

**INFLUENCE OF CHARITABLE CHILDREN INSTITUTIONS'  
PROGRAMMES ON EXIT PREPAREDNESS OF ORPHANS AND  
VULNERABLE CHILDREN IN KAPSERET SUB COUNTY, UASIN  
GISHU COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfilment of the Requirements for the  
Award of the Degree of Master of Arts in Project Planning and Management of the  
University of Nairobi**

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## DECLARATION

This research project report is my own original work and has not been submitted for any award in any university.

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**L50/87808/2016**

This research project report has been submitted for examination with my approval as University Supervisor.

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## **DEDICATION**

This work is dedicated to my parents Mr. Samuel Kibigo and Mrs. Mary Kibigo who have sacrificed so much to see me through education and imparted in me the value of education early in life; my wife Chelimo Njoroge, whose words of encouragement and push for tenacity has been my motivation to continue, her commitment and diligence to see me excel as a student in Project Planning and Management is the reason I believe that a PhD degree is my next step.

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## ABBREVIATIONS AND ACRONYMS

<b>ACHPR</b>	African Charter on Human and People's Rights
<b>ACRWC</b>	African Charter on Rights and Welfare of children
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CCI</b>	Charitable Children Institution
<b>DCO</b>	District Children's Officer
<b>DCS</b>	Department of Children Services
<b>FBO</b>	Faith Based Organization
<b>FGD</b>	Focused Group Discussion
<b>GOK</b>	Government of Kenya
<b>HIV</b>	Human Immunodeficiency Virus
<b>IDIs</b>	In-Depth Interviews
<b>KIIs</b>	Key informants Interviews
<b>NCCS</b>	National Council for Children Services
<b>NGO</b>	Non-Governmental Organization
<b>OVC</b>	Orphaned and Vulnerable Children
<b>SDT</b>	Social Disorganization Theory
<b>SOS</b>	Save Our Ship Children Villages International
<b>SNT</b>	Social Network Theory
<b>UNAIDS</b>	United Nations Programme on HIV/AIDS
<b>UNCRC</b>	United Nations Convention on the Rights of Children
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	United States Agency for International Development

## ABSTRACT

Successful transition to independent life for Orphans and Vulnerable children is anchored on quality and effective charitable children institutions programmes in place during the period of care for the OVCs. Every child has the right to a fair chance in life. Around the world, millions of children are trapped in an intergenerational cycle of disadvantage that endangers their futures – and the future of their societies. Children and young people raised in institutional care and residential care centers are emotionally disturbed; they are frequently physically abused, are prone to violent behaviour and may have been involved in crimes. They often fare poorly in school, shout or physically fight to handle social conflicts and are very likely to engage in risky behaviours. In addition, they struggle to make successful transitions to the community. The need for adequate preparation and life skills hence become critical if this narrative is to change. The purpose of the study was to examine the influence of Charitable Children institutions' programmes on exit preparedness of Orphans and Vulnerable Children in Kapseret sub county, Uasin Gishu County, Kenya. The study was guided by the following objectives: To assess the influence of life skills competencies on exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County; to determine the influence of education and vocational training on exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County; to examine the influence of mentorship programmes on exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County; and to establish the influence of combined Charitable children institutions programmes on exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County. The study adopted a descriptive cross sectional survey research design in its approach. A sample size of 248 respondents derived from a population of 690 respondents including Orphans and Vulnerable Children, CCI Management, Children Officers among others in Uasin Gishu County was involved in the study. Data collection was conducted using questionnaires for Orphans and Vulnerable Children and Key Informant Interviews for Charitable Children Institutions management and children officers. A pilot study was carried out in Turbo Sub County to test for validity and reliability of the instruments. Descriptive statistics was used for analysis and data was analyzed using Statistical Package for Social Scientists (SPSS) tool and presented in tables. The study presents that practical skills including planning, budgeting, cooking and self-wellness are a critical requirement for preparation of OVC for exit after care. The findings show that Charitable children institutions programmes play a significant role in helping OVC to acquire self-esteem, build confidence as well as learn how to express themselves, reinforcing on their important role in preparation of OVC for life after care. At 5% level of significance and 95% level of confidence, Education and Vocational training, Life skills competencies, and combined charitable children institutions programmes are significant programmes in facilitating preparation of a smooth exit process for orphans and vulnerable children. The study however recommends the need for a structured reintegration programme with clear exit plans at the point admission of children in to the CCI, to enable OVC grow up in a family and around their community. This should be reinforced by existing government policies on preparation of children for life after care.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

All children have a right to live and grow as responsible men and women in society. Despite this circumstance, many children around the world are ill starved to be involved in situations that endanger their lives and which are a threat to their future (UNICEF, 2016). Human rights are universal in principle and the three inherent rights for every child includes the right to good health, education and a right to be protected; these are the basics that forma critical requirement for adult development as children grow. It includes the right to have their future planned for in line with their development needs and desires. Globally, children suffer under unfair circumstances mostly attributed to their culture, gender, religion, education background among other issues that has contributed to the denied chances to acquire fully some of these basic development rights. A report by (UNICEF, The state of the world's children, 2016) indicates that the state of children being disadvantaged has now become a strategic imperative rather than moral. If nothing is done to address the existing inequality amongst children, the world's future is threatened with potential to imperil millions of these children. This has now left stakeholders to choose whether to invest in other issues and leave the children to continue suffering which will lead to conflict and eventually a divided world by the year 2030 due to persistent inequalities.

The report "A fair chance for every child" by UNICEF(2004) notes that there are about 8 million children living in the institutional care, most of who are orphans. The report also notes that children in the institutional facilities are more likely to face violence and sexual abuse compared to those in foster care and family based care. This report continues to elaborate that most of the orphans' age out of institutional care at 16 years, while 5,760 children become orphans every day. About 250,000 adoptions happen yearly and 14,505,000 grow up as orphans without a place to call home or a family to belong.

Other studies have established that about 10-15% of these orphans commit suicide before they become adults (18 years) (UNICEF, A Situation Analysis of Orphans and Vulnerable Children in Rwanda, 2005). The studies also found that majority of the girls end up becoming prostitutes while most of the boys end up being the hardcore criminals after they leave the care institutions or run away from them. It goes on to confirm that out of 15,000 orphans aging out of charitable homes, about 10% committed suicide, about 5,000 of them had no jobs, about 6,000 had no homes and about 3,000 had been imprisoned after only three years after leaving the institution.

It was also noted that child trafficking was a threat to the children as 1.2 million were reported to have been trafficked especially the girls who had been taken for sexual exploitation in the commercial sex industry all over the world (Nayak, 2014).

In the sub-Saharan Africa, OVC are noticeably increasing due to the poor cultural, political and socioeconomic situation of countries generating a major humanitarian crisis for families in Sub-Saharan Africa whose number of orphans stood at 35 million by 2010 (Murray, African Charter on Human and People's Rights (ACHPR) – Article 19., 2008). The risk of orphan hood is consequently no longer a random shock affecting a few families, but rather a systemic shock affecting African communities. For instance, there are an estimated 14 million OVC in Nigeria (Report on the National Situation Assessment and Analysis on OVC in Nigeria, 2008). One out of 10 children in Nigeria are orphans. Out of these, maternal orphans are one out of three while paternal are two out of three. The UNICEF Report (2007) indicated that majority of the children in Nigeria shown by 10%, were vulnerable. This disturbing trend leads to negative outcomes of severe deprivation of basic needs. The same report shows that vulnerable children were less likely to enroll in a school and if they were, they were likely to drop out and engage in risky and dangerous behavior such as sexual behavior, abuse of dangerous substances and exposure to social exclusion. According to the African Charter on Human and People's Rights (ACHPR), article 19 indicates that a vulnerable child deserves to be respected and treated with dignity (Murray, African Charter on Human and People's Rights (ACHPR) – Article 19., 2008). It states that all people inclusive of Orphans and Vulnerable Children deserve respect.

Kenya is a country that has a population of about 43 million people, 51% of which are children (OVC secretariat report, 2013). It has been reported that in Kenya there are about 2.19 million orphans who are vulnerable and therefore in need of special care and protection. The overall estimate of orphans and the vulnerable children are about 10 million. The prevalence rates of HIV/AIDS in Kenya stands at about 7%. The orphans and vulnerable children are the greatest victims of lack of basic needs due to the country's widespread poverty state, which is at 46% of the population. The poverty state in the country has led to the high rates of HIV/AIDS prevalence due to lack of food, shelter, water, health, education, malnutrition and high mortality rate. This has also affected the conditions under which most people live that also affects the whole society (OVC secretariat report, 2013). The constitution of Kenya recognizes that the national government has the responsibility to ensure that orphans and vulnerable children are cared for and protected. Children should be raised in protected homes together with their families, and those that are vulnerable need to be placed in good foster families where

the homes and families have the responsibility to ensure that the children are protected and cared for in the best of environment for adequate preparation to life after care or independent life (NCCS, 2013).

## **1.2 Statement of the Problem**

The government and the general public have a responsibility to ensure that orphans and vulnerable children are well protected and cared for so as to ensure that their future is safeguarded both at homes and the charitable institutions as their future will also affect the society at large.

A Charitable Children institution (CCIs) is institution or home that is established by an individual, a corporate or a religious organization with responsibility to provide care, protection, rehabilitation and control of children in need of care and protection. The institution should legally operate with an approval from the National Council for children Services as defined by The Children's Act, (GoK, 2017). The main goal of these institutions or homes is to ensure that vulnerable children and orphans are offered special care and protection, as their families should have provided for them in their actual homes. CCI's are expected to operate as an actual home to the host children by providing the basic needs for their survival and development. However, admission of children in need of care and protection in care institutions should be pursued as the last resort applied by the CCIs (NCCS, 2013). The National Standards for Best Practices in Charitable Children Institutions indicates that CCIs need to ensure that children are integrated in their families as fast as possible and they should engage the government whenever family replacements are needed in cases where a child cannot be rejoined with their actual families.

Despite efforts by CCIs to pursue this end, there is still growing concerns over the quality of institutional programmes meant to prepare orphans and vulnerable children (OVC) leaving care institutions to independent life or being reintegrated back to their families. Unlike most of the children who grow in normal family set up, children brought up in care institutions experience unprecedented challenges during exit transition, most of which culminate from CCI programmes and their level of preparedness to OVCs during their stay and upbringing in care institutions.

In particular, young people without parental care or at risk of losing it are often politically, socially and economically excluded and more marginalized from the labor market than their peers are.

They often lack stable social support networks, encouragement and opportunities for market place assignments, practical skills like budgeting, cooking among other basic skills. Coupled with low or insufficient skills and qualifications, transitioning from care institutions to work and independent life becomes even more challenging. This could not be well captured as from a quote from Pirjo Turk (Turk, 2008) in one of her comments as follows:

*“The young people from care institutions find that the most important condition when leaving care and starting an independent life is that they have a place to live, well developed social abilities to lead and finance a decent life”–Pirjo Turk (2008)*

Sustainable development goals recognize that decent work is a building block of development work that embraces dignity, equality, and a fair chance to earn income and live in safe conditions. Young people and especially OVC need support and mentorship to prepare for competitive job markets but most times, most disadvantaged often living in care institutions are likely to be left behind. Development is only sustainable and recognized when it is continued; this is through competence training and mentorship which is carried out to future generations and the society. OVCs, when given an opportunity are able to compete with other children from all levels of life, which in return improves their lives and contributes to the development and improvement of the society. For example, when children prone to conflict are given care and protection and their basic needs provided for, their hearts are healed and thus they ensure the continuity of a peaceful generation in the future (ILO, 2017).

Globally, there are millions of children living in the streets. These children deserve love, care and protection like all others who are with their actual families. In the world, India has the highest number of children living in the streets, which is estimated at 500,000. It was also found that out of the crimes committed globally, about 7.5% were committed by homeless children. More than 1200 children that are orphaned have been rescued and taken to governmental homes in Tamil Nadu. Most of these children have been prone to different kinds of dangers such as physical abuse, violent behavior and crime, which has led many to be emotionally disturbed. These children are also violent in nature due to their prior surroundings and most eventually drop out of school and engage in dangerous behavior such as unprotected sex, substance use and crime. This is due to their struggle to ensure they transit well in the community and fit in with the people.



The need for life skills to these kind of children then becomes critical and cannot be ever emphasized (UNESCO and Education, 2005). The study thus sought to investigate the influence of charitable children institutions programmes on exit preparedness of orphans and vulnerable children in efforts to determine the quality of programming targeted at helping OVC during their transition back to the community.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the Influence of Charitable Children institutions' programmes on exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i. To assess how life skills competencies influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County.
- ii. To determine how education and vocational training influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County.
- iii. To examine how mentorship programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County.
- iv. To establish how combined charitable children institutions programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County.

### **1.5 Research Questions**

This study was guided by the following questions: -

- i. How does life skills competencies influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County?
- ii. How does education and vocational training programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County?
- iii. How does mentorship programmes influence exit preparedness amongst orphans and vulnerable children in Kapseret Sub County in Uasin Gishu County?
- iv. How does combined Charitable Children Institution programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County?

## **1.6 Research Hypothesis.**

- 1) **H<sub>0</sub>** Life skills competencies have no influence on exit preparedness of orphans and vulnerable children.  
**H<sub>1</sub>** Life skills competencies have a significant influence on exit preparedness of orphans and vulnerable children.
- 2) **H<sub>0</sub>** Education and vocational training programmes have no influence on exit preparedness of orphans and vulnerable children.  
**H<sub>2</sub>** Education and vocational training programmes have a significant influence on exit preparedness of orphans and vulnerable children
- 3) **H<sub>0</sub>** Mentorship programmes have no influence on exit preparedness of orphans and vulnerable children  
**H<sub>3</sub>** Mentorship programmes have a significant influence on exit preparedness of orphans and vulnerable children
- 4) **H<sub>0</sub>** Combined Charitable Children Institution programmes have no influence on exit preparedness of orphans and vulnerable children  
**H<sub>4</sub>** Combined Charitable Children Institution programmes have a significant influence on exit preparedness of orphans and vulnerable children

## **1.7 Significance of the Study.**

Adequate preparations for orphans and vulnerable children leaving care institutions goes a long way to ensure that orphans and vulnerable children develop effective interpersonal skills, good decision making skills, technical and vocational capabilities, well developed communication skills and have potent skills to secure a job, build stable social networks and even afford decent housing. It was the objective of the study to add to the existing practice and knowledge of the CCI management, the caregivers, the Children's Department and stakeholders working with orphans and vulnerable, valuable information generated from the study findings on the need to support effective programming that may ensure OVC have been well prepared for effective transitions after care.

The study sought to provide essential and relevant information that may prompt action towards investing and strengthening Charitable Children Institution programmes effectiveness to help prepare Orphans and Vulnerable Children for smooth transition to independent life after care. Unless the world and involved stakeholder's tackles inequality and the current predominant issues affecting orphans and vulnerable children, in 2030, approximately 167 million children may live in extreme poverty and over 60 million children of primary school may be out of

school (UN, 2016). The study sought to uncover experiences of orphans and vulnerable children being prepared for exit in the hope that its findings may benefit the institutions management, including the social workers and caregivers to offer the support that responds to the needs of orphans and vulnerable children in care institutions. It is our hope that the findings generated through the study can be utilized by the Department of Children Services to strengthen efforts that may ensure OVC have been well prepared for successful life after care. It is our hope that key stakeholders such as government, donors, community member, and Non-governmental organisation can also use the findings generated to make evidence based decisions about how best to plan, fund and invest in programmes that maximize positive outcomes for OVCs.

### **1.8 Delimitations of the study.**

The study sought to assess the influence of charitable children institutions programmes on the OVCs exit preparedness in Uasin Gishu County. The study was conducted in Uasin Gishu County, in Kapseret Sub County. It was delimited to Uasin Gishu County, one of the major counties with prevalence of OVC cases in the northern rift valley part of Kenya. Unlike Kakamega, its neighbouring county, which is considered majorly patriarchal, where tracking OVC care and support and reporting has been a challenge(Organization, 2011), Uasin Gishu county was recently selected as a model county on handling children in need of care and protection (National Council for Children Services). Nakuru County, as a bordering county has similar characteristics to Uasin Gishu County, however, the cosmopolitan nature of Uasin Gishu County and its strategic position to harbour children across the unique setting and structure of the neighbouring counties makes it more representative in addition to its performance in addressing OVC issues in the region.

### **1.9 Limitations of the study**

Amongst some of the limitations of the study was lack of enough research carried out in the context of Uasin Gishu on the particular research question area that made it difficult to borrow the opinion of other scholars on the issues to be addressed by the research questions. However, enough information to warrant continuity of this research was available. Language barrier was not a major problem as the study population was largely multilingual; however, English was used as the main research language. Translation to the national language, Kiswahili helped solve few incidences of language barrier during the time of study. The lead researcher ensured that two of the research assistants from the local community who were familiar with English and Kiswahili during the data collection process supported data collection process.

The study also employed appropriate sampling techniques to ensure that the sample selected was representative and that the findings generated can be generalized across all CCIs in Uasin Gishu County. Non-commitment of some CCI Management (Project Manager/Director), Caregivers/ social workers and Children officers to offer required information due to distress of faultfinding gave rise to delays. The researcher booked advanced appointments and pledges of commitment was made on policy of confidentiality of responses in order to address these concerns. Introduction to the CCI by the Children officer also helped to build trust and confidence on the importance of the study.

The time aspect and distance involved during the data collection process made the cost of the study high and time consuming. The researcher's ability to utilize the research assistants ensured a smooth data collection process concurrently. For some CCI managers, who were out of reach at the time of data collection, phone calls were used followed up using emails.

#### **1.10 Assumptions of the study.**

The study presumed that the respondents involved in the study were willing to participate and provide truthful information without bias or prejudice. It assumed that the information generated is a reflection of the real situation on the ground concerning the level of preparedness for OVCs in CCIs. As such, the study assumed that there is significant influence of CCI programmes on OVC in Uasin Gishu County and that the CCIs play a major role in providing services necessary to prepare OVCs for independent life after care. At the outcome level, the study supposed that once the OVCs capacity is built during their stay in the CCI, they have increased chances to secure a good job and lead a decent independent life.

#### **1.11 Definitions of significant terms used in the study.**

The following are definitions of some terms used that were frequently used throughout the entire study.

