

Funding and Spending for Mainstreaming Support for OVC in Public Nursery Schools in Nyeri Country, Kenya: Practice, Constraints and Policy

**Grace Githae, Paul Amolo Odundo, Boniface Ngaruiya, Ganira
Khavugwi Lilian and Inda A. Nancy**

School of Education
College of Education and External Studies
University of Nairobi
Nairobi, Kenya

Abstract. The goal of expanding educational opportunity for Orphans and Vulnerable Children (OVC) is extricably linked to the amount of funding invested in education to maximise student learning and participation. Deprivation of interventions during the early years results in lifelong deficiencies and disadvantages. Therefore, substantial disparities in the amount of funding in Public Nursery Schools (PNS) may cause substantial disparities in the quality of educational opportunities for OVC. The amount of funding provided in PNS influences the specific instructional, curricular and psychological components necessary to deliver national education standards in PNS. Provision of special attention to mitigate barriers that impede OVC access to equal benefit with all children involves adequate funding to establish and sustain support structures in schools. The purpose of this study was to find out the influence of adequacy of funding and spending for mainstreaming support for OVC in PNS in Nyeri County. The study employed a descriptive survey design with a sample of 19 PNS. Data was collected through questionnaires for head teachers and preschool teachers and an interview with the District Centre for Early Childhood Education (DICECE) programme officer. The study found out that funding for OVC support compromised continuity of OVC, continuous staff development, staff motivation and allocation of funds to support structures such as feeding programmes and provision of bursary funds. To avert this crisis the study recommends that the Ministry of Education in Kenya, the Children's Department and NGO's should increase intersectoral linkages for more budgetary allocations to ECE. More so funds specifically earmarked for OVC support could mitigate challenges experienced by OVC in preschools.

Keywords: Financing ECE, Orphans and Vulnerable Children, Adequacy of finance, Public Nursery School.

1. Introduction

Education as a basic right for all children and finding the necessary resources to protect OVC has become a priority in international instruments. This right is enshrined in the United Nations Convention on the Right of the Child (UNCRC) of 1989, Millennium Development Goals (MDG) of 2000, Education for All (EFA) of 2001 and the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) of 2010 which provide rights based approaches to child welfare Abebe, (2009). In this context Early Childhood Education (ECE) centres have become important institutions both as centres of learning and channels through which support services such as daily meals, provision of clothing, learning materials and psychosocial support are provided to OVC. However funding for vulnerable children in ECE is one of the greatest challenges faced in educational transformation as the percentage of the influence of adequacy of finance on support services for OVC is higher compared to how culture treats children outside their maternal homes (Foster and German 2002 in Abebe, 2009). Major global disparities in provision of ECE continue to divide the world's richest and poorest children as the provision of quality education and establishment of OVC support systems is dependent on funding received in PNS. Despite significant increases in basic education enrolment and completion rates, access to and quality education remains low among disadvantaged children in many countries.

Statistics collected by UNICEF in 2008 revealed that pre-primary gross enrolment ratios averaged 79% in developed countries and 36% in developing countries and falling as low as 14 % in Sub Saharan Africa implying that children from wealthiest households and those who receive funding are more likely to attend preschools than those from poor households UNESCO, (2008). For OVC poverty, illness or death in the household may lead to reduction of resources allocated for the child's schooling creating barriers to access to and retention in education. Survey data by UNICEF (2004) revealed that by 2003 there were 143 million orphans aged 0-17 years in 17 countries of Sub-Saharan Africa, Asia and Latin America and Caribbean. Out of the 143 million, 12% are below 6 years and require early intervention. Kenya has 2.4 million orphans of these, 47% are due to HIV/AIDS. The estimated number of Orphaned and Vulnerable Children (OVC) below 5 years rose from 399,298 to 409,071 in 2007 USAID, (2009). This signifies that access to ECE for OVC aged 3-5 years remains a challenge as only 28.2 % attend school MGCSA, (2007). The rest (71.8%) miss or drop out of school as they are exposed to facets of deprivation, poverty, lack of care, inadequate shelter, lack of access and retention in education, malnutrition and lack of psychosocial support which stems from the unavailability and inadequacy of financial resources for their upkeep Carroll and Boker, (2003). In Kenya, households are the main source of domestic funding not only for tuition fees but also payment for other inputs needed for children to attend school. The government contribution to ECE is less than 0.1% compared to 61% in primary schools UNESCO, (2005) making coverage extremely variable and largely dependent on family income or the extent of community involvement. Statistics collected by Children's Department in Nyeri county shows that the number of households with OVC had reached 4,261 in 2013 with 14,061 OVC yet only 358

