOs but the money and items that I receive cannot meet all the needs of the orphans under my care. If possible, the NGOs could increase the amount of money they give to our orphans so that it may be enough to pay for the daily requirements of the children. Very many families with orphans apply to be assisted by NGOs which are few compared to the need for their assistance. This makes the families to wait for long before being included in the list of families to be assisted by NGOs.”
(Guardian6).

An NGO official had this to say.

“We as NGOs know that the offer we give is not enough to mitigate all the challenges orphans face due to financial constraints. We operate under a budget that depends on the goodwill of donors“
(NGO2).

A head teacher said;

“The assistance received from NGOs to guardians and orphans under their care is never enough. This is normally blamed on financial constraints by the NGOs”
(Head teacher 10).

The majority agreed that the assistance provided is not enough to meet all the needs of orphans and therefore this means more assistance should be provided. It is obvious from the above statement that even though assistance given by NGOs is necessary, it's never enough. This is in agreement with Sanganyi (2012) who says that orphans are more likely to be cared for by guardians who have the means to take on, feed and educate additional members if there is a guarantee of additional support. Therefore NGOs should give more assistance to facilitate orphans to access education. The findings are in line with Stover (2007) who state that assistance provided to guardians to cater for the needs of the orphans under their care is seldom enough. This has made it difficult for learners who are orphans to get quality

education especially in the developing world. This shows clearly the need to provide assistance which is sufficient to mitigate on the challenges that hinder learners who are orphans to access education.

4.10 Challenges faced by orphaned learners.

This section was based on objective four where the researcher sought to establish the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Bondo sub-county, Kenya. The data collected from class teachers were coded, analyzed and presented as shown on table 4.9.

Please indicate with a tick (✓) what is applicable to you where SA = Strongly Agree, A= Agree, UD = Undecided, D= Disagree and SD = Strongly Disagree. (N=47)

Table 4.9 Class teachers' responses on challenges faced by learners who are orphans.

STATEMENT	SA	A	UD	D	SD
Orphans in your school face challenges	37(79%)	10(21%)			
The orphans' challenges that hinder their access to education.	31(66%)	16(34%)			
Orphans facing challenges regularly attend school.				21(45%)	26(55%)
These challenges can be mitigated through assistance.	24(51%)	21(45%)	2(4%)		
Teachers keep a record of needy orphans in school	11(23%)	20(43%)	6(13%)	10(21%)	
Teachers help NGOs identify orphans in the school.	15(32%)	22(47%)	10(21%)		
Rate of school dropout among orphans assisted by NGOs is high.	5(11%)	1(2%)	6(13%)	26(55%)	9(19%)
There's a lot of indiscipline among learners who are orphans.		2(4%)	14(30%)	21(45%)	10(21%)
Learners who are orphans actively participate in class.		21(45%)		26(55%)	

4.10.1 Challenges facing orphans.

The study wanted to find out whether orphans face challenges. The study found out that indeed orphans faced several challenges. The results above indicated that 47 (100%) of the teachers sampled agreed that orphans in their schools did face challenges. The above results were supported by head teachers who were interviewed during the research. For example, one of the head teachers said;

“Orphans in our school face fundamental challenges as a result of being orphans. Most of them come from homes where poverty is rife and cannot afford basic needs like regular meals. They also lack parental guidance, love and care. Some have various health problems including HIV/AIDS and suffer from stigma. Others are temporary heads of their homes as their guardians live far away. Others also suffer psychological trauma due to loss of one or both parents. This makes them attend school irregularly”

(Head teacher 3).

A student had this to say:

“Children who are orphans like me do face a lot of challenges. Some orphaned girls that I know are now working as maids because they don’t have anyone to sponsor their education. Others are working as boda-boda riders to earn some money and feed their families”

(FGD1).

One guardian posited that;

“The orphans that we take care of have a lot of challenges including diseases of the children themselves and the guardians who take care of them. Poverty is also a major problem. Low income and high cost of goods among other things makes it difficult to provide for the needs of these orphans”

(Guardian 6).

The above findings concur with Nyakenanda (2017) who indicated that the orphans face stigmatization, discrimination and inheritance challenges. The study also concurs with Lincoln et al (2015) who observed that these challenges translate into a substantial hindrance to accessing education by the orphans. This clearly indicates that orphaned children need assistance due to the challenges that they face so as to access education. The statement by headteacher 3 is in concurrence with Mbangwa (2013) who posits that orphans have psychological needs and need counselling to overcome long term grief from loss of one or both parents. It’s also in tandem with Meintjes &Giesel (2006) who state that children who have lost their parents may be particularly vulnerable because they do not have the emotional and physical maturity to adequately address and bear the psychological trauma associated with parental loss. It also shows the need for assisting learners who are orphans overcome the challenges they face in order to access education.

4.10.2 Effect of challenges on access to education,

The study wanted to find out whether the challenges orphans do face affect their access to education. The study found that the challenges orphans face significantly affect their access to education. The statement on whether the challenges orphans face affect their access to education was supported by 47(100%) of the teachers. This indicates that all teachers were in agreement with the above statement. One head teacher stated;

“Many orphans miss school because of challenges in their day to day life. Many cannot afford a regular meal back at home and are less motivated to come to school. Some engage in money making activities so as to buy basic needs like food otherwise hunger makes them attend school irregularly”
(Head teacher 1).