**Charitable Children Institution Programmes** – This includes a set of related measures or activities undertaken by the CCI with a particular long-term aim. In this study, it includes programmes that enhance life skills competencies, education and vocational training programmes, mentorship programmes and the combination of these programmes as a whole.

**Charitable Children's Institution (CCI)/ Child Care Institution:** Is a home or institution, which has been established by a person, corporate, a religious organization or a non-governmental organization and has been granted approval by the National Council for Children

Services to manage programs for the care, protection, rehabilitation or control of orphans and vulnerable children.

**Exit preparedness of Orphans and vulnerable Children** – This refers to the steps taken to make sure the child in the CCI is ready and safe before, during and after their life in the care institutions. In this study, it constituted indicators such as effective interpersonal skills, technical and vocational capabilities, strengthened mentor- mentee relationships, and stable social networks among others.

**Government Policy** -A government policy is a statement of declaration of a government's political activities, plans and intentions relating to a concrete cause or, at the assumption of office, an entire legislative session. In this case, it indicates the influence of existing guidelines governing the preparation and exit of children in CCI.

**Institutional Capacity** – This includes efforts aimed at building and enhancing the capabilities and efficiency of individuals and programmes in the CCI. It implies continuous development of CCI management and caregivers' competence to facilitate effective changes essential to preparing the OVC for essential and successful life after care. E.g. Access to education, access to health care among others.

**Life skills competencies** – These are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. This concept is also termed as psychosocial competency.

**Mentorship Programmes** – Mentoring is a proven approach to drive rich learning and development for both mentees and mentors. In this case, it includes the frequency of the mentorship sessions/activities provided by an experience individual (mentor), including information around a specific area of interest. It also refers to the period of time during which a person receives guidance from a mentor.

**Vocational Education / Training** – Is a form of education that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education is sometimes referred to as career education or technical education.

### **1.12 Organization of the study**

The study is organised into five chapters. The first chapter presents the background of the study, the statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, delimitations of the study, limitations of the study, assumption of the study, definition of significant terms used in the study as well as the organisation of the study. Chapter 2 details the literature review and expounds on the study's dependent and independent variables on influence of charitable children institutions programmes on exit preparedness of orphans and vulnerable children in Kapseret sub county in Uasin Gishu county. The independent variables of the study include life skills competencies and its influence on exit preparedness of orphans and vulnerable children; Education and vocational training and its influence on exit preparedness of orphans and vulnerable children; Mentorship programmes and its influence on exit preparedness of orphans and vulnerable children and combined charitable children institutional programmes and its influence on exit preparedness of orphans and vulnerable children. Chapter three discusses the research methodology, research design, the target population, sample size determination, data collection instruments and procedures, assessment of validity and reliability of data collection tool, data analysis techniques to be used, ethical considerations, and a table on the operationalization of variables. Chapter 4 covers the data analysis techniques, presentation, interpretation and discussions; Chapter 5 provides summary of the findings, discussions, conclusions and recommendations of the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides illustrations on the relationship between each of the independent variable and the dependent variable. It provides a literature analysis on the concept of influence of charitable children institutions (CCI) programmes on exit preparedness of Orphans and Vulnerable Children (OVC) across the different context and sources that have been presented so far. It also points to studies that have been conducted by other scholars in providing justification for the relationship between the independent and the dependent variables under study. In this chapter, a theoretical basis for the study is also described. The chapter focusses on the concept of exit preparedness of orphans and vulnerable children; the concept of charitable children institutions programmes; life skills competencies and exit preparedness of orphans and vulnerable children; education and vocational training programmes and exit preparedness of orphans and vulnerable children; mentorship programmes and exit preparedness of orphans and vulnerable children; combined charitable children institution programmes and exit preparedness of orphans and vulnerable children. Government policy and legal framework as well as institutional capacity was examined as intervening and moderating variables respectively in the course of this study.

### **2.2 The concept of Exit preparedness of Orphans and vulnerable children**

For the children and young people living in institutional care to have an independent valuable life, they need to be skilled with maturity and self-reliance. Most of them are not usually prepared for the challenges that are ahead of them especially on how to secure housing, budget for their finances, seeking employment and sometimes continuity of their education when they age out of the care institutions (SOS,2012). Some of them are able to face the challenges just well while others need to be well prepared as some challenges they encounter cause them to seek for support, if only they can find. Review of the findings from a study conducted by SOS Children's Villages (SOS, Lessons from Peer Research, 2012) in four countries; Albania, the Czech Republic, Finland and Poland highlights various concerns around OVC programmes as a requisite preparation necessity for care leavers exit to independent life. The study reviewed four countries with a sample population of 338 young people. Two hundred of those interviewed had left the institutional care while 138 were still in the institutional care (see Table 2.1).

**Table 2.1: Respondents by country, care status, and sex**

	<b>Albania</b>		<b>Czech Republic</b>		<b>Finland</b>		<b>Poland</b>	
	Number	%	Number	%	Number	%	Number	%
All respondents	100	100	83	100	53	100	102	100
<b>In care</b>	<b>54</b>	<b>54</b>	<b>53</b>	<b>63</b>	<b>3</b>	<b>6</b>	<b>28</b>	<b>27</b>
Male	26	48	19	36	0	0	15	54
Female	28	52	34	64	0	0	13	46
<b>Care leavers</b>	<b>46</b>	<b>46</b>	<b>30</b>	<b>36</b>	<b>50</b>	<b>94</b>	<b>74</b>	<b>73</b>
Male	30	65	16	53	26	46	35	47
Female	16	35	40	47	27	54	39	53

**Source:** (SOS, Lessons from Peer Research, 2012)

The researcher used respondents who were between 13 years from Czech Republic and 32 years from Finland. They included those that lived in cities, towns, and rural areas altogether. Some of the respondents happened to be young parents. He found that children leave the foster homes at different ages as per the countries interviewed: For example, in Albania: at 15 years of age; The Czech Republic: 18 years of age; Finland: 18 years of age; and Poland: 18 years of age and older. It was noted that young people could stay longer in care institutions if they felt ill prepared for transition to independent life and on the basis that they continue their education in all the countries interviewed. It begs the need to for an effective education programmes that will adequately prepare OVC for successful transition to independent life. The level of education was a key concern for care leavers at the point of their exit. However, in Albania, the extended age limit for young people continuing their education was noted as 17 years of age. This is a legal dimension reinforced through government policies with influence to determine care leavers preparedness for exit (SOS, Lessons from Peer Research, 2012).

Most of the respondents from Albania and the Czech Republic had spent more than 10 years in the institutional care; In Finland and Poland, only about two fifth and a quarter respectively. Those who had spent more than 7 years in the institutional care in all countries were 76%, 65%, 56% and 52% for Albania, Czech Republic, Poland and Finland respectively. Table 2.2 shows these findings.



**Table 2.2: Care leavers by years in care (as percentage of total per country)**

Years in Care	Percentage of care leavers			
	Albania	Czech Republic	Finland	Poland
1 - 3	11	15	30	17
4 - 6	13	13	12	20
7 - 10	22	15	12	32
>10	54	67	40	31
<b>Total</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>100</b>

**Source:** (SOS, Lessons from Peer Research, 2012)

According to this study, it becomes evident that transition of care leaver to independent life is not just a mere formality; various factors play a significant role in enhancing successful transition for OVC to independent life including their level of education at the point of exit. Keen interrogation into the study highlights additional needs by care leavers including effective life skills competencies. It was noted that the young people were aware of leaving care institutions; they had been taught on several life skills competencies, they had been prepared on leaving the care and they had also been taught on different kinds of topics as the basis for their preparation to independent life.

### **2.2.1 Preparation and readiness to leave care**

It was observed that the children and young people who lived in the institution care were informed four months before they left the homes in Czech Republic, Finland, and Poland. In Czech Republic and Finland, they had the family-based care, which gave an advance notice while the residential care gave less notices to its peers. Right information and programme interventions was critical for enhancing successful independence after transition from care. This can be summarized through the quotes from the care leavers interrogated as below:

*“I would have liked more information about running a household. Some kind of practice home would have been nice. I did not know how to wash clothes and what to do when a fuse blows”.* (Respondent, the Czech Republic)

*“We need systematic preparation and we need to go outside... to work, shopping, to the cinema... the normal world”.* (Respondent, Albania)

It was noted that Albanians did not offer advance notice to its young members who were about to leave the institutions where the young people indicated that they wished they could be given at least a four months' notice. They raised this concern as they indicated that they received a week's notice before they could leave the care, which was inconvenient to them. The need for right information on exit could not be overemphasized.

Most complains were raised by those who were in the residential care compared to those in the family based-care. The young people left the care in haste and thus had negative feelings towards it due to the haste they encountered at the point of exit. Few weeks' notice was given to the young men who lived in the care in the Czech Republic. This was in line where the family based care gave a four months' notice unlike the residential care. It was also observed that most of the young people grew up knowing that they were supposed to leave the care when they 20 years, which was not the case as most of them, were forced to leave few years earlier. Respondents suggested that they would have preferred to leave the care when they had fully established themselves and could take care of their needs on their own.

All the young people from all the areas targeted indicated that they would have loved to be prepared way before leaving the care. They indicated that availing detailed information on exit would set their minds and would like to be able to plan on the next life after care. Others indicated that they would have wanted to leave care when they felt ready to and not because their time had come. It goes on to highlight the impact of government policies on exit preparedness of care leavers. This therefore suggests that the government and other stakeholders need to come up with favorable polices and ways that are able to prepare the young people before leaving the care and helping them to establish themselves so that they can feel confident and ready to leave the care (Raluca, Sharn, & Verweijen-Slammescu, 2012).

### **2.3 The Concept of Charitable Children Institutions Programmes.**

Globally, it has been reported that placing of children in institutional care is something that happens frequently. This has been happening despite the negative perceptions that have been associated with institutional care and how badly they treat the children (Carter & Johnson, 2009). Institutional care has been associated with treating children poorly by not offering quality health, poor brain growth due to deterioration and other disorders both physical and emotional. These children also have great differences in terms of growth, social behavior and their abilities compared to the children that are raised in family set up (SavetheChildren, The Risk of Harm to Young Children in institutional care, 2009).

Most of the children around the world are in institutional care that are poorly managed and not providing the needs and care that they require in their daily development of children in need of care and protection (Dozier, Zeanah, Wallin, and Shauffer, 2012). Orphaned, abandoned, and vulnerable children pose problems for societies throughout the world. It is estimated that approximately more than 8,000,000 infants, toddlers and children are in institutional care around the world (Save the Children, Keeping Children Out of Harmful Institutions, 2009). The Children's Act 2001 (s. 6) indicates that every child has a right to grow under the care of his/her parents and all his needs provided for. This right has been found to be unrecognized by many parents around the world. This is showed by the great number of orphans and vulnerable children around the world, which stands at about 2.4 million (KDHS, 2009).

The high number of people living with HIV/AIDS in Kenya is the reason that brings a conscious reality as most of them live under poverty (UNICEF, 2003). Most of the bonds that exist between one individual to the other have been broken by HIV/AIDS. According to the (World Bank, 2013) census that shows that Kenya's poverty level stands at 46%, poverty is the main reason that most of the children are placed in institutional care, a move that is being discouraged by international guidelines for the alternative care of children (Celcis, 2012). The families living under extreme poverty are deprived of basic needs and this causes the families to suffer whenever conflicts arise (Silver, 2007: 5). This therefore has been the main cause for most children suffering resulting to lack of care and protection that they require (ISS, 2015). Despite HIV/AIDS and poverty being the main reasons that most of the children are placed in institutional care, there are a number of other reasons. They include abuse and neglect, disability, political and ethnic conflicts, harmful cultural practices, natural disasters and family breakdown (Government of Kenya, 2014: 4). The main situation that has been a challenge to the government and other stakeholders is the orphan issue that requires more intervention so that the orphans are not excluded from the society (ISS, 2015).

As children grow, they develop in several different ways. Child development includes physical, intellectual, social, and emotional changes. The management of these development changes determines the ability of children to face adulthood and transition effectively to independent life. Development for OVC is most of the times associated with challenges they face in the process. To address these challenges that OVC face resulting from push factors such as poverty, conflict, natural calamities like hunger, floods, earthquakes et al, there is need for a bridging programme that should cushion them from extreme cases of these challenges as well as facilitate effective preparation as they develop, to successful transition to adult life.

This is the essence of CCIs. The National Standards for Best Practice in Charitable Children Institutions recognizes the strengths of CCIs as places of temporary shelter, care and support for children who have been harmed or who are at risk of being harmed (NCCS, 2013). Despite the children programmes that CCIs are expected to run to ensure OVC basic needs are met as well as their protection needs and well-being; the ultimate reason for existence of CCIs as prescribed by the standards is to make sure that children under care are provided for their personal needs and also collaborate with their families to ensure that proper care is provided to the children (NCCS, 2013).

Ideally, this means that CCIs are responsible to ensure that OVC access the right standards of education, are well trained and prepared on opportunities that will enhance their chances to secure a job and generate income and make a living once they transition from the care institutions, have well nurtured values and interpersonal skills that will enhance relationships with themselves and the outside world as well as good decision making skills to avoid negative peer influence. They should ensure that any care leaver has been well prepared to navigate through independent life successfully. If well implemented, chances of effective transition of OVC to independent life or back to their families is enhanced, ensuring that they have well developed technical capabilities to secure an income generating opportunity, better negotiation skills, assertiveness and communication skills, good interpersonal skills and practical skills to properly transition from care without fears(NCCS, 2013).

On the contrary, ill preparation for OVC poses great challenges for them, including exposing them to the harsh conditions of survival in the outside world after care. This has been the case in many care institutions. Many children have faced many challenges caused by the institutional care. These challenges are mostly associated with the fact the children are not provided with life skills that boost their emotional, physical, mental, and social development. Lack of quality education programmes and vocational training for children in care institutions, poor mentorship programmes has been the reason for poor quality of lives for care leavers after institutional care (BettercareNetwork, 2018).

Children in institutional care have been faced with numerous cases of physical and sexual abuse; lack of stimulation issues and harsh discipline that have affected them both physically and emotionally. These children suffer isolation from the society and they mostly do not attend school as required. Children who have been in the care for a long time are not able to be accepted back to the community and therefore they isolate themselves, a situation that results

to them engaging in negative habits such as prostitution and crime to try and fit back into the society (BettercareNetwork, 2018).

#### **2.4 Life skills Competencies and Exit preparedness of Orphans and Vulnerable Children**

It is very crucial and important to ensure that children living in institutional care are provided with life skills, as these skills will help them to deal with daily challenges that come their way, an issue that has been recommended by most of the studies. These topics have tried to find out how life skills can be enhanced to the orphans and the vulnerable in combination to their psychological processes to ensure that the children's behavior is changed and tamed (Catterall, 2002). According to the World Health Organization (WHO, 2009 - 2018) definition of what life skills are; they indicated that they are skills that help children to be able to grow in good morals and be able to deal with challenges that they may face in future. On the other hand, UNICEF indicates that the balancing of a child's knowledge, attitude and skills to change their behavior and shape their future development is how they defined life skills (UNICEF, Teachers talking about Learning, 2000).

The definition that is provided by UNICEF continues to be elaborated by other researchers in that good morals are shaped by ensuring that children are provided for with knowledge, attitude and skills based on competency (UNICEF, Life Skills - A facilitators guide for Teenagers). Generally, Life skills are those abilities and morals that a child or young person has to prepare in dealing with challenges they face along the way in facing the realities of life. Other researchers and professionals define life skills as those that are applied in the health and social events rather than in the daily life. They indicate that preventing young people from taking drugs, preventing sexual violence, teenage pregnancy, preventing HIV/AIDS and preventing them from suicide is what they indicated as important life skills.

According to Priyadarshini (2005) programs that have been undertaken for development of life skills have been successful in the following aspects; have helped in reduction of violent behaviour, have helped in increasing pro-social behaviours and reducing the negative ones, have helped in reduction of self-destructive behaviors, increased life skills to help prepare in solving and dealing with future challenges, improvement of self-image, self-awareness, social and emotional adjustment. They have also increased the power of knowledge, improved the number of children attending school, children being able to control themselves and being able to handle personal challenges and being able to resolute conflicts amongst themselves.

Studies done by other authors show that life skills offered to the children on sexual education, how to prevent the children from abusing alcohol and marijuana has helped in encouraging the children to go back to school and generally grow a stable society which has also helped in the prevention of HIV/AIDS. Such life skill competencies anchored on such premises as demonstrated by this literature reinforces that life skills is an integral component in the development and preparation of OVC exit preparedness (Priyadarshini, 2005). (Roy, Roy, & Rangar, 2007)

#### **2.4.1 Learning life skills**

A comparative study in four countries; Albania, the Czech Republic, Poland and Finland focusing on learning and life skills based on the research study by (SOS, Lessons from Peer Research, 2012), found out that most of the institutional cares had not offered life skills to the children; they indicated that they had not been taught how to cook (22) %, to shop (20%) and how to budget (15%). The study also found that majority of the children in institutional homes had not received any information on sexual wellbeing and how to handle sexual relationships. Children in Albania institutional homes indicated that they had not received any information on subjects involving personal hygiene, healthy diet, keeping fit, prevention of drug abuse, avoidance of smoking, making friends and personal relationships, and finding help or information. Those that took care of the children and young people in the cares indicated that they had no information on cooking, budgeting, shopping and other basic skills. Despite these findings, they indicated that they had much knowledge on personal hygiene, personal relationships, and making friends (Guma, 2012).

Most of the young people living in institutional care in the Czech Republic indicated that they were well prepared by the caregivers on hygiene and shopping although, they had not received any life skills on how to live a healthy lifestyle by not abusing drugs, alcohol, smoking and safe sex. The caregivers lacked to offer the young people on skills on personal skills such as interacting with other people and cooking. They also indicated that they were not taught about engaging in healthy relationships. The care givers indicated that they were not adequately skilled to provide life skills to the young people as they felt not prepared enough, they indicated that they offered home economics because that's the area they felt prepared enough. Most of the skills on shopping and home economics were mainly offered in the residential care than in the family-based care. There was also lack of enough skills offered to the women on physical fitness unlike in men who indicated that they had been well prepared (SOS, Lessons from Peer Research, 2012).

Majority of the young men indicated that they had less knowledge on safe sex compared to the women who indicated that they had a solid understanding on the issue. The skills young men had received on personal hygiene, shopping and cooking, safe sex, and the prevention of substance abuse was indicated to be very good from the young people in Finland. Most of the children from other alternative care gave different views from those from the family-based care. Household skills were found to be well known by respondents from the family based care especially in budgeting and healthy food planning; the rest of the young people from other care centers indicated that they were better skilled on issues involving their personal decisions such as prevention on drug abuse. Most of the young women were better (SOS, Lessons from Peer Research, 2012).