households benefitted from Cash Transfer Funds. Access to education for children in low income groups is therefore poor as provision is underfunded. Adequate funding for PNS where poor households opt to enrol children therefore provides better human resource through capacity building, give payments in time, and develop sustainable feeding programmes and provision of learning resources for OVC.

Financing of human resource and school feeding programme

According to American Federation of Teachers (2012), the success of a school depends mainly on the quality of its human resources. In Kenya the responsibility of staffing pre-schools rests with the school managers, sponsors and proprietors. Akiba *et al.*, (2012), indicates, since teachers have to be remunerated by school owners, many of the bodies who own schools are unable to pay higher salaries which impacts on the ability of the teacher to implement ECE programme effectively. The level of teacher pay is critical to the quality of education equation. If a teacher is well paid it will positively influence the quality of care given to OVC. A study carried out in Johannesburg to explore the viability of school based support for vulnerable children found out that remuneration was a point of dissatisfaction for teachers as the pay was low yet they were expected to perform outside the roles such as meeting the needs of OVC Williams, (2010). Studies by Oleke (2007) found out that households receiving external support were likely to have all OVC under their care in school. This findings occurred in the midst of evidence showing that the range of barriers to school attendance includes OVC being obligated to work and lack of food even when the education itself is free. Feeding programme has been implemented in schools as a strategy to reduce the cost of education to parents and as incentives of sending the children to school. UNESCO (2008), points out that malnutrition is a global epidemic that affects one in three children under the age of five years and undermines their ability to learn. UNICEF (2006) indicates that under nutrition has a negative impact on school participation and achievement and children from poor families are more likely to be undernourished and to remain out of school.

Financing facilities and curriculum support materials

Accurate costing of OVC activities is essential to achieving sustainable response, Swindale (2006). Government planners requires several levels of costing data to inform sound programming, decisions including cost data that informs basic budgeting which indicates the potential outcomes to be achieved. Global figures by World Bank ((2008), pointed out that 12% of all resources should go towards supporting OVC and more than 9-10% of the 12% should go to sub-Sahara Africa. Curriculum guidelines developed in Kenya at the national level aim at ECE programme to address natural, cultural and social economic features of each local area. The curriculum is meant to nurture effective, cognitive and physical abilities in a child. Among the most important instructional materials that have significant influence on teaching and learning process are resource books for teachers, charts, posters, work cards, drawing books. Availability of such material has positive effect on school effectiveness and has a direct and

positive correlation with pupil achievement in developing countries (Otieno and Colclough 2009).

World Bank (2002) states that the cost of writing materials, uniforms and development of curriculum hinder access of OVC to education. Chernet (2001) lists problems associated with orphan hood as: inadequate funding, shortage of trained personnel, inadequate skills and lack of psychological support, medicine, clothing and educational materials. Carroll and Boker (2003) reports that OVC are likely to drop out due to unaffordable school fees, uniform and inadequate learning materials. Further still, Carroll and Boker (2003) highlight that schools need to abolish school fees and change policies around uniform which leads to retention of OVC in schools. Smart (2003) reported that responding to OVC involves sensitizing and training teachers together with other stakeholders to support vulnerable children through provision of stationary and clothing. Textbooks and other learning materials need to be available and provided at little or no cost to reduce school drop out for OVC. To add to this, Kabiru and Njenga (2007) reports that swings, balls and other play materials need to be available in nursery schools since play is the most natural way in which children learn. Inadequacy of toys, play facilities and development education leaves many children with reduced motor skills and language abilities. Children learn to share play materials, take turns for example when they use the swing and to cooperate with others yet the purchase of play materials and construction of play facilities require more financing.