Guardians also gave their opinion which supported the statement that challenges affect orphans access to education. A guardian posited;

“The orphans living with me face a lot of problems when it comes to their education. I cannot afford to provide food, school uniform and other needs because I am poor. The problems that I have can make these orphans drop out of school because i cannot afford to take them to school and pay for all that is needed by the teachers.”
(Guardian 4)

An NGO officer had the following to say;

“Many orphans do come from families which are desperately poor. They can’t afford to provide the basic necessities to the orphans on a regular basis. This situation has forced some orphans to seek employment as maids and therefore drop out of school”
(NGO8).

The above findings agreed that these challenges actually affect the orphan’s access to education. This is also in agreement with Carley (2010) who posits that it is difficult to obtain education by children living in poverty although education is a key factor in overcoming poverty. The above findings are also in concurrence with Zhou (2012) who states that some orphans end up not accessing education because of the challenges they face. They end up engaging in child labour instead of schooling. Some of them end up in early marriages or may become street children. The findings are in line with Odera (2007) who state that economic challenges hinder orphans from accessing education. Some are forced to engage in economic activities to fend for their families. The findings also matches with Gallegos et al.(2008) who state that many orphans are abandoned by their families, many are abused physically and psychologically. They also suffer depression and anxiety. This negatively affect their access to education. This calls for early intervention programs to be implemented and more caregiver involvement in the orphans’ life should be encouraged.

4.10.3 Effect of challenges on school attendance.

The study wanted to find out whether orphans facing challenges regularly attend school. It found that they don’t regularly do so. All the respondents, 47(100%) of them disagreed. This was also confirmed by some orphans during the focus group discussion who made the following statement.

“Sometimes we are forced to miss school in order to find ways of providing for our basic needs. We have to get casual jobs in order to get money for buying bags, books, food, uniform and others things. Some of us girls end up in early marriages or working as maids in order to cater for our needs. Boys end up being boda- boda riders” (FGD 4).

One head teacher had the following to say.

“Many orphans do come from very poor background. Some live with their old grandparents who are unable to provide the basic necessities like food and medication. They largely depend on subsistence farming. Poverty is a way of life for most of these orphans” (Head teacher 10).

A guardian stated that;

“The girl orphan under my care sometimes miss going to school because she has to take care of her siblings whenever I fall sick. She has to cook for the family as she is now old enough to help in doing the housework” (Guardian 10).

This is because of the challenges they face as they don't have the basic needs a child would need to attend school. The findings of the current study also concurs with that of Oriwo (2012) who stated that poor orphans who cannot afford to buy uniform and pay fees, end up working in farms, hawking and engaging in other income generating activities. The findings are also in agreement with Nthenya & Mutie (2018) who states that orphans often leave school to attend to ill family members, work or look after their young siblings. They end up in child labor which is often exploitative. This clearly indicates that the challenges orphans face has a negative impact on their access to education. The findings of the study is in line with Kinai (2017) who state that many orphans are frequently absent from school due to poor health, poor nutrition, poverty, lack of parental care and unattended grief among others. Such orphans cannot focus on their academic work when other basic needs are not attended to.

4.10.4 Orphans challenges and mitigation.

The study sought to find out whether challenges facing orphans can be mitigated through assistance. The study found out that these challenges can be mitigated through assistance. The above statement was supported by 45(96%) of the class teachers who responded to it. Two teachers (4%) were undecided. On the above matter, one head teacher stated that;

“These orphans go through a lot of challenges which need to be mitigated if there is to be any hope for them finishing their primary school education. They need to be assisted by anyone or any organization that is willing to do so. This will enable them attend school and even do well academically” (Headteacher 9).

An NGO official had the following to say;

“In our experience, orphans challenges are normally mitigated through assistance provided to them or to their guardians. This enables those who had dropped out of school to go back to school and have some education”
(NGO 7).

In a focus group discussion, one orphan made the following contribution.

“I used to have the problem of wearing torn worn out school uniform. This used to make me feel ashamed of myself. Nowadays I walk with confidence because I have new school uniform bought for me by the sponsor”
(FGD 8).

This indicated that when orphans receive assistance, they may end up getting access to education. This matches the work of Gibson (2009) who states that orphans challenges can be mitigated by providing food, healthcare and education among other things. The overwhelming majority were in agreement that orphan’s challenges need mitigation. The findings also goes in tandem with Togom (2009) who states that orphans need to be given support and care to boost their capacity to confront challenges. Head teachers in many schools had the same opinion. The assistance provided enable learners who are orphans and their guardians mitigate some of the challenges they face in accessing education. The findings of the above study concurs with Mbangwa (2013) who posits that orphans need to be given support and care. The community should enable orphans build up the capacity to confront challenges. This capacity building is done through assistance. This can be materials and also psychologically to enable learners who are orphans access education with minimal interference.

4.10.5 Orphan identification by teachers.

The study sought to find out whether teachers help NGOs identify orphans in the school. It found out that teachers indeed help NGOs identify orphans in the school. This statement was affirmed by 37(79%) of the respondents while 10(21%) were undecided. An NGO officer had the following to say.

“We identify the orphans we assist through the village elders, religious organizations and school teachers among others. This enables us to give assistance to the correct orphans in need”
(NGO 1).

A head teacher stated that;

“Orphans are identified by the school by going through old records of orphans in the school. We also use informers in the society like the village elders to get information on which children are orphans in need of assistance”
(Head teacher 2).

An orphan posited;

“I was identified by my class teacher as a needy orphan and she gave my details to the NGO that sponsors my education in this school” (FGD 2).