It was found that the vulnerable children and the orphans had better life skills than the caregivers as per researchers in Poland. The indicated that they were more skilled in personal hygiene, interpersonal relations, and making acquaintances whereas they were poorly skilled in interactions and home budgeting. On the other hand, the caregivers were poor on issues concerning budgeting, cooking, interactions and sexual relations while they were good in hygiene, making acquaintances, and preventing substance abuse. The findings that varied were provided by the four countries from young people who lived in the cares, those who had left the cares and the caregivers who belonged in both families based cares and in residential care. These findings from Albania, the Czech Republic, and Poland led the researchers to a conclusion that there were gaps that needed to be filled especially in provision of life skills such as provision of practical skills i.e. cooking, shopping, home economics and budgeting in all institutional and home based care centers. Ability to nature interpersonal skills, communication and negotiation skills was also a registered concern (Soltys, 2012).

It is therefore the duty of the stakeholders, the government to ensure that the caregivers employed in the care centers are well skilled to provide the skills they possess to the children in the institutional care, and after they leave. Basic life skills competencies such as self-awareness, critical (decision making) and creative thinking (problem solving) as well as interpersonal skills (negotiation and communication skills) are a prime requirement for a healthy balance in life after care; after the young people leave the care, there should be opportunities set aside for them to embrace so as to be responsible people in the society and for their future to be more bright (SOS, Lessons from Peer Research, 2012).

## **2.5 Education and Vocational Training Programmes and Exit Preparedness of Orphans and Vulnerable Children**

There is need for vocational and training programs to be developed to support the continuation of OVC education in all schools by the government and stakeholders (Shann, 2013). This is mostly important to the women and girls due to their contribution and roles in child mortality to ensure that the future generation is well taken care of. A study done by (Shann, 2013) found that the fact that a child is an orphan or a vulnerable is factor that determines whether the child goes to school or not in an article called “The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda.” The reasons for the children not to attend school are mostly; poverty, domestic labour, lack of income, stigmatization and lack of parent/s. The whole of Sub-Saharan African has brought about much documentation that elaborate on the reasons why children do not attend school (Bicego, 2003). The documentations show that most of the non-orphans have opportunities to attend school compared to the orphans (Ties, 2004). Countries such as Botswana, Niger, Ghana, Kenya, Tanzania, and Zimbabwe have shown great disparities on the issue involving attendance of children in school and their grade progression. This is a crucial issue as it determines a child’s chance of remaining in school or dropping out.

The lowest completion rates in the world on education have been recorded in Africa (UNESCO, 2006). The highest record was on secondary education, which the caregivers’ indicated was because of the lack of funds to pay for the children. Most of the countries do not offer free secondary education. Some of the countries for example Uganda that offer free secondary education have additional fees that parents/guardians are expected to pay which is also difficult fry the caregivers. The additional fees that is required is to pay for books, uniforms, for buildings, maintenance and desks. The USA together with other partners in the world have come together and developed different ways to contribute in the funding of education of the OVCs for International Development (USAID) that include scholarships and block grants (Shann, 2013). The full or part of payment provided for the whole period a child will be in school is what is called a scholarship. The educational programs that students are given opportunities to design and provide it to the recipient are termed as block grants. Despite the use of the two mechanisms to ensure that education is improved and developed in Africa, the quality and quantity of education has, still not been well evaluated (UNESCO, 2006).

The study conducted by (Mike, 2008) collected information on education and employment; on young people’s finances and their views about debt; and ability to secure decent housing



(accommodation) as part of the key indicators examined around education for OVC. The findings noted few concerns among care leavers that can be summarized in the following

*“I didn’t know what to do about finding work”. (Respondent, Poland)*

*“It was hard to find accommodation. I used to sleep on the street. The current room seems like a prison with bad conditions and a bad smell”. (Respondent, quotes; Albania)*

Information was collected from respondents by the researcher on their education and employment. There were significant comparisons that were picked from the four countries as they had different ways of providing skills to the students’ and different ways were used to collect the information and thus identification of different trends was done. About 35% of respondents received primary education, 52% had received secondary education, and 7% attended university while the rest had no education at all in Albania. Only about a third of the respondents had jobs as most of them were still in school. This showed that most of the unemployed respondents’ received help from their family and friends while others indicated that they received less income than they consumed (SOS, Lessons from Peer Research, 2012).

The caregivers indicated that they had attended secondary school although some passed while others failed and others were still in school. Most of the young people did manual work in Czech Republic. About 28% of the young people in Finland were in school. About 50% were in college. The rest were involved in other forms of education in different areas. Only 1% were in the upper high school and another in the university. 33% were not employed or in school, 31% were working. Most of the young people in the residential care were not employed compared to those in the family based care (Pazlarová, 2012). Most of the care leavers had received primary education, 30% were in secondary school while others were in vocational education. 16% were in higher secondary level. Most were unemployed while the rest were working (35% full-time, 33% on ‘time contracts’, and 12% part-time) (Bowley, 2012.).

The study concludes that most of the caregivers had reached the secondary level and only few of them had attained university education. Most of them had received vocational training. The four countries show that most of the care leavers were unemployed. Most of the care leavers did manual work, social care or part time jobs. The study recommends the review of how young people receive education, they should also be provided with employment opportunities.

The care leavers should also be supported right from primary school to the University for them to be skilled in all aspects of life (Clark, 2004)

## **2.6 Mentorship Programmes and Exit preparedness of Orphans and Vulnerable Children**

Mentorship is the guidance provided by a mentor, especially an experienced person through information, demonstration or otherwise to help in guiding of people who are not experienced or have little knowledge (Caela, 2006). It is the increase of knowledge and development of a person with experience and one who wants to learn. The process involves adding knowledge on psychosocial support, career guidance, role modelling, and communication from the mentor to the learner. With the right information and guidance in key areas of development, there exists potential opportunities to develop confidence for independent life after care for care leavers (Hayes, 2013). Most of the studies show that most of the children and adolescents need to be have their independence monitored a little more strictly, until they reach their late twenties. In the traditional way, a child's stage of development to adulthood was constructed from when one left education, secured their personal life, got a career, entered into a relationship and finally having children. These stages in the status are determined and impacted by changes in structure and individual socioeconomic status (John Coleman, 2008).

It is at this time where mentorship is a necessity. When the orphans and the vulnerable children leave the institutional care and they attain 18 years, they are not able to return to the institutional care unlike other children raised from the home set up who have a chance to go back home in case they face challenges. Information on the crucial issues that respondents needed to be skilled on after leaving the care (Mike, 2008). The crucial issues included; education, employment and training; finances; accommodation; health and the general well-being. According to the respondents, 59% of them were well skilled on health, 53% had enough information on education, and 46% had less information on their emotional development, on accommodation and financial support 41%, training 37% and employment 24%. The respondents had received on employment and on health less information. The study also showed that age and care setting were important factors that determined the type of information respondents had received (SOS, Lessons from Peer Research, 2012).

Information on health and employment was much known by the older peers compared to the young ones; the young peers in the family based care had more information compared to those in the residential care. Information on education, employment, health, and financial support was found to be insufficient to the care leavers.

Respondents who lived in the residential care received less information on financial support and emotional development compared to those in the family based care who indicated to have more enough on the two factors. This was attributed to lack of a constant person who can guide and provide information around the key areas of interests for care leavers during and after care.

Adequate information was found to be available among respondents in Czech Republic on health and education by peer researchers. Less information was reported from the respondents on financial literacy, housing and personal development, about 34% indicated that they did not have information on employment opportunities. On finance, employment, housing and relationships with the leaders were areas that respondents pointed out that they needed more assistance from the caregivers. Less information was found to be available among the caregivers on training options, employment, and personal development and housing issues, the caregivers had more information on health, education, and financial assistance. Czech Republic did not have much difference in both care settings on the information respondents had; the difference rose between men and women where men were found to have more information compared to the women, on housing; 21% were informed while 69% were informed, on employment, 63% of the men had information whereas 21% of the women had information; on training, 50% men had information while only 7% of the women had training (Burns, 2009).

Health and accommodation were two factors that respondents indicated that they had enough information about in Finland. They also had enough information on education, training, and financial support indicated by three quarters of the respondents. Only 40% had enough information on employment, personal and emotional development issues. The respondents on training knew no information and less information was given by the respondents on personal and emotional development. Value was given by respondents in Poland on health, education, and financial support; they also had less information on housing and employment of which they termed as unnecessary. Respondents indicated that they were grateful on education, financial support and housing while lack of information was found on employment and personal development (Pazlarová, 2012).

The care leavers less praised the information they had compared to the respondents as per the analysis. Employment was found to be the most affected on being less informed among the care leavers and the respondents. Most of the respondents suggested that more information should be provided on personal and emotional development whereas the rest indicated that they needed more information on employment and education.

This goes to show that most of the stakeholders need to identify ways of delivering more information on the needs of the respondents and plugging into mentorship programmes that would furnish the right information and demonstration in order to boost their confidence and morale around specific areas of interests; emphasis should be put on employment, education, and personal development information to ensure that the respondents are well equipped for their future benefits and guidance through the process(SOS, Lessons from Peer Research, 2012).

## **2.7 Charitable Children Institution Programmes (Combined) and Exit Preparedness of Orphans and Vulnerable Children.**

While a somewhat older set of figures shows the depth of the problem facing OVC in Africa, focus in Southern Africa, the worst affected sub-region presents the following findings (UNICEF, Excluded and Invisible, 2006): The countries of Botswana, Lesotho, Namibia, South Africa, and Swaziland face some of the highest rates of orphan hood in the world. In Namibia, 12% of the children are orphans, 20% were orphans in Botswana according to a study done in 2003. An increase was expected in both countries within 7 years with Namibia expected to be at 18% Botswana is expected to be at 24%. This was the greatest UNICEF record of the number of increases in the number of orphans in the whole of Sub-Saharan Africa. An increase of about 0.9 million orphans was recorded in South Africa from 2003 to 2010. The greatest contributor of the high number of orphans in these countries is HIV/AIDS; South Africa in the year 2003, 50% of the orphans are from parents who died from HIV/AIDS while Botswana stands at 75% (UNAIDS, 2013)

Most government together with the other stakeholders and NGOs have come up with programs that have helped in resolving the situation with assistance from the UN in efforts to solve the needs for OVCs. The programs have been of great help in addressing needs such as nutrition, birth registration and access to health services and education; these needs have played a major role in shaping the future lives of the young children living in institutional care. The stakeholders came up with one initiative that involved all countries in the Sub-Saharan together with the National Plans of Action' (NPAs) to ensure that the needs of the OVCs are coordinated to the fight against HIV/AIDS. It was reported that the five countries advantaged in medical care, nutritional support, counselling and psychosocial support; and the endorsement of community-based care from the programs set up by the stakeholders. Policy implementation was also difficult as reported by the author (Engle, 2008).

This serves to note that it is the responsibility of government through charitable children institutions programmes to ensure that all the protection, survival and development programmes for children in need of care and protection are in place to ensure effective and sustainable competency driven programming for children that will allow for smooth transition to independent life (Engle, 2008).

## **2.8 Institutional capacity and Exit preparedness of orphans and vulnerable children.**

Child Care Institutions (CCIs) for Children are required to have a board that ensure effective running of the institution and should provide feedback to the Board of Trustees (NCCS, 2013). A file called '*Minutes of Management Board Meetings*' is supposed to be provided in the quarterly meetings that take place between the Board of Trustees and the institutions board of management. Director/ manager/administrator, Donor representative(s), Legal adviser, Care leaver, Representative(s) of the Board of Trustees who is not among the signatories of the trust deed and child representative makeup the management team. The composition of the management board presupposes a skilled and competent work force well trained to deliver effective services to OVC. The responsibilities of the Management Board are; to plan how the CCI runs in a daily basis, to ensure that all policies, standards, and procedures of the CCI are implemented and all regulations complied to, ensuring effective coordination and participation of children in Human resource functions, Financial management and children's programmes, ensuring that the children programs are well implemented, monitored and reported, employment of CCI staff, ensuring that there is financial stability in the CCI fir example through fundraising. There are Acts that have been implemented such as the Education Act for education and the health laws for health care among others that every agency running a CCI should adhere to (NCCS, 2013).

It is this requirement that needs to be in place, maintained and improved to deliver quality services for children in need of care and protection. Additionally, the standards outline that per every 10 children, they should have one care staff, a ratio of 1:10. These care staff are the care givers who have direct contact with the children or rather who ensure their daily activities rub smoothly in the institutions. The table shows CCI's children ration to their specific staff. These rations may change time to time but they should never go below the set standards of a 1:10 as in the table below (NCCS, 2013);

**Table 2.3: A CCI minimum qualified staff to children ratio**

Category of Staff	Number	Number of Children	Basic Tasks
Social Worker	1	20	Ensure case and Group assessment and management for all children
Counsellor	1	20	Provide professional support for children and staff in distress or those who are vulnerable
Nurse aides	1	20	Observe the health of Children and responds accordingly
Caregivers (e.g. housemothers, housefathers)	1	20	Day-to-day care of children and supervising to ensure they meet their needs

**Source:** (NCCS, 2013)

In terms of qualifications and competency, the institution must set job descriptions for the staff they intend to employ and ensure that they are well written. According to the job level intended to be filled, there should be competencies, skills and academic qualification certificate that should be produced by the employee. Before recruitment, all the qualifications need to be outlined by management. The main role of the recruited staff is to ensure that they apply their skills and experiences in the running of the institution. Staff competence is critical as this is the support that plays a big role in the development and preparation of children in care institution about to exit (NCCS, 2013).

From the comparative study conducted by SOS across four countries, (Raluca, Sharn, & Verweijen-Slamnescu, 2012) respondents in care institutions in Albania used the people who surrounded them in finding the information they required and giving it to the children before they left the homes. Friends mostly provided information on independent living. The teachers in the set up were not found to be helpful in providing any information. These findings showed that the children expected different kinds of people to provide different kind of help both when in institutional care and when they exit to independent life, most of the time being the people within care institutions. Friends, social workers, and care workers were the people that the children in the residential care indicated that they provided them with different kind of useful information before they left care. In the family based care, family members and relatives provided information to the young people.

Majority of the young people in Czech Republic indicated that the local staff provided them with information that was of great help in residential care facilities. Other groups of people they identified to be helpful were psychologists, partners, extended family and foster families. Those living in the rural areas identified teachers as of much help in providing them with useful information. Foster parents and friends were pointed out by care leavers as people who also supported them. Young people from residential care indicated that friends and staff provided most information and support compared to the teachers and social workers. The young people mostly relied upon SOS care providers, families of origin, and friends in SOS Children's Villages (Pazlarová, 2012).

The staff, followed by specialized leaving care workers, the social workers. Family and relatives, friends and foster care providers were found to be very helpful to the respondents in Finland residential facilities. Most of the young care leavers indicated that teachers were of no help in providing useful information before leaving the care. There was no much difference in findings from the respondents from residential care and those from family based care only that in gender, more women than men indicated that teachers provided very little information before they left care. Care leaver guardians were found to be of so much help to the young care leavers in Poland. Young leavers were provided with guardians who prepared them before leaving care. The guardians' main role was to help the leaver to have a leaving plan that would be effective in future. They indicated that the care leaver guardians, families and relatives, educators, friends, and social workers provided necessary support and help in that order. The study concluded that not much help was provided to the young leavers by those that were expected to provide it to them and thus some ended up consulting professional help from care workers in residential care, care leaver guardians, and social workers (Guma, 2012).

Different groups of people were expected to provide helpful information to the care leavers before they left in all countries. These were; residential staff, foster care providers, SOS staff, social workers, guardians, family, and friends. These findings therefore suggest that all these groups of people should take up their roles in ensuring that the young people left care well equipped with the information that was needed; those that were closer to the young leavers need to be trained so as to be well equipped on how to prepare the leavers before they left. Recognition of their preparation and access to their plans was also important. Finally, the institutions conditions and infrastructure should be supportive enough to ensure access to basic necessities such as health care, water and including education to adequately support care leavers to effectively exit to independent life (SOS, Lessons from Peer Research, 2012).

## **2.9 Government Policy and Exit Preparedness of Orphans and Vulnerable Children.**

As per the Children's Regulations of 2005, the National Standards for Best Practice for CCIs (NCCS, 2013) was developed. These involves various standards set for institutional care to practice while running them. According to the United Nations Convention on the Rights of the Child (UNCRC), the African Charter on the Welfare and Rights of the Child (ACWRC) and the Children's Act 2001; the standards ensure that the children rights are adhered to and their best interests observed which constitute other legal frameworks that provide guidelines and direction for care and protection in institutional care. The aim of these legal documents, policies and standards make sure that the rights and interests of children are respected in the institutional cares they belong to. In case a child cannot be integrated in their original family unit, it is the government responsibility to ensure that they are integrated in a good institutional care. In addition to these policies and standards, it is required that the CCI have a mission and vision statement that define the purpose and reason for existence of the CCI. These policies need to be stated in writing and reviewed regularly by persons responsible for the total operation of the institution. Lack of adherence to the laid down policies and standards within the CCI may lead to cases of child abuse compromising the quality and effectiveness of preparation efforts of children in care institutions (NCCS, 2013).

Although the government seems to be actively involved in development of the aforementioned frameworks, participation in actual service delivery and implementation is scarce (Ucembe, 2015). The Boston University Center for Global Health and Development (2009), conducted a study where they analyzed the government and other stakeholder's contribution to the care given to vulnerable children and the orphans; they concluded that NGOs, private/ not for profit/ multi-lateral organizations which are the civil society organizations provide 91% of the needs while the government only provides 9% contribution. Stuckenbruck (2013) also found that the government only runs 26 institutions out of the 500 in the country. The government is supposed to be the greatest contributor to most institutions, as they locally understand all their needs (Mkandawire, 2001). The government also plays a vital role in ensuring sustainability of most of these homes as noted by Mkandawire. The government is expected to support the civil society organizations in the running of the institutions as they are expected to assist them in legal processes and any formal guidelines/ regulations required in the founding and running of the institutions (Government of Kenya 2011: 26).



