Assessment of education interventions by world vision and compassion international on orphans and vulnerable children of Rakai District, Uganda

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DECLARATION

I, Musinguzi Robert do hereby declare that this research is original and to the best of my knowledge has not been presented in any institution for the award of any academic certificate

Signed…

…………………………………………..   …………………………..

MUSINGUZI Robert   Date

The dissertation has been submitted with knowledge of my Supervisor.

Signature………………………………   …………………………………

DR. PETER R. ATEKYEREZA   Date

DEDICATION

This piece of work is dedicated to Mr and Mrs (Dr) Tuwangye, who in my formative years changed the Course of my educational destiny, by convincing my Father to take me from the Village, and put in a Good Town School – It's this early intervention that has definitely and fundamentally changed my education Career.

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ABBREVIATIONS AND ACRONYMS

ADP	Area Development Programme
AIDS	Acquired Immune Deficiency Syndrome
ARVs	Anti-Retroviral Therapy
CI	Compassion International
EFA	Education for All
GOU	Government of Uganda
HIV	Human Immunodeficiency Virus
KCDC	Kakuuto Child Development Centre
LCI	Local Council I
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PCDWs	Parish Counselling and Development Workers
PTA	Parents-Teachers Association
SPSS	Statistical Package for Social Science
UNICEF	United Nations Education Children's Fund
WV	World Vision
WVI	World Vision International

ABSTRACT

The worsening situation of Orphans and other Vulnerable Children (OVC) in Uganda raised concern from International NGOs such as Compassion International (CI) and World Vision (WV) to offer education services among others. This study sought to establish the nature of the education needs of vulnerable children, the criteria for selecting education beneficiaries by World vision and Compassion International, the impact of education efforts on addressing the needs of the OVC as well as the challenges faced by International NGOs in addressing the education needs of the OVC.

A cross-sectional research design was adopted and primary data collected using questionnaires from 62 beneficiaries of World vision and Compassion International. In addition, one Compassion International and one World Vision staff, two Church leaders, five opinion leaders and one Rakai District Education Officer were consulted. Random and purposive sampling were used to select respondents. Qualitative data was analyzed using content analysis while quantitative data was analyzed using Statistical Package for Social Scientists (SPSS) to generate descriptive statistics.

Research findings revealed that the major education needs of OVC were school fees, exercise books and pens, school uniform, personal requirements like shoes, toilet paper, brooms, school bags, vaseline as well as lunch. Although each NGO had standards that had to be followed in selection of OVC to benefit from their education support, both had a similarity of giving priority to orphans and vulnerable children. As far as their impact was concerned, international NGOs had made a positive impact in education of the OVC in Kakuuto county. This is in spite of several challenges like inability to cater for all the requirements of secondary school students, failure to cater for boarding costs for OVC whose homes are beyond 3km from the schools, delay in payment of school dues, disappointment expressed by donors about children who failed to be promoted to the next classes and; political interference among others.

Therefore, the study recommended that both NGOs should widen the scope of the OVC selection standards by increasing their geographical coverage to allow many children to benefit from their assistance, quick payment of school fees by negotiating for annual school fees payments rather than the current termly payments, seeking funds for boarding costs and remedial classes by writing more fundable proposals, finding alternative sources of funding like income generating activities and fundraising drives among others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Orphans and other vulnerable children are a global concern. Children are described as vulnerable if they are orphans, abused, internally displaced or refugees, abandoned, neglected, unaccompanied, members of child-headed households, disabled, child offenders, infected/ affected by HIV/AIDS and street children (World Bank, 2006). In most international and national instruments, children are defined as boys and girls up to the age of 18 years (Smart, 2003). According to Children Statute (Government of Uganda, 1997), a child is any person below the age of 18 years. The Oxford English Dictionary (1992) defines an orphan as "a child bereaved of a parent or usually both parents." According to the World Bank (2006), vulnerable children are those who belong to high-risk groups who lack access to basic social amenities or facilities. Children are forced into one or more of these circumstances by a mix of social, economic, cultural and political factors such as wars/insecurity, HIV/AIDS, poverty and moral degeneration.

The issue of orphans and vulnerable children in the context of the AIDS pandemic is not an emerging issue, but an emergency issue. The international community has not necessarily done all it should to deal with this crisis that is not only about human development and national economic development, but also about people and an extended emergency. The global community must awake to the human suffering and social dislocation that the AIDS crisis in general, and the condition of orphans and other vulnerable children in particular, is wreaking on many countries.

For every child affected by war and natural disasters in the world, there are seven children affected and/ or orphaned by HIV / AIDS (UNICEF, 2000). Of children orphaned by AIDS throughout the world, 95% have occurred in Africa where numbers of orphans will continue to rise throughout the next decade reaching 40 million by 2010 (Foster and Williamson, 2000). In sub-Saharan Africa, about 20% of children have lost one or both parents. It is estimated that in eleven of the countries the ratio will be over 20% by the year 2010. In Uganda, HIV / AIDS, war, and civil strife have taken an enormous toll on the society in the past two decades, causing the deaths of tens of thousands of people. HIV/AIDS has orphaned at least 1.7 million children (Uganda AIDS Commission, 2001). Hunter and Williamson (2000:16) place the number of Ugandan orphans in the year 2000 at 2.35 million. Orphans constitute 19.7 percent of the under 15-year-old population in Uganda (Muwonge, 2000).

Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child. Consequently, the enormous importance of education has been confirmed by governments around the world through their commitment to the Millennium Development Goals and the goals of "Education for All" (EFA) (World Bank, 2006). In Uganda, the introduction of the Universal Primary Education in 1997 and Universal Secondary Education in 2007 are positive steps by the government to help the poor, orphans and other vulnerable children to access education. In addition to developing essential knowledge and skills, education is vitally important for children's social integration and sense of support. It is important that children have access to quality schooling at a young age to reap the long-term rewards of education. Education provides intellectual stimulation to young children and increased potential for future vocational or academic success. It increases the productivity of labor, reduces fertility, improves health, and enables people to participate

fully in the economy and the development of their societies. In the long run, education levels are associated with access to economic opportunities and security. However, access to education in most developing countries is hindered by orphan hood and vulnerability. In the world today, both a child and a nation that are not educated are disadvantaged in terms of income, health and opportunity.

Orphans and other vulnerable children face a myriad of problems including, educational discontinuity, poor nutrition, discrimination, social stigma, and separation from siblings, material deprivation and extreme anxiety. In addition, they have inherited adult roles such as caring for their dying parents and/or siblings; they are child-heads. Janat Mukwaya, then Minister of Gender, Labour and Social Development, summarized the plight of the AIDS orphans and other vulnerable children as follows:

> …Children…shoulder the greatest burden of the epidemic... To lose one or both parents to AIDS is to face a childhood of pain and peril. The suffering starts with the grief and horror of watching their parents waste away. Soon they suffer prejudice and neglect at the hands of their guardians and community. Every tenet of the Convention on the Rights of the Child is violated…their right to education, health and development, to protection from exploitation and harm…Orphans have alarmingly higher rates of malnutrition, stunting and illiteracy. Often their community shuns them. Relatives often seize their paltry inheritance, and local laws offer little recourse…Children whose parents have died often must shoulder heavier workloads and are treated more harshly than the foster family's own children. They are less likely to go to school and more likely to be depressed… Orphan children (are) being defiled, married early, neglected and…subjected to many forms of abuse (Mukwaya, 1999:1-2)

Aside from the emotional and psychological effects that losing a parent can have, there is clear evidence that orphaned children are dropping out of school at a higher rate than non-orphaned children. International agencies have been vocal in demonstrating this risk; however, the question remains how to best meet the educational needs of these orphans and vulnerable children (OVCs). Compassion International and World Vision Uganda are some

of the International NGOs that have tried to address the education needs of OVCs.

1.2 Education before World Vision and Compassion International Interventions

Although baseline results by World Vision (1990) indicated the local community's effort to keep children in school, this was being attained with great difficulty. In Masaka and Rakai 33.8% and 36.4% of the respective school age children were not in school. School enrolment was dropping in a number of schools. The cost of education was indicated as the main reason as to why enrolment was decreasing. Tuition for primary education averaged $28 per child per year in a situation where per capita income was $250 a year. In addition to tuition, parents/guardians were required to make contributions into a Parents-Teachers Association (PTA) fund, which was roughly double what was being asked for tuition. Parents were also required to make contributions into the library fund in addition to paying for books, stationery, uniform and other scholastic supplies. A vicious cycle of spiralling costs begun. According to Muwonge (2002), children would be pulled out of school after the death of parents because of their inability to pay. In order for schools to remain operational, tuition levels would be raised for those remaining in school, which would in turn cause other children to drop out. At the same time, other costs of education were going up, for upkeep costs as well as costs of repair or expansion, as a number had been seriously damaged during the war (Muwonge, 2002).

Consequently, the foster parents failed to meet other crucial needs as well as difficulty in producing enough food for the household (especially in cases where these were elderly), and difficulty in ensuring children were adequately clothed. The plight of foster parents was aggravated by the effects of war, and the related asset destruction, which had left many of them poor and in need of support to get   started. The total effect of this situation

was in turn causing orphan siblings to be distributed among several households, at times creating a situation where siblings would never get to see each other. This made the recovery of children from the trauma of losing loved ones especially difficult. In such situations, the need for a helping hand was necessary. Consequently, World Vision started its operations in Rakai district in 1990 while Compassion International begun its Kakuuto Child Development Centre in 2003. Against this background, a study to examine the impact of education interventions by these International NGOs in addressing the needs of the OVC was necessary.

Compassion International started work in Uganda in 1980, and works in partnership with the local churches and families of the beneficiaries. Beneficiaries stay with their families thus in their local environment and culture. The target group of Compassion is the neediest of the needy children in the community. Through a holistic approach, Compassion International provides services in the spiritual, economic, social and physical aspects so as to meet beneficiaries' needs. The mission of Compassion International states:

> In response to the Great Commission, Compassion International exists as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults (Compassion Programme Field Manual, 2007).

The education interventions include both formal and non-formal education appropriate to the children's learning stages (Compassion Programme Field Manual, 2007). Formal education involves a package of school fees and scholastic materials as deemed necessary by the partners and project staff. In Non-formal Education life skills are taught at the projects particularly carpentry and tailoring. These skills are intended to improve the financial status of beneficiaries in their home.

On the other hand, World Vision is a global relief and development partnership of nearly 100 national offices, of which World Vision Uganda is one. According to Wilkinson (2004), World Vision is a Christian relief and development organization dedicated to helping children and their communities worldwide to reach their full potential by tackling the causes of poverty. It has implemented OVC programs in HIV/AIDS and conflict-affected communities and it channels resources through Area Development Programs (ADPs), providing long-term commitment and ensuring sustainability. It reaches over 600,000 OVC in 25 countries in Africa (Wilkinson, 2004). At the time when World Vision embarked on project to address the needs of orphans, a UNICEF estimate indicated that in the district of Rakai, 13% of the children under 18 had lost at least one or both parents (World Vision, 1990). Deprivation in all measurable material aspects was the norm as exhibited in the lack of clothing, school fees, food, and basic bodily care, the things that one can see right away. World Vision (Uganda) works with children orphaned by AIDS in various communities in Uganda under an integrated approach to stem the effects of HIV/AIDS in the society. More than 60,000 children receive direct assistance from World Vision supported programmes. These include Gulu Children of War, Kitgum Health Nutrition and Food Security, Busolwe HIV/AIDS in Tororo District, Rakai AIDS Orphans-in Rakai District, Karorwa Gravity Water-Kabale District; Kiryangonja CDP -Mpigi District, Bundibugyo Classes- Bundibugyo District; and Panyimur ADP, in Nebbi District. World Vision's mission is "to follow Christ's example by working with the poor and the oppressed in the pursuit of justice and human transformation" (Muwonge, 2002:1).

World Vision's work is child-focused and development-oriented. This comes out of a corporate conviction that children are often society's most vulnerable segment to the effects of poverty. In Rakai district, World Vision has implemented various education

interventions including supporting OVCs to access primary education, vocational literacy skills, teacher training, management, parent committee training and school construction. This study documented the impact of education interventions of World Vision and Compassion International on OVCs in Kakuuto county, Rakai District.