This affirms the role of teachers as crucial in identifying the orphans. Since most of the teachers 38 (81%) have spent more than five years teaching in the same school, they have the knowledge about the orphans they teach and can easily identify needy orphans. It is crucial to identify correct orphans by working with trustworthy stakeholders. The idea of teachers helping NGOs to identify needy orphans is support Ndlovu (2012) who indicates that NGOs should work with all stakeholders in the community to identify orphans and their vulnerabilities which need to be addressed. The statement by headteacher 2 concurs with Asabe (2013) who states that records are used to capture, manipulate and organize orphans data and generate timely, accurate and regular information. This enables the school to update the NGOs and any other well-wisher on the number of orphans who are needy in the school for easy identification for mitigation. The teachers also know which orphans are vulnerable and the degree of their vulnerability. This made part of the intent to conduct the current study.

4.10.6 Rate of school dropout among learners who are orphans.

The rate of school dropout among learners who are orphans was one of the areas studied in the current work. Data was collected and analyzed. From the analysis, the study found out that the rate of school dropout among the learners who are assisted by NGOs is low. About 35 (74%) of the respondents denied the statement that the rate of dropout among learners assisted by NGOs is high while only 6(13%) agree. Those who were undecided were 6(13%). One head teacher had the following to say;

“Most orphans receiving assistance from NGOs do not drop out of school instead they are motivated to finish school. This is so because their material needs are catered for (Head teacher 13).

One NGO official posited;

“The rate of school dropout among the orphans we assist is low due to the mitigating effect of the assistance we provide to them. Their counterparts who do not receive any assistance experience a higher level of school dropout because of the challenges they face that are not mitigated.” (NGO 5).

A guardian stated;

“The NGOs assistance has enabled the orphans under my care leave the jobs that they were doing to concentrate on their school work. The assistance has stopped early marriages because of desperation” (Guardian 8).

This shows how crucial the assistance provided by NGOs is for learners who are orphans to access education. The above findings are in tandem with Mbatha (2015) who state that there is low level of school dropout among orphaned learners who are assisted to mitigate their challenges as compared to their counterparts who receive no reprieve from their challenges. This shows the importance of mitigating challenges facing learners who are orphans through assistance. On the contrary, orphans who do not receive assistance are likely to drop out of school as indicated by Lincoln et al (2015) who state that inadequate funding and delays in receiving assistance may make children to drop out of school. This is also in concurrence with Bromide (2011) who state that orphans who don't receive assistance to help them overcome the challenges that they face may end up dropping out of school. This showed the importance of mitigating against challenges that orphans do face by providing the relevant assistance.

4.10.7 Discipline among learners who are orphans.

This item was concerned with the level of discipline among learners who are orphans. The study found out that the level of indiscipline among learners who are orphan was low. Among the respondents, the vast majority, 31(66%) indicated that the level of indiscipline among learners who are orphans was low while only 16(34%) indicated to the contrary. This was supported by a head teacher who said;

“The level of discipline among orphans in this school is high. This may be partly because the amount of assistance they receive from NGOs and other well-wishers helps to mitigate a lot of the challenges orphans face. This may also be as a result of the culture of discipline inculcated by the teachers and the guardians”
(Head teacher 6).

A guardian stated the following;

“The level of indiscipline among the orphans under my care is quite low. My children are much disciplined. I guide them according to strict Christian values”

(Guardian 7).

An NGO official posited;

“We normally guide and counsel the orphans so that they may lead a positive disciplined life. We have people who are trained in life skill and how to impart it to the orphans”
(NGO3).

This shows that the level of indiscipline among orphans is not high. This may be due to the strictness in instilling discipline by the teachers and guardians. This is in agreement with Tuu (2012) who state that a disciplined attitude creates a conducive learning atmosphere at school. This enables learning to take place. Many guardians instill the discipline of hard work on the

orphans so that they may be responsible as adults. This matches with that of Sadik (2017) who states that the purpose of discipline is to develop responsibility and self-control skills. This enables the learners who are orphans steer away from indiscipline and focus on their education. The findings are also in agreement with Meintjes & Giese (2006) who state that when orphans are guided to overcome the psychological impact of the loss of a parent, they can grow into all-round disciplined people who can contribute positively to the society. The findings are also an indicator that guardians and teachers can work together and effectively bring up disciplined learners and enable them access education.

4.10.8 Active participation in class by learners who are orphans

The study sought to find out whether learners who are orphans actively participate in classroom. It found that almost half actively participate in class. Orphans can be actively engaged in class as indicated by 45% of the respondents but a big number, 55%, as the results indicate, have issues that hinder their active participation in class. The above statement was supported by 21(45%) while the majority, 26(55%) had a contrary opinion. One head teacher said;

“Some orphans may still be grieving especially the newly orphaned children. This means that they are in a state of trauma. They cannot therefore be expected to carry out their duties yet they are mourning. Some orphans actively participate in the classroom while others just sit down and are passive. Some are inactive due to lack of proper meals as many come from poor families.”

(Head teacher4).

One orphan stated;

“Sometimes my mind is carried away by memories of my mother. When I remember her, I cry a lot. I remain sad the whole day. No one seem to understand that I am in low spirits. The teacher scolds me for being absent minded and calls me names but only I know what I’m going through”

(FGD6).

This matches with the work of Kinai (2012) who states that grieving being a process can be psychologically depressing and if one is not helped through, he/she may end up not becoming a fully functional member of the society. Another issue as to why orphans can be inactive in class is the emotional and psychological effect of death. This is in tandem with Meintjes & Giese (2006) who states that orphans are particularly vulnerable because they do not have the emotional and physical maturity to adequately address and bear psychological trauma associated with parental loss. This shows the importance of psychological assistance done through guidance and counselling. The state of poverty and deprivation of financial resources can have a negative effect on the orphan’s classroom activity as described by headteacher 4.