## **2.10 Theoretical Framework**

This study was guided by two theories that attempted to explain the influence of Charitable Children Institutions programmes on OVC development and their preparation as they transition to independent life. Child development theories explain the processes that children pass through in their growth from childhood to adulthood. The main stages in child development are social, emotional, and cognitive growth, which are well elaborated in the theories. The study was guided by the following two theories that sought to understand the development needs of a child.

### **2.10.1 Social Network Theory**

Social Network Theory has been explained according to urban sociologist and proponent of the Social Network Theory Castells (2001). The power of social network theory (SNT) explains child's development processes different from those given by traditional studies, which dwell more on individual attributes. The theory brings out other views and combines them with individual traits in areas where the attributes are not as important as in the traditional aspects. The theory postulates that social networks are made up of nodes from either individuals or organizations combined by different kinds of interdependence. The theory points out the challenges and problems that arise from social structure that connect to each other and seeks to find ways to resolve them. The theory sought to point out different challenges posed by social structure in family values and their failure in providing the protection that children need. In doing this, the study hoped to explain how the existing social structures influenced the exit preparedness of orphans and vulnerable children in Uasin Gishu County (Mwiti, 2013).

### **2.10.2 Bowlby's Attachment Theory**

The second theory helped to interrogate efforts by caregivers and the CCI management in shaping the child's cognitive, social development needs, and its impact to children as they grow. The topic of social development of children has been greatly researched. The earliest theory on social development of children was first proposed and developed between 1907-1990 by John Bowlby (Kendra, John Bowlby Biography (1907-1990), 2017). He indicated that how children were cared for right from their early age by the caregivers played a significant role in their development, which also affected their future relationships. He continued to insist that children needed to form relationships since their early stages through an attachment theory called (Kendra, The Importance of Early Emotional Bonds, 2018).

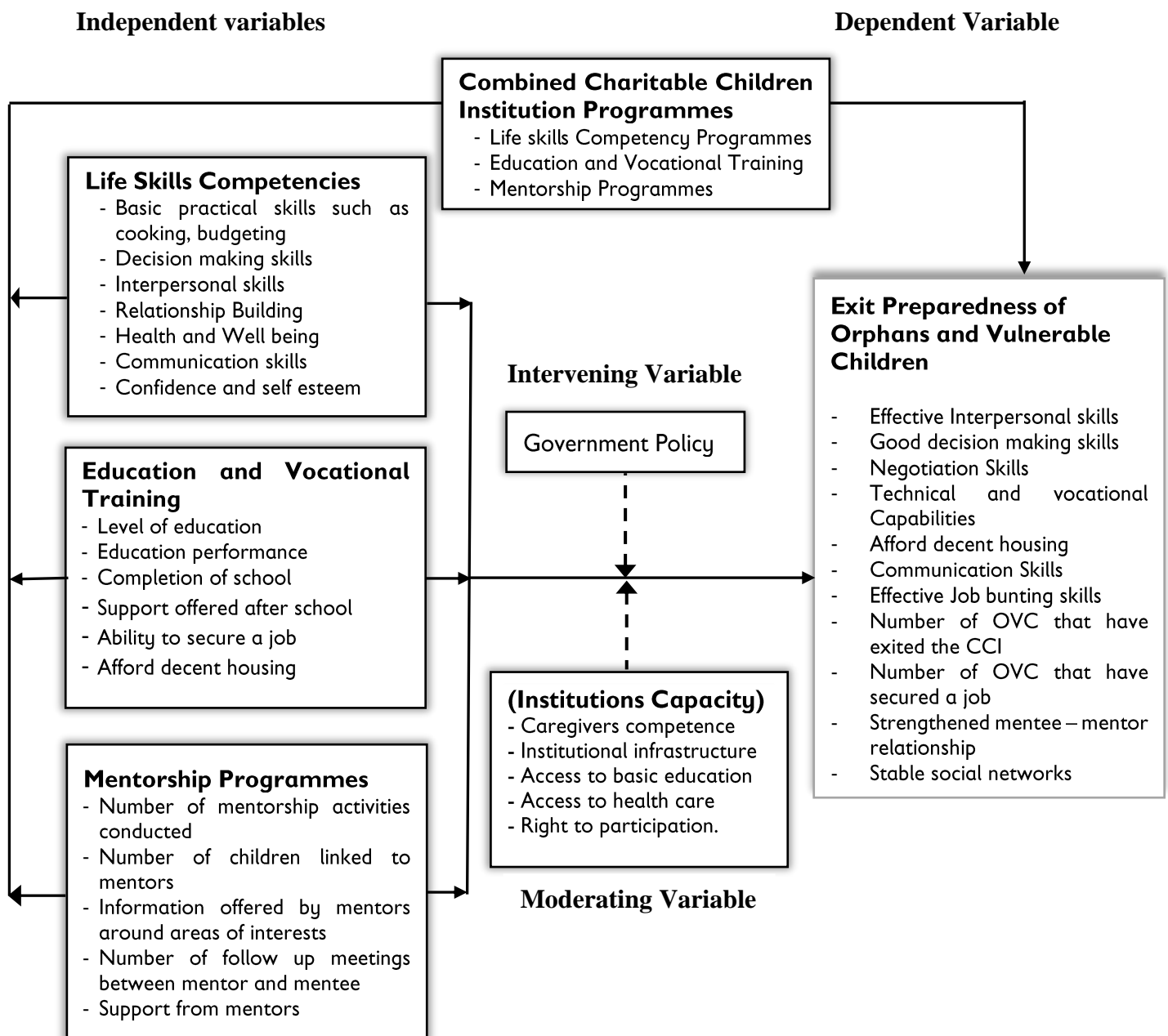
The attachment mostly showed how important care and protection was to the children characterized by behavior and motivation, which is supposed to be provided to the children by the caregivers. In other words, both children and caregivers engage in behavior that is supposed to own positivity.

There have been adjustments by other researchers on the Bowlby's theory whereby they added some other different styles to the theory (Cherry, 2018). The theory indicates that children that receive care and protection are more likely to develop secure attachment style whereas those that had not received care and protect were more likely to develop indecisive, arrogant and a style that is not organized. This theory therefore sought to help the study in developing and exploring various conditions that help in the running of the institutional care to bring out clear and classifiable relationships with their parents, their natural behavior and regulation of their psychology.

## 2.11 Conceptual Framework

The conceptual framework for the study was based on the relationship between the dependent variable and the independent variables in the study. The independent variables include Life skills competencies, education and vocational training, mentorship programmes and combined charitable children institution programmes. The dependent variable is the exit preparedness of orphans and vulnerable children.

A graphical relationship of the variables is as demonstrated through figure 2.1 below:



**Figure 1:** Conceptual Framework.

In the study, influence of Charitable Children Institutions programmes was the independent variable while Exit preparedness of orphans and vulnerable children was the dependent variable. Institutional capacity constitutes the external factors that moderate the influence of CCI programmes on OVC exit preparedness. Government policy was examined as the intervening variable in this study.

## **2.12 Summary of literature review.**

A child has duties and responsibilities in the family and the community they live at every point of their development and especially at adulthood. The chapter presents a review of the literature developed by different scholars that relates to the influence of charitable children institution programmes on exit preparedness of orphans and vulnerable children with special consideration on life skills competencies and exit preparedness of orphans and vulnerable children, education and vocational training programmes and exit preparedness of orphans and vulnerable children, mentorship programmes and exit preparedness of orphans and vulnerable children, and combined charitable children institution programmes and exit preparedness of orphans and vulnerable children .

According to (Priyadarshini, 2005), programs that have been developed by stakeholders and the government played a major role in increasing the ability of future planning and choosing of proper solutions to problems that may be encountered; such programmes resulted to improved self-image, self-awareness, social and emotional adjustment, lessened violent behaviour, increased pro social behavior among others. One estimate suggests that orphans are approximately 13% less likely to attend school than non-orphans (Ties, 2004), situations that are currently contributing the current state of unpreparedness amongst OVCs. Studies on youth transitions illustrate that all adolescents and young people are presented with an extended period of economic dependence until their mid-twenties (SOS, Lessons from Peer Research, 2012). Plans of Action' (NPAs) to ensure that the needs of the OVCs are coordinated to the fight against HIV/AIDS. This recognizes the importance of programmes that build capacity for OVC necessary to respond to their needs after care. The National standards for best practices (NCCS, 2013) recognizes that for effective preparation of OVC to take place, there is need to have well trained caregivers at apt caregiver to children ratio.

The study was based on two theories; the Social Network Theory (Katherine, 2009) that looks into the various factors that drift OVCs into their conditions as the challenges that are posed by the social structure especially the erosion in family values of social cohesion and failure of

the extended family to provide protection to children and; Bowlby's Attachment Theory that sought to explore conditions of institutional care that makes it less likely that children will develop clear, classifiable attachments to their parents and age appropriate behavioral and physiological regulation. Through the conceptual framework, the study evaluated the various independent variables discussed in relation to their influence to the dependent variable.

## 2.13 Knowledge Gap

This section summarizes the knowledge gaps established in review of related literature of this study.

Variable	Author (Year)	Title of the Study	Methodology used	Findings	Knowledge Gap	Focus of the current study
<b>Life skills competencies</b>	Murungi Kenneth Mwiti (2013)	Influence of Charitable Children's Institutions On the Welfare of Orphans and Vulnerable Children In Meru Municipality.	This study was conducted through descriptive cross-sectional survey design. The researcher considered this research design appropriate for the study since it focused on collecting information from respondents on their attitudes and opinions on how CCIs Influence the welfare of OVC.	The study established that childcare among CCIs in Meru Municipality has some influence on child welfare. Factors such as nutrition, health, child rights, psychosocial needs and disaster preparedness are catered for though not to the fullest. The study revealed that CCIs in Meru Municipality are not properly equipped with professional staff in all areas of service.	The study was delimited to Meru Count and in specific Meru Municipality in terms of context.	The focus of the study in terms of scope will be in Uasin Gishu County.
	Priyad Parshini, (2005)	Life skills building in Orphan and Vulnerable Children	This study was conducted through	The study established that life skills is an integral component in	The study was delimited to Nalanda Way	The focus of the study in terms of scope will be in Uasin Gishu County.

Variable	Author (Year)	Title of the Study	Methodology used	Findings	Knowledge Gap	Focus of the current study
		through Arts. <i>Nalanda Way Foundation, India</i>	descriptive case study research design.	the development and preparation of OVC exit preparedness	Foundation in India in terms of context	
<b>Education and vocational training</b>	SOS Children Villages (2012)	When Care Ends; Lessons from Peer Research	The goal of SOS Children's Villages and the National Care Advisory Service (which is part of the UK young people's organisation Catch22) was to empower young Care leavers and encourage their participation in all aspects of the research—from designing a questionnaire to and conducting the interviews to analyzing the results and disseminating the findings.	Focus across the various objectives of the study captured key findings that can be used to improve OVC programming and its effectiveness in meeting the OVC needs especially through education	Certain concerns have been raised with reference to the methodological weaknesses of peer research. These include the effectiveness of the process and the validity and reliability of the data. Further, young people who are recruited as peer researchers will not have the same skills and level of expertise as trained and experienced academic researchers (Smith, Monaghan, and Broad, 2002).	To minimize the risk of such manipulation as identified in the knowledge gap, the research team for the proposed study seeks to ensure a high level of professionalism and standardization, incorporating continued training and monitoring by the supervisor, and sustained contact throughout the research study, as suggested by academics involved in peer research (Burns and Schubotz, 2009; Clark, 2004).

Variable	Author (Year)	Title of the Study	Methodology used	Findings	Knowledge Gap	Focus of the current study
					Further, as members of the research group, peer researchers could have their own agendas, which could cause them to ask leading questions or present the data in a misleading manner.	
	Shann, 2013	The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda”	Descriptive research design	The study revealed that being orphaned or made vulnerable could play a role in whether a child goes to school. OVC may lose access to school for several reasons including poverty, need for domestic labour, need for income-generating activities, stigmatization, and parental sickness or death.	Orphans and Vulnerable Children were based in Tanzania and Uganda	The current study focuses on orphans and vulnerable children in Kapseret sub county in Uasin Gishu county



<b>Variable</b>	<b>Author (Year)</b>	<b>Title of the Study</b>	<b>Methodology used</b>	<b>Findings</b>	<b>Knowledge Gap</b>	<b>Focus of the current study</b>
<b>Mentorship programmes</b>	Stephen Ucembe2015	An essay on Research findings on Alternative care system in Kenya for children without parental care	Descriptive Essay	The findings reveal that although the government seems to be actively involved in development of the legal frameworks guiding implementation of CCI programmes, participation in actual service delivery and implementation is scarce.	Little has been done to demonstrate how government is involved above the legal framework to enabling existing programmes in the care institutions to effectively be implemented. In this regard, little is known on the role of government on enhancing mentorship programmes.	The study will be targeting government departments working with children to elaborate on the efforts in place to strengthen existing programmes meant to prepare OVCs for adequate transition to independent life.
	Pazlarová, (2012).	Rights of Children in Alternative Care - From Theory to Practice: Filling the Gap through Peer Research.	descriptive cross-sectional survey design	The study established that respondents valued the information they received about health, education, and financial support, but found the information on securing housing and employment less helpful	Little is known on how mentorship programmes influence Exit preparedness of orphans and vulnerable children	This study focuses on how mentorship programmes Influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County

<b>Variable</b>	<b>Author (Year)</b>	<b>Title of the Study</b>	<b>Methodology used</b>	<b>Findings</b>	<b>Knowledge Gap</b>	<b>Focus of the current study</b>
<b>Charitable Children Institutions Programmes</b>	Murungi Kenneth Mwiti (2013)	Influence of Charitable Children's Institutions On the Welfare of Orphans and Vulnerable Children In Meru Municipality.	This study was conducted through descriptive cross-sectional survey design. The researcher considered this research design appropriate for the study since it focused on collecting information from respondents on their attitudes and opinions on how CCIs Influence the welfare of OVC.	The study established that Childcare among CCIs in Meru Municipality has some influence on child welfare. Factors Such as nutrition, health, child rights, psychosocial needs and disaster preparedness are catered for though not to the fullest. The study revealed that CCIs in Meru Municipality are not properly equipped with professional staff in all areas of service.	The study employed a general approach towards investigating the influence of CCI on the welfare of OVCs. This approach limits the study to the general basic essential required for basic operations of a CCI and does not examine to what extent the essential in place are effective in meeting OVC needs.	The study seeks to explore how CCI programmes influence OVC exit preparedness. This implies that the study will be looking at how effective the programmes in the CCIs are in preparing the OVC for exit to independent life. This the focus of the study will seek to bring out how effective are the current programmes in CCIs (if any) on preparation of OVC for exit.
	SOS Children Villages (2012)	When Care Ends; Lessons from Peer Research	The goal of SOS Children's Villages and the National Care Advisory Service (which is part of the UK young	Focus across the various objectives of the study brought captured key findings that can be used to improve OVC	Certain concerns have been raised with reference to the methodological weaknesses of peer research. These include	To minimize the risk of such manipulation as identified in the knowledge gap, the research team for the proposed study seeks to

Variable	Author (Year)	Title of the Study	Methodology used	Findings	Knowledge Gap	Focus of the current study
			<p>people's organisation Catch22) was to empower young Care leavers and encourage their participation in all aspects of the research from designing a questionnaire to and conducting the interviews to analyzing the results and disseminating the findings.</p>	<p>programming and its effectiveness in meeting the OVC needs</p>	<p>the effectiveness of the process and the validity and reliability of the data. Further, young people who are recruited as peer researchers will not have the same skills and level of expertise as trained and experienced academic researchers (Smith, Monaghan, and Broad, 2002). Further, as members of the research group, peer researchers could have their own agendas, which could cause them to ask leading questions or present the details in a misleading manner.</p>	<p>ensure a high level of professionalism and standardization, incorporating continued training and monitoring by the supervisor, and sustained contact throughout the research study, as suggested by academics involved in peer research (Burns and Schubotz, 2009; Clark, 2004).</p>

## **CHAPTER THREE: RESEARCH METHODOLOGY.**

### **3.1 Introduction**

This chapter describes the methodology that was adopted during the study. It describes the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of research instruments, data collection procedures and data analysis techniques. It also captures the operationalization of the variables and ethical consideration.

### **3.2 Research Design**

The study proposed a descriptive cross sectional survey design. The proposed approach helped the researcher to gather both qualitative and quantitative data by use of structured questionnaires; key informant interviews (KII) as well as observation during data collection. The proposed method was appropriate since it focused on collecting information from respondents on their experiences, in order to describe the current characteristic of the sample (Wambugu, Kyalo, Mbii, and Nyonje, 2015). The design also allowed for rapid collection of data, bearing in minds the time and resources constraints. It was suitable for extensive types of research as this, and which allow involvement of various stakeholders in the context of Uasin Gishu County.

### **3.3 Target Population**

A population is a well-defined set of people, elements, events or group of things that are under scrutiny by the researcher (Ngechu, 2004). Mugenda and Mugenda, (2003) describe a target population as a group to which the researcher intends to generalize the results of the study. The target population comprised of orphans and vulnerable children living in Charitable Children institution in Kapseret Sub County. Additional members targeted by the study included caregivers, social workers and the CCI management, children officers, as duty bearers and other stakeholders working with children in need of care and protection. The study was carried out in Kapseret Sub County in Uasin Gishu County. The study targeted at least six CCI bearing different characteristics from which the target population was obtained. Selected CCIs met a specified criterion that included the nature of cases they deal with, the number of years they have been in existence and whether they were registered with the Department of Children Services (DCS) in Uasin Gishu County.

The table 3.1 shows the number of participants targeted with the study.

**Table 3.1: Target population within Uasin Gishu County (Estimates)**

<b>Particulars</b>	<b>Target Population</b>
Orphans and Vulnerable Children	657
CCI Management (Project Manager/Director)	8
Caregivers/ social workers	23
Children officers	2
<b>Total</b>	<b>690</b>

*Source:* (NCCS, National Directory for Children’s Service Providers, 2015)

### **3.4 Sampling procedure and sample size.**

This section described the sample size and the sampling procedures applied in conducting the study. These were further explained as follows:

#### **3.4.1 Sample size**

A sample size as described by Kothari, (2004) is a representative section of the entire population. A sample is a group of relatively small participants under investigation selected from a larger population. The process by which the sample is selected is the sampling procedure (Alvi, 2016). According to Krejcie and Morgan (1970), a sample size of 248 was appropriate for a target population of 690 respondents.