Nursery schools facilities exhibit great variety in terms of quality and quantity depending on the resource capacity and the general awareness of the community Baker *et al.*, (2012). An evaluation of ECDE programme in Tanzania revealed that furniture provided in rural schools consisted of desks meant for older children and were unsuitable for young children especially the physically challenged Vavrus, (2003). In Kenya, the National Center for Early Childhood Education (NACECE) coordinates the development of both centralized materials and decentralized curriculum and support materials. District Centers For Early Childhood (DICECE) officers organize workshops and seminars in which parents and communities are encouraged and empowered to increase their participation beyond the provision of physical facilities (GOK, 1991). The parents assist in buying and developing learning and play materials and provide Community Based Growth Monitoring Programme (CBGMP). For OVC the participation of guardians in curriculum development through purchase of play materials becomes a challenge due to inadequacy of funds for family upkeep. A study carried out in Zambia in 2009 on Education and Early Childhood revealed that the major problem that OVC faced was that some went to school without school requisites such as exercise books, pencils, and for some the uniform was torn and unappealing. This obliged some of the teachers to buy the books and uniform for the children (Mbozi, 2009).

Financing school based health services and OVC support

According to USAID (2008) health affects the degree to which school children benefit from education as poor health impacts brain development, cognition and

behavior. Lusk *et al.*, (2000) further says that children less than 5 years are infected with HIV/AIDS are vulnerable to serious illness as elderly caregivers are frequently uninformed about nutrition, immunization and diagnosis of serious illnesses. These children have high rates of anaemia and other nutrient deficiencies such as vitamins and zinc caused by poor families' inability to afford fortified foods and supplements to address these concerns. School age children have the most intense worm infestations such as roundworms, whipworm or hookworms. This infestation causes anaemia and poor physical, intellectual and cognitive development, resulting in a detrimental effect on students' educational performance (UNICEF, 2009). Deworming is thereby essential in order to maintain good nutritional status and achieve better absorption of food as well as improved cognition. It is a significant step that the US allocated 10% of global funding for OVC. It is therefore essential to use this commitment as leverage with other donor nations to create and ensure that they provide funding to much the needs of OVC. More still the US supports OVC through the funding of other mechanisms by supporting the global funds to fund AIDS, Tuberculosis and malaria. Even with such support less than 15% of OVC receive any kind of international support, the majority of people support they receive comes from their own communities (UNAIDS, UNICEF, and USAID, 2004)

2. Statement of the Problem

Expanding and improving comprehensive Early Childhood Education (ECE) for the most vulnerable and disadvantaged children is the first of the international communities commitment to ensure that basic learning needs of every child are met. This goal was adopted in the Dakar Framework for Action in 2000. However the progress since Dakar has been driven partly by strong policies in education but more so accelerated growth and poverty reduction in various countries UNESCO, (2010). However slower growth and declining revenue are jeopardizing public education especially in Sub-Saharan Africa UNESCO, (2007). National goals of education can only be reached through adequate funding and spending starting from early years. Funding and appropriate spending therefore guarantees all children an opportunity for success by ensuring that teachers are more qualified and well paid, ongoing teacher training, sustainable school feeding programme, reduction of direct and indirect of education for OVC and provision of curriculum support materials UNICEF, (2009). Requirements to pay for such inputs may preclude OVC from attending school as households with OVC opt to enrol them in PNS as the cost of provision in private schools is higher. It is in this view that the study sought to establish how funding and spending has influenced mainstreaming support for OVC in PNS in Nyeri county.

3. Research Methodology

Research Design

The study applied a survey design to source for primary data from PNS head teachers, teachers and District Centre for Early Childhood Education (DICECE) programme officer. Secondary data was sourced from wide range of literature

review which comprised of documentary sources on similar studies and policy documents on ECE.