1.3 Statement of the Problem

The worsening situation of Orphans and other Vulnerable Children (OVC) in Uganda raised concern from International NGOs such as Compassion International (CI) and World Vision (WV). Apart from the emotional and psychological effects that losing a parent can have, there is clear evidence that orphaned children are dropping out of school at a higher rate than non-orphaned children (Mayanja, 2004). Consequently, International NGOs have responded by offering direct assistance to orphans for school fees, uniforms, scholastic materials, vocational training for orphan youths, and other training expenses. However, these interventions notwithstanding, their real impact on the lives of the orphans and other vulnerable children in Kakuuto County are not fully appreciated nor well documented. The study, therefore, sought to assess the impact of education interventions by World Vision (Uganda) and Compassion international on orphans and other vulnerable children in Kakuuto County, Rakai District.

1.4 Objectives of the Study

1.4.1 Overall Objective

The overall objective was to examine the impact of education interventions of WV and CI on OVCs in Kakuuto County, Rakai district.

1.4.2   Specific Objectives

The study sought to:

1)   To examine the nature of the education needs of orphans and vulnerable children in Kakuuto county.

2)   To examine the criteria for selecting education beneficiaries by World vision and Compassion International

3)   To establish the impact of education efforts of International NGOs on addressing the needs of the OVC.

4)   To assess the challenges faced by International NGOs in addressing the education needs of the OVC.

1.5 Scope of the study

The study was conducted in Kakuuto County, Rakai District. It covered CI and WV education beneficiaries from Kiruli, Kisuule, Kagongero, Mary Hill Preparatory school and Kakuuto Christian primary schools; Kyotera Vocational Institute and Uganda Christian University, Mukono.

Specifically, the study sought to establish the nature of the education needs of vulnerable children, the criteria for selecting education beneficiaries by World vision and Compassion International, the impact of education efforts on addressing the needs of the OVC as well as the challenges faced by International NGOs in addressing the education needs of the OVC. The time scope ranged form 1998 to 2006.

1.6 Justification

While the NGO sector has expanded enormously, its contribution to education of the OVC remains a subject of contention. Given the fact that NGOs' involvement with rural communities has increased in scale, the findings of this study will provide information to policy makers in clarifying the impact of WV and CI education interventions on OVC in Rakai district. This will help the Ministry of Education and Sports its efforts to implement education for all efforts.

The study is likely to enable WV and CI to analyze the impact of their education interventions in improving the quality of life of the OVC as well as the challenges for implementation of its programmes in Kakuuto county, Rakai District. The recommendations for the study will therefore enable both NGOs to improve service delivery to the community.

Since the study sought to analyse the education interventions, the findings of this will contribute information for both local and international organisations that have a stake in the care of vulnerable children particularly those providing education support.

In addition, the findings of the study will sensitise the care givers, child- rights advocates and members of the public about the problems affecting the vulnerable children and the need to support them. Lastly, the study will form a basis for further research in similar areas in the development of strategies for helping vulnerable children.

1.7 Theoretical Framework

Until recently NGOs were not looked upon as significant alternative providers of services to the state sector or as representing alternative policy framework to the state or private sector

(Makara, 2003). The resurgence of the neo-liberal paradigm in the political economy of the Third World has made the NGOs become a critical factor in the management of political and socio - economic agenda in these countries. The neo-liberal perspective conceives the African state as a "failed state" while the market is "imperfect" in allocation of resources in society. From this perspective, NGOs and civil society are seen as viable alternatives to the "failed" state and the "imperfect market" in providing services like education needed by the people especially the poorest of the poor (Dicklitch, 2004). On the political side, the NGOs and civil society are seen as "vehicles for empowerment and democratization" (Dicklitch, 2004). For instance, they are seen as playing a role in creating a civic culture of pluralizing the economic and political arena, and bridging the gap between the state and the unorganized masses. For this reason, donors find it easy to deal with them and channel through them the much needed aid to the poor people (Dicklitch, 2004). Despite the positive role NGOs play, they are fragmented, project-oriented, donor-driven, urban-based and sometimes, poorly managed. Therefore, according to Muhumuza (2005), NGOs' reputed virtues, though generally believed, are largely untested and unproven and available reviews about their performance in community empowerment especially provision of education are skeptical.

1.8 Conceptual Framework

The perceived needs of OVC include educational, psychosocial, emotional, financial and material needs. These perceived needs after being met by WV and Compassion International should bring about an improved quality of life to the OVC that have been under their care. This should be reflected by better academic performance, employable skills, ability to meet basic needs, self-awareness and empathy, coping with emotions and stress, continuity in the education system, increased incomes and, increased school enrolment of OVC as shown in Figure 2.1.

Figure 2.1   Conceptual framework on education outcomes from interventions by International NGOs

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                        ┌─────────────────────────────────────┐
                        │ International NGOs                   │
                        │   • Compassion International         │
                        │   • World Vision (Uganda)            │
                        └─────────────────────────────────────┘
                                        │
                                        ▼
┌──────────────────────┐   ┌───────────────────────────┐   ┌──────────────────────────┐
│ Perceived needs of   │   │ 1. Financial support      │   │  Indicators              │
│ Orphans              │──▶│  - Income generating      │──▶│ Improved quality of life │
│                      │   │ Activities (IGA's)        │   │ including                │
│ -Psycho-socio        │   └───────────────────────────┘   │ -Employable skills       │
│                      │               │                   │                          │
│ - Emotional          │               ▼                   │ -Self esteem             │
│                      │   ┌───────────────────────────┐   │                          │
│ - Educational        │   │ Education /Training        │   │ - Good Academic          │
│                      │   │ - School fees payment      │   │ performance              │
│ -Financial /Economic │──▶│ and Support to other needs│   │                          │
│  needs               │   │ - Vocational skills        │──▶│ - Retention in school    │
│                      │   │ - Secondary/ University    │   │                          │
│ - Material needs (   │   │ Education                  │   │ - Enrolment levels       │
│ Clothing, bedding    │   └───────────────────────────┘   │                          │
│  Shelter, food)      │               ▲                   │ - Incomes to support post│
│                      │   ┌───────────────────────────┐   │ primary education        │
│                      │   │ 2. Psychosocial support   │   │ - Coping with emotions and│
│                      │──▶│ -Counselling              │   │ stress                   │
│                      │   │                           │──▶│                          │
│                      │   │ - Life skills             │   │                          │
└──────────────────────┘   └───────────────────────────┘   └──────────────────────────┘
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<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1 Introduction

This chapter looks at the various areas of research undertaken about education interventions of international NGOs to OVC. It further shows how this study relates to, and builds upon the existing knowledge base. The literature review covers the nature of the education needs of Orphan and Vulnerable children; the criteria for selecting education beneficiaries by World vision and Compassion International; the impact of education efforts of International NGOs on addressing the needs of the OVC and, Challenges faced by International NGOs in addressing the education needs of the OVC.

2.2 The Nature of the Education needs of Orphan and Vulnerable children

Subbarao, et. al (2001) have noted that OVCs have many different needs; for love, security, attention, health, shelter, nutrition and many others. However, one of the most important needs that orphans have is education. Education is a basic human right for all children, as recognized in the Convention on the Rights of the Child. In recent years, the enormous importance of education has been confirmed by governments around the world through their commitment to the Millennium Development Goals and the goals of "Education for All" (EFA). Education has an enormous contribution to make to the achievement of the other Millennium Development Goals. The first two goals of the Dakar Framework for Action for Education for All refer directly to the education of orphans and vulnerable children that:

> First, expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children and; secondly, ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality" (World Bank, 2006)

In corroboration with Dakar Framework for Action for Education for All, the current study investigated the nature of the education needs orphans and vulnerable children in Kakuuto county, Rakai district.

Stover et al (2005) indicated that children need various types of support ranging from those things necessary for survival, such as food and health care, to those interventions that will provide a better quality of life in the future such as education, psychosocial support and economic self-sufficiency. Some argue that a comprehensive program to support children should include all essential elements including food, health care, education, clothes, shoes, bedding, psychosocial support and economic self-sufficiency among others. Others hold that some of these elements are not "essential" or far exceed the situation of most children living in poor households with both parents.

Hepburn (2001) on the other hand indicated that a child who has access to quality primary schooling has a better chance in life. A child who knows how to read, write and do basic arithmetic has a solid foundation for continued learning throughout life. Education is critically important to children's social integration and psychosocial well-being. School attendance helps children affected by trauma especially OVCs to regain a sense of normalcy and to recover from the psychosocial impacts of their experiences and disrupted lives. As well as benefiting individuals, education benefits whole nations. It is a major instrument for social and economic development. Particularly at the basic level (primary and lower secondary), it is a major contributor to the reduction of poverty.

A study by Stover (2005) estimated that the costs for a full package of services for children most in need in sub-Saharan Africa will grow to between $1 billion and $4 billion annually by 2010, depending on how many children are served. Food support requires the most resources, about 32% in 2010, even with the assumption that the average costs per child per day can be reduced to $0.19. Education costs are the next largest item. This projection assumes that primary school fees continue in those countries that have them today. Therefore, eliminating fees for primary school would reduce the resources needed for education by 11%. Secondary school fees account for 19% of the education total and skills training accounts for 18%.

Subsidizing the education fees of orphans could become the main means of promoting the placement of orphans with extended families (Landis, 2002). The chief merit of this intervention is that it supports investments in children without encouraging child labor. School subsidies in particular would benefit orphans for four reasons: a) subsidies are easy to monitor and less prone to abuse or fraud than other subsidies; b) education subsidies would give orphans the opportunity to attend school when school fees are prohibitive; c) in the short term, orphans would be better integrated into local community life; and d) in the long term, orphans would have marketable skills, making them more productive members of society.

In her study, Monk (2001) revealed that if the education sector was to meet the EFA and Millennium Development Goals of governments, orphans and vulnerable children had to be enabled to access education. This presents some very particular challenges, for while the education sector bears direct responsibility for some of the factors that prevent orphans and vulnerable children from accessing education, others fall beyond its remit. (For example, one barrier to education, the need to pay school   fees, is clearly the responsibility of the

education sector. Another barrier, lack of secure shelter, is not). For this reason, efforts to enable OVCs to access education must of necessity be inter-sectoral. Monks' study, however, did not recognize the role played by International NGOs in provision of education to OVCs.

Current knowledge suggests that when parents die, the amount of resources available for education decreases (International HIV/AIDS Alliance, 2003). As a result, orphans are more likely to drop out of school than non-orphans, as school fees become unaffordable. However, when looking at the impact of orphanhood on education, it is important to consider not only enrolment rates, but also the quality and consistency of attendance.

Wakhweya et al (2002) also suggests that the opportunity costs of schooling increase and that AIDS-related stigma in the classroom (and discrimination on the part of teachers, students and parents) can also cause children to drop out of school. Such stigma and discrimination in schools contravenes the underlying principles of Education for All, and governments must legislate against all forms of discrimination. The research is nascent and in some cases, an overly simplistic approach has been taken in which simple correlations are made between orphanhood and enrolment. However, it is obvious that parental death is not the only factor which affects how well a child does at school. Research also needs to include the multitude of intervening factors: poverty; family size; family educational background; and supply side factors.

Orphans are different from other vulnerable children in that they have lost a parent. They are grieving. Grieving is a process, and some children never stop grieving. If they are not helped to overcome this grief, it can become psychologically disabling and they are unlikely to become fully functioning members of society   and   the   economy.   For   this   reason

orphaned children need psychosocial help, especially in cultures where adults do not talk to children about death and where children are discouraged from self-expression (International HIV/AIDS Alliance, 2003).

The educational needs of children born with HIV have also been ignored, possibly because they are seen as children without a future –and education is an investment for the future. This standpoint becomes redundant with the increasing availability of ARVs and the consequently rising number of paediatric HIV cases who are now reaching adulthood. Follow-up qualitative work suggests that maternal orphans may be especially disadvantaged because mothers place more priority on their children's education than fathers – possibly because women's weaker property rights increase their perceived importance in investing in their children. In addition, orphan support programmes allocate more resources for an orphan whose father has died, than one whose mother has died (again disadvantaging maternal orphans). Finally, the qualitative work suggests that when the mother dies, the father often takes on a new spouse, who is unlikely to prioritise the education of her step-children.

2.3 Selection Criteria for beneficiaries by CI and WV

In the sub-sections below, the criteria for selection of education beneficiaries by Compassion International and World Vision is described.

2.3.1 Child Selection Criteria by Compassion International

Compassion Programme Field Manual (2007) indicates that Compassion International desires to work with the neediest and most vulnerable children that it can reach with its program. Therefore, it is vital to have a means by which to assess the relative poverty and vulnerability of different children in the community. Reaching the neediest children possible

is rooted in a commitment to integrity both in the program and with sponsors. Compassion is also committed to establishing a long-term relationship with each child selected for the program. Child development is a long-term process. Additionally, the relationship of each child to a sponsor is meant to be long-term in nature.