#### **3.4.2 Sampling Procedure**

Ngulube (2003) asserts that a sampling procedure is the process that involves the selection of a specified number of respondents for the study. (Cooper, 2004) Urges that sampling techniques are the methods to be utilized to select the most appropriate sample of respondents. The study adopted a probabilistic sampling technique where the research employed three types of sampling; stratified random sampling technique that was used to select respondents from a target group (strata). After the stratification of the respondents into groups, simple sampling was adopted to pick up the respondents. Purposive sampling was used to select specific respondents based on the objective of the study. This mainly targeted the CCI management and

Children officers from the Department of Children Services. The selection was mainly done based on different background characteristics displayed by the participants.

The sampling frame was the OVC in care institutions, CCI Management, Caregivers/social workers, and Children officers, in Uasin Gishu County.

**Table 3.2: Sample size**

<b>Categories of Population</b>	<b>Target Population</b>	<b>Sample Size</b>
Orphans and Vulnerable Children	657	236
CCI Management (Project Manager/Director)	8	3
Caregivers /social workers	23	8
Children officers	2	1
<b>Total</b>	<b>690</b>	<b>248</b>

*Source:* (NCCS, National Directory for Children’s Service Providers, 2015)

### **3.5 Research Instruments**

The study incorporated both quantitative and qualitative methods of data collection. The researcher used semi-structured questionnaire as the main data collection tools for orphans and vulnerable children in the CCI. The questionnaire collected both the quantitative data and qualitative data. Kothari, (2004) notes that questionnaires are more objective in comparison to the observation since the responses are collected in a standardized manner and it also allows for confidentiality. Key informant interview was used to gather information from the CCI management, caregivers and social workers and Children Officers. The researcher developed the instruments. The questionnaire consisted of both open and closed ended questions. They were organised in to structured sections that build into the four thematic areas; Life skills competencies, education and vocational training; mentorship programmes; and charitable children institution programmes (combined) in that order. Informed consent was sought from the CCI management after approval from department of children services at the district level before the children were allowed to participate in the study. The children also were given the freedom to choose whether to participate in the study or not. An interview guide was developed as funneled by the study objectives and was used to facilitate the discussion with CCI management and Children officers. The researcher was the principle solicitor of the

information needed on exit preparedness of orphans and vulnerable children with assistance of two trained research assistants.

### **3.5.1 Pilot Testing**

The researcher carried out a pilot study in Kesses Sub County before the actual data collection in Kapseret Sub County. According to Kothari (2004), data should be pretested before collecting it using a questionnaire. This process involved going through the questionnaire carefully and ensuring that the questions were easy to understand and that the respondents were able to fill it adequately. The pilot testing process also enabled the researcher to test the questionnaires validity and eventually the data's reliability after it was collected. Through this process, the questionnaires were tested and ascertained that they were viable to yield valid, accurate and dependable results (Upagade and Shende, 2012). The pilot study was carried out on 25 respondents which represented 10% of the study as recommended by (Mugenda and Mugenda, 2003). During the piloting of the study, two groups of participants were randomly selected from each category; the randomly selected respondents represented 10% of the respondents from each of the selected strata. The researcher then administered the questionnaire in subsequent durations to ensure pretesting and retesting of the data collection tools. It was after the retest sampling process had completed that the researcher correctly confirmed the suitability of the data collection tools for the actual data collection process.

### **3.5.2 Validity of Research Instruments**

The term validity refers to the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It therefore has to do with how accurately the data obtained in the study represents the variables of the study (Mugenda and Mugenda, 2003). There are several categories, of validity including construct, criterion and content validity. Content validity is the degree to which an instrument measures what it was intended to measure. To ensure content validity of the research tools the study considered the variables and their scope in line with the literature (Hogan, Greenfield and Schmidt, 2001). Validity also refers to the extent to which an instrument used in research is accurate, true and meaningful (Mugenda and Mugenda, 1999). The researcher also sought the opinions of the university supervisors together with research experts to assist in reviewing the appropriateness of the research tools. To ensure harmony and consistency with the content area, the content validity index was calculated with each item in the questionnaire being evaluated by experts on a point scale ranging from very relevant to not relevant. The proportion of experts rating each item at three or four relevant and very relevant was then calculated on the scale (Devon et al., 2007).

Any item with a ratio of 0.65 and above was accepted. The researcher requested the supervisor and expert to assess the content validity, by rating each item on a point rating scale (1=very good, 2= Average and 3 =very poor).

The ratings were analyzed by computing an item-level CVI (I-CVI) and a scale-level CVI (S-CVI). The I-CVI was computed by dividing the number of experts, who related the goodness of an item with 3, 4 or 5, by the total number of experts. The S-CVI was computed by averaging the I-CVIs. In addition, according to Polit and Beck (2014), the S-CVI should be 0.90 or higher.

Criterion related validity refers to evidence of a relationship between attributes in a measurement tool and its performance on other variables. Construct validity refers to the extent to which an instrument measures the variable it was intended to measure and it requires the instrument of the content to be related to the operationally defined theory and concepts (Devon et al., 2007). Construct validity was tested using Factor analysis. Further, the research instrument was administered to a pilot group in Kesses Sub-County, with a view to validating the instruments.

### **3.5.3 Reliability of Research Instruments**

Reliability is the degree to which an assessment tool produces stable and consistent results. Orodho (2004) defines reliability as the process of using different measuring procedures that give the same accurate results after trying repeatedly. The researcher used split-half reliability method to establish the reliability of the instrument. The test was first divided into halves and administered to the total respondents in the pilot study and scored separately.

Testing of reliability was done by comparing of a half of the test and the rest of the half (Kaplan & Saccuzzo, 2001). Instruments reliability were tested through Cronbach's Alpha ( $\alpha$ ) (Cohen and Swerdlik, 2001). The Cronbach's Alpha ( $\alpha$ ) is useful in questionnaires that have Likert scales as they usually have many responses thus reliability is easily tested (Larry, 2013) Therefore, it was the most appropriate for this study since the instrument have Likert scale with multiple responses. Creswell (2012) indicates that a reliable research instrument should have a composite Cronbach Alpha,  $\alpha$  of at least 0.7 for all items under study.

### **3.6 Data Collection Procedures**

The study employed the use of questionnaires, and key interview schedules, as the main tools for collecting data. These tools were used because of the nature of data to be collected, in line with the objectives of the study within the time available. The researcher sought approval for



this study from the charitable children institutions in Kapseret sub-county and National Council for Science and Technology and Innovation (NACOSTI).

The study proceeded after an introduction letter and permission were given: the researcher recruited two research assistants, who were briefed on the objectives of the study, the process of collecting data and administering the study instrument; pilot testing, data collection copies; administering instruments via interview; assessment of filled questionnaires through serialization and coding for analysis; data analysis and discussion; preparation of the conclusion and recommendations.

Drop and pick method was used in administering of questionnaires during data collection. In most cases, the two research assistants were present and involved in facilitating the administration of the research questionnaires to the OVC. This was critical as it enhanced clarification on some of the questions that OVCs had in filling the questionnaire. These research instruments helped the research process to overcome budget restrictions (Mugenda and Mugenda, 2003). The overall objective of the study was to assess the influence of CCI programmes on exit preparedness in Uasin Gishu County. In addition, information on OVC exit preparedness was collected using Observation, (Osoo and onen, 2005). Observation was used to allow the researcher to gain first-hand experience by providing the opportunity for the researcher to see for himself what people actually do rather than what they say since total reliance on informants may compromise the quality of data because the informants may downplay serious issues or they may be used to the situation as they are without seeing any difference. Observation also allowed the researcher to record the information as it occurred, exploring topics that could be uncomfortable to informants or whenever notice there was notice of unusual aspects.

### **3.7 Data Analysis Techniques**

The questionnaires were pre-coded to ease data entry. Quantitative data was analyzed using SPSS to obtain frequency distributions and cross-tabulations to enable the analysis and interpretation of the collected data. Qualitative data was analyzed thematically and descriptively; no software was used for qualitative analysis. Qualitative responses from interviews and observations were grouped by use of content analysis, which categorizes phrases, describes the logical structure of expressions and ascertains associations, connotations, denotations, forces and other interpretations. This method was useful because of its strength in compressing lengthy interviews and conversations (Mugenda and Mugenda, 2003). Data was classified into various themes for ease of analysis and presented in tables.

### 3.8 Ethical Issues

Despite the high value of knowledge gained through research, knowledge cannot be pursued the expense of human dignity (Osoo and onen, 2005). The study sought to maintain the highest form ethics during engagements with respondents through the life of the study development. The following procedures were carried out to ensure that no harm comes to the participants of this study because of their participation and that acceptable standards for such a study is adhered to: *Approval from the University*. The proposal for this study was submitted for review and subsequently approved by the school of open and distance learning before data collection; *Approval from NACOSTI*: After receiving the approval letter from the University, the researcher applied for a research permit from the National Commission of Science, Technology and Innovation (NACOSTI); Because the study was carried out in Uasin Gishu County, permission was sought from the County Director in charge of Children Services before actual field data collection exercise; *CCI heads/Management*: Permission to conduct data collection was sought from the CCI heads. The management was also consulted to help in the sampling process and introduction of the research team to the respondents.

*Informed Consent*: The purpose of the study was informed to the participants in the Informed Consent Form, which is attached to the questionnaire. Respondents were either given the option to participate or not in the completing of the questionnaire and allowed to ask any questions related to their participation in this study at any one point during data collection. I.e. Key informant Interviews with the CCI manager and self-administered questionnaires for the children.

The second level of consent was the children within the care institution who were taken through the informed consent for them to give consent before commencing the study. *Confidentiality*. The investigator assured the respondents that confidentiality was assured in the information they provided. The participants provided no personal information; only a code given to the participant was used. This was outlined in the consent form; *Potential harm and benefits*: the researcher assured the participant that no kind of harm would come to them in any way due to the information they provided. Additionally, they were informed that there were no direct benefits for participation e.g. monetary benefits, scholarships among others.

### 3.9 Operationalization of the Variables

Research Objective	Variable	Indicators	Measurement scale	Type of Analysis	Tools of Analysis
i. To assess the influence of life skills competencies on Orphans and Vulnerable Children (OVC) exit preparedness to life after care.	Life skills competencies	<ul style="list-style-type: none"> <li>- Basic practical skills e.g. cooking, budgeting</li> <li>- Decision making skills</li> <li>- Interpersonal skills</li> <li>- Relationship Building</li> <li>- Health diet</li> <li>- Personal Hygiene</li> <li>- Safe Sex</li> <li>- Prevention of drug abuse</li> <li>- Finding help/information</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
ii. To determine the influence of education and vocational training for OVC on their exit preparedness to life after care.	Education and vocational training	<ul style="list-style-type: none"> <li>- Level of education</li> <li>- Education performance</li> <li>- Completion of school</li> <li>- Support offered after school</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
iii. To evaluate the influence of mentorship programmes on Orphans and Vulnerable Children (OVC) exit preparedness to life after care.	Mentorship programmes	<ul style="list-style-type: none"> <li>- Number of mentorship activities conducted</li> <li>- Number of children linked to mentors</li> <li>- Information and demonstration offered by mentors</li> <li>- Number of follow up meetings between mentor and mentee</li> <li>- Support from mentors</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
iv. To explore the influence of Charitable children institutions programmes on Orphans and Vulnerable Children (OVC) exit preparedness to life after care	CCI Programmes (combined)	<ul style="list-style-type: none"> <li>- Well established social networks</li> <li>- Stable job with ability to generate revenue</li> <li>- Healthy interpersonal relationships</li> <li>- Good performance at work</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>

<b>Research Objective</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Type of Analysis</b>	<b>Tools of Analysis</b>
v. To assess how institutional capacity of CCI influence Orphans and Vulnerable Children (OVC) exit preparedness to life after care	Institutional capacity	<ul style="list-style-type: none"> <li>- Caregivers competence</li> <li>- Institutional infrastructure</li> <li>- Access to basic education</li> <li>- Access to health care</li> <li>- Right to participation.</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
vi. To assess the influence of charitable children institution programmes on Exit preparedness of orphans and vulnerable children	Orphans and Vulnerable Children exit preparedness	<ul style="list-style-type: none"> <li>- Effective interpersonal skills</li> <li>- Good decision making skills</li> <li>- Strengthened mentee – mentor relationship</li> <li>- Stable social networks</li> <li>- Effective technical and vocational skills</li> <li>- Afford decent housing</li> <li>- Well-developed personal and emotional development</li> <li>- Ability to secure a decent employment</li> <li>- Access to basic education</li> <li>- Access to health care</li> <li>- Right to participation.</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
<b>Research Objective</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Type of Analysis</b>	<b>Tools of Analysis</b>

<b>Research Objective</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Type of Analysis</b>	<b>Tools of Analysis</b>
vii. To assess the influence of life skills competencies on Orphans and Vulnerable Children (OVC) exit preparedness to life after care.	Life skills competencies	<ul style="list-style-type: none"> <li>- Basic practical skills e.g. cooking, budgeting</li> <li>- Decision making skills</li> <li>- Interpersonal skills</li> <li>- Relationship Building</li> <li>- Health diet</li> <li>- Personal Hygiene</li> <li>- Safe Sex</li> <li>- Prevention of drug abuse</li> <li>- Finding help/information</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
viii. To determine the influence of education and vocational training for OVC on their exit preparedness to life after care.	Education and vocational training	<ul style="list-style-type: none"> <li>- Level of education</li> <li>- Education performance</li> <li>- Completion of school</li> <li>- Support offered after school</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
ix. To evaluate the influence of mentorship programmes on Orphans and Vulnerable Children (OVC) exit preparedness to life after care.	Mentorship programmes	<ul style="list-style-type: none"> <li>- Number of mentorship activities conducted</li> <li>- Number of children linked to mentors</li> <li>- Information and demonstration offered by mentors</li> <li>- Number of follow up meetings between mentor and mentee</li> <li>- Support from mentors</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
x. To explore the influence of Charitable children institutions programmes on Orphans and Vulnerable Children (OVC) exit preparedness to life after care	CCI Programmes (combined)	<ul style="list-style-type: none"> <li>- Well established social networks</li> <li>- Stable job with ability to generate revenue</li> <li>- Healthy interpersonal relationships</li> <li>- Good performance at work</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>

<b>Research Objective</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Type of Analysis</b>	<b>Tools of Analysis</b>
xi. To assess how institutional capacity of CCI influence Orphans and Vulnerable Children (OVC) exit preparedness to life after care	Institutional capacity	<ul style="list-style-type: none"> <li>- Caregivers competence</li> <li>- Institutional infrastructure</li> <li>- Access to basic education</li> <li>- Access to health care</li> <li>- Right to participation.</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>
xii. To assess the influence of charitable children institution programmes on Exit preparedness of orphans and vulnerable children	Orphans and Vulnerable Children exit preparedness	<ul style="list-style-type: none"> <li>- Effective interpersonal skills</li> <li>- Good decision making skills</li> <li>- Strengthened mentee – mentor relationship</li> <li>- Stable social networks</li> <li>- Effective technical and vocational skills</li> <li>- Afford decent housing</li> <li>- Well-developed personal and emotional development</li> <li>- Ability to secure a decent employment</li> <li>- Access to basic education</li> <li>- Access to health care</li> </ul>	Interval	Descriptive	<ul style="list-style-type: none"> <li>-Multiple Regression Models</li> <li>-ANOVA</li> </ul>

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS.**

### **4.1 Introduction**

This chapter presents results of the data analyzed from the study conducted in Kapseret Sub County in Uasin Gishu County, on the influence of Charitable Children Institutions programmes on exit preparedness of orphans and vulnerable children. The findings are based on the study objectives. 4.2 comprised of Questionnaire Return Rate, 4.3 described the demographic information of the respondents, 4.4 presented the findings on the influence of Life skills competencies on exit preparedness of orphans and vulnerable children, 4.5 presented the findings on the influence of education and vocational training on exit preparedness of orphans and vulnerable children, 4.6 presented the findings on the influence of Mentorship Programmes on exit preparedness of orphans and vulnerable children, 4.7 presented the findings on the influence of combined charitable children institutions programmes on exit preparedness of orphans and vulnerable children, 4.8 presented the findings with regards to exit preparedness of orphans and vulnerable children, while 4.9 presented the regression analysis which was used to test the research hypothesis.

### **4.2 Response Return Rate**

The research was conducted on a sample of 248 respondents from Charitable Children Institutions in Uasin Gishu County to whom questionnaires were administered. The statistics analyzed were used to show the relationships between variables. Out of the 248 questionnaires, 224 questionnaires were duly filled; this represented a response rate of 90.32%. This response rate was considered satisfactory for analysis to make conclusions for the study in accordance to Mugenda and Mugenda, (2003) who indicated that, a response rate of 60% is good, 70% very good and 50% adequate for analysis and reporting from manual surveys.

**Table 4.1: Response Return Rate**

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
224	248	90.32%

The significant response rate realized during data collection is attributed to various factors that include recruitment of two research assistants who were present to ensure administration of the data collection tools and completion during the research process.

Introductions made by the County Children Officer to the CCI managers enhanced at the time of the study helped to build traction on the research process and enhanced buy in from the CCIs. Thus, there was a high response rate (90.32%) as shown on Table 4.1. The researcher also got a chance to clarify the respondents' queries at the point of data collection, although care was taken not to influence the outcome. This also reduced the effects of language barrier, hence, ensuring a high instrument response and scoring rate.

### 4.3 Demographic Information of the Respondents.

This section discusses the demographic characteristics of the respondents in the study. These include; distribution of respondents by their gender, age, number of years during admission in care institution and the number of years spent in the care institutions.

#### 4.3.1 Distribution of Respondents by Gender

In this section, the researcher sought to establish the gender of the respondents. Their responses are shown in Table 4.2

**Table 4.2: Distribution of respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	83	37.1
Female	141	62.9
<b>Total</b>	<b>224</b>	<b>100.0</b>

The respondents were required to indicate their gender; the results show that 141 (62.9%) of the respondents were females while 83 (37.1%) of the respondents were males. This implies that there were more female respondents than males in charitable children institutions in Kapseret Sub county Uasin Gishu County, Kenya an implication that in most of the charitable children institutions, females are more employed as caregivers of OVC due to the obvious reason of parenthood. While one of the homes was strictly taking care of females OVC, it is evident that female OVC are mostly affected in this region and as a result in ending up in care institutions. This is corroborated by the social network theory that identifies with factors that pose problems in the social structure within the society resulting to push factors that mostly affect the female children. Even though the study did not explore further some of this push factors, it helps identify concerns that should be investigated to further address the high number of females in care institutions within the care institutions.