This concurs with Wamanya (2010) who state that orphans care in families is fraught with several challenges whose scale and complexity is often above the families' capacity to effectively mitigate. This shows that many orphans may be deprived off the ability to provide regular meals thus the orphans are physiologically unable to be active in and outside class.

CHAPTER FIVE.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

This chapter presents a summary of the study in the following order. Purpose of the study, objectives, methodology, major findings and conclusion.

5.1 Summary of the Study.

The purpose of this study was to establish the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya. In chapter one of the thesis, the background of the study was well presented. The objectives that guided the study were; to determine the type of assistance given by NGOs to promote access to education by orphaned learners; to establish how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education; to find out the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphans, to establish the challenges faced by orphaned learners that hinder their access to education. In chapter 2 of the study, literature related to the study was reviewed and gaps were identified. Chapter 3 of the thesis report presents the methodology used in this study. The study was conducted using Concurrent Triangulation research design with both quantitative and qualitative type of data. The sample size for this study was generated as described by Mugenda & Mugenda (2003) on the basis of 10% of the known population and was selected using cluster, stratified, purposive and simple random sampling techniques. Quantitative data was analyzed using descriptive statistics including percentages and frequency counts while Qualitative data was processed and analyzed thematically.

5.1.1 Summary of the findings.

5.1.2. Summary on the type of assistance given by NGOs to promote access to education by orphaned learners.

The first objective investigated on the type of assistance given by NGOs to promote access to education by orphaned learners. The results from the quantitative study indicated that 45(96%) of the sampled teachers agreed that NGOs assist orphans access education in the schools that they teach. However, majority of the respondents 37(78%) indicated that the assistance provided is inadequate to mitigate all the challenges hindering the orphans access to education. The importance of assistance provided by NGOs is indicated by the number of recipients who complete their primary school circle. This 31(66%) of the respondents indicated that these recipients complete their primary school education. The study further revealed that assistance provided by NGOs help improve access to education by orphans this

was indicated by 32(68%) of the respondents. A further 21(45%) indicated that learners who are orphans would not access education without assistance from NGOs. From the qualitative findings, orphans in the focus group discussion indicated that there are NGOs providing assistance to orphaned learners in their schools. Another orphan confirmed that orphans are provided with sanitary towels, books, uniforms and money to pay school levies. A head teacher confirmed that NGOs provide money, books, shoes, uniforms, sanitary towels, panties, guidance and counselling, paying medical bills for the orphans among other assistance. The NGO staff also stated that they offer guidance and counselling and medical care among other services for the physical and psychological wellbeing of the orphans. On the effectiveness of assistance given to orphans in promotion of their access to education, one headteacher confirmed that most learners who are orphans live with guardians who are poor and some are on medication. This makes them prioritize their own medication rather than educating the orphans. Without NGO assistance, these learners would find it very difficult to access education. An NGO official confirmed that some of the orphans who they assist had already dropped out of school and were working as maids. They only returned to school after receiving assistance from NGOs.

5.1.3 Summary on how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education.

The second objective investigated how efficient the assistance provided to orphans by NGOs is managed in order to enhance their access to education. The study established that most NGOs do not consult orphans on the kind of assistance required. This was confirmed by 27(57%) of the respondents who disagreed that NGOs do consult orphans on the kind of assistance they need before providing it. Only 15(32%) agreed while 5(11%) were undecided. It also found that the assistance provided is inconsistent and do not reach the orphans on time. The study also found that some NGOs do not provide assistance directly to orphans. This was indicated by 17(36%) who disagreed with the notion that NGOs provide direct assistance to the orphans. The results further showed that a lot of assistance given by NGOs is pilfered by the people entrusted to provide it as indicated by 23(49%) who disagreed with the notion that aid provided by NGOs is not pilfered. Only 6(13%) indicated otherwise. It also found out that the assistance provided is not sufficient to meet the needs of the orphans in need. This was as indicated by 25(53%) who disagreed that assistance provided by NGOs sufficiently meets the needs of orphans. Assistance provided by NGOs enables the majority of orphans transit consistently from one class to another as indicated by 27(57%) of the respondents. The findings from the qualitative research tools indicated that sometimes orphans have to wait for

a year to receive assistance from NGOs. One head teacher stated that despite keeping records of assistance provided by NGOs, the assistance is pilfered when not issued directly to the needy orphans. A head teacher confirmed that some orphans receive less assistance than promised and they are intimidated to keep quiet by some NGO staff. The headteacher also indicated that the assistance provided by NGOs enable the learners who are orphans transit consistently from one class to another because of the challenges the assistance help mitigate. Another headteacher confirmed that the level of truancy among the orphans who receive assistance is low. The regular attendance of school by these learners indicate increased access to education due to interventions done through the NGOs. On matters of transparency and accountability, one guardian stated that they are often intimidated to sign documents indicating that they have received a large quantity of assistance while in reality they receive less than half of what they've signed for. They do so in order to maintain their names on the NGOs list of people who are to receive assistance. The guardians also indicated that they cannot hold the NGO staff accountable for fear of losing the little assistance they receive..