Consequently, all registered children are selected based on objective criteria that establish their need and their ability to benefit from the program. According to Compassion Programme Field Manual (2007), the following standards are followed:

1. Every Field Office will have a documented process and criteria for selecting the neediest and most vulnerable children who can benefit from the program. The process should identify children by having selection decisions governed by the following criteria:

> Both non-Christian and Christian families, both boys and girls, low family income and low family assets, chronic illness and/or malnutrition, inability to attend school or progress in school, physically or mentally impaired (if an appropriate program is available for them), orphaned, abandoned or exploited (if an appropriate program is available for them), between the ages of 3 and 9 (No child who has reached his or her 10th birthday can be registered for first-time entry into a project), good access of the child to the church location-generally this is considered being within an approximate distance of 3km from the home and evidence that the child is likely to be non-transient and stable within the community (Compassion Programme Field Manual, 2007).

2. In addition the selection process will meet the following standards:

2.1. Use of written background information on the child and assessment of the poverty of the child and the child's family,

2.2. Interview of parent(s) or caregiver(s) in order to assess the poverty of the family and their willingness to permit the child to participate in Christian training and other required activities and to be able to explain to them the child selection process

2.3. A visit to the child's home

3. No more than three children from the same family may be registered for the program. A Field Office may choose to limit this to fewer than three children per family.

4. Children cannot be registered for sponsorship if they are being sponsored by another organization.

5. Under extraordinary circumstances, an exception to standards 1,2 or 3 may be considered if a written report of the circumstances of the child is approved in writing by both the Country Director and the Area Director. The approval should be kept on file in the Field Office.

2.3.2 The Criteria for Selecting Education beneficiaries by World Vision

Muwonge (2002) reports that a number of steps were taken to enable communities in Kakuuto County to affirm which category of households with children were truly needy and deserved support. Some of the outputs of this process were:

2.3.2.1 Description of vulnerability: This was done in a manner that satisfied communities and which helped to reduce stigmatization and helped in building community support. The earlier definition that focused on orphans of AIDS was changed. In its place, focus was put on vulnerable children irrespective of status as orphans or cause. With this shift, it became possible to incorporate children from large households whose situation had been made more desperate as a result of taking in orphans. It also became possible to incorporate children of sick parents that were experiencing extreme hardship. Likewise, children from households headed by other children were included. In all these cases the determining factor was degree of need and not simply being an orphan due to AIDS. By broadening the definition in this manner, stigmatization was reduced. This also enhanced

community support, and contributed towards creation of a movement at the grassroots level for the care of vulnerable children.

2.3.2.2 Target age group: Community dialogue helped raise the upper end of target age group from 15 years to 18. There was a common feeling that 15-year age cut off would find many children just beginning their high school education. Furthermore, most people were of the view that children of 15 still needed a great deal of guidance and supervision to be able to fend on their own.

2.3.2.3 Identification of target families. A process was agreed to as how to go about identifying the most vulnerable households within the community. The names were to be vetted by community committees in an open process. For the most vulnerable to emerge, the process would be repeated to ensure that vulnerable households who may not have herd about the meeting the first time, get opportunity to be considered. Furthermore, the community selected persons that would record names of children becoming orphans within their respective parishes. To ensure the information was authentic, communities suggested that local administrators (Local councils) or their representative attend each funeral within their jurisdiction to witness the recording of names and educational characteristics of the surviving children right at burial. This process helped to create a community-managed database that was used in the selection of beneficiaries, especially of the tuition support program. Qualifying families were those that had taken in orphans and which, in the eyes of the community needed additional support to be able to cope.

2.3.2.4 Partnership. Most of all, community sensitization and dialogue helped to clarify at the outset that this was a community program to which WV had

come to assist, as opposed to visualizing the initiative as a World Vision program that was seeking community support. This led to the development of community structures that would guide and work alongside World Vision in its efforts. Agreement was also secured as to which activities World Vision should assist in and which activities would best be left to the community. Through this dialogue it quickly emerged that the best way to support orphans was to devise a multi-sector package of interventions that combined direct support to the children themselves while at the same time assisting families and communities to recover.

According to the World Vision (1999a), fulfilment of the educational support objective was attained in three main ways. (i) The program undertook to pay school fees for up to 25,000 qualifying children to attend primary school. The education was to be carried out in the existing primary schools within the project area, most of which had on average as many as 100 orphans out of an enrolment of 324. (ii) The program made contributions to the cost of scholastic materials, which included; exercise books, pencils, geometry sets, and in some cases some clothing and a blanket. (iii) The program supported community efforts to renovate and construct 24 primary schools. This assistance took the form of contributing cement, roofing materials, doors and windows as well as providing transportation to move materials contributed by communities to the building site. In addition the program undertook to cover the wages of artisans contracted to undertake the construction. The standard school construction, which World Vision supported, was a 7-classroom block together with a headmaster's office and a staff room, all built in permanent materials. In addition, up to four teachers' houses were constructed as well as installing a water tank and building two latrine blocks.

In another evaluation report, World Vision (1999b:12) reported that the selection of the students to be supported depended on the following criteria:

1. Being an orphan.

2. Coming from an extremely needy family, where both heads were 70 years+ and with no meaningful income source.

3. Being a member of a child headed household.

4. Coming from a large family that had taken in orphans and with no meaningful source of income.

5. Except where children were already part of an existing WV program, registration into the education system was given to those that had registered with the program by their 12th birthday.

6. In the case of support in secondary school, the youth had to have passed the Primary School Leaving Examination, scoring at least grade C and above. (There were thousands of youths who had dropped out of school due to lack of tuition. The test criteria were applied in part as a prudent measure to select those to fill the limited slots that the program could fund).

According to the World Vision Operational Manual (2001:37), the criteria applied in selecting the schools to rehabilitate or build were as follows:

1. Recommendation by the district authorities in light of their district development plan.

2. Schools in very remote parts of the program areas and where there were very few options.

3. Schools that had a very large number of qualifying children (at least 80 and above).

4. Schools where, after mobilization,   parents and the community at large

demonstrated verifiable determination and willingness to contribute something (usually building sand, stones, bricks, labor to protect the assembled materials) for the rehabilitation of their school.

Another education objective of the WV was to enable older orphans to attain self-reliance skills (Muwonge, 2000). The objective was to establish and equip 18 simple rural vocational training centers at which some 4,500 youths would be provided with self-reliance skills. Community members contacted indicated that the area had great demand for skilled people in brick-making, brick-laying, tailoring, roofing homes, fishing, shoe repair, carpentry, and baking. The program devised a threefold approach to address this critical need. These included: (i) Encouraging existing technical schools to expand capacity and then take in youths sponsored by the program; (ii) Attaching vocational training to existing primary schools to which master craftsmen and women from the community would come and provide the training; (iii) Contracting with existing artisans in the community to take on a few students at a time as apprentices and then over a period of time teach them the skills of the trade. Remuneration for their effort would come in the form of free sets of tools (at the time tools were very difficult to get in Uganda and it was anticipated the program could get sets of tools through WV's Gifts-In-Kind program). Vocational training centers were expected to realize some profit from the sale of items made. Such proceeds could go towards the cost of equipping each graduating youth with essential tools kit with which to get started.

Selection of the youths to be trained depended on several criteria. In the case where training was attained through attaching a particular youth to a practicing artisan, the criteria used included:

1. Interest of the youth in the skill being offered.

2. Recommendation by the local counselling and development worker.

3. Distance from the youth's home (in many instances youths were looking after other siblings and hence needed to reside close to home).

4. Marketability of the particular skill that a youth was requesting for.

5. Character of the trainer (whether he/she was reliable, non-exploitative and had a genuine concern for the trainee).

In the case where training was to be attained in a formal vocational training institute, the criteria for selection included;

1. Interest of the youth in the skill being offered.

2. Proof that the youth had passed the minimum academic requirements for entry into a technical school.

3. Ability of the youth or guardian to contribute 20-40% of the training costs. (Some youths did so through providing labor at the institutions).

4. Distance from the training institutions.

5. Marketability of the of the skill to be pursued.

Basing on the fact that the above criteria was formulated several years ago, this study attempted to find out if the procedure was still relevant for both Compassion International and World Vision in Kakuuto county.

2.4 The Impact International NGOs on Education of OVCs

According to Nyasato and Otieno (2002), education has a number of positive impacts, particularly for OVCs. Not only are those who are educated more likely to have a higher income than those who are not, studies have   also shown that the educated are also less

likely to contract dangerous diseases like HIV and tend to have children later in life. Attaining basic education and employable skills is an important part of preventing the spread of HIV/AIDS and breaking the cycle of poverty. Messages about HIV prevention are beginning to be integrated into school curricula to raise awareness about the disease among the young, a group that experiences an estimated 1,600 deaths daily.

In spite of the above effort, HIV/AIDS awareness remains very low among the young. According to UNAIDS (2001) survey, 74% of young women and 62% of young men aged 15-19 in Mozambique are unaware of any way to protect themselves against HIV. Furthermore, half of the teenage girls surveyed in sub-Saharan Africa did not realize that a healthy-looking person could be infected with HIV/AIDS. Such forms of perception can be addressed by education.

Fleshman (1999) noted that the Zambian government and civil society groups were finding challenges in trying to meet the educational needs of orphans and other vulnerable children. Although communities, parents and children themselves identified education as critical, the study noted in 1999, "It is perhaps in the area of education that government, donors and the development community have failed the Zambian child the most." Zambia's financial difficulties did not allow the government to provide free education. The government paid teachers' salaries, but local school management committees must cover operating costs by charging enrolment fees and setting requirements for uniforms. As a result, an end to education was often an early consequence of orphan hood and the loss of family income.

In a study about World Vision's Experience working with HIV/AIDS Orphans in Uganda - 1990-1995, Muwonge (2002) reported that   the   greatest   impact   was   attained   in

enabling children to attend school, the mobilization of parish counselling and development workers (PCDWs), community mobilization for orphan care, and support of construction projects. Approximately 18,000 AIDS and war orphans received assistance to attend school in 1992, with this number rising to 102,000 by the end of the program in 1994. One hundred and ten PCDWs were trained to provide counselling services within their respective communities. Seven thousand foster families (approximately 3 times the projected target of 2000-2500) were assisted to increase and improve their income levels by provision of training and agricultural inputs; a credit scheme was also started. Six rural training centers to provide skills training were established and by the end of the program (1994) had trained a total of 1,190 youths. In such a case, this study also investigated the impact of Compassion International efforts in provision of education to the OVCs in Kakuuto county, Rakai district.

Tiaji (2004) indicates that organizations are implementing a variety of approaches to increase access to education among orphans and vulnerable children. Some advocate implementing programs that offer both traditional and non-traditional responses, such as community schools, vocational training, and interactive radio education. Community schools have been an attractive alternative to some because such schools do not have user fees, uniform requirements, or related school expenses. Additionally, they utilize local teachers who often work on a voluntary basis, and are more affordable and accessible to the poorest children because they are able to adapt to community needs (flexible hours and harvest schedule). Some disadvantages of community schools are that they can be of a lower quality than government schools and risk becoming a second tier for the poorest children. Additionally, volunteer teachers may leave the schools if offered a paid position, the quality of education that they offer may be lower than that of paid teachers, and the community schools could be

forced to close if donors decide to spend their funds elsewhere, since the schools rely on donors for infrastructure and material support.

White (2002) noted that vocational skills training, particularly farming skills training, is critical in areas where parents have died before relaying knowledge of agricultural procedures. In an effort to combat famine in heavily affected areas, UNICEF has launched a program in Swaziland that trains children orphaned by AIDS and affected by famine to farm. This program is intended to help the children develop a source of income and combat famine that is affecting the region. Experts like Chase (2004) argue that vocational skills training programs can have additional benefits for girls. It is hoped that those who participate in vocational training especially farming will no longer be forced to rely on sex work to feed themselves and their siblings.

According to the World Vision (1999b), the education support objective for OVCs in Rakai district was very effective in assisting communities to provide adequate classroom space and for a much larger number of pupils to enrol and remain in school. It also provided farming skills to the OVC. In its construction assistance, World Vision provided transportation services, metal roofing sheets, and cement as needed in each place.