### 4.3.2 Distribution of Respondents age at their first time in care institution

Respondents were asked to indicate how old they were when they came for the first time in care institution. The study findings are as indicated in Table 4.3

**Table 4.3 - Distribution of Respondents age at their first time in care institution**

<b>Age at point of Admission</b>	<b>Frequency</b>	<b>Percent</b>
Under 3 years	57	25.4
Btwn 4 – 8 years	83	37.2
Btwn 9 – 13 years	78	34.8
18 and above	6	2.6
<b>Total</b>	<b>224</b>	<b>100.0</b>

The results show that 83 (37.2%) of the respondents were aged between 4 – 8 years at the time of their first admission in care institution, 57 (25.4%) were under 3 years, 78 (34.8%) were between 9 – 13 years while 6 (2.6%) were aged 18 years and above at the time they came for the first time in care institution. This implies that majority of respondents (37.2%) at charitable children institutions in Kapseret Sub county Uasin Gishu County, Kenya were aged between 4 - 8 years at the time they came for the first time in care institution. This is an implication that most of charitable children institutions hosts children who are below 18 years. It confirms the case advanced by the Children officer on the influence of government policy on the period of stay for orphans and vulnerable children. By the laws of Kenya as provide by the Children Act (GoK, 2017) no child above the age of 18 years should be within the care institution. This confirms the urgent need for CCIs to ensure that there are effective transition programmes that should help OVC in preparation for exit as soon as they are admitted in the CCI.

### 4.3.3 Number of years in care institution (children’s home)

A combined question sought to know the number of years that respondents have lived in care institution (children’s home). The respondents gave the following range of number of years of their stay at the care institution when asked.

See table 4.4.

**Table 4.4: Number of years in current position**

<b>Period of stay at the CCI</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	45	20.1
6-11years	93	41.5
12-17 Years	57	25.4
18- and Above	29	12.9
<b>Total</b>	<b>224</b>	<b>100.0</b>

The findings reveal that majority of the respondents 93 (41.5%) have lived in care institution between 6-11years, 57 (25.4%) for between 12-17 Years, 45 (20.1%) for between 1-5 years while the remaining 29(12.9%) have lived in care institution for 18 years and above. This implies that majority of the respondents have lived in care institution for a relatively large period of time and thus higher chances of giving reliable information with regards to the Influence of Charitable Children institutions' programmes on exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County. It may also point to the fact that an effective exit programme is lacking amongst most CCI resulting to most of the children living in care institution in for over 5 years. The National Standard for Best Practices for Charitable Children Institutions in Kenya(2013) postulates that at the point of admission, the host CCI should ensure a child's file is opened and processes activated to facilitate an individual care plan for the children and including an exit plan. The exit plan should include processes and procedures that would ensure a child does not stay in the care institution for more than 3 years. The fact that most children recorded to have stayed in the institutions for more than 5 years implies a need to reevaluate the effectiveness of the processes and procedures for exit as postulated in the National Standard for Best Practices for Charitable Children Institutions in Kenya(NCCS, 2013)

#### **4.4 Life skills competencies on Exit preparedness of orphans and vulnerable children.**

The first objective of the study sought to determine how life skills competencies Influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County. The respondents were asked to indicate the extent to which Life skills competencies influences Exit preparedness of orphans and vulnerable children.

Their responses were rated on a 5 point Likert scale where SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1). The result findings are as shown in Table 4.5.

**Table 4.5: Life skills competencies on Exit preparedness of orphans and vulnerable children**

Statements	Minimum	Maximum	Mean	Std. Deviation
Life skills competencies are important in preparation of orphans and vulnerable children for life after care.	4	5	4.317	0.466
Ability to make decisions influences preparation of orphans and vulnerable children for exit to life after care.	4	5	4.438	0.497
Individual health and well-being is necessary for preparation of orphans and vulnerable children for life after care.	4	5	4.317	0.466
Ability to interact with others (Interpersonal skills) is important for preparation of orphans and vulnerable children for life after care.	3	5	4.022	0.73
Ability to make friends (Relationship building) is important for preparation of orphans and vulnerable children for life after care.	3	5	4.295	0.672
Basic practical skills e.g. cooking, budgeting are important for preparation of orphans and vulnerable children for life after care.	4	5	4.549	0.499
Confidence and self-esteem is necessary for preparation of orphans and vulnerable children for life after care	3	5	4.196	0.633
Communication skills is an important for preparation of orphans and vulnerable children for exit to life after care.	4	5	4.536	0.500
<b>Composite Mean and standard deviation</b>			<b>4.334</b>	<b>0.558</b>

Based on the study findings, respondents strongly agreed that Life skills competencies influences exit preparedness of orphans and vulnerable children as indicated by Composite Mean and standard deviation of 4.334 and 0.558 respectively. Majority of the respondents strongly agreed that basic practical skills like cooking, budgeting and planning are important for preparation of orphans and vulnerable children for life after care (Mean=4.549), ability to make decisions influences preparation of orphans and vulnerable children for exit to life after care (Mean=4.438), life skills competencies are important in preparation of orphans and vulnerable children for life after care (mean=4.317), and that individual health and well-beings necessary for preparation of orphans and vulnerable children for life after care 4.317). In addition, respondents agreed that ability to make friends (Relationship building) is important for preparation of orphans and vulnerable children for life after care (Mean=4.295, confidence and self-esteem is necessary for preparation of orphans and vulnerable children for life after care (Mean=4.196), and that ability to interact with others (Interpersonal skills) is important for preparation of orphans and vulnerable children for life after care (Mean=4.022). This indicates that basic practical skills e.g. cooking, budgeting, are the most critical for preparation of orphans and vulnerable children for life after care, coupled with ability to make decision and a need for self-esteem. The findings seem to reveal that life skills competencies in general are important in preparation of orphans and vulnerable children for life after care, and that individual health and well-beings necessary for preparation of orphans and vulnerable children for life after care. In tandem with the study findings, Catrall (2002) opined that it is very crucial to ensure that children living in institutional care are provided with life skills, as these skills will help them to deal with daily challenges that come their way, an issue that has been recommended by most of the studies. These studies have tried to elaborate on how life skills is critical in building self-esteem and even more effective when enhanced to the orphans and the vulnerable in combination to their psychological processes to ensure that the children's behavior is nurtured and shaped. Key informants interviewed indicated that life skills competencies that are put in place to prepare Orphans and Vulnerable Children exit to independent are very important and should be incorporated into formal education to enhance skills such as self-care, food preparation, cleaning including decision making skills. Such skills can be enhanced through programmes such as young ambassadors training, Crop-Christian rite of passage training as well as young adults training among others. Critical to enhancing these skills, more needs to be done to build OVCs self-esteem and stress coping abilities, communication skills and decision making skills. These are what most of the OVC in the study highlighted as critical to their preparation for transition.

Respondents' were also asked to indicate their opinion on how life skills competencies influences exit preparedness of orphans and vulnerable children. Respondents indicated that life skills are necessary to thrive in this ever-changing world. Life skills help OVC to be fully, integrated to the societies they get into. That through enhanced life skills competencies, one is able to develop confidence and new ways of thinking and solving problems once, they exit the care institution. In addition, respondents indicated that Life skills competencies enable OVC to take care of themselves and find it easy to blend and be accepted back in the society, a challenge that most respondents highlighted during their transition to life after care. Most respondents also felt that Life skills competencies enhances their relational skills allowing them to build new relationships and companionships when they are transitioned back to the community. The study thus implies that gaining life skills helps most on how OVCs relate with other people; and equally equips one to create connections and boost their confidence in expressing themselves. In line with the study findings, Priyadarshini (2005) opines that programs that have been undertaken for development of life skills have been successful in the following aspects; have helped in reduction of violent behaviour, have helped in increasing pro-social behaviours and reducing the negative ones, have helped in reduction of self-destructive behaviors, increased life skills to help prepare in solving and dealing with future challenges, improvement of self-image, self-awareness, social and emotional adjustment. They have also increased the power of knowledge, improved the number of children attending school, children being able to control themselves and being able to handle personal challenges and being able to resolve conflicts amongst themselves.

#### **4.5 Education and Vocational training and Vulnerable Children exit preparedness**

The second objective of the study sought to determine how education and vocational training Influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub county in Uasin Gishu County.

The respondents were asked to indicate the extent to which education and vocational training influences Exit preparedness of orphans and vulnerable children. Their responses were rated on a 5 point Likert scale where SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

The result findings are as shown in Table 4.6.

**Table 4.6: Education and Vocational training on Exit preparedness of orphans and vulnerable children**

<b>Statements</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Education and Vocational training influences orphans and vulnerable children ability to leave the care institution (exit preparedness)	3	5	4.107	0.582
Level of education determines orphans and vulnerable children ability to leave the care institution (exit preparedness)	2	5	3.491	0.984
Education performance has an impact on orphans and vulnerable children ability to leave the care institution (exit preparedness)	2	5	3.286	0.803
Completion of school determines orphans and vulnerable children ability to leave the care institution (exit preparedness)	2	5	3.545	0.872
Follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness)	2	5	4.049	0.765
Education and vocational training influences orphans and vulnerable children ability to secure a job	2	5	3.607	1.040
Education and vocational training influences orphans and vulnerable children ability to afford decent housing	2	5	2.884	1.086
<b>Composite Mean and standard deviation</b>			<b>3.567</b>	<b>0.876</b>

According to the study findings, respondents agreed to a moderated extent that educational and vocational training influences exit preparedness of orphans and vulnerable children as indicated by Composite Mean and standard deviation of 3.56 and 0.876 respectively.

The respondents strongly agreed that, Education and Vocational training influences orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=4.107), and that follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=4.049).

Further, respondents agreed that education and vocational training influences orphans and vulnerable children ability to secure a job (Mean=3.607), completion of school determines orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=3.545), level of education determines orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=3.491), and that education performance has an impact on orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=3.286). However, respondents disagreed that education and vocational training influences orphans and vulnerable children ability to afford decent housing (Mean=2.884). This implies that Education and Vocational training influences orphans and vulnerable children ability to leave the care institution, and that follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness). However, education and vocational training has little significant effect on orphans and vulnerable children ability to afford decent housing.

In line with the study findings, Shann, (2013) opined that there is need for vocational and training programs to be developed in the world so as to support the continuation of OVC education in all schools by the government and stakeholders. This is mostly important to the women and girls due to their contribution and roles in child mortality to ensure that the future generation is well taken care of.

One of the key respondent quotes that:

*“Education helps the orphan to understand their situation and be able to make decision in any upcoming opportunities to support themselves. By education an orphan, he/ he will know how to go about his/her life in the future...!”*

This is further emphasized by Children officers, CCI Management and staff in the institution whose opinion elaborated that Education was viewed as the vehicle of civilization and it's through it that children learn the art of communication skills which helps them to express themselves and be heard, it gives hope in knowing that they have a bright future hence build

their self-esteem and improve their self-image, through group discussions they learn to help those who are weak academically and also form trusting relationships. The extracurricular activities help the children interact with each other's and showcase their talents, this is important because it helps children discover their potential in different fields and this makes them feel valued and accepted. Because of the difficult backgrounds faced by these children, some do not excel academically but are good at games, sports, music dance and drama.

When they get this opportunity, it gives them a sense of self-worth. In addition, it helps in changing the children's attitude towards each other hence they have a smooth relationship with their peers and the larger community when they leave care. Verbatim remarks quoted from a key interview conducted during the study notes that:

*“The higher the level of education, the higher the level of understanding among these children, and the more likelihood to develop positive responses towards exit from care institutions since they comprehend why they have to leave and what they can do with the education they have acquired. In this case, they see life as full of opportunities to make it successfully.*

*Children Officer, Turbo Sub County, Uasin Gishu County*

Apart from learning good behaviour, children unlearn undesired behaviour too hence shaping them morally to enable them fit well within the society. However, some of them mentioned that CCI is that have their own schools keep these children away from other children from the community, something that hinders them from socializing well whenever they meet kids who do not stay within the institution. The observation made on this objective was that, in all the institutions visited, children were in school. They interacted well with their peers and teachers responded fairly well to the children when they came to them for any help. Most institutions had a field although there were very few playing and learning equipment seen.

Respondents' were further asked to indicate their opinion on how education and vocational training influences exit preparedness of orphans and vulnerable children. Most respondents indicated that education lays the foundation for the children, which opens up opportunities for them, as it is well known that knowledge is power. It was revealed that education and vocational training helps orphans and vulnerable children to compete globally, be self-sufficient as well as offering them capacity to pass down knowledge and skills to other generations.



Further, respondents were of the opinion that education and vocational training prepare orphans and vulnerable children by guiding them on life skills and values. In this regard, the study identifies education as a complementary and enabling factor to building life skills competencies amongst OVC, implying a critical necessity to enhancing OVC ability to transition to independent life. Additionally, respondents opined that vocational training helps those children to seek employment as well as start their own business, which guarantees ability to generate capital and their independence in life after care. Further, it was established that Children or orphans once given a certain boost of education e. g KCSE or even vocational training like mechanical, tailoring or short courses, it gives them a starting competitive edge with other normal children to compete for jobs or support themselves with the skills to earn a living through employment or even themselves creating employment. Unfortunately, the study noted that follow support offered to OVC once they exit care institution is largely nonexistent making it challenge to cope once outside the care institution. Similarly, A study done by (Shann, 2013) found that the fact that a child is an orphan or a vulnerable is factor that determines whether the child goes to school or not in an article called “The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda.” The reasons for the children not to attend school are mostly; poverty, domestic labour, lack of income, stigmatization and lack of parent/s. The whole of Sub-Saharan African has brought about much documentation that elaborate on the reasons why children do not attend school (Bicego, 2003). The documentations show that most of the non-orphans have opportunities to attend school compared to the orphans (Ties, 2004).

Countries such as Botswana, Niger, Ghana, Kenya, Tanzania, and Zimbabwe have shown great disparities on the issue involving attendance of children in school and their grade progression. This is a crucial issue as it determines a child’s chance of remaining in school or dropping out.

A key informant indicated the Education and Vocational training that are put in place to prepare Orphans and Vulnerable Children exit to independent life should include such vocational trainings as tailoring and dressmaking, driving, carpentry, entrepreneurship and small business funds, Jeremiah initiative-where people contribute, or identify opportunities to offer to the orphans among others.

#### 4.6 Mentorship Programmes and Vulnerable Children exit preparedness

The third objective of the study sought to determine how mentorship programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County. The respondents were asked to indicate the extent to which mentorship programmes influences Exit preparedness of orphans and vulnerable children. Their responses were rated on a 5 point Likert scale where SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).The result findings are as shown in Table 4.7.

**Table 4.7: Mentorship Programmes on Exit preparedness of orphans and vulnerable children**

Statements	Minimum	Maximum	Mean	Std. Deviation
Mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care.	4	5	4.652	0.477
The number of mentorship sessions/activities held between the mentor and the mentee have an influence on the preparation of orphans and vulnerable children for life after care.	4	5	4.317	0.466
“As a result of ‘mentorship activities’ I have received enough information on my preparation for exit to life after care”	3	5	3.853	0.764
“As a result of ‘mentorship sessions’ I have received enough information on emotional development to prepare me for exit to life after care.	3	5	3.96	0.63
There is a significant effect between orphans and vulnerable children mentored and their level of preparedness to life after care.	3	5	4.321	0.812
Information and demonstration on life issues offered by mentor sis important to prepare me for exit to life after care.	4	5	4.549	0.499
Follow up meetings between mentor and mentee is necessary for adequate preparation for exit to life after care.	4	5	4.527	0.5
Support from mentor sis important to prepare me for exit to life after care.	4	5	4.661	0.475
<b>Composite Mean and standard deviation</b>			<b>4.355</b>	<b>0.578</b>

Based on the study findings, respondents strongly agreed that mentorship programmes influences exit preparedness of orphans and vulnerable children as indicated by Composite Mean and standard deviation of 4.335 and 0.578 respectively.

Majority of the respondents strongly agreed that support from mentors is important to prepare me for exit to life after care (Mean=4.661), mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care (Mean=4.652), and that information and demonstration on life issues offered by mentors is important to prepares me for exit to life after care (Mean=4.549). In addition, respondents strongly agreed that communication skills is an important for preparation of orphans and vulnerable children for exit to life after care (Mean=4.536), follow up meetings between mentor and mentees necessary for adequate preparation for exit to life after care (Mean=4.527), there is a significant effect between orphans and vulnerable children mentored and their level of preparedness to life after care (Mean=4.321) and that the number of mentorship sessions/activities held between the mentor and the mentee have an influence on the preparation of orphans and vulnerable children for life after care (Mean=4.317). Respondents also agreed that “As a result of ‘mentorship sessions’ I have received enough information on emotional development to prepares me for exit to life after care (Mean=3.96) and that “As a result of ‘mentorship activities’ I have received enough information on my preparation for exit to life after care” (Mean=3.853).

This implies that support from mentors is important to prepare OVC for exit to life after care, mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care, and that information and demonstration on life issues offered by mentors is important to prepares me for exit to life after care. In tandem with the study findings, (Caela, 2006) observes that Mentorship is the guidance provided by a mentor, especially an experienced person through information, demonstration or otherwise to help in guiding of people who are not experienced or have little knowledge. It is the increase of knowledge and development of a person with experience and one who wants to learn. The process involves adding knowledge on psychosocial support, career guidance, role modelling, and communication from the mentor to the learner. With the right information and guidance in key areas of development, there exists potential opportunities to develop confidence for independent life after care for care leavers (Hayes, 2013). Most of the studies show that most of the children and adolescents need to be have their independence monitored a little more

strictly, until they reach their late twenties. In the traditional way, a child's stage of development to adulthood was constructed from when one left education, secured their personal life, got a career, entered into a relationship and finally having children. These stages in the status are determined and impacted by changes in structure and individual socioeconomic status (John Coleman, 2008).

Respondents' were also asked to indicate their opinion on how mentorship programmes influences exit preparedness of orphans and vulnerable children. The study established that mentorship programmes influences exit preparedness of orphans and vulnerable children through mentor support whereby the mentors follows up on the mentee after the exit. This kind of mentorship helps the mentee to know there is someone they can talk to when they encounter life challenges even after exit. Mentorship also provides the OVC with a different perspective in regards to life after the institution. The study noted that once the OVCs are exposed to mentors with similar or relatively similar backgrounds, and have successfully made it in life; they are likely to appreciate life outside the institution. The study also noted that through mentorship, OVC's are able to acquire emotional intelligence and they are able to know how to carry and respect themselves. In addition, some staff were of the view that the Mentorship Programmes influence the children's self-esteem positively through provision of basic mentorship education which gives them a hope and a future, provision of shelter and meals give them a sense of belonging and helps them feel loved and valued.