5.1.4 Summary on the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphans.

The third objective investigated on the difficulties guardians face while working with NGOs to ensure access to education by learners who are orphans. The study found that guardians do have a lot of difficulties assisting orphaned learners access education. This was cited by 44(94%) of the respondents. It also found that most guardians cannot mitigate the challenges facing orphans under their care on their own as was indicated by 37(78%) of the respondents. The study established that guardians are not given enough assistance by NGOs to alleviate the challenges that hinder orphans from accessing education. This was stated by 29(62%) of the respondents. The study however revealed that most guardians adequately discipline orphans under their care. It also found that there's less truancy among orphans who receive assistance from NGOs. From the qualitative findings, a head teacher confirmed that most guardians of orphans from the region are poor and have families of their own. This makes it difficult for them to finance the education of orphans under their care. The study also revealed that due to the challenge of poverty, most guardians are not able to mitigate the burden of educating the orphans under their care. One guardian indicated that very many families with orphans apply to be assisted by NGOs which are few compared to the need for their assistance. This makes the families to wait for long before being included in the list of families to be assisted by NGOs. An NGO official also confirmed that they offer guidance

and counselling to orphans in need. This may have led to less truancy and indiscipline cases among orphans.

5.1.5 Summary on challenges faced by orphaned learners that hinder their access to education.

The fourth objective investigated the challenges faced by orphaned learners that hinder their access to education. The study found that orphans do face a lot of challenges that hinder their access to education. From the quantitative findings, 47(100%) of the respondents indicated that orphans in their schools face challenges which hinder their access to education. Majority of the class teachers also indicated that learners who are orphans are not active participants in class. This was indicated by 26(55%) of the respondents. Most of the respondents, 45(96%) also indicated that these challenges can be mitigated through assistance. The qualitative findings revealed that some orphans dropped out of schools and are working as household maids as indicated by one orphans during the focus group discussions. One guardian also indicated that poverty and diseases have affected their ability to ensure orphans under their care access education. Lack of basic provisions like food, medication, adequate clothing, sanitary towels and school requirements hinder the orphans' access to education. Further study findings revealed that some orphans are forced to miss school in order to find ways of providing for their basic needs due to high levels of poverty among their guardians.

5.2 Conclusions.

Based on the study findings, the study concluded that;

Orphans do have real challenges that hinder their access to education. These challenges vary from one orphan to the other. The challenges affecting orphans can be mitigated through assistance. Assistance is provided through NGOs. The assistance provided by NGOs is very important in ensuring that orphans access education and complete the primary school education however, it is never adequate and consistent. The assistance provided by NGOs may not be exactly what the orphan's need. This is because many NGOs do not consult the orphans on the kind of assistance they need. Some assistance provided by NGOs is pilfered by NGO staff and other people entrusted with it.. The assistance provided by NGOs also mitigate the challenges orphans face at home. Guardians do face a lot of challenges that hinder them from providing education to orphans under their care.

5.3 Recommendations

From the study findings, the following recommendations were made;

- i. The society should assist orphans whenever possible because most of them face challenges that hinder their access to education.

- ii. The NGOs should consult the orphans they assist so as to know exactly what challenges the orphans need to be mitigated.
- iii. Assistance from NGOs should be consistent, prompt and adequate in terms of quantity and quality.
- iv. NGOs should review their processes of provision of assistance in order to alleviate the orphans from the burden of pilferage.
- v. Guardians should be assisted to alleviate challenges that hinder the orphans under their care from accessing education.

5.4 Suggestions for Further Studies.

The following are areas suggested for further research.

- The influence of NGOs in promoting access to education of street children.
- The influence of NGOs in promoting access to education by children who are refugees.
- The contribution of NGOs in enabling expectant school girls access education after giving birth.

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APPENDICES

APPENDIX 1: CONSENT LETTER

Dear Madam/ Sir.

Re: Letter of introduction.

I am a post graduate student at Jaramogi Oginga Odinga University of Science and Technology (JOOUST) pursuing a master’s degree in special needs education. I wish to carry out a study on the contribution of NGOs in promoting access to education by learners who are orphans in Bondo Sub-County, Kenya. I kindly request you to participate in this study. Your responses to the items on the questionnaire and interview schedules will be treated with utmost confidentiality and it will not be used for any other purpose except this study. Anonymity will be upheld. All data obtained in this study will be kept private and confidential in line with the Data Processing Act of 1998.2009 & 2012. Participants will not be identified in any publications that arise from this study. Research documents and data will be stored securely and will only be accessed by the researcher.

Participation is voluntary and you are free to withdraw from this study at any time you so wish. The findings of this study will be availed upon request.

Respondents’ signature.....

Date.....

Thank you.

Yours faithfully

JOSIAH LANGI

Phone no. 0729266184

APPENDIX 2 .CONSENT OF THE GUARDIAN TO PARTICIPATE IN THE STUDY.

I have received and understood an explanation of this research and have had an opportunity to ask questions which have been answered to my satisfaction. I understand that I have been invited to an interview with the researcher during daytime and it may last up to one hour.

I understand that the information, opinion and views that I provide will be treated with utmost confidentiality. I understand that my identity will be concealed by pseudonyms like letters and no opinions will be attributed to me in any way that will identify me. I agree to maintain confidentiality in relation to the information I share with the researcher.

I understand that my participation is voluntary and that I may withdraw from participation at will. I understand that the information I give will be used only for the purpose of this research. I understand that the research may not benefit me as an individual but may be useful to the education authorities in the sub-county or Kenya as a whole. I understand that when the research is completed, the information obtained from me will be destroyed.

I agree/do not agree to take part in the study.

Name of participant.....

Signature.....

Thank you

Josiah langi

APPENDIX 3. CONSENT OF THE GUARDIAN FOR THE ORPHAN TO PARTICIPATE IN THE STUDY.

I have received and understood an explanation of this research and have had an opportunity to ask questions which have been answered to my satisfaction. I understand that my child has been invited to an interview with the researcher during daytime and it may last up to one hour.