2.5 Challenges in addressing OVC Education Needs

One of the major problems of NGOs in fulfilling their supposed role of community development is that of replicability. Garilao (1997) argues that many sponsored NGO activities experience limited replicability where these few activities are too localized to have important regional or national impact. He argues that these activities depend on highly motivated and culturally sensitive staff, and   where that staff intensity and motivation

cannot be replicated. The World Bank (1991) was supported Garilao's argument when it observed that most NGOs are lacking the ability to scale up successful projects to achieve regional or national impact. The World Bank maintains that this situation is brought about as the result of small size, inadequate resource, limited administrative systems, intensive focus on a few communities, intension to develop real efficiency and expertise in a well-defined technology. Whereas this seems to be a common problem with most NGO's in Uganda, the study also found out that Compassion International and World Vision are equally affected.

Another failure with NGOs activities is said to be limited self-sustainability. Sahley (1995) argued that many NGOs have projects, which are designed not to last in future with little or no out side aid to the beneficiary communities. NGOs program of sustainability is problematic in two particular areas. The first one, he argues that despite the beneficiaries' participation, the general level of participation ranges from mediocre to poor. The second issue is that project success is critically related to the quality and input of the current staff serving the projects.. This study has made it clear that international NGOs largely depend on external funding and therefore, the sustainability of their projects may be at stake when the donors pull out.

Collier (1996) also noted that political influence has a big impact on the way NGOs execute their role. He revealed that when NGOs counter balance government influence, governments feel that legitimacy is threatened among the general public. NGOs instrumentality in mobilizing and obtaining public participation especially among the rural population causes a lot of tension among government institutions. The result of such tension is manifested in the way government monitors NGOs. For example NGOs in Uganda are highly monitored with

stringent rules and regulations with compulsory renewal every after five years. This issue however, was found to be insignificant in delivery of education services by World Vision and Compassion International services to OVCs in Kakuuto County.

Fernando (2007) on the other hand found that NGOs often have limited and discontinuous funding and their presence was scattered, and normally not broad enough to ensure equal expansion of coverage, limiting their ability to reduce vulnerability. A mixed delivery system may be best to diversify risks and addressing social protection priorities. In a similar way, Sahley (1995) also noted that:

> "true the impact of NGO development work remains unclear. And NGOs are caught in a vicious cycle of increased competition among NGOs, increased pressure to show results and impact, lack of professional norms, poor learning and accountability and a growing need for profile for fundraising and advocacy work" (Sahley, 1995:31)

Muwonge (2000) noted that one of the main challenges that faced World vision education interventions were related to the project launch. He revealed that the transition from design to implementation was abrupt and occurred at a time when there was rapid change over of staff within the Bank and the Project Implementation Unit in government. A condition of effectiveness had been set as the establishment of a coordinating committee to administer the project account. The establishment of this body was late. The procedures set for the disbursement of funds also caused enormous delays. Release of IDA funds was contingent upon GOU paying into the program its own portion. In the initial period of the program, the GOU had not yet set up a budget account from which such funds would be drawn. After the program got going, replenishment of funds to implementers could occur only after the audited report on all projects had been submitted by the implementation unit to the Bank. This created enormous delays. Implementers   who were in a position to prepare their

financial reports in a timely manner would often have to wait for those that were slow to turn in their reports and thereby make it possible for the implementation unit to prepare a financial report for the entire group. In line with this challenge, this study investigated further the challenges faced by International NGOs in addressing the education needs of the OVC, particularly in Kakuuto county, Rakai district.

World Vision (1999a) also revealed that the most frustrating of the problems faced by International NGOs relates to the need to adhere to the procurement requirements set by donors and the government. Because some of the project inputs require competitive bidding, it is usually difficult to get capital items in a timely manner. A study of the process carried out by WV revealed that on average, it took between 18 to 34 months to get some of the supplies. This was much too long for a program that was started as an emergency program and with a projected lifetime of 3 years. Some of the items procured under the competitive bidding method that the project was forced to adhere to ended up being problematic to sustain. A case in point was the model of tractor purchased, for which there was no service back up in country.

The World Bank (2006) revealed that since 1997 when the GOU introduced the Universal Educational Program, the number of children who could attend primary school vastly increased and exceeded the physical plant. Hence, much assistance is needed in this sector to guard against decline in educational quality. Furthermore, this support is only tuition support and does not extend to coverage of other necessities to enable a child to attend school.

Another challenge relates to the devastating impact of the HIV/AIDS pandemic on the community. In a survey, which World Vision   carried out together with Johns Hopkins

University a cross-cultural assessment of trauma-related mental illness in Rakai district, the results were astounding. Depression prevalence was found to be 25.1% among men and 23.9% among women. In the same study, some 3.7% out of a sample of 587 were found to be suicidal. Hence, there is need for including psychosocial care within the multi-sector package of interventions adopted for AIDS devastated areas. Counselling that targets specific groups, including community leaders is also needed to ensure that intentional steps are taken to strengthen those traditional practices considered vital for the survival of vulnerable ones.

Ntozi (1997) also revealed another challenge of children not addressed by informal fostering. The principle strategy applied in the World Vision program was to support existing coping capacity provided both by the extended family and the community. This was appropriate for the vast majority of needy cases. However, this did not serve the needs of all. There was a small minority of 3% who were not adequately protected by the traditional structures existing within an area. In a number of cases, these are orphans of parents who were recent migrants in an area and whose death occurred before they had established deep roots within a community. Children with this type of background currently constitute the majority of children living in households headed by children. These required special attention beyond that given to those enjoying the broader protection of the community (ethnic and natural birth) in order to survive. The challenge was to identify an assistance package appropriate for this group without destroying the spirit of caring for the vulnerable, which sustains the institution of informal fostering.

2.6 Research gaps

From the foregoing literature, it is clear that no study has ever been conducted to investigate the impact of education interventions of WV and CI on OVC in Kakuuto County, Rakai

district. Therefore, a research gap is evident in establishing the nature of the education needs of OVC, the criteria for selecting education beneficiaries by World vision and Compassion International, the impact of education efforts on addressing the needs of the OVC as well as the challenges faced by International NGOs in addressing the education needs of the OVC in the area. This study attempted to provide information to close the above mentioned research gaps.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, sampling procedure, data collection methods/instruments and data analysis. It also looks at ethical considerations.

3.2 Research design

During the study, information was sought from several sample groups including OVCs, World Vision and Compassion International staff, partner church leaders, opinion leaders and Rakai District Education Officer. This cross-sectional design was selected for use due to its ability compare experiences of OVCs and gather different views (Amin, 2005) about education interventions of World Vision and Compassion international to OVC in Kakuuto County, Rakai district. The study used both qualitative and quantitative approaches to collect primary and secondary data. Creswell (2003) supports these approaches that qualitative approach is ideal method when the researcher needs to investigate phenomenon in context-specific settings while a quantitative approach is applied when statistical procedures or other means of quantification are necessary. Both approaches were applied to enable the researcher to generalize data and information from the sample population, against the major themes and issues under investigation.

3.3 Area of Study

The study was conducted in Kakuuto County, Rakai District in South Western Uganda (see map 1). Kakuuto County is bordered by Tanzania in the South, Mbarara District in the West,

Masaka District in the North, Sembabule in the North West and Kalangala District in the South East (Rakai District Local Government, 2004). Kakuuto county is composed of 5 sub counties, namely, Kakuuto, Kasasa, Kibanda, Kifamba and Kyebe. Kakuuto conty was selected for study because it is an area where both Compassion International and World Vision have supported OVCs to acquire education.

Kakuuto county has a population of 85, 218 persons (Uganda Bureau of Statistics, 2005). It has a population growth rate of 4.3% and over 55% of the population live below the poverty line (Rakai District Plan, 2004 – 2007). Kakuuto County provided a suitable study to measure the education impact of International NGOs like Compassion International and World Vision since the people were generally poor.

Map 1: Location of Rakai District

3.4 Study population

The study population constituted 95 OVCs supported by Compassion International, over 112 Orphans and Vulnerable children supported by World Vision, Compassion International in Kakuuto County. In addition, World Vision staff, partner church leaders, opinion leaders and Rakai District Education Officer participated in the study. OVCs, teachers and head teachers constituted the general/parent respondents, while Compassion International and World Vision staff, partner church leaders, opinion and local council leaders and Rakai District Education Officer participated in the study as key informants. According to Uganda Bureau of Statistics (2005), the HIV prevalence rate in Rakai District was 11.2%.

3.5 Sampling procedure

Names of schools with OVCs supported by Compassion International and World Vision in Kakuuto County were sought from Compassion International and World Vision offices respectively. Using purposive sampling, 5 primary schools and one secondary school were selected from the 5 sub counties in Kakuuto County. The researcher ensured that the selected schools were those with majority of the OVCs supported by Compassion International and World Vision. Consequently, these were used in selection of study respondents.

For the case of pupils in primary schools, simple random sampling was used to select 52 pupils from 5 primary schools in Kakuuto County. In addition, snowball sampling technique was used to select 2 students from Kyotera Vocational Institute and 2 from Uganda Christian University, Mukono. For OVCs in secondary schools, 6 students were selected by random sampling from Nazareth secondary school[1]. In all, students constituted 31 OVCs supported by Compassion International and additional 31 by World Vision. In each of the schools

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[1] Nazareth secondary school was the only secondary school where students sponsored WV and CI were studying in Rakai District.

where OVCs were selected, 3 teachers per school and a head teacher were purposively selected to participate in the study. In all, these added up to 24 respondents (see table 4.1). The key informants were purposively selected and they included one Compassion International and one World Vision staff, two Church leaders, five opinion and local council leaders and one Rakai District Education Officer.

3.6 Data Collection

A number of methods and tools were used during collection of data. Both primary and secondary data were collected and the major tools used include:

3.6.1   Questionnaire

A questionnaire was the major instrument for general interviews. Three sets of the questionnaire were designed and administered to different categories of respondents, namely, teachers, head teachers of primary schools with OVCs supported by CI and WV (attached here as appendix A and B); OVCs supported by Compassion International and World Vision (Appendix C). This helped to gather quantitative and qualitative information regarding the nature of the education needs of vulnerable children, the process of selecting education beneficiaries by World vision and Compassion International, the impact of education efforts on addressing the needs of the OVC as well as the challenges faced by International NGOs in addressing the education needs of the OVC. The questionnaires comprised of both closed and open-ended questions formulated by the researcher.

3.6.2   In-depth Interview guides

In-depth Interview guides were designed and administered to different key informants to

capture qualitative information. The key informants for in depth interviews included Compassion International (Appendix D) and World Vision staff (Appendix E), partner church leaders, opinion leaders and Rakai District Education Officer. This was purposely intended to get more information and compare it with that given by beneficiaries.

3.6.3 Documentary Review

The main sources of secondary data included the following: Compassion International and World Vision education records in Kakuuto offices, Internet surfing, reviewing of magazines, newspapers, reports and publications, public records and statistics. For orientation in the field, existing data sets like Rakai District local government records, census report and textbooks were consulted. From these sources, location of the study area, population characteristics and existing literature related to the topic were obtained.

3.7 Data analysis

The instruments were edited for accuracy, consistency and completeness of information before leaving the field. Responses were coded. Data from the semi-structured interviews was entered in a computer and Statistical Package for Social Scientists (SPSS) programme used to generate frequency tables, graphs and charts. The percentage number of respondents according to variables such as; sex, age, education level, type of education support provided and so on were computed and presented using tables.

Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data observed and recorded was organized, interpreted and presented in line with the study objectives. Comparison of the findings and postulated research questions were made in order to   arrive at appropriate conclusions.

3.8 Ethical issues

At the onset of data collection, the researcher sought permission especially from Compassion International and World Vision offices in Kakuuto county, Church leaders as well as head teachers. Each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. For OVCs, consent was sought from caregivers and Church leaders. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and analyses field data about the impact of education interventions of WV and CI on OVCs in Kakuuto County, Rakai district. The research findings are further discussed in relationship with similar studies carried out in different parts of the world. However, the socio-economic background of the respondents is presented first.

4.2 Background Characteristics of respondents

Information about background characteristics of beneficiaries in Kakuuto County is presented in this section. It includes; distribution of respondents by NGO, name of OVC schools studied, gender and religion. Table 4.1 presents the distribution of respondents by NGO.