Sampling Technique and Sample size

The study covered a population of 40 PNS in Nyeri central sub-county. Krejcie and Morgan (1970) equation was used to get a sample of 36 schools. However the sample size was big and Bartlett, Kortlik and Higgins (2001) correction formula for large samples was used to narrow the sample size to 19 PNS. The respondents were sampled using simple random procedures and purposive sampling for the DICECE programme officer.

Research Instruments

The main instruments for collecting data were questionnaires for head teachers and teachers. An interview was conducted with the DICECE programme officer.

4. Research Findings and Discussions

Sources of funding and mechanisms through which revenues are raised and spent have implication on adequacy in education finance. Achieving adequate educational outcomes therefore requires a reliable and adjustable supply of resources Emiliana, Alexandra and Chelsea, (2011). The study sought to establish the main source of funding for the sampled PNS based on the fact that mainstreaming support for OVC is enhanced by a major supply of funds. There was unanimous response 16 (100%) that the major source of funds for ECE centers was levies paid by parents. On the same note the DICECE programme officer stated that ECE department at the district level was financed by government, parents and community support programmes but financing from the government did not cater directly for education of children in ECE centres. The funds were used for coordinating DICECE programmes and in-service training for preschool teachers. Support for OVC was compromised as head teachers of PNS had the jurisdiction of developing mainstreaming policies for OVC support and implementation.

Specific Funding for OVC in PNS

In order to retain disadvantaged children in school and realize equality, schools need additional resources for children with special needs such as the physically challenged, orphans and HIV/AIDS infected and affected. All the 16 (100%) schools, lacked specific funding sources earmarked for OVC support. Earmarked vote head for OVC support though necessary seemed to be a challenge in all schools which jeopardized head teacher's ability to mainstream maximum support for OVC. The allocation of specific grants for schools enables institutions to provide school based care and to meet material needs of learners where appropriate. On the same theme the DICECE programme officer said that there were no specific funding systems for OVC at the ministry of education office although some benefited from community support grants and sometimes from NGO's for some children living in charitable children's homes. This situation left those OVC outside children's homes more vulnerability due to

lack of funds as other institutions that offered supports were the schools yet they mostly relied on fees paid by parents.

Funds Received, Expected Expenditure and Support for OVC

The study sought to find out whether funds received annually were equivalent to expected expenditure per child within the ECE centres. Respondents were asked to indicate the levies received and the expected expenditure for each child annually. Table 1 shows the responses.

Table 1. Funds Received and Expected Expenditure

Category	Average of Funds received per child (in Ksh)	Average Expenditure per child (in Ksh)	Expected Deficit
Southern zone	1542	3350	1808
Northern zone	1080	3500	2420
Average	1311	3425	2114

On average, schools in the Northern zone received Ksh 1,080 annually from each child which was less compared to schools in the Southern zone which received Ksh 1,542. On average schools received Ksh 1,311 per child with the expenditure being more thrice the consumption value; Ksh 3,425. This implies that the economic cost per child in each school was too high compared to available funds. Head teachers faced challenges in scaling up interventions for OVC as adequate funding was required for each student in order to guarantee the opportunity for an appropriate education for all children. The findings further indicate that in both Southern and Northern zone there was a deficit in terms of the amount received and the expected expenditure per child with the Northern zone having a larger deficit of Ksh 2,420 compared to the Southern zone with Ksh 1,808 annually. The unexpected fluctuations in per pupil funding hampered the ability of schools to provide a constant educational experience for all children each year.

Equivalence of Funds Received and Provision of Basic Educational Inputs.

When asked whether the funds obtained were equivalent in provision of basic educational inputs of ECE centres, 12 (75%) out of 16 (100%) respondents said that funding was inadequate for all schools. In the same context those who responded on the negative were asked to explain the reason why funds available did not cater for provision of educational inputs. Respondents indicated that the demands of some vote heads such as paying of wages for staff and purchase of teaching and learning materials were not met as the level of default was higher compared to irregular payments of school levies by parents. This culminated to challenges for school head teachers in establishing school support systems for OVC. This situation heightened the risk of OVC missing out on education.