I understand that the information, opinion and views that he/she will provide will be treated with utmost confidentiality. I understand that his/her identity will be concealed by pseudonyms like letters and no opinions will be attributed to him/her in any way that will identify him/her. He/she agrees to maintain confidentiality in relation to the information he/she will share with the researcher. I consent that the voice of my child may be recorded using an electronic recording device.

I understand that my child's participation is voluntary and that he/she may withdraw from participation at will. I understand that the information he/she will give will be used only for the purpose of this research. I understand that the research may not benefit my child as an individual but may be useful to the education authorities in the sub-county or Kenya as a whole. I understand that when the research is completed, the information obtained from my child will be destroyed.

I consent/do not consent to my child taking part in the study.

Name of guardian.....

Signature.....

Thank you

Josiah Langi

APPENDIX 4. INTERVIEW SCHEDULE FOR HEAD TEACHERS.

The purpose of this interview is to collect data for a research on the contribution of the assistance provided by NGOs on access to education by orphaned learners in Bondo sub-county, Kenya. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Assistance provided by NGOs to promote access to education by orphaned learners.

- i. It is argued that NGOs offer assistance to orphans in the schools. Briefly explain the kind of assistance the orphans in your school get from NGOs that help them access education? (Probe)
- ii. How does this assistance contribute to the orphans' access to education? (Probe)
- iii. In your opinion, what other kind of assistance would you suggest to further improve their access to education? (Probe)

Efficiency of management of assistance provided by NGOs.

- i. How do NGOs track the assistance they provide to learners who are orphans in your school to help them access education? (Probe)
- ii. Do you have any records of the kind of support the NGOs provide to learners who are orphans in your school? (Probe)
- iii. How do NGOs collaborate with the school administration to ensure efficient utilization of their assistance by learners who are orphans in your school to promote their access to education? (Probe)

Difficulties faced by guardians while working with NGOs to ensure access to education by learners who are orphans.

- i. Briefly explain any difficulties guardians experience while collaborating with NGOs in mitigating challenges that hinder orphans access to education? (Probe)
- ii. In your opinion, how do the guardians mitigate against these difficulties? (probe)
- iii. What is your opinion on the quality and the quantity of assistance provided by NGOs in order to help learners' access education? (probe)

Challenges faced by orphaned learners in regular primary schools.

- i. How do you support the NGOs to identify the orphaned learners for assistance that may help them access education? (Probe)
- ii. What challenges do learners who are orphans face in your school that can influence their access to education? (Probe)

APPENDIX 5. INTERVIEW SCHEDULE FOR NGOs.

The purpose of this interview is to collect data for a research on the contribution of the assistance provided by NGOs on access to education by orphaned learners in Bondo sub-county, Kenya. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Assistance provided by NGOs to promote access to education by orphaned learners.

- i. What kind of assistance do you provide the orphans to facilitate their access to education? (Probe)
- ii. How does this assistance contribute to the access to education by the orphans you assist? (Probe)
- iii. What is your opinion on the quality and quantity of assistance you provide to enable learners access education? (probe)
- iv. In your opinion, does these assistance solve all the challenges they are facing in order to access education? (probe)

Efficiency of management of assistance provided by NGOs.

- i. What process do you follow in giving assistance to orphaned learners in primary schools to enable them access education? (Probe)
- ii. How do you ensure that assistance meant for orphans actually reaches them? (Probe)
- iii. What follow-up do you do to ensure that the assistance provided actually help the orphans mitigate the challenges they face? (Probe)
- iv. How do you keep records of assistance provided to learners who are orphans that promote their access to education? (Probe)
- v. What difficulties do you go through in management of your assistance given to orphans to access education? (probe)

Difficulties faced by guardians while working with NGOs to ensure access to education by learners who are orphans.

- i. How do NGOs guard against school dropout among the orphans they support to access education? (Probe)
- ii. In your opinion, what difficulties do guardians go through as they work with NGOs to enable orphans access education? (Probe)
- iii. How do you help the guardians to mitigate these difficulties? (Probe)

Challenges faced by orphaned learners in regular primary schools.

- i. How do you identify the learners who are orphans in regular primary schools in order to assist them access education in Bondo sub-county? (Probe)
- ii. According to you, what are the challenges orphans in primary schools in Bondo Sub-County face that hinder their access to education? (Probe)
- iii. In your opinion, how do these challenges affect the orphans' access to education in Bondo sub-county? (Probe)

APPENDIX 6. FOCUS GROUP DISCUSSION FOR ORPHANS.

The purpose of this discussion is to collect data for a research on the contribution of the assistance provided by NGOs on access to education by orphaned learners in Bondo sub-county, Kenya. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Assistance provided by NGOs to promote access to education by orphaned learners.

- i. What kind of assistance do you receive from NGOs that enable you access education? (Probe)
- ii. How does the assistance provided by NGOs assist you in accessing education? (Probe)
- iii. What other kind of assistance would you suggest to be given to enable you access education? (probe)

Efficiency of management of assistance provided by NGOs.

- i. How do you receive assistance from NGOs to support your access to education? (Probe)
- ii. What follow-up activities do NGOs do to ensure that assistance meant for you is received by you? (Probe)
- iii. How frequent do you receive assistance from NGOs to support your access to education? (Probe)
- iv. What is your comment on the quality and quantity of the assistance provided in order to enable you access education? (probe)

Difficulties faced by guardians while working with NGOs to ensure access to education by learners who are orphans.