Table 4.1: Distribution of respondents by NGO

Category of respondents	Name of NGO		Total
	World Vision (Uganda)	Compassion International	
OVC respondents	31 (34.5%)	31 (34.5%)	62 (69.0%)
Teachers and head teachers	12 (13.0%)	12 (13.0%)	24 (26.0%)
NGO Staff	02 (2.0%)	02 (2.0%)	04 (4.0%)
Partner church leaders	01(1.0%)	01(1.0%)	02 (2.0%)
Total	**46 (50.0%)**	**46 (50.0%)**	**92 (100.0%)**

Table 4.1 indicates that the majority of the respondents were OVC who constituted 64% of the sample size. This was because the aim of the study was to examine how OVCs have been

assisted to attain education in Kakuuto County. However, since schools are run by teachers and the head teacher, the study also consulted them (25% of the respondents). Staff of CI and WV also constituted 4% while leaders of partner churches, opinion leaders and the Rakai District Education Officer constituted 2%, 6% and 1% respectively. This implies that the sample size was representative since all the education stakeholders in Kakuuto County were consulted during the study.

Figure 4.1: Name of education institutions studied
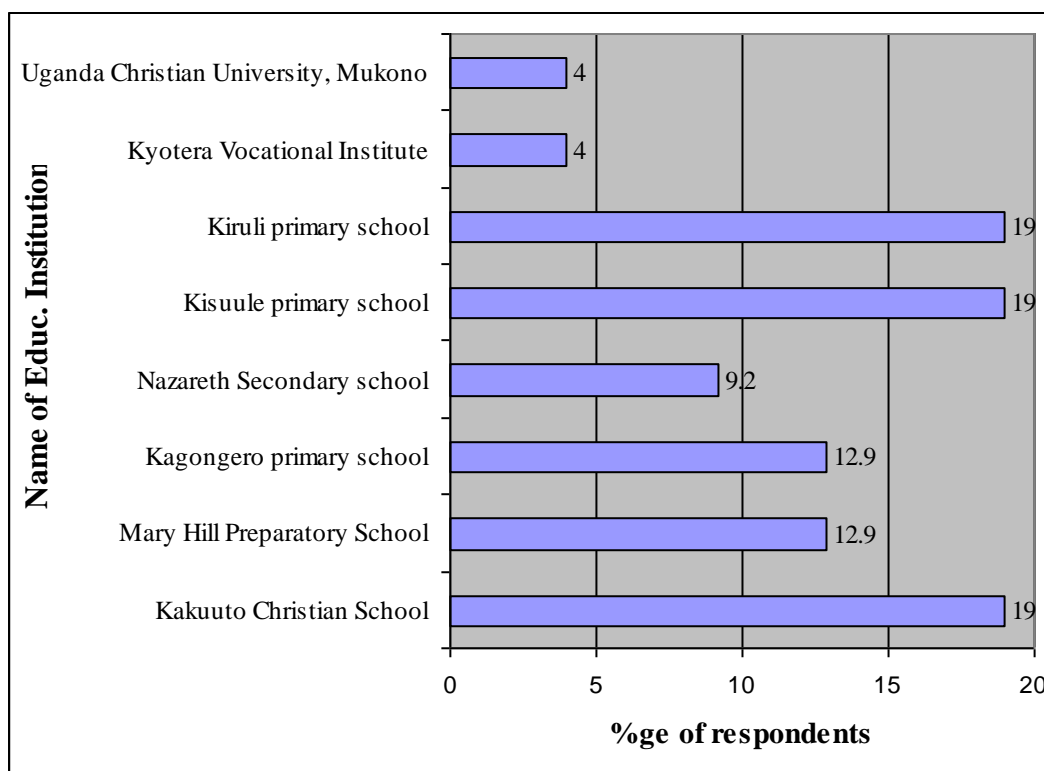
Figure 4.1 indicates that the study was carried out in 8 education institutions where OVC studied. Among these, 5 were primary schools, namely, Kiruli, Kisuule, Kagongero, Mary Hill Preparatory school and Kakuuto Christian school. Nazareth secondary school was the only secondary school whose OVC participated in the study. Other OVCs assisted by WV and CI were selected from Kyotera Vocational Institute and Uganda Christian

University, Mukono. The selection of respondents from these educational levels was meant to capture sufficient information regarding the extent of WV and CI interventions to orphans and vulnerable children in Kakuuto County.

Regarding the gender distribution, the majority of the respondents were females as shown in figure 4.2.

Figure 4.2: Gender distribution of OVC respondents
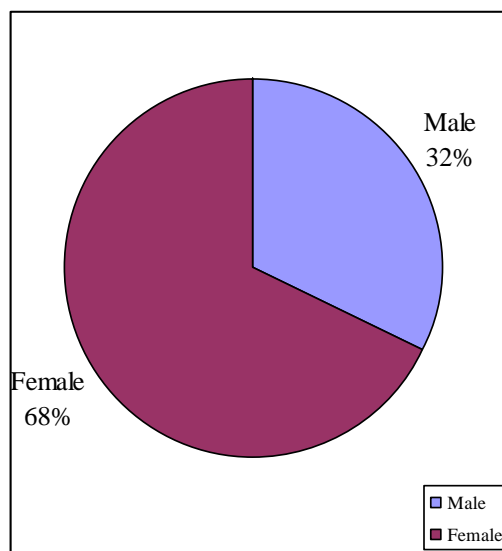
Figure 4.2 indicates that 68% of the respondents were female OVCs while 32% were male OVCs. More female than male OVCs participated in this study because there were more female OVCs assisted by both NGOs than male OVCs. Besides, females are more vulnerable to poverty coupled with illiteracy. Besides, Compassion International and World Vision offered education support to all orphans and vulnerable children irrespective of gender.

Finally, the study examined the religion of OVC respondents who were assisted by WV and CI in Kakuuto County. The findings are shown in Table 4.2.

Table 4.2: A cross-tabulation of NGO and religion of OVC respondent

| Religion | Name of NGO | | | | Total | |
| | Compassion International | | World Vision (Uganda) | | | |
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Catholic	11	18.0	10	16.0	**21**	**34.0**
Protestant	6	10.0	5	8.0	**11**	**18.0**
Pentecostal	11	18.0	12	20.0	**23**	**38.0**
Non-Christian	3	4.0	4	6.0	**7**	**10.0**
Total	**31**	**50.0**	**31**	**50.0**	**62**	**100**

From Table 4.2, it was found that the OVC who benefited from WV and CI education interventions were from three religions of the Roman Catholic Church (34.0%), the Anglican Church (18.0%) and Pentecostal churches (38.0%) and non-Christians (10.0%). This somewhat implies that the non-Christians represented OVC from the Islamic and Orthodox faith since both NGOs were offering assistance to OVC form non-Christian and Christian families. This confirms the Compassion Programme Field Manual (2007) guidelines that OVC form both Christian and non- Christian families were eligible for assistance.

4.3 The Nature of the Education needs of orphans and vulnerable children

One of the objectives of the study was to examine the nature of the education needs of orphans and vulnerable children in Kakuuto County. During the study, OVC respondents were asked to list their education needs. The results are shown in Table 4.3.

Table 4.3: Education needs of OVCs

What are the education needs of OVCs?	Frequency	Percent
School fees	30	49.0
Books and pens	12	19.0
School uniform	9	15.0
Personal requirements like shoes, toilet paper, brooms, school bags, vaseline	7	12.0
Lunch	3	5.0

From table 4.3, the majority of the OVC respondents (49.0%) indicated that their major education need was school fees. This was followed by books and pens as revealed by 19.0% of the respondents. A further 15.0% of the respondents indicated that the school uniform was their major education need. Other education needs included personal requirements like shoes, toilet paper, brooms, school bags and Vaseline as well as lunch. These education needs were further echoed in a discussion with the leader of Kakuuto Child Development Centre under CI when he said:

> …indeed most of the orphans and vulnerable children assisted by Compassion International lacked money to pay school fees before introduction of UPE, buy scholastic materials like books, pens, school uniform and other personal requirements like shoes (Mubiru Kenneth- Leader of Kakuto Child Development Centre)

This implies that OVC in Kakuuto County had similar education needs since they were living under the same socio-economic conditions. This partly corroborates Subbarao et al (2001) findings that one of the most important needs that orphans have is education. This is in spite of their realisation that OVCs have many different needs; for love, security, attention, health, shelter, nutrition and many others.

The study further investigated the type of education needs that were provided by both CI and WV to OVCs in Kakuuto County. The findings are shown in Table 4.4.

Table 4.4: Education needs provided for OVCs by CI and WV

Education needs provided	Name of NGO				Total	
	Compassion International		World Vision (Uganda)			
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
School fees	31	37.0	8	10.0	**39**	**47.0**
Personal effects like shoes	0	0	3	4.0	**3**	**4.0**
Uniforms	3	4.0	18	22.0	**15**	**19.0**
Books and pens	9	11.0	6	8.0	**21**	**26.0**
School bags	*0*	0	4	5.0	**4**	**5.0**
Total	*43*	**52.4**	39	47.6	82	100.0

 # Multiple response (n=62)

Table 4.4 shows a comparison of education needs provided by CI and WV. The majority of the OVC respondents (47.0%) revealed that they had got school fees assistance from Compassion International (37.0%) and World Vision (10.0%). A further 26.0% of the respondents had got school uniforms while 19.0% got books and pens. While personal effects like shoes and school bags were offered by WV, none of the OVC respondents reported to have got them from CI. Records from Rakai Birungi Byokka AIDS and Orphans Project revealed that 1,815 children benefited by getting school uniform materials in 2004. These were procured by the Area Development Programme (ADP) and that each by beneficiary received 2.5 yards and the girls received 3 yards. At the time of the study, 125 OVC had also been approved by WV to get tuition support. The selection of these had been based on the students' performance and recommendation from World Vision committees. In addition, the

ADP manager revealed that 400 students had had their tuition fees for all the three terms of 2006 paid while other two students had been approved to go for a mechanics training course at Kyotera Motor cycle garage. This implies that WV support to OVCs did not only stop at primary or secondary levels but also supporting the children to acquire vocational skills.

Consequently, it appeared that several OVCs had had their expectations met. One student from Kakuuto Christian school who had received support from WV said that "I expected World vision to meet my educational needs which I received. I got tuition, scholastic material and up keep assistance for three terms"

On the other hand, records from Kakuuto Child Development Centre under CI indicated that education needs for OVC were not only limited to school fees, pens, books and school uniform. The records from July 2006 to June 2007 indicated that educational supplies were also provided to schools with OVC supported by the project. Such institutional support included box files, headed papers, office diaries, prep books, white wash, envelopes, notebooks and sticky papers and radios (Compassion Assisted Project Plans and Budget Forms, July 2006 to June 2007).

This explains why even the younger kids in the lower sections of the educational ladder were motivated because they are pretty sure that if they can stick in school and work hard, even their University Education dreams can be achieved. This had trickle-down effect in the sense that school drop out rates at Compassion International are at a bare minimal, unlike at WV where even with the organization willing to cater for some disadvantaged kids, some of them had turned down this support and had dropped out of school. The WV staff were at a total loss to explain this kind of behaviour.

4.4 Selection Criteria for Beneficiaries by World Vision and Compassion International

Another objective of the study was to examine the criteria for selecting education beneficiaries by World vision and Compassion International. During the study, it was found that each NGO had standards that had to be followed in selection of OVC to benefit from their education support. As far as Compassion International was concerned, the study found out that 283 OVC had been selected and registered in the period July 2006 to June 2007 but 274 were being sponsored under the project of Kakuuto Child Development Centre. According to one Leader of Kakuuto Community Church, Compassion International extended education assistance to the most needy orphan children in the area.

Table 4.5: OVC views on why they were selected for sponsorship by CI

Why did CI select you for sponsorship?	Tally	Percent
I am from a needy family	27	87.0
I am an orphan	13	41.0
Because I was not studying due to school fees problem	7	22.5
Non-response	*2*	*6.5*

#Multiple response (n=31)

Table 4.5 indicates that the majority (87%) of the OVC had been selected for sponsorship because they were coming from needy families. This implies the majority of the OVC thought that CI education sponsorship was given to children from poor or low income families. Therefore, such families having failed to pay school fees and other needs to their children had to be assisted by CI. A further 41% of the OVC were orphans while 22.5% were not studying due to school fees problem. These views are corroborated by Compassion Programme Field Manual (2007), which indicates that the standards for selection of beneficiaries include:

Children from both non-Christian and Christian families, boys and girls, low family income and low family assets; chronic illness and/or malnutrition; inability to attend school or progress in school; physically or mentally impaired; orphaned, abandoned or exploited; between the ages of 3 and 9; good access of the child to the church location and evidence that the child is likely to be non-transient and stable within the community (Compassion Programme Field Manual, 2007: 43).