Finance and Record Keeping for OVC

Record keeping for OVC in schools is essential for the formulation of effective policy, planning and budgeting for education. In the absence of such data, policy makers would not comprehend the magnitude of children's needs and the financial resources needed to address them. On this note teachers were required to indicate the different types of records kept for all children in their classes. All the respondents 15 (100%) indicated that class registers were used for class attendance, child's age and names of parents and guardians. In contrary teachers did not keep specific documents with OVC data for follow up and their participation in school. Respondents stated that it was expensive to buy files for each individual child. This adversely affected interventions for OVC as details on the plight of OVC could not be documented for ease of follow up. On the same context the DICECE programme officer said that the education office at the district level was aware of some vulnerable children especially orphans, HIV infected, jigger infested, children living with grandparents and destitute among others. However the office did not have concrete data on the number of OVC enrolled in PNS as the interviewee claimed that getting data for OVC in school was not within the scope of MOE office at the district level but that of the Children Department. The office also depended on verbal reports given by the school teachers and head teachers during routine inspection. Though aware of the magnitude of vulnerable children in the nursery schools the education office lacked concrete data for follow up and financial sustainability of OVC support programmes. This can be supported by Smart (2012) sentiments that though education sectors have good data systems where information is gathered and analysed annually on pupil enrolment, pupil drop-out, teacher/pupil ratios, teacher attrition, facilities at schools, and provision of infrastructure but as far as OVC are concerned, these regular assessments do not capture any information about OVC. Lack of funding specifically by the government for OVC culminated in negligence of the situation at the school level.

Finance, Teacher Remuneration and OVC Support

Remuneration as well as staff working conditions affects a teacher's motivation levels. A satisfied teacher is likely to offer quality services to OVC compared to a dissatisfied one. It is on this view that the study sought to find out the range of teachers' salaries. Table 2 shows the findings.

Table 2 Monthly Income of the Teacher

Salary (Ksh)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Below 3,000	1	14	-	-	1	7
3,000-5,000	6	86	8	100	14	93
6,000-7,000	-	-	-	-	-	-
Total	7	100	8	100	15	100

On teachers' salary, cumulatively majority 14 (93%) of the 15 respondent teachers earned between Ksh 3000-5,000 per month while 1 (7%) earned less than Ksh 3,000. This indicates that teachers' earnings were relatively poor in both categories. Similarly all teachers 8 (100%) from the Southern zone earned less

than 5,000 whereas in the Northern zone majority 6 (86%) earned between Ksh 3,000-5,000 with 1 (14%) earning less than Ksh 3,000. The findings depict that 14 (93%) of teachers were not in a capacity to financially assist OVC due to poor pay. These findings concur with UNESCO (2005) that preschool teachers in Kenya earn a monthly salary that is generally less than half of that of primary school teachers. This low and irregular pay makes the profession unattractive to many. On the same note a poorly paid teacher may not offer any financial and psychosocial support to OVC as low pay leads to low teacher morale in curriculum implementation and response to emerging issues such as children vulnerability.

Respondents were further asked whether salary paid at the school was commensurate with the services rendered by teachers especially for OVC support. All the respondents 15 (100%) indicated that the salary did not commensurate with the services rendered. In the same theme the DICECE officer stated that though teachers in the district were qualified to handle ECE and care for OVC, they lacked support from head teachers. Sometimes teachers stayed for months without pay which placed them at a disadvantage as they could not support OVC out of their irregular earnings. The officer further said that ECE teachers should be better remunerated as better salaries would enable them to support OVC in situations where there is no specific funding for OVC through paying fees and provision of learning materials. From sentiments of the DICECE officer, teachers were poorly paid thus implying that their financial capacity was too low to enable them support themselves and OVC in classes.