- i. What difficulties do your guardians face as they work with NGOs to enable you access education? (probe)
- ii. How does these difficulties affect your access to education? (probe)
- iii. How do NGOs help mitigate against these difficulties? (probe)
- iv. What can NGOs do to improve orphaned learners access to education? (Probe)

Challenges faced by orphaned learners in regular primary schools.

- i. What challenges do you go through that affect your access to education? (Probe)
- ii. How does these challenges affect your school attendance? (probe)
- iii. What kind of assistance do you need for you to mitigate these challenges? (Probe)
- iv. How are you tracked to be in the list of orphans in the school in order to access education in the school? (probe)

APPENDIX 7. INTERVIEW FOR GUARDIANS.

The purpose of this interview is to collect data for a research on the contribution of the assistance provided by NGOs on access to education by orphaned learners in Bondo sub-county, Kenya. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Assistance provided by NGOs to promote access to education by orphaned learners.

- i. What assistance do orphans receive from NGOs? (probe)
- ii. How does the above assistance contribute to the orphans' access to education? (probe)
- iii. If this assistance is withdrawn, what impact would it have on the learner's access to education? (probe)

Efficiency of management of assistance provided by NGOs.

- i. What is your opinion on the quality and quantity of the assistance provided by NGOs to enable orphans access education? (probe)
- ii. How regular do the NGOs provide assistance? (probe)
- iii. What follow-up activities do the NGOs do to ensure that the assistance they provide to orphans under your care is properly utilized to enable them access education? (probe)

Difficulties faced by guardians while working with NGOs to ensure access to education by learners who are orphans.

- i. What difficulties do you face as you work with the NGOs in order to assist learners who are orphaned access education? (probe)
- ii. How does these difficulties affect the orphans' access to education? (probe)
- iii. How do you mitigate the difficulties mentioned above? (probe)

Challenges faced by orphaned learners in regular primary schools.

- i. What challenges do orphans under your care face that might affect their access to education? (probe)
- ii. How does the challenges affect the orphans' access to education? (probe)
- iii. What assistance do orphans need in order to mitigate these challenges? (probe)

APPENDIX 8 QUESTIONNAIRE FOR CLASS TEACHERS

The purpose of this questionnaire is to collect data for a research on the contribution of the assistance provided by NGOs on access to education by learners who are orphans in Bondo sub-county, Kenya. You have been identified as one of the participants in this study. The information you will provide will be treated with utmost confidentiality and will only be meant for the purpose of this study. You are therefore requested to give information freely and to the best of your knowledge.

Section A. General Information

1. What is your gender? Male () Female ()

2. What is your age range?

20-30 () 31-40 () 41-50 () 51-60 ()

3. What is your highest education level?

Secondary () College () B.Ed. () M.Ed. ()

4. Indicate the type of your school.

Boys boarding () Boys day school () Girls boarding () Girls day ()

Mixed boarding () Mixed day ()

Boys boarding and day () Girls boarding and day () Mixed boarding and day ()

5. For how many years have you been in your current station?

0-4 () 5-9 () 10-14 () 15-19 () Over 20 years ()

Section B

Part one: Assistance provided by NGOs.

6. Indicate with a tick ((√)) what is applicable to you where SA= Strongly Agree, A=Agree, UD= Undecided, D= Disagree, SD= Strongly Disagree

STATEMENT	SA	A	UD	D	SD
NGOs assist orphaned learners in your school.					
Orphaned learners in your school receive adequate assistance from NGOs.					
The assistance provided by NGOs help improve the access to education by orphans in the school.					
Orphans who receive assistance from NGOs successfully complete their primary school circle.					
If the assistance from NGOs is not there, these orphaned learners would not access education.					
Assistance provided by NGOs help mitigate challenges at school.					
Assistance provided by NGOs help mitigate challenges at home too.					

Part two: Efficiency of management of assistance provided by NGOs

7. Indicate with a tick ((√)) what is applicable to you where SA= Strongly Agree, A=Agree, UD= Undecided, D= Disagree, SD= Strongly Disagree

STATEMENT	SA	A	UD	D	SD
NGOs consult orphans on the kind of assistance they need before providing it.					
Assistance provided to orphans in your school reaches them on time					
The assistance provided to orphans is well utilized					
The school keeps record of all assistance provided by NGOs to orphans in the school					
NGOs keep record of all assistance they provide orphans in the school					
NGOs provide assistance directly to the orphans					
Assistance provided to orphans is not pilfered					
NGOs give assistance to orphaned learners consistently					
Assistance provided by NGOs sufficiently meets individual needs of orphans.					
Orphans assisted by NGOs transit consistently from one class to another.					

Part three: Difficulties faced by guardians

8. Indicate with a tick (✓) what is applicable to you where SA= Strongly Agree, A=Agree, UD= Undecided D= Disagree. SD= Strongly Disagree

STATEMENT	SA	A	UD	D	SD
Guardians do face difficulties in assisting orphaned learners access education.					
Guardians cannot mitigate the challenges facing orphans under their care on their own.					
Guardians adequately discipline the orphans under their care.					
There's no truancy among orphans who receive assistance from NGOs.					
Guardians are given enough assistance by NGOs to mitigate against challenges facing orphans.					

Part four: Challenges faced by orphaned learners

9. Indicate with a tick (✓) what is applicable to you where SA = Strongly Agree, A= Agree, U

D = Undecided, D= Disagree and SD = Strongly Disagree.