This implies that the selection criterion for CI was comprehensive since it gives priority to the neediest of the needy in a community. By helping the OVC to access basic education, CI contributes significantly to community development.

The active involvement of a local Church, which acts as a link Partner with CI gives it an edge over WV because the whole process from Selection, Administration, and Implementation is community entrenched and monitored. This makes it possible for the communities to further their interests through the church leadership. Unlike World Vision, where changes in the Coordinators, can lead to some problems of leadership, and continuity, Compassion International's community leadership, which often goes on for a longer time, than WV's staff turnover in the area, gives it a better alternative in helping the orphans in their education support.

One of the fundamental discoveries made during this research was the fact that CI commits itself to look after children in the programme till they reach the age of 22 years. An orphan, who has been in their programme from, say the age of 4 years, should have gone through the education system, to finish University by the age of 23. This, compared to WV where the orphans are in most cases to be able to finish their Ordinary level or the two years in Vocational education, lies at the heart of the problem when assessing the long term impact of the Education support given to orphans and Vulnerable Children by both CI and WV.

But interesting to note here, is that even after 22 years of age, an orphan who may still be in school and has not attained his or her academic qualification can still have hope of support from CI, through a programme called sponsorship. This is an important linkage because it enables the gifted orphans to be able to complete their education, even when the short term programme activities have long phased out. Compassion International's support for Orphans is broken into four tiers; children survival from 0-3yrs; Child Development from 3-9yrs; Child development from 3-22yrs and; Sponsorship from 22 and above years.

As far as World Vision was concerned, the study found out that a number of steps were taken to enable communities in Kakuuto County to affirm which category of households with children were truly needy and deserved support. In addition, other criteria were also used to select schools for WV support. Regarding selection of beneficiaries, the Project manager for Kakuuto World Vision project said;

> … the selection of children and schools to benefit from our assistance was done together with the community members as well as government representatives and this enabled WV to target the children and schools that were worth the assistance (Tabaro Benon-Project manager for Kakuuto World Vision project)

Because of community involvement, the selection of beneficiaries was comprehensive and transparent. This was revealed by one church leader in Kakuuto Sub County that:

> …focus was put on vulnerable children irrespective of status as orphans or cause. With this shift, it became possible to incorporate children from large households whose situation had been made more desperate as a result of taking in orphans. It also became possible to incorporate children of sick parents that were experiencing extreme hardship. Likewise, children from households headed by other children were included (Church leader in Kakuuto Sub County).

In line with the above findings, WV formulated community care coalitions to take responsibility for identifying, monitoring, assisting, and protecting OVC. The diagram below shows example of community care coalition.

Figure 4.3: Community Care Coalition
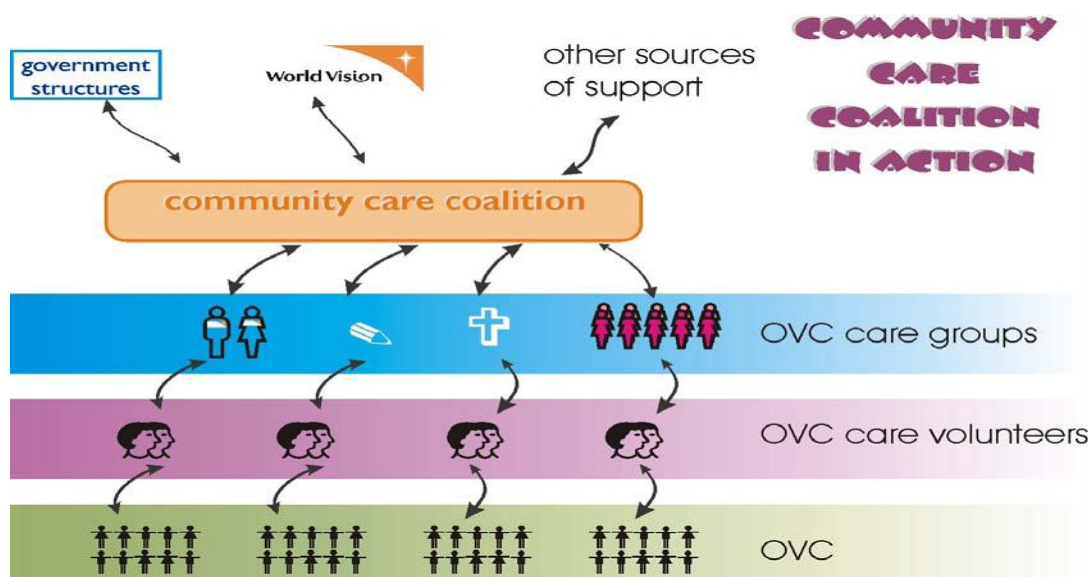
Source: *www. World Vision.uganda.org*

When asked what procedure they thought WV used to select them, several factors were revealed by the OVC as shown in Table 4.6.

Table 4.6: OVC views on why they were selected for sponsorship by WV

Why did WV select you for sponsorship?	Frequency	Percent
My parents had no money to pay for my school requirements	21	67.7
All my parents died	17	54.8
I used to attend church service every Sunday	8	25.8
I used to perform well before I dropped out of school	7	22.5

#Multiple response (n=31)

In table 4.6, respondents were allowed to supply more that response depending on their level of familiarity with WV education assistance to the OVC. Consequently, 67.7% of the respondents indicated that they benefited from WV support because their parents

had no money to pay for my school requirements. A further 54.8% of the beneficiaries indicated that they benefited from WV support because they were orphans (all their parents had died) while 25.8% of the OVC respondents indicated that they were selected because they used to attend church service every Sunday. These responses reveal that the OVC project of WV indeed targeted children with no or limited means of accessing education. These study findings are supported by World Vision (1999b) report that the selection of the students to be supported depended on the various criteria, including; being an orphan; coming from an extremely needy family, where both heads were 70 years+ and with no meaningful income source, being a member of a child headed household, coming from a large family that had taken in orphans and with no meaningful source of income and being below 12 years of age.

The above criteria, however, differed from that used by WV to select beneficiaries for life skills training in formal vocational training institutes. According to the Project manager for Kakuuto World Vision project, beneficiaries of vocational training had to meet the following:

> A candidate had to have interest in the skill being offered, offer proof that he/she had passed the minimum academic requirements for entry into a technical school, potray ability to contribute 20-40% of the training costs, be living in an average distance from the training institution and, there had to be marketability of the of the skill to be pursued (Tabaro Benon-Project manager for Kakuuto World Vision project)
> .

With such standards of beneficiary selection, it is probable that the exercise of selection had limited bias and was therefore expected to have benefited the OVC in Kakuuto County. As indicated by Muwonge (2002), the skills provided to OVC under the WV education support helped to satisfy the great demand for skilled people in brick-making, brick-laying, tailoring, roofing homes, fishing, shoe repair, carpentry, and baking that existed in Kakuuto County.

When asked whether the selection criteria used by both CI and WV to support education in the area was good or bad, the majority of the OVC respondents indicated that it was good (see Figure 4.4).

Figure 4.4: Perception of respondents regarding selection criteria used by WV

Would you call the student selection criteria used by WV good or bad?

Bad
8%
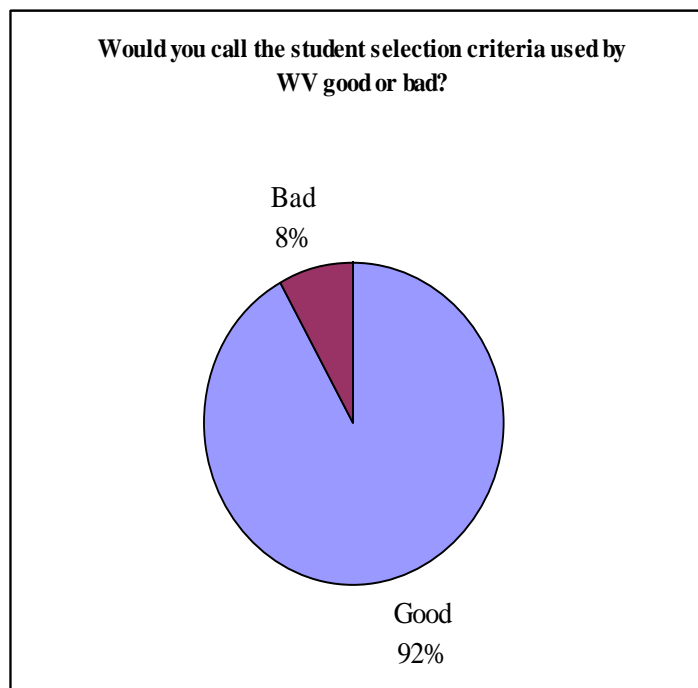
Good
92%

Figure 4.4 indicates that the majority of the OVC respondents (92%) liked the beneficiary selection criteria used by WV and CI by revealing that it was good as opposed to those who indicated that it was bad (8%). The high percentage of respondents who appreciated the children selection criteria may, however, be attributed to the fact that the study interviewed respondents who were already selected and therefore may have found it unfit to discredit the very criteria that had made them beneficiaries. However, for those who indicated that the criteria was bad, cited the fact that only one child was allowed to be sponsored per family. Of course, this was disadvantageous in cases where there was more than one child in a needy family.

Basing on the above research findings, it is clear that both International NGOs had a common element of offering education assistance to orphans and vulnerable children. However, the results of the study suggest that CI was offering more useful education assistance to OVC than World Vision.

4.5 The impact of International NGOs on Education of OVCs

Another objective of the study was to examine the impact of education efforts of International NGOs on addressing the needs of the OVC. During the study, it was found out that international NGOs had made a positive impact in education of the OVC in Kakuuto county. Responses from head teacher and teacher interviews revealed a number of benefits (Table 4.7).

Table 4.7: Teachers responses regarding positive effects of education efforts of International NGOs

What have you benefited from WV/CI education interventions?	Frequency	Percent
Accessing formal education	23	96
Acquisition of technical skills	21	88
Acquiring reading and writing	13	55
Learning how to speak English	9	38
Acquisition of scholastic materials	7	30
Provision of school Uniforms	5	21
Training children in games and sports	7	30

 # Multiple response (n=62)

Table 4.7 shows the teachers and head teacher responses about the impact of education efforts of International NGOs on OVC in Kakuuto County. 96% of the respondents revealed that OVC had acquired formal education while 88% revealed that OVC had got technical skills from the education efforts of International NGOs. Other positive effects of the education support of CI and WV on OVC as indicated by teachers include acquisition of learning and writing skills (55%), learning how to speak English (38%), acquisition of school uniforms (21%) and, acquisition of scholastic materials (30%). Indeed, these findings are agree with Nyasato and Otieno (2002) that education has a number of positive impacts, particularly for OVC.

On the other hand, responses from OVC revealed that the positive effects ranged from attainment of free education, supporting construction of schools, exposure to other ideas to attainment of employment skills. The details are shown in table 4.8.

Table 4.8: Effects of World Vision and Compassion International education Support

What are the effects of education interventions by WV and CI?	NGO offering support				Total	
	Compassion International		*World Vision (Uganda)*			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Attainment of free education	21	33.8	3	4.8	**24**	**38.7**
Attainment of employment skills	5	8.1	13	20.9	**18**	**29.0**
Acquiring special friends	3	4.8	7	11.3	**10**	**16.1**
Exposure through tours/camps	2	3.2	0	0	**2**	**3.2**
Acquiring the gift of salvation	0	0	6	9.6	**6**	**96**
Supporting construction of schools	0	0	2	3.2	**2**	**3.2**

Total	31	50.0	31	50.0	62	100.0

Table 4.8 shows the positive effects of education efforts of both Compassion international and World Vision on OVC in Kakuuto County. Attainment of free education was the major positive effect revealed by 33.8% of CI beneficiaries and 4.8% of WV beneficiaries. A further 29.0% mentioned attainment of employable skills while 16.1% benefited in form of acquiring special friends through interaction with the sponsors. Other positive effects of education efforts of WV and CI include acquisition of the gift of salvation (accepting Jesus Christ as their personal Savior), supporting construction of schools as well as exposure to new ideas. The above findings partly corroborate Muwonge (2002) evaluation of the WV project in Rakai district that the greatest impact was attained in enabling children to attend school, the mobilization of parish counseling and development workers, community mobilization for orphan care, and support of construction projects.