The researcher also observed that mentorship programmes enable one to focus positively on their academics, career and personal goals encouraging the OVC to discover their potential and develop life skills necessary for adulthood and independence. Mentorship programmes empower one with a vision to see a better side of life rather than the thinking of being secluded from the society thus feeling accepted by the society. A key informant noted that mentorship programmes boosts their self-esteem hence they do not feel intimidated especially for children who were once isolated this psychosocial support system helps them interact well while children who were once hostile are accepted by others. During the mentorship sessions, the children get an opportunity to open up and share their thoughts and feeling the audience given to them motivates them and gives them a sense of belonging and self-worth. It is through mentorship that basic life skills competencies are nurtured and enhanced. Similar to the study findings, Mike (2008) opined that it is at this time where mentorship is a necessity.

When the orphans and the vulnerable children leave the institutional care and they attain 18 years, they are not able to return to the institutional care unlike other children raised from the home set up who have a chance to go back home in case they face challenges. Information on the crucial issues that respondents needed to be skilled on after leaving the care. The crucial issues included; education, employment and training; finances; accommodation; health and the general well-being.

#### **4.7 Combined charitable children institutions programmes and Vulnerable Children exit preparedness**

The final objective of the study sought to determine how combined charitable children institutions programmes influence exit preparedness of Orphans and Vulnerable children in Kapseret Sub County in Uasin Gishu County.

The respondents were further asked to indicate the extent to which combined charitable children institutions programmes influences Exit preparedness of orphans and vulnerable children. Their responses were rated on a 5 point Likert scale where SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

The result findings are as shown in Table 4.8.

**Table 4.8: Combined charitable children institutions programmes on Exit preparedness of orphans and vulnerable children**

<b>Statements</b>			<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Charitable	Children	Institutions activities (programmes) have helped me to build well-established social networks	3	5	4.326	0.68
Charitable	Children	Institutions activities (programmes)are important to prepare orphans and vulnerable children to acquire a job with ability to generate income	2	5	3.701	0.755
Charitable	Children	Institutions activities (programmes) have helped me to build friendships and interact with others (interpersonal relationships)	2	5	3.915	0.936
Charitable	Children	institutions activities (programmes) have enabled me to attain highest levels of education necessary to get a good job.	4	5	4.299	0.459
Charitable	Children	Institutions Programmes have helped me to acquire necessary skills (vocational) that will ensure good performance at work	2	5	4.013	1.004
Charitable	Children	Institutions activities (programmes) have helped me to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care.	2	5	4.384	0.982
Charitable	Children	Institutions Programmes have helped me to acquire confidence and self-esteem that will enhance my ability to live well with others after life in care.	4	5	4.527	0.5
<b>Composite Mean and standard deviation</b>					<b>4.166</b>	<b>0.759</b>

Based on the study findings, respondents strongly agreed that combined charitable children institutions programmes influences exit preparedness of orphans and vulnerable children as indicated by Composite Mean and standard deviation of 4.166 and 0.759 respectively.

According to the study findings, majority of the respondents strongly agreed that charitable Children Institutions Programmes have helped them to acquire confidence and self-esteem that will enhance my ability to live well with others after life in care (Mean=4.527), Charitable Children Institutions activities (programmes) have helped them to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care (Mean=4.384), Charitable Children Institutions activities (programmes) have helped them to build well-established social networks (Mean=4.326) and that charitable Children institutions activities (programmes) have enabled them to attain highest levels of education necessary to get a good job (Mean=4.299).

In addition, respondents agreed that charitable Children Institutions Programmes have helped me to acquire necessary skills (vocational) that will ensure good performance at work (Mean=4.013), charitable Children Institutions activities (programmes) have helped me to build friendships and interact with others (interpersonal relationships) (Mean=3.915) and that charitable Children Institutions activities (programmes) are important to prepare orphans and vulnerable children to acquire a job with ability to generate income (Mean=3.701). This implies that charitable Children Institutions Programmes have helped them to acquire confidence and self-esteem that have enhanced their ability to live well with others after life in care, charitable children Institutions activities (programmes) have helped them to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care, charitable Children Institutions activities (programmes) have helped them to build well-established social networks and that charitable Children institutions activities (programmes) have enabled them to attain highest levels of education necessary to get a good job. Small difference noted in variation of the variables under this objective seem to connote the importance of all the three programmes on Life skills competencies, Education and Vocational training in enhancing OVC ability to transition to life after care. In line with the study findings, ILO (2017) pointed out that sustainable development goals recognize that decent work is a building block of development work that embraces dignity, equality, and a fair chance to earn income and live in safe conditions. Young people and especially OVC need support and mentorship to prepare for competitive job markets but most times, most disadvantaged often living in care institutions are likely to be left behind. Development is only sustainable and recognized when it is continued; this is through competence training and mentorship which is carried out to future generations and the society. OVCs, when given an opportunity are able to compete with other children from all levels of life, which in return improves their lives and

contributes to the development and improvement of the society. For example, when children prone to conflict are given care and protection and their basic needs provided for, their hearts are healed and thus they ensure the continuity of a peaceful generation in the future.

Respondents' were also asked to indicate their opinion on how combined charitable children institutions programmes influences exit preparedness of orphans and vulnerable children. The study revealed that the nature of charitable institutions and other setup influences the children to be each other's keeper and always look out for one another. This most often translates to having or raising young children who do not know how to be selfish, to be hardworking and to hold another up. In addition, the study established that charitable children institutions programmes provides knowledge to the OVC, which includes basic life skills competencies that enabling them to understand themselves and their roles in the society. However, a significant number of respondent expressed difficulties in fitting in the society and being accepted by the society. This implies the need to consider transition programmes for OVC that allows OVCs to participate in key decision making concerning their transition back to the society. It was also established that some institutions offer jobs to the OVC in their facilities as mentors. Moreover, the study revealed that charitable children institutions programmes rebuild the OVC's fractured lives in order to enable them acquire stability in their future lives and careers. The CCI's programmes impacts knowledge and skills through the programmes offered to the OVC's during their stay in care institution. In tandem with the study findings, Engle (2008) opined that charitable children institutions programmes to ensure that all the protection, survival and development programmes for children in need of care and protection are in place to ensure effective and sustainable competency driven programming for children that would allow for smooth transition to independent life. Further, NCCS (2013) views that CCIs are responsible to ensure that OVC access the right standards of education, are well trained and prepared on opportunities that will enhance their chances to secure a job and generate income and make a living once they transition from the care institutions, have well nurtured values and interpersonal skills that will enhance relationships with themselves and the outside world as well as good decision making skills to avoid negative peer influence. They should ensure that any care leaver has been well prepared to navigate successfully through independent life. If well implemented, chances of effective transition of OVC to independent life or back to their families is enhanced, ensuring that they have well developed technical capabilities to secure an income generating opportunity, better negotiation skills, assertiveness and communication



skills, good interpersonal skills and practical skills to properly transition from care without fears.

On the contrary, CCI's that are not properly run can lead to increase in cases of insecurity where children from such institutions can opt to go back to the streets and get involved in crime amongst other societal vices.

#### **4.8 Exit preparedness of orphans and vulnerable children**

The study sought to establish the extent of agreement with various statements relating to the Exit preparedness of orphans and vulnerable children. The status of this variable was rated on a 5 point Likert scale ranging from; SA-strongly agree (5), Agree(4), N-neutral(3), D-disagree (2), SD-strongly disagree (1).

The study findings are depicted in Table 4.9.

**Table 4.9: Exit preparedness of orphans and vulnerable children**

	Minimum	Maximum	Mean	Std. Deviation
Enhanced ability to interact with others (interpersonal skills) is necessary for orphans and vulnerable children to exit from care.	3	5	4.527	0.702
Ability to make decisions is an important requirement for orphans and vulnerable children transition to life after care.	3	5	4.406	0.696
Ability to defend oneself (negotiation) is necessary for Orphans and vulnerable children during transition to life after care.	3	5	3.625	0.644
Technical and vocational skills as carpentry, welding, driving, and hairdressing are important skills for orphans and vulnerable children, to transition to life after care.	3	5	4.286	0.669
Adequate preparation for exit for orphans and vulnerable children is necessary to enable them afford decent housing.	2	5	3.228	0.987
Ability to communicate with others helps me feel well prepared for exit to life after care.	1	5	4.165	1.262
Ability to look for Job opportunities is important to help me in my preparation for life after care.	1	5	4.107	1.315
Well-educated orphans and vulnerable children have an easy transition to life after care.	3	5	4.259	0.784
Well-prepared orphans and vulnerable children through institutional programmes find it easy to leave care institution.	3	5	4.196	0.633
Orphans and Vulnerable Children who have secured a job find it easy to leave the care institution.	2	5	3.848	0.855
Charitable children institution programmes have the ability to strengthens mentee – mentor relationship for orphans and vulnerable children	2	5	4.009	1.116
Charitable children institution programmes have the ability to influence appropriate social groups and networks for orphans and vulnerable children after care.	4	5	4.402	0.491
<b>Composite Mean and standard deviation</b>			<b>4.088</b>	<b>0.846</b>

From the findings, respondents strongly agreed that enhanced ability to interact with others (interpersonal skills) is necessary for orphans and vulnerable children to exit from care (Mean=4.527), ability to make decisions is an important requirement for orphans and

vulnerable children transition to life after care (Mean=4.406), charitable children institution programmes have the ability to influence appropriate social groups and networks for orphans and vulnerable children after care (Mean=4.402), technical and vocational skills like carpentry, welding, driving, hair dressing are important skills for orphans and vulnerable children, to transition to life after care (Mean=4.286), and that well educated orphans and vulnerable children have an easy transition to life after care (Mean=4.259). Further, respondents agreed that well prepared orphans and vulnerable children through institutional programmes find it easy to leave care institution (Mean=4.196), ability to communicate with others helps me feel well prepared for exit to life after care (Mean=4.165), and that ability to look for Job opportunities is important to help me in my preparation for life after care (Mean=4.107). Moreover, respondents agreed that Charitable children institution programmes have the ability to strengthens mentee – mentor relationship for orphans and vulnerable children (Mean=4.009), Orphans and Vulnerable Children who have secured a job find it easy to leave the care institution (Mean=3.848), Ability to defend oneself (negotiation) is necessary for Orphans and vulnerable children during transition to life after care (Mean=3.625), and that Adequate preparation for exit for orphans and vulnerable children is necessary to enable them afford decent housing (Mean=33.228). This indicates that enhanced ability to interact with others (interpersonal skills) is necessary for orphans and vulnerable children to exit from care, ability to make decisions is an important requirement for orphans and vulnerable children transition to life after care, charitable children institution programmes have the ability to influence appropriate social groups and networks for orphans and vulnerable children after care technical and vocational skills like carpentry, welding, driving, hair dressing are important skills for orphans and vulnerable children, to transition to life after care, and that well educated orphans and vulnerable children have an easy transition to life after care. Similar to the study findings, SOS (2012) opined that for the children and young people living in institutional care to have an independent valuable life, they need to be skilled with maturity and self-reliance. Most of them are not usually prepared for the challenges that are ahead of them especially on how to secure housing, budget for their finances, seek employment and sometimes continuity of their education when they age out of the care institutions. Some of them are able to face the challenges just well while others need to be well prepared as some challenges they encounter lead them to seek for support, if only they can find it. A review of the findings from four countries; Albania, the Czech Republic, Finland and Poland from the study conducted by SOS Children's Villages(SOS, Lessons from Peer Research, 2012)

## 4.9 Regression Analysis

Regression Analysis were done in order to test the research null hypothesis ( $H_0$ ) which were:

**H<sub>0</sub>** Life skills competencies have no influence on exit preparedness of orphans and vulnerable children.

**H<sub>1</sub>** Life skills competencies have a significant influence on exit preparedness of orphans and vulnerable children.

**H<sub>0</sub>** Education and vocational training programmes have no influence on exit preparedness of orphans and vulnerable children.

**H<sub>2</sub>** Education and vocational training programmes have a significant influence on exit preparedness of orphans and vulnerable children

**H<sub>0</sub>** Mentorship programmes have no influence on exit preparedness of orphans and vulnerable children

**H<sub>3</sub>** Mentorship programmes have a significant influence on exit preparedness of orphans and vulnerable children

**H<sub>0</sub>** Combined Charitable Children Institution programmes have no influence on exit preparedness of orphans and vulnerable children

**H<sub>4</sub>** Combined Charitable Children Institution programmes have a significant influence on exit preparedness of orphans and vulnerable children

The study sought to determine the fit of the regression equation using the coefficient of determination between the overall independent variables and children exit preparedness. Coefficient of determination explains the degree to which changes in the dependent variable will influence change in the independent variables. In this case how the Charitable Children Institutions Programmes will affect children exit preparedness.

### 4.9.1 Model Summary

Model summary' table, provides information about the regression line's ability to account for the total variation in the dependent variable.

See table 4.10.

**Table 4.10: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 <sup>a</sup>	.808	.804	.25275

**Dependent Variable:** Exit preparedness of orphans and vulnerable children

Predictors: (Constant), Mentorship Programmes, Life skills competencies, Education and Vocational training, and Combined charitable children institutions programmes

Table 4.27 illustrates the strength of the relationship between Children exit preparedness and independent variables. From the determination coefficients, there is a strong relationship between dependent and independent variables given an R<sup>2</sup> values of 0.808 and adjusted to 0.804. This shows that the independent variables (Life skills competencies, Education and Vocational training, Mentorship Programmes, and Combined charitable children institutions programmes) accounts for 80.4% of the variations in children exit preparedness.

#### 4.9.2 ANOVA Results

Analysis of variance (ANOVA) is a collection of statistical models used to analyze the differences among group means and their associated procedures (such as "variation" among and between groups)

**Table 4.11: ANOVA of the Regression**

Factor	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.223	4	48.892	9.44956	0.000817935
Residual	460.486	89	5.174		1
Total	472.709	93			

**Dependent Variable:** Exit preparedness of orphans and vulnerable children.

Predictors: (Constant), Mentorship Programmes, Life skills competencies, Education and Vocational training, and Combined charitable children institutions programmes.

Analysis of Variance (ANOVA) was used to test possible significant relationships between variables (dependent and independent variables). This helps in assessing the significance of the regression model. The one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences between the means of independent (unrelated) groups. The ANOVA results presented in Table 4.10 shows that the regression model has a margin of error of  $p = .0008$ . This indicates that the model has a probability of 0.08% of giving false prediction thus it was appropriate.

#### 4.9.3 Coefficient of Correlation

Multiple regression analysis was conducted as to determine the relationship between the exit preparedness of orphans and vulnerable children and the four variables.

**Table 4.32: Coefficient of Correlation**

	Un-standardized		Standardized	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	3.77	0.451		8.359202	0.004
Life skills competencies	0.782	0.121	0.146	6.46281	0.003
Education and Vocational training	0.463	0.079	0.126	5.860759	0.001
Mentorship Programmes	0.473	0.073	0.045	6.479452	0.005
Combined charitable children institutions programmes	0.532	0.073	0.142	7.287671	0.004

a. **Dependent Variable:** Exit preparedness of Orphans and Vulnerable Children

**Dependent Variable:** Exit preparedness of orphans and vulnerable children

Children exit preparedness=  $3.77 + 0.782 \times \text{Life skills competencies} + 0.463 \times \text{Education and Vocational training} + 0.473 \times \text{Mentorship Programmes} + 0.532 \times \text{Combined charitable children institutions programmes}$

From the finding in Table 4.11, the study found that holding Life skills competencies, Education and Vocational training, Mentorship Programmes, and Combined charitable children institutions programmes, at zero Children exit preparedness will be 3.77. In addition, a unit raise in Life skills competencies, while holding (Education and Vocational training, Mentorship Programmes, and Combined charitable children institutions programmes) constant, will lead to a raise in children exit preparedness by 0.782 ( $p = 0.003$ ). Further, unit raise in Education and Vocational training, while holding (Life skills competencies, Mentorship Programmes, and Combined charitable children institutions programmes) constant, will lead to a rise in children exit preparedness by 0.463 ( $p = 0.001$ ). A unit raise in Mentorship Programmes, while holding (Life skills competencies, Education and Vocational training, and Combined charitable children institutions programmes) constant, will lead to a raise in children exit preparedness by 0.473 ( $p = 0.005$ ).

Moreover, unit raise in Combined charitable children institutions programmes, while holding (Life skills competencies, Education and Vocational training, Mentorship Programmes) constant, will lead to a rise in children exit preparedness by 0.532 ( $p = 0.004$ ). This infers that Education and Vocational training contribute most to the Children exit preparedness followed by Life skills competencies. At 5% level of significance and 95% level of confidence, Education and Vocational training, Life skills competencies, and combined charitable children institutions programmes are significant in children exit preparedness.

## **CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the findings in relation to the research study objectives, the discussion of the findings, the conclusions made from the findings, the contribution to the knowledge gaps identified, and recommendations and suggestions for further research.

### **5.2 Summary of Findings of the Research Study.**

#### **5.2.1 Life skills competencies on Exit preparedness of orphans and vulnerable children**

The study revealed that basic practical skills such as cooking, budgeting, planning are the most important for preparation of orphans and vulnerable children for life after care (Mean=4.549), ability to make decisions influences preparation of orphans and vulnerable children for exit to life after care (Mean=4.438), that self-esteem and communication and decision making skills constitute the life skills competencies that are important in preparation of orphans and vulnerable children for life after care (mean=4.317), and that individual health and well-being is necessary for preparation of orphans and vulnerable children for life after care (4.317). Also the study established that life skills are necessary to thrive in this ever changing world. Life skills help OVC to be fully, integrated to the societies they get into and such skills as problem solving and interpersonal skills enable OVC to take care of them and be able to fit in the society and it will help them easily adapt to the society. In addition, the study established that Life skills competencies enhance the OVCs relational skills and confidence to face life challenges. Further, it was revealed that gaining life skills that help how to relate with other people rather than the ones the children grows up with in the orphanage helps the vulnerable children create connections and boost their confidence in expressing themselves.