Adequacy of Finance and Feeding Programme for OVC Support

School feeding is seen as one of the many interventions that support nutrition for pre-primary children as it gives children a healthy head start and paves way for a promising future Subbarao and Coury, (2004). School feeding is therefore a productive safety net for children aged 3-5 even those already enrolled in ECE centres. Respondents were asked to estimate the percentage of funds allocated to feeding programme. The findings indicated that 4 (25%) out of the 16 schools did not have a school feeding programme as no funds were allocated to it, 6 (37.5%) allocated 1-19% and 6 (37.5%) allocated 20-39% to the feeding programme. (Table 3). Due to inadequacy of funds 4 (25%) of the head teachers had done very little to support OVC in terms of provision of a daily meal.

Table 3 Funds Allocation to Feeding Programme

Allocated Funds (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
None	2	25	2	25	4	25
1-19	4	50	2	25	6	37.5
20-39	2	25	4	50	6	37.5
40-59	-	-	-	-	-	-
Total	8	100	8	100	16	100

The data further shows that though majority 4 (50%) of the schools in the Northern zone had managed to have a feeding programme yet the allocation was too little (1-19%) to fully cater for good and balanced meals for OVC.

Southern zone schools allocated more with 4 (50%) allocating 20-39%. It can be concluded that very little was allocated to feeding programmes both in Northern and Southern zone schools. The implication of this little funding and less allocation affected any efforts aimed at assisting OVC through viable school feeding programmes. In the same context the study sought to find out whether there were funds specifically earmarked for OVC support. The findings are summarised in Table 4.

Table 4 Percentage of Funds Allocated to OVC Support

Allocation (%)	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
None	3	37.5	5	62.5	8	50
1-19	3	37.5	1	12.5	4	25
20-39	2	25.0	2	25.0	4	25
Total	8	100	8	100	16	100

The findings in Table 4 indicate that majority 8 (50%) of the 16 schools did not allocate any funding to specifically support OVC implying that retention of OVC in school was jeopardized as OVC specific interventions such as school subsidies and abolition of school fees were unmet. The other 8 (50%) schools had to some extent managed to support OVC as 4 (25%) allocated between 1-19 % the other 4 (25%) allocated between 20-39%. When schools were further stratified into Northern and Southern zones the study found out that 5 (62.5%) of the 8 Southern zone schools and 3 (37.5%) in the Northern zone did not allocate any funds to support OVC. When head teachers who had not allocated any funds for OVC were asked to cite the reasons for non-allocation, majority said that funds received from parents were meant for school programmes such as teachers' salaries and furniture. Earmarking funds for OVC meant that needs such as teachers' salaries were not met.

Adequacy of Finance and Continuity for OVC

In this question head teachers were asked to state how often they sent children home to collect school levies as abolition of tuition fees would benefit all children especially OVC living in resource constrained households. Table 5 summarizes the findings.

Table 5 Frequency of Sending Children home for School Fees.

Responses	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Every month	3	37.5	5	62.5	8	50.0
Once per term	3	37.5	3	37.5	6	37.5
Never	2	20.0	-	-	2	12.5
Total	8	100	8	100	16	100

The findings in Table 5 shows that cumulatively 8 (50%) out of the 16 head teachers sent the children home to collect school fees every month, 6 (37.5%) sent them once per term and 2 (12.5%) never sent children home. This implies that majority of the schools 14(87.5%) had very low capacity to support OVC as they lacked steady flow of finance to sustain support systems. In the same context the study found out that out of the 8 schools in Northern zone 3 (37.5%) sent children home for school fees every month, 3 (37.5%) once per term with a few 2 (20%) who never sent children home. Schools in the Southern zone faced more challenges on adequacy with all 8 (100%) of the schools sending children home to collect school fees. From the findings it can be concluded that 14 (87.5%) out of the 16 schools did not have steady flow of finances for supporting school operations and head teachers had to remind the parents to pay by sending children home. This posed challenges in 8 (50%) of the 16 schools in providing support for OVC in the school as support for OVC is possible if there is a reliable source of funds that are adequate in the support for school operations. After establishing that Children were sent home for fees, teachers were asked to state whether OVC were among those sent home. The responses are summarized in Table 6.