One opinion leader from Kibanda Sub County also supported the view that many OVC had benefited from the education support of both CI and WV. In his words, he said;

> Previously, the children who had lost their parents due to AIDS had lost hope of attending school due to lack of school requirements. However, with the start of WV and CI in the early 1990s, many children have completed primary school certificate while others have gained lie skills in vocational training institutes (Opinion leader from Kibanda Sub County)

The Rakai District Education Officer also supplemented that;

> There are over 500 children in education institutions in Rakai district supported by CI and WV through provision of fees, personal requirements or scholastic materials. This is not to forget another equal number of children that have already graduated at different levels of education under

the support of these NGOs (Rakai District Education Officer).

It therefore appears from the above findings that international NGOs have played a significant role in aiding OVC to attain basic education in Kakuuto County, Rakai District. In addition to provision of basic education, WV financed construction of infrastructure in various schools and trained members of the local community in counseling. This was contained in an in depth interview with Project manager for Kakuuto World Vision project that;

> ….one hundred and ten members of the local community were trained to provide counselling services within their respective communities. Six rural training centers to provide skills training were established and by the end of 1994 and had trained a total of 1,190 youths by the end of 2007 (Project Manager for Kakuuto World Vision project).

The above findings are supported by World Vision (1999a) that fulfillment of the educational support objective of WV was attained in three main ways. (i) The program undertook to pay school fees for up to 25,000 qualifying children to attend primary school. The education was to be carried out in the existing primary schools within the project area, most of which had on average as many as 100 orphans out of an enrollment of 324. (ii) The program made contributions to the cost of scholastic materials, which included; exercise books, pencils, geometry sets, and in some cases some clothing and a blanket. (iii) The program supported community efforts to renovate and construct 24 primary schools. This assistance took the form of contributing cement, roofing materials, doors and windows as well as providing transportation to move materials contributed by communities to the building site. In addition the program undertook to cover the wages of artisans contracted to undertake the construction.

During an interview with one opinion leader who was also the Chairperson of Kisuule primary school management committee where WV had constructed school infrastructure, it was revealed that members of the local community had greatly appreciated the role played by World vision in development of education in the area. Regarding the nature of buildings built by WV at Kisuule primary school, he had this to say;

> …World vision constructed standard buildings with a 7-classroom block together with a headmaster's office and a staff room, all built in permanent materials. In addition, up to four teachers' houses were constructed as well as installing a water tank and building two latrine blocks at our school (Chairperson, Kisule Primary School Management Committee)

This implies that education efforts of International NGOs did not only benefit OVC, but also schools where they studied from as well as the entire community. However, World Vision required local contributions of money, materials and labor. According to the District Education Officer (Rakai):

> World Vision broke the pattern of expecting everything from the donor. Teachers in turn, see WV work in building schools and seeing to it that orphans attend classes as making their job easier. They reciprocate by following up on sponsored children who are missing from school rather than waiting for the PCDW to do so (Rakai District Education Officer)

The study also found that improvement in the school's physical buildings also helped to improve learning and the quality of performance. To support his contention, the District Education Officer (Rakai) cited 2006 school leaving examinations. The proportion of pupils passing the PLE increased from 36.6% in 2002 to 60% in 2006, with more of the passes being registered as Grade I and Grade II. Furthermore, all of the 10 best performing schools in the district occurred in those areas impacted by the program. The District Education Officer (Rakai) attributed the improved   performance to financial support given by

the international NGOs that was consequently used to procure instructional materials that improved the teaching-learning situation in schools.

World Vision's collaboration with local communities to improve education facilities also brought improvement in the management and supervision in schools. Teachers said that the sense of common purpose, experience of collaboration, and feeling of ownership and responsibility engendered by school construction activities now carried over into people's increased concern and involvement in the ongoing maintenance of school buildings and quality of instruction.

Older orphans were trained in skills to become self- sufficient. Using local artisan and technical institutions within the district, about 400 orphans were trained in tailoring, carpentry, building bicycle repair skills. Opinion leaders expressed great satisfaction with this program, indicating that they knew of many youths who have started their own carpentry and tailoring businesses following the training. The same group reported that some of the youths were utilizing the skills gained to meet their domestic needs and to support their siblings in school.

Nevertheless, this study found that as much as these kids are needy and helpless, they could easily process information and with the help of their care givers and guardians, they arrived at conclusion that with WV support, the best life will give them is to become "another" carpenter, tailor, or brick layer, in the village because vocational education was the "preferred choice by WV" for the educating of these children. And from local information, and from listening to the voices of the children who were interviewed, their expectations and dreams were much higher, and bigger, than   the being the "freshest carpenter "from the

nearby Vocational institution in Kyotera. That is why as soon as the innocence of childhood wears off, some of these children have dropped off from WV support and have even preferred to stay at home doing nothing, rather than continue in an educational system that seems to offer less in the future.

Take the example of one student and two others that were sponsored by Dean Hirsch himself, President of World Vision International. The other two have completely refused to school, and Richard has only recently agreed to come back and do Motor vehicle repairs. He dropped out of school when he was in Senior Two. To show the total lack of interest in the education, he even never came back to pick his results. He had been in and out school so many times. From interview, the respondent intimated that he did not see how the Vocational road he saw ahead was going to get him to the dreams he had in life. He told the interviewer that his brother who had not even gone to school was making more money in the village, and so he reasoned that there was no need of "wasting" his precious years, pursuing a dream which he did not see much fruit at the end.

On the part of CI, one Pastor of Africa Renewal Ministry, under whose Church CI supports the Orphans in Kakuuto, reported that they have not had a single school drop out rates in the previous 2 years as far as he could remember. In addition, he revealed that there is an intensive interaction between the Community, the Orphans, and the Compassion staff. Every weekend, the children from all levels, meet at the CI offices, and there is intimacy created from all the people involved. Children are given closer attention, and their guardians also are invited over for this camaraderie, at regular intervals. This creates a sense of belonging and another "family sense" so to say.

The older kids who have either gone through University or are still in higher levels of education are invited to address these young kids and this raises the kid's dreams to start seeing themselves attaining such higher levels of education, and success. There is a deliberate strategy of asking these Students at a the higher level of education to volunteer at CI offices, during their Holidays, and this has also given a closer interaction with the children who come to the CI offices

According to the CI coordinator, she says they sit with every child who attains age 12 and discuss their future plan. This is done through a programme called – "my plan for tomorrow". In this process, a child is made aware of the fact that CI, for reasons of funding, may find itself unable to pay for the kid's educational need up to the end, and a child is given a chance to opt for Vocational education. This process is especially designed for those whose academic performance seem not guarantee them options of the competitive University education. Those who fall in the "special needs'' are sent to Kyambogo for special needs education. Those who opt for Vocational education are sent there and those who go for main stream education are equally allowed the option, however with the understanding that if they fail therein, it was up to them.

The education support by CI is more whole-some in the sense that each Child education trend in scrutinized intently, and education progress reports for each child are made. Remedial classes out of the normal school training are conducted and personal attention is given to the children. Compared to WV, which supports over 60,000 children, the staff –to-child ratio is as big as 1:2000 for WV compared to Compassion International's average of 1:30

Talking to one student beneficiary of CI since 1994 when he was in primary four, and is now studying Mass communication at Uganda Christian University, in Mukono, he revealed that even the fact that CI has no end-date for the project life span like WV, gives the children a sense of confidence and far look into the future. WV's ADP projects usually have a definite life span of about 10-15yrs. However those who are recruited at the tail end of the project life span are often face d with the uncertain future, and this make the unpredictability are a cause for some Orphan to shun the long road that Education seems to imply , when they are not sure who will take over , when world Vision leaves. According to one of the staff of CI, their stay in the community is as long as "the Lord wills!"

According to another student beneficiary, of his generation of 122 OVC who were taken up by CI, about 70 out of 122 have graduated with Degrees, Diplomas, and Certificates. Even the spiritual status of the beneficiaries is not left to chance. Right from the recruitment process, the children are made to understand that their spiritual development is as important as their educational one. Besides, this is followed aggressively through the child's educational careers. Those who show exceptional commitment to their Christian values are rewarded even further, and recruited into the bigger management structure. This attention to the spiritual status of the child addresses the psychological and emotional needs that often come with children orphaned at an early age and answers some of the "why' questions, that orphan have, and which if not answered, often lead to the same orphans living delinquent life styles that often exposes them to the threats like HIV that could have made them orphans.

In conclusion therefore, the study findings revealed that although both International NGOs

were offering education support to OVCs in Kakuuto Sub County, the assistance offered by WV focused on vocational education should the child go beyond 20 years of age while CI support focused on mainstream education up to University. That is why CI was found to have more University graduates than WV. This implies therefore, that both NGOs addressed the needs of the OVC but with different interventions depending on NGO objectives.

4.6 Challenges in addressing the education needs of the OVCs

The final objective of the study was to assess the challenges faced by International NGOs in addressing the education needs of the OVC. Data for this objective relied mainly on WV and CI staff, church leaders as well as head teachers of schools with OVC supported by the NGOs. An interview with the leader of Kakuuto Child Development Centre under CI revealed that their organization faced few challenges. Among them, he revealed that CI was not able to pay more than 70,000= (seventy thousand Uganda shillings) to OVC in secondary schools that had a higher school fees structure. In such cases, he revealed, "children fail to study from schools of their choice". This implies that CI education support to children was sometimes inadequate. On the side of OVC in primary schools, he revealed that CI caters for day school costs of children but does not offer assistance for boarding costs. This also implies that children living in long distances (exceeding 3km) in need of boarding facilities do not benefit from CI education interventions. The rationale is that they would like to have a closer interface with the kids they are supporting rather than have big numbers of kids, who are simply numbers, and not individuals whom they interact with at a closer level.

Secondly, CI staff revealed that there was a conflict between schools and Kakuuto Child Development centre on centre days held on every Saturday. While CI wanted all the OVC to meet at the centre every Saturday for   counseling and spiritual teaching, schools

had also expressed interest to retain the children for coaching or any other remedial teaching. This was a challenge to fulfillment of CI objectives of instilling spiritual development to the OVC.

Thirdly, there was disappointment expressed by donors about children who failed to be promoted to the next classes. Those donors argued that such children waste resources that would help to educate bright children.

Finally, head teachers reported delay of school payment as another problem that had hindered school operations. Indeed, this was confirmed by one CI staff that *"education support for each OVC is received in installments as sent by our donor every month but as soon as it is received, we usually remit it to the concerned schools"*. This implies that indeed, there could have been delay in payment of school fees for OVC to their schools.

As far as World Vision was concerned, staff revealed that the major challenge involved the organization's failure to cater for education needs of children after Ordinary level or vocational education. According to one opinion leader, this is the major challenge facing WV compared to CI which commits itself to support the OVC until they are 22 years of age. Otherwise, the study established that CI has less financial capacity than WV, and consequently its area of coverage is much smaller than that of WV. Unlike WV which covers all the Counties in Rakai District, CI only covers 12 Villages in Kakuuto, and even in these 12 Villages, it does not enrol kids who are more than 3km from the project offices/church water shed.

Finally, WV staff reported political interference in selection of OVC beneficiaries as well as schools for construction assistance. Although this was down played as insignificant, it was indicated that local leaders always pressed for consideration of schools of their choice, contrary to WV criteria of selecting schools. This finding agrees with Collier (1996) who noted that political influence has a big impact on the way NGOs execute their role. He further revealed that when NGOs counter balance government influence, governments feel that legitimacy is threatened among the general public. Eventually, NGOs instrumentality in mobilizing and obtaining public participation especially among the rural population causes a lot of tension among government institutions.

In conclusion, the education support by CI was more wholesome in the sense that each child's education trend in scrutinized intently and education progress reports for each child are made. Remedial classes out of the normal school training are conducted and personal attention is given to the children. Although WV supported more children, the staff to child ratio is as big compared to Compassion International.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations of the study. The recommendations are proposed as means of improving education interventions of CI and WV to OVC in Kakuuto County. Summary and Conclusions, on the other hand, involve salient issues found out in the study.

5.2 Summary

The summary of the study are presented in the order of objectives in the following sub-sections:

The study found out that the major education needs of OVC were school fees, exercise books and pens, school uniform, personal requirements like shoes, toilet paper, brooms, school bags and Vaseline as well as lunch. Among these requirements, respondents got school fees assistance, school uniform, exercise books and pens as well as personal effects like shoes and school bags from Compassion International and World Vision. In addition to the above, CI records from July 2006 to June 2007 indicated that educational supplies were also provided to schools with OVC supported by the project. Such school supplies included box files, headed papers, office diaries, prep books, white wash, envelopes, notebooks and sticky papers and radios (Compassion Assisted Project Plans and Budget Forms, July 2006 to June 2007).