#### **5.2.2 Education and Vocational training on Exit preparedness of orphans and vulnerable children**

The study established revealed that education and vocational training influences orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=4.107), and that follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness) (Mean=4.049). Education was viewed as the vehicle of civilization and it's through it that children learn the art of communication skills which helps them to express themselves and be heard, it gives hope in knowing that they have a bright future hence build their self-esteem and improve their self-image, through group discussions they learn to help those who are weak academically and also form trusting



relationships. In addition, it helps in changing the children's attitude towards each other hence; they have a smooth relationship with their peers. Apart from learning good behaviour, children unlearn undesired behaviour too hence shaping them morally and they fit well within the society. However, some of them mentioned that CCI's that have their own schools keep these children away from others from the community hence this hinders them from socializing well whenever they meet kids who do not stay within the institution.

### **5.2.3 Mentorship Programmes on Orphans Vulnerable Children exit preparedness**

Based on the study findings, support from mentors is important to prepare me for exit to life after care (Mean=4.661), mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care (Mean=4.652), and that information and demonstration on life issues offered by mentors is important to prepares me for exit to life after care (Mean=4.549). In addition, communication skills is an important for preparation of orphans and vulnerable children for exit to life after care (Mean=4.536), follow up meetings between mentor and mentees necessary for adequate preparation for exit to life after care (Mean=4.527), there is a significant effect between orphans and vulnerable children mentored and their level of preparedness to life after care (Mean=4.321) and that the number of mentorship sessions/activities held between the mentor and the mentee have an influence on the preparation of orphans and vulnerable children for life after care (Mean=4.317). The study established that mentorship programmes influences exit preparedness of orphans and vulnerable children through mentor support whereby the mentors follows up on the mentee after the exit.

### **5.2.4 Combined charitable children institutions programmes and Vulnerable Children exit preparedness**

Moreover, the study revealed that charitable Children Institutions Programmes have helped them to acquire confidence and self-esteem that will enhance my ability to live well with others after life in care (Mean=4.527), Charitable Children Institutions activities (programmes) have helped them to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care (Mean=4.384), Charitable Children Institutions activities (programmes) have helped them to build well-established social networks (Mean=4.326) and that charitable Children institutions activities (programmes) have enabled them to attain highest levels of education necessary to get a good job (Mean=4.299). The study also revealed that the nature of charitable institutions and other setup influences the children to be each other's keeper and always look out for one another. This most often translates to having

or raising young children who do not know how to be selfish, to be hardworking and to hold another up. In addition, the study established that charitable children institutions programmes provides knowledge to the OVC which includes mentorship, life skills and competencies enabling them to fit in the society and be accepted by the society. It was also established that some institutions offer jobs to the OVC in their facilities as mentors.

### **5.2.5 Exit preparedness of orphans and vulnerable children**

Further, the study established that enhanced ability to interact with others (interpersonal skills) is necessary for orphans and vulnerable children to exit from care (Mean=4.527), ability to make decisions is an important requirement for orphans and vulnerable children transition to life after care (Mean=4.406), charitable children institution programmes have the ability to influence appropriate social groups and networks for orphans and vulnerable children after care (Mean=4.402), technical and vocational skills like carpentry, welding, driving, hair dressing are important skills for orphans and vulnerable children, to transition to life after care (Mean=4.286), and that well educated orphans and vulnerable children have an easy transition to life after care (Mean=4.259).

### **5.3 Conclusions**

The study concludes that basic practical skills e.g. cooking, budgeting are important for preparation of orphans and vulnerable children for life after care, ability to make decisions influences preparation of orphans and vulnerable children for exit to life after care, life skills competencies are important in preparation of orphans and vulnerable children for life after care, and that individual health and well-being is necessary for preparation of orphans and vulnerable children for life after care. In addition, the study concludes that life skills are necessary to thrive in this ever-changing world. Life skills help OVC to be fully, integrated to the societies they jet into and that Life skills competencies enable OVC to take care of themselves and be able to be accepted in the society and it will help them adopt to the society.

Further, the study concludes that Education and Vocational training influences orphans and vulnerable children ability to leave the care institution, and that follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness). However, education and vocational training influences orphans and vulnerable children ability to afford decent housing. The study also concludes that education lays the foundation for the OVCs, which opens up opportunities for them as it is well known that knowledge is power and that education and vocational training helps orphans and vulnerable

children to compete globally, be self-sufficient as well as offering them capability to pass down knowledge and skills to other generations.

The study concludes that support from mentors is important to prepare me for exit to life after care, mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care, and that information and demonstration on life issues offered by mentors is important to prepares me for exit to life after care. It was also conclusive that mentorship programmes influences exit preparedness of orphans and vulnerable children through mentor support whereby the mentors follow up on the mentee after the exit. This helps the mentee to know there is someone they can talk to even after exit. Mentorship also provides the OVC with a different perspective in regards to life after the institution.

The OVC's are able to acquire emotional intelligence and they are able to know how to carry and respect themselves. The study also concludes that charitable Children Institutions Programmes have helped them to acquire confidence and self-esteem that will enhance my ability to live well with others after life in care, charitable children Institutions activities (programmes) have helped them to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care, charitable Children Institutions activities (programmes) have helped them to build well-established social networks and that charitable Children institutions activities (programmes) have enabled them to attain highest levels of education necessary to get a good job. The study further concludes that Education and Vocational training contribute most to the Children exit preparedness followed by Life skills competencies. At 5%, level of significance and 95% level of confidence, Education and Vocational training, Life skills competencies, and combined charitable children institutions programmes are significant in children exit preparedness.

#### **5.4 Recommendations**

1. The study also recommends that the management of charitable children institutions in Kapseret Sub County in Uasin Gishu County should enhance life skills competencies in order to enhance exit preparedness of orphans and vulnerable children. In line with this recommendation, Charitable Children Institutions should provide a variety of activities that create opportunities for the children to be able to display their talents. This includes creating opportunities in order for all the children to participate in extra-curricular activities through the institutions programmes.

2. The study also recommends to the policy makers that, in order to ensure successful reintegration back to the community, CCI's should have a clear exit plan for the children, which should be communicated to from the onset at the point of admission of the child to the institution. In line with this initiative, CCIs should ensure that all the children get a chance to be with their families over the holidays. This calls for a thorough finding of the child's relatives (kinship) or finding for them foster homes or have them adopted because it is in the best interest of the child to grow within the family. In the process, these homes should be reviewed to ensure they do not pose danger to the children.
3. The study also recommends that the management of charitable children institutions in Kapseret Sub County in Uasin Gishu County should enhance mentorship programmes in order to enhance the Exit preparedness of orphans and vulnerable children as it was established that Mentorship Programmes significantly influences Exit preparedness of orphans and vulnerable children.
4. The study also recommends that a Professional mentor should be available in all the Charitable Children Institution on fulltime basis in order to ensure children have psychosocial assistance at their disposal. The Children's Department at the county level should see to it that this service is delivered.

### **5.5 Suggestions for Further Research**

Based on the findings of the study, the following areas of further studies were made:

1. There is need to undertake a replica study on the influence of Charitable Children Institutions Programmes on Exit preparedness of orphans and vulnerable children on other counties for generalization of the study findings.
2. There is need to study the Influence of Charitable Children Institutions on the Psychological development of Orphaned and Vulnerable Children during the care period.
3. The study also provides the basis to investigate the high number of female children in care institution as compared to their male counterparts.

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## APPENDICES

### Appendix I: Introductory Letter

Dear Respondent,

#### RE: INTRODUCTORY LETTER

I am a graduate student in the School of Continuing and Distance Education at the University of Nairobi. In partial fulfilment of the requirements of the degree of Master of Arts in Project Planning and Management, I am conducting a research on *“Influence of Charitable Children Institution Programmes on Exit preparedness of orphans and vulnerable children in Kapseret sub county in Uasin Gishu County”*.

I kindly request your input through filling this questionnaire genuinely and accurately. Please note that your honest responses will be strictly confidential and purely for academic purpose.

Your acceptance to complete this questionnaire is greatly appreciated.

Thanking you in advance for your co-operation.

Yours faithfully,



**Joram Njoroge Kibigo**

**L50/87808/2016**

Tel: +254 710 233 890

Email: [jkibigo86@gmail.com](mailto:jkibigo86@gmail.com)

## Appendix II: Questionnaires for Orphans and Vulnerable Children in the CCIs

This questionnaire aims to find out a few things about your time in care institution. Please answer each question as honestly as you can. This process is **confidential** and the questionnaire will only be used for the purpose of this research only. No one will know who has said what. If there is a question, you do not wish to answer, please indicate PASS and proceed to the other questions.

### Section A: Demographic Information

1. What is your Gender?

Male

Female

2. How old were you when you came for the first time in care institution?

Please tick (✓) in the box which best describes your answer

Under 3 years

Btwn 4 – 8 years

Btwn 9 – 13 years

Btwn 14 – 18 years

18 and above

3. For how long have you lived in care institution (children's home)?

Please tick (✓) in the box which best describes your answer

Below 1 year

1-5 years

6-11 years

12-17 Years

18- And Above

**Section B: Life skills competencies**

4. The following are statements on Life skills competencies and their influence on exit preparedness of orphans and vulnerable children. Please indicate your feelings in each by ticking (√) either SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statements	SA 5	A 4	N 3	D 2	SD 1
Life skills competencies are important in preparation of orphans and vulnerable children for life after care.					
Ability to make decisions influences preparation of orphans and vulnerable children for exit to life after care.					
Individual health and well-being is necessary for preparation of orphans and vulnerable children for life after care.					
Ability to interact with others (Interpersonal skills)is important for preparation of orphans and vulnerable children for life after care					
Ability to make friends (Relationship building) is important for preparation of orphans and vulnerable children for life after care.					
Basic practical skills e.g. cooking, budgeting are important for preparation of orphans and vulnerable children for life after care.					
Confidence and self-esteem is necessary for preparation of orphans and vulnerable children for life after care					
Communication skills is an important for preparation of orphans and vulnerable children for exit to life after care					

In your own opinion, kindly describe how Life skills competencies influences (affect) Orphans and Vulnerable Children ability to leave the care institution (exit preparedness)?

.....

.....

.....

**Section C: Education and Vocational Training**

5. The following are statements on Education and vocational training and their influence on exit preparedness of orphans and vulnerable children. Please indicate your feeling in each by ticking (✓) either SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statements	SA 5	A 4	N 3	D 2	SD 1
Education and Vocational training influences orphans and vulnerable children ability to leave the care institution (exit preparedness)					
Level of education determines orphans and vulnerable children ability to leave the care institution (exit preparedness)					
Education performance has an impact on orphans and vulnerable children ability to leave the care institution (exit preparedness)					
Completion of school determines orphans and vulnerable children ability to leave the care institution (exit preparedness)					
Follow up support offered after school influences orphans and vulnerable children ability to leave the care institution (exit preparedness)					
Education and vocational training influences orphans and vulnerable children ability to secure a job					
Education and vocational training influences orphans and vulnerable children ability to afford decent housing					

In your own opinion, kindly explain how Education and Vocational training help in preparation of orphans and vulnerable children exit to independent life?

.....

.....

.....

**Section D: Mentorship Programmes**

6. The following are statements on Mentorship Programmes and their influence on exit preparedness of orphans and vulnerable children. Please indicate your feeling in each by ticking (√) either SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statements	SA 5	A 4	N 3	D 2	SD 1
Mentorship programmes have a significant influence in preparation of orphans and vulnerable children for exit to life after care.					
The number of mentorship sessions/activities held between the mentor and the mentee have an influence on the preparation of orphans and vulnerable children for life after care.					
“As a result of ‘mentorship activities’ I have received enough information on my preparation for exit to life after care”					
“As a result of ‘mentorship sessions ‘I have received enough information on emotional development to prepare me for exit to life after care.					
There is a significant effect between orphans and vulnerable children mentored and their level of preparedness to life after care.					
Information and demonstration on life issues offered by mentors is important to prepare me for exit to life after care.					
Follow up meetings between mentor and mentee is necessary for adequate preparation for exit to life after care.					
Support from mentors is important to prepare me for exit to life after care					

In your own opinion, kindly indicate how Mentorship Programmes influences Orphans and Vulnerable Children ability to leave the care institution (exit preparedness)

.....

**Section E: Charitable Children Institutions Programmes**

7. The following are statements on Charitable Children Institutions Programmes indicate your feeling in each by ticking (√) either SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1).

Statements	SA	A	N	D	SD
	5	4	3	2	1
Charitable Children Institutions activities (programmes) have helped me to build well-established social networks					
Charitable Children Institutions activities (programmes) are important to prepare orphans and vulnerable children to acquire a job with ability to generate income					
Charitable Children Institutions activities (programmes) have helped me to build friendships and interact with others (interpersonal relationships)					
Charitable Children institutions activities (programmes) have enabled me to attain highest levels of education necessary to get a good job.					
Charitable Children Institutions Programmes have helped me to acquire necessary skills (vocational) that will ensure good performance at work					
Charitable Children Institutions activities (programmes) have helped me to acquire practical skills like cooking, budgeting, planning among others to help me live well after transition to life after care.					
Charitable Children Institutions Programmes have helped me to acquire confidence and self-esteem that will enhance my ability to live well with others after life in care.					

In your own opinion, kindly indicate how does Charitable Children Institutions Programmes influences Orphans and Vulnerable Children ability to leave the care institution (exit preparedness)

.....

.....

## Section F: Exit preparedness of orphans and vulnerable children

8. The following are statements on Exit preparedness of orphans and vulnerable children. Indicate your feeling in each by ticking (√) on either SA-strongly agree (5), Agree (4), N-neutral (3), D-disagree (2), SD-strongly disagree (1)

Statements	SA 5	A 4	N 3	D 2	SD 1
Ability to make decisions is an important requirement for orphans and vulnerable children transition to life after care.					
Ability to defend oneself (negotiation) is necessary for Orphans and vulnerable children during transition to life after care.					
Technical and vocational skills like carpentry, welding, driving, and hairdressing are important skills for orphans and vulnerable children, to transition to life after care.					
Adequate preparation for exit for orphans and vulnerable children is necessary to enable them afford decent housing.					
Ability to communicate with others helps me feel well prepared for exit to life after care.					
Ability to look for Job opportunities is important to help me in my preparation for life after care.					
Well-educated orphans and vulnerable children have an easy transition to life after care.					
Well-prepared orphans and vulnerable children through institutional programmes find it easy to leave care institution.					
Orphans and Vulnerable Children who have secured a job find it easy to leave the care institution.					
Charitable children institution programmes have the ability to strengthens mentee – mentor relationship for orphans and vulnerable children					
Charitable children institution programmes have the ability to influence appropriate social groups and networks for orphans and vulnerable children after care.					



9. In your opinion, what are the most important skills that orphans and vulnerable children need for effective transition to life after care?

10. What do you think are some of the challenges orphans and vulnerable children face when they leave care institutions?

**We have come to the end of the interview. Thank you for your time and participation.**

**Appendix III: Key Informants Interview Guide (CCI Managers, Caregivers, Officers)**

**Background Information**

Gender

.....

Age in years

.....

Number of years in current position

.....

**Education and Vocational Training**

1. How does Level of education for orphans and vulnerable children influence their ability to leave the care institution (exit preparedness)?
  
2. How does Education Performance and Vocational training for orphans and vulnerable children help prepare them for exit to independent life?
  
3. In your opinion, do you think Education and Vocational Training Programme is important in preparation of orphans and vulnerable children for exit to independent life? Why?



8. Is there any significant effect between orphans and vulnerable children mentored and their level of preparedness to life after care?
9. What programmes do you have in place to provide mentorship and support to orphans and vulnerable children in preparation for exit to independent life?

### **Charitable Children Institutions Programmes**

10. How does Charitable Children Institutions Programmes help prepare Orphans and Vulnerable Children for exit to independent life?
11. In your opinion what are the important programmes that Charitable Children Institutions should have to adequately prepare Orphans and Vulnerable Children for transition to independent life/ life after care

### **Institutional Capacity**

12. How does institutional capacity including staff and caregivers' competencies influence Orphans and Vulnerable Children ability to leave the care institution (exit preparedness)?

### **Government Policies and Orphans**

13. How do government policies influence Charitable Children Institutions Programmes and their effects on Exit preparedness of orphans and vulnerable children ?

## Appendix IV: Kretche and Morgan Table

TABLE I  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

## Appendix V: University Research Permit



**UNIVERSITY OF NAIROBI**  
OPEN DISTANCE AND e- LEARNING CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING  
DEPARTMENT OF OPEN LEARNING  
NAIROBI LEARNING CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

REF: UON/ODeL/NLC/29/310

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

26<sup>th</sup> September, 2017

RE: JORAM NJOROGE KIBIGO - REG NO: L50/87808/2016

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

He is proceeding for research entitled "Influence of Charitable Children Institutions Programmes on Orphans and Vulnerable Children Exit Preparedness in Kapseret Sub County Uasin Gishu County, Kenya"


Any assistance given to him will be appreciated.



CAREN AWILLY  
CENTRE ORGANIZER  
NAIROBI LEARNING CENTRE



**Appendix VI: NACOSTI Research Permit.**

**THIS IS TO CERTIFY THAT:** **Permit No. : NACOSTI/P/18/19644/26086**  
**MR. JORAM NJOROGE KIBIGO** **Date Of Issue : 9th October,2018**  
**of UNIVERSITY OF NAIROBI, 5761-200** **Fee Received :Ksh 1000**  
**NAIROBI,has been permitted to conduct**  
**research in Uasin-Gishu County**  
**on the topic: INFLUENCE OF**  
**CHARITABLE CHILDREN INSTITUTIONS**  
**PROGRAMMES ON ORPHANS AND**  
**VULNERABLE CHILDREN EXIT**  
**PREPAREDNESS IN KAPSERET**  
**SUBCOUNTY UASIN GISHU COUNTY,**  
**KENYA**  
**for the period ending:**  
**9th October,2019**

  
.....  
**Applicant's**  
**Signature**

  
  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**Appendix VII: NACOSTI Research Authorization Letter to Uasin Gishu County.**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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When replying please quote

NACOSTI Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/19644/26086**

Date: **9<sup>th</sup> October, 2018**

Joram Njoroge Kibigo  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of charitable children institutions programmes on orphans and vulnerable children exit preparedness in Kapseret Sub County Uasin Gishu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **9<sup>th</sup> October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Uasin Gishu County.

The County Director of Education  
Uasin Gishu County.