Table 6: Responses for Sending OVC Home for School Fees

Responses	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Yes	6	75	5	62.5	11	68
No	2	25	3	37.5	5	32
Total	8	100	8	100	16	100

The findings in Table 6 indicate that there was a significant number of schools 11 (68%) out of the 16 in both Southern and Northern zones that sent OVC home for school fees implying that the schools did not have enough funds for mainstreaming support for OVC by not sending them home for school fees. This placed a burden to families with OVC as these findings concur with Belfield (2006) who says that while school fees may be needed as a source of revenue for the schools in the low income families it represents a burden to the parents with low income, the poor and disadvantaged. Though this is the case the findings also show that there is quite a substantial number of schools 5 (32%) out of 16 that had managed to retain OVC in schools. This is in line with recommendations by Boler and Carroll (2003) that schools should abolish school fees or create inclusive policies and practices in order to avoid drop out of OVC due to unaffordable school fees.

Finance and Relevance of Teacher Qualifications for OVC Support

In order to check the specific contributions made by teacher qualifications in supporting OVC respondents were asked to indicate whether their qualifications were relevant in handling preschool children and giving support to OVC. This was based on the fact that funding for school improvement and for teachers professional development is essential in any education institution. The responses are summarized in Table 7.

Table 7 Relevance of Professional Skills

Response	Northern zone		Southern zone		Total	
	N	%	N	%	N	%
Relevant	2	29	3	37.5	5	33
Fairly relevant	5	71	4	50.0	9	60
Not relevant	-	-	1	12.5	1	7
Total	7	100	8	100	15	100

The findings from Table 7 revealed that cumulatively 5 (33%) out of the 15 teachers felt that their professional skills were relevant in supporting OVC, 9 (60%) felt that their professional skills were fairly relevant while 1 (7%) felt their skills were irrelevant in supporting OVC. From the findings it can be concluded that there was a substantial number of teachers 10 (67%) in both zone who needed financing for capacity building through refresher courses in order to enhance their skills for curriculum implementation and OVC support. In the same theme respondents were further asked whether they had been sponsored by the management of their schools to attend professional refresher courses. Table 8 summarizes the findings.

Table 8. Sponsorship of Teachers for Refresher Courses

Response	Northern zone		Southern zone		Total	
	N	%	N	%	Frequency	%
Yes	2	29	-	-	2	13
No	5	71	8	100	13	87
Total	7	100	8	100	15	100

In both zones a few 2 (13%) of the 15 (100%) had been sponsored for refresher courses while majority 13 (87%) of the teachers had not secured sponsorship to professional refresher courses from the management of the schools. Inadequacy of funds had jeopardized capacity building for majority of the teachers in order to enhance their skills in class integration of OVC. A closer look at the findings indicate that Southern zone was more affected with all 8 (100%) responding on the negative. Similarly very little had been done to equip teachers with relevant skills to support OVC in the Northern zone as only 2 (29%) of the 7 (100%) teachers had been sponsored for refresher courses. Conclusively, the findings depict that inadequacy of funds for capacity building caused teachers to be ill equipped for support of OVC. As such, the teachers lagged behind in key

developments taking place in their areas of concern such as the increased enrolment of OVC in their classes and the mechanisms for scaling support which impacted negatively on their effectiveness. Policy makers have a responsibility to ensure that teachers within the schools engage in continuous professional learning and apply that learning to increase student achievement. Since teachers face familiar and unfamiliar issues, with extra financial support they become more effective in overcoming daily challenges such as those facing OVC in schools and at home.

5. Conclusion and Recommendations

The findings of this study indicate that funds were inadequate for mainstreaming support for OVC. Funding for school operations were acquired through levies paid by parents. This caused a big financing gap between funds received and expected expenditure which compromised establishment and sustainability of support structures such as low allocation to feeding programme, capacity building and better pay of staff and record keeping for OVC.

The study recommends that PNS should seek for alternative sources of funding such as global grants for OVC and community based support to facilitate OVC interventions at the school level. The fact that school fees from parents constitute the main source of funding in PNS is critical considering the high poverty levels of families taking care of OVC.

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