The study found that each NGO had standards that had to be followed in selection of OVC to benefit from their education support. As far as Compassion International was concerned, it was revealed that Compassion International extended education assistance to the most needy orphan children in Kakuuto County. The results of the study further revealed that standards for selection of beneficiaries were: children from both non-Christian and Christian families, boys and girls, low family income and low family assets; chronic illness and/or malnutrition; inability to attend school or progress in school; physically or mentally impaired; orphaned, abandoned or exploited; between the ages of 3 and 9; good access of the child to the church location and evidence that the child is likely to be non-transient and stable within the community.

As far as World Vision was concerned, the study found out that a number of steps were taken to enable communities in Kakuuto County to affirm which category of households with children were truly needy and deserved support. During selection, focus was put on vulnerable children irrespective of status as orphans or cause. Other standards included coming from an extremely needy family, where both heads were 70 years+ and with no meaningful income source, being a member of a child headed household, coming from a large family that had taken in orphans and with no meaningful source of income and being below 12 years of age.

Research findings indicated that international NGOs had made a positive impact in education of the OVC in Kakuuto county. According to the teachers and head teachers in the schools studied, OVC had acquired formal education, got technical skills acquired writing skills, learnt how to speak English, acquired school uniforms as well as scholastic materials.

Likewise, OVC respondents also revealed that the positive effects ranged from attainment of free education, supporting construction of schools, exposure to other ideas to attainment of employment skills. The improvement in the schools' physical buildings undertaken by WV also helped to improve learning and the quality of performance. World Vision's collaboration with local communities to improve education facilities also brought improvement in the management and supervision in schools.

The final objective of the study was to assess the challenges faced by International NGOs in addressing the education needs of the OVC. The challenges that faced CI included inability to pay more than 70,000= (seventy thousand Uganda shillings) to OVC in secondary schools that had a higher school fees structure as well as failure to cater for boarding costs for OVC whose homes are beyond 3km from the schools. Other challenges faced by CI included the existing disagreement between schools and Kakuuto Child Development centre on centre days held on every Saturday, delay in payment of school dues and; disappointment expressed by donors about children who failed to be promoted to the next classes thus considered a waste. As far as World Vision was concerned, the study revealed that the major challenge involved the organization's failure to cater for education needs of children after Ordinary level or vocational education as well as political interference in selection of OVC beneficiaries as well as schools for construction assistance.

5.3 Conclusions

The conclusions of the study are presented in the order of objectives in the following paragraphs:

1. OVC in Kakuuto County had similar education needs since they were living under the same socio-economic conditions. Besides, the findings suggested that WV and CI provided the majority of the educational scholastic needs of the OVC in Kakuuto Sub County. Both NGOs addressed the needs of the OVC but with different interventions depending on NGO objectives.

2. Both NGOs shared some attributes in their selection criteria. Orphan hood combined with poverty of the caregivers came out as attributes shared by both NGOs in their selection criteria. Besides, the criteria followed by CI was more elaborate than that of WV and was therefore liable to meet its intended objective.

3. Although both International NGOs were offering education support to OVCs in Kakuuto Sub County, the assistance offered by WV focused on vocational education should the child go beyond 20 years of age while CI support focused on mainstream education up to University.

4. Although both NGOs were faced with several challenges, their contribution to education for OVCs is commendable. Apart from unreliability of donor funds, it can be observed further that most of the challenges faced by these NGOs emanate from the beneficiary community's inability to fulfill their role in the education of the OVC. There is need for government to start other projects in the area to help sensitize and empower local community members to embrace education of the OVCs.

5.4 Recommendations

Basing on the findings and conclusions of the study, the following recommendations are made:

1. In order to allow OVC to continue the education ladder to University, World Vision should start funding students in   Advanced level rather than

continuing with its current policy of withdrawing sponsorship after children have completed ordinary level or vocational education. This will allow formerly OVC to gain advanced skills that will enable them to earn a living and help other members of the community. For CI, the amount of money it pays to cater for secondary education should be increased from the current 70,000= to enable children attend good quality schools which may enable them to perform better.

2. Both World Vision and Compassion International should widen their scope of selecting OVC by widening their geographical distance in order to extend assistance to the many poor children in Kakuuto County. For example, CI should seek more funding to support more OVC and extend its area of coverage more that 12 villages currently served.

3. In order to improve the academic performance of children who perform poorly, attempts should be made by both NGOs to finance boarding costs and remedial classes. Soliciting more assistance by writing fundable proposals may help to solve this problem. Provision of boarding facilities will enable the children to have enough time in the evening to revise what they have studied in class. During such a time, teachers may also help and form discussion groups combining the weak and clever students so that the weak students can be assisted by the clever ones.

4. Since WV and CI depend on donor funding which are limited, there is need to look for alternative sources of funding that are sustainable. These may include setting up income generating activities, linking OVCs directly with their individual sponsors so that the beneficiaries can continue to access funding even when the project life span has expired. In addition, local fundraising drives targeting corporate organizations should be initiated to diversify funding sources.

5.5 Suggestions for Further Research

The results of the study have revealed that although CI and WV were faced with several challenges, their contribution to education for OVCs in Kakuuto County was commendable. Although this study covered the education interventions of two International NGOs in Rakai district, there is need to conduct other studies covering other districts where these NGOs operate to find out whether their education interventions have been equally useful to the beneficiaries.

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QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS IN COMPASSION INTERNATIONAL SUPPORTED SCHOOLS

Topic: Assessment of Education Interventions by Compassion International on OVC in Kakuuto county, Rakai district.

1. Name of school_____

2. Occupation   Head teacher   ☐

                   Teacher   ☐

3. Institution   Primary school   ☐

                  Secondary school   ☐

                  Tertiary institution   ☐

                  Vocational Institution   ☐

4. How many children are sponsored by Compassion International in your school?

_____

5. What are the qualities of children supported by Compassion international?

_____
_____
_____
_____

6. Would you call the student selection criteria good or bad? Comment

_____
_____
_____

7. Indicate the type of assistance offered by Compassion international to OVCs in your school

_____

_____

_____

_____

8. What education benefits have OVCs in Kakuuto county got as a result of being supported by Compassion International?

_____

_____

_____

_____

9. What benefits have SCHOOLS in Kakuuto county got as a result of teaching OVCs supported by Compassion International?

_____

_____

_____

_____

_____

10. What are the problems faced by your school in its dealings with Compassion International?

_____

_____

_____

_____

11. Suggest ways in Compassion International can improve provision of education for the OVCs

_____

_____

_____

_____

END

Thanks for your cooperation.

QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS IN WORLD VISION SUPPORTED STAFF

Topic: Assessment of Education Interventions by World Vision (Uganda) on OVC in Kakuuto county, Rakai district

1. Name of school_____

2. Occupation   Head teacher   ☐

                   Teacher   ☐

2. Institution   Primary school   ☐

                 Secondary school   ☐

                 Tertiary institution   ☐

                 Vocational Institution   ☐

3. How many children are sponsored by World Vision (Uganda) in your school?

_____

4. What are the qualities of children supported by World Vision (Uganda)?

_____
_____
_____
_____

5. Indicate the type of assistance offered by World Vision (Uganda) to OVCs in your school

_____
_____
_____
_____

6. What education benefits have OVCs in Kakuuto county got as a result of being supported by World Vision (Uganda)?

_____

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_____

_____

_____

_____

7. What benefits have SCHOOLS in Kakuuto county got as a result of teaching OVCs supported by World Vision (Uganda)?

_____

_____

_____

_____

8. What are the problems faced by your school in its dealings with World Vision (Uganda)?

_____

_____

_____

_____

9. Suggest ways in World Vision (Uganda) can improve provision of education for the OVCs

_____

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_____

END
Thanks for your cooperation

APPENDIX C

QUESTIONNAIRE FOR OVCs SUPPORTED BY COMPASSION

INTERNATIONAL AND WORLD VISION (UGANDA)

SECTION A: Background characteristics of Respondents *(Tick the correct alternative or write your response in the space provided)*

1. What is the name of the NGO that supports your education?

> Compassion International ☐

> World Vision (Uganda) ☐

2. Name of school for the respondent _____

_____

3. Gender. 1. Male ☐ 2. Female ☐

4. Level of Education of the respondent

> 1. Primary one to primary seven ☐ 4. Tertiary Institution ☐

> 2. Senior one to senior four ☐ 5. Vocational Institution ☐

> 3. Senior six to senior six ☐ 6. University ☐

5. Religion of the respondent: 1.Catholic ☐ 2.Protestant ☐ 3. Moslem ☐

> 4. Others (Specify) _____

SECTION B: NATURE OF EDUCATIONAL NEEDS OF OVCs

What education requirements do you have to meet in order to study from your school?

_____

_____

_____

_____

_____

_____

Of the above requirements, list those provided by the NGOs that supports you?

_____

_____

_____

_____

_____

_____

SECTION C: STUDENT SELECTION CRITERIA

Why were you selected for sponsorship?

1_____

2_____

3_____

Do you think the student selection criteria used by your sponsor is good?

Yes ☐   No ☐

What are the disadvantages the student selection criteria used by your sponsor?

1_____

2_____

3_____

SECTION D: IMPACT AND CHALLENGES

What have you benefited from World Vision/Compassion International?

1_____

2_____

3_____

4_____

What things do you think your sponsor needs to improve?

1_____

2_____

3_____

How do you think such bad things can be improved?

1_____

2_____

3_____

4_____

5_____

END

Thanks for your cooperation.

APPENDIX D

QUESTIONNAIRE FOR COMPASSION INTERNATIONAL STAFF

Details of children sponsorship in primary schools

Sub county	Name of primary school	Number of children in P.1	Number of children in P.7
1. Kakuuto			
2. Kasasa			
3. Kibanda			
4. Kifamba			
5. Kyebe			

What are the qualities of children supported by Compassion international?

_____

_____

_____

_____

_____

_____

Indicate the type of assistance offered to Compassion international to children

_____

_____

_____

_____

_____

_____

Details of children sponsorship in post primary institutions

Sub county	Name of post primary institution	Number of students supported
1. Kakuuto		

2. **Kasasa**		
3. **Kibanda**		
4. **Kifamba**		
5. **Kyebe**		

Indicate the type of support offered by Compassion international to children in post primary institutions

_____

_____

_____

_____

_____

_____

What education benefits have the children in Kakuuto county got as a result of being supported by Compassion International?

_____

_____

_____

_____

_____

_____

What are the challenges faced by Compassion International in addressing the education needs of vulnerable children?

_____

_____

_____

_____

_____

_____

QUESTIONNAIRE FOR WORLD VISION (UGANDA) STAFF

Topic: Assessment of Education Interventions by World Vision (Uganda) on OVCs in Kakuuto county, Rakai district.

1. When did World Vision (Uganda) start its education interventions for Orphans and Vulnerable Children (OVCs) in Kikuuto county?

_____

2. Please provide details of children sponsorship in primary schools

Sub county	Name of primary school	Number of children in P.1	Number of children in P.7
6. Kakuuto			
7. Kasasa			
8. Kibanda			
9. Kifamba			
10. Kyebe			

3. What are the qualities of children supported by World Vision (Uganda)?

_____

_____

_____

_____

_____

_____

4. Indicate the type of assistance offered by World Vision (Uganda) to OVCs in primary schools

_____

_____

_____

_____

_____

_____

5. Please provide details of children sponsorship in post primary institutions

Sub county	Name of post primary institution	Number of students supported
6. **Kakuuto**		
7. **Kasasa**		
8. **Kibanda**		
9. **Kifamba**		
10. **Kyebe**		

11. Indicate the type of support offered by World Vision (Uganda) to OVCs in post primary institutions

_____

_____

_____

_____

_____

_____

12. What education benefits have OVCs in Kakuuto county got as a result of being supported by World Vision (Uganda)?

_____

_____

_____

_____

_____

_____

13. What benefits have SCHOOLS in Kakuuto county got as a result of teaching OVCs supported by World Vision (Uganda)?

_____

_____

_____

_____

_____

_____

14. What are the challenges faced by World Vision (Uganda) in addressing the education needs of OVCs?

_____

_____

_____

_____

_____

15. How can World Vision improve its education interventions for the OVCs?

_____

_____

_____

_____

_____

END
Thanks for your cooperation.