STATEMENT	SA	A	UD	D	SD
Orphans in your school face challenges					
The orphans' challenges affect their access to education.					
Orphans facing challenges regularly attend school.					
These challenges can be mitigated through assistance.					
Teachers keep a record of needy orphans in school					
Teachers help NGOs identify orphans in the school.					
Rate of school dropout among orphans assisted by NGOs is high.					
There's a lot of indiscipline among learners who are orphans.					
Learners who are orphans actively participate in class.					

THANK YOU FOR RESPONDING

APPENDIX 9. PERMISSION FROM THE COUNTY COMMISSIONER..

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

E-Mail cc.siaya@yathoo.com

When replying please quote ref. & date

CC/SC/A.31 VOL.IV/7

The Deputy County Commissioner

BONDO SUB COUNTY

COUNTY COMMISSIONER

SIAYA COUNTY

P O Box 83-40600

SIAYA

29th APRIL, 2020

RE: RESEARCH AUTHORIZATION – MR. JOSIAH LANGI MAYI

The person referred to above from Jaramogi Oginga Odinga University of science and technology, has been authorized by the Director General, National Commission for Science, Technology and Innovation vide letter Ref.no *NACOSTI/P/20/9840/639215* dated 14th April 2020 to carry out research on "*Contribution Of Non-Governmental Organizations In Promoting Access To Education By Learners Who Are Orphans In Regular Primary Schools In Kenya*", for the period ending 14th April 2022.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out research in your Sub County.

NOTE: Due to the prevailing COVID - 19 situation, he must observe containment protocols as directed by Ministry of Health.

A handwritten signature in blue ink, appearing to be 'Rodah Cherus'.

RODAH CHERUS

For: COUNTY COMMISSIONER

SIAYA COUNTY

Copy to; Josiah Langi
Jaramogi Oginga Odinga
University Of Science and Technology
BONDO.

APPENDIX 10. PERMISSION FROM BONDO SUB-COUNTY EDUCATION OFFICE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telegrams "EDUC"; Bondo

Telefax (057) 530076
E-mail: deobondo580@gmail.com
When replying please quote

**Sub County Director of Education
Bondo Sub County
P.O. BOX 380 – 40601
BONDO**

Ref: EBD/DEO/120/1/173

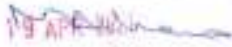
Date: 19th April, 2021

To
All Headteachers
BONDO SUB COUNTY

**REF: RESEARCH AUTHORIZATION :- JOSIAH LANGI – ADM NO.
E45/4283/2016G**

The person named above is from Jaramogi Oginga Odinga University Of Science and Technology. He has been authorized to visit your school and carry out research on "Contribution of Non – Governmental Organizations in Promoting Access to Learners who are Orphans in Regular Primary Schools in Kenya".

Kindly give him the necessary assistance that he may require to complete his research successfully.


MARGARET A. ODIEMBO,
SUB - COUNTY DIRECTOR OF EDUCATION
BONDO SUB - COUNTY

APPENDIX 11. INTRODUCTION LETTER FROM BOARD OF POST-GRADUATE STUDIES



JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES

Office of the Director

Tel: 057-2501804
Email: bgs@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

Our Ref: E452/4283/2016G

Date: 7th January 2020

TO WHOM IT MAY CONCERN

RE: JOSIAH LANGI – E452/4283/2016G

The above person is a bonafide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education, Humanities and Social Sciences pursuing Master of Education in Special Needs Education. He has been authorized by the University to undertake research on the topic: "*Contribution of Non-Governmental Organizations in Promoting Access to Education by Learners who are Orphans in Regular Primary Schools in Kenya*".

Any assistance accorded him shall be appreciated.

Thank you.

Prof. Dennis Ochuodho

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

APPENDIX 12. APPROVAL FROM JOOUST –ETHICS REVIEW OFFICE



**JARAMOGI OGINGA ODINGA
UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**DIVISION OF RESEARCH, INNOVATION AND OUTREACH
JOOUST-ETHICS REVIEW OFFICE**

Tel: 057-2501804
Email: erc@jooost.ac.ke
Website: www.jooost.ac.ke

P.O. BOX 210 - 40601
BONDO

OUR REF: JOOUST/DVC-RIO/ERC/E3

18th March, 2021

Josiah Langi
E452/4283/2016G
JOOUST

Dear Mr. Langi,

RE: APPROVAL TO CONDUCT RESEARCH TITLED "CONTRIBUTION ON NON-GOVERNMENTAL ORGANIZATION N PROMOTING ACCESS TO EDUCATION BY LEARNERS WHO ARE ORPHANS IN REGULAR PRIMARY SCHOOLS IN KENYA"

This is to inform you that JOOUST ERC has reviewed and approved your above research proposal. Your application approval number is ERC/17/3/21-5. The approval period is from 18th March, 2021 – 17th March, 2022.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations and violations) are submitted for review and approval by JOOUST IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to NACOSTI IERC within 72 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks of affected safety or welfare of study participants and others or affect the integrity of the research must be reported to NACOSTI IERC within 72 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to JOOUST IERC.

Prior to commencing your study, you will be expected to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Prof. Francis Anga'wa
Chairman, JOOUST ERC

Copy to: Deputy Vice-Chancellor, RIO Director, BPS Dean, SEHSS

APPENDIX 13. RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 639215	Date of Issue: 14 April 2021
RESEARCH LICENSE	
<p>This is to Certify that Mr. JOSIAH LANGIMAYI of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research in Kenya on the topic: CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS IN PROMOTING ACCESS TO EDUCATION BY IF ABNT DE WISO ART ORPHANS IN REGULAR PRIMARY SCHOOLS IN KENYA. for the period ending : 14 April 2022.</p>	
License No NACOSTI/P/21/0540	
639215 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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