

**INFLUENCE OF CASH TRANSFER GRANTS ON SCHOOL RETENTION OF CHILD
BENEFICIARIES:A CASE STUDY OF ORPHANS AND VULNERABLE CHILDREN IN
ELDORET WEST SUB COUNTY, UASIN GISHU
COUNTY, KENYA**

JOAN WANGUI WANYAMA

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DECLARATION

This research project report is my original work and has not been presented to any other university.

Sign.....

Date.....

WANYAMA JOAN WANGUI

L50/83786/2016

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

Sign

Date.....

Dr. Anne Ndiritu

Supervisor

DEDICATION

This work is dedicated to my family for encouragement and moral support during the entire period of my study.

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ABBREVIATION AND ACRONYMS

- AIDS** Acquired Immunodeficiency Syndrome
- BWC** Beneficiary Welfare Committees
- CCT** Conditional Cash Transfer
- CSG** Child Support Grant
- CT** Cash Transfer
- DCO** District Children’s Officer
- DCS** Department of Children’s Services
- DFID** Department for International Development
- FAO** Food and Agriculture Organization
- FGD** Focus Group Discussion
- GOK** Government of Kenya
- LOC** Vocational OVC Committee
- HIV** Human Immunodeficiency Virus
- KDHS** Kenya Demographic and Health Survey
- KIHBS** Kenya Integrated Household Budget Survey
- KNBS** Kenya National Bureau of Statistics
- MGCS** Ministry of Gender, Children and Social Development

MoLSSS Ministry of Labour, Social Security Services

MPND Ministry of Planning and National Development

NACC National AIDS Control Council

NCCS National Council for Children's Services

OPM Oxford Policy Management

OVC Orphans and Vulnerable Children

OVC-CT Orphans and Vulnerable Children Cash Transfer

PCK Postal Corporation of Kenya

SCOSC Sub-County OVC Sub-Committee

UCT Unconditional Cash Transfer

UNCRC United Nations Convention on the Rights of the Child

UNDP United Nations Development Programme

UNICEF United Nations Children's Fund

USD United States Dollar

ABSTRACT

Most of vulnerability of Children world over has continued to increase. A vulnerable child is one who is living in circumstances with high risks and whose prospects for continued growth and development are seriously threatened. The main purpose of the study was to investigate influence of cash transfer on school retention a case study of orphans and vulnerable children in Eldoret West Sub County, Uasin Gishu County, Kenya. The research was guided by the following objectives: to establish how provision of scholastic materials through cash transfer influence school retention of learners in Eldoret west Sub County, to determine how household wellbeing through cash transfer influence school retention of learners in Eldoret west Sub County, to establish the influence of food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County, to establish the influence of re enrollment as a results of cash transfer grant on school retention of learners in Eldoret west Sub County. The study adopted a descriptive survey design and draws a sample of 322 respondents from a population of 2000 based on Krejcie and Morgan (1970) schedule. The researcher targeted household heads who are the direct beneficiaries of the OVC- CT grant in Eldoret West Sub County, Eldoret West Sub County children's officers, head teachers and class teachers. Data were collected using questionnaires and interview schedules. The researcher ensured the validity of data by carrying out a pilot study in Kapsabet County. For reliability, the researcher adopted Cronbach's coefficient 0.70 Alpha which enhanced the identification of the dispensable variables and deleted variables. Data were analyzed both quantitatively and qualitatively with help of SPSS software version 21. Inferential statistics were tested using Pearson method of correlations (a measure of relations between variables) which involves determining the extent of the relationship between variables (arrange of 0 to 1). Tables were used to summarize responses for further analysis and to facilitate comparison. The finding of the study was used to make recommendation on influence of orphans and vulnerable children cash transfer grant on school retention. From study findings it is shown that provision of scholastic materials through cash transfer grant have a positive correlation to school retention of learners, there was a positive relationship between household wellbeing of learners as results of cash transfer grant and school retention of learners, there was a moderate positive correlation between provision of food consumption, food security and school transport due to cash transfer and school retention of child beneficiaries and there was a strong positive correlation between Re-enrollment of children as results of cash transfer grant and school retention of OVC. The study concluded that through the availability of cash transfer grant learners in Eldoret west Sub County are able to be retained in school because they can receive scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children. Further the study concluded that cash transfer grant in the sub county has enhanced the food consumption, food security and school transport of OVC which at end improve retentions of learners in school. The study recommended that the guardians should always that they avail scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children when they receive cash transfer grants. Guardians should ensure that they avail household wellbeing such as adequate meals for the children, good house for the accommodation of the children's provision of best health care to the children provisions of best diet and nutrition to the children.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The vulnerability of Children world over has continued to increase. A vulnerable child is one who is living in conditions with high dangers and whose prospects for proceeded with development and advancement are genuinely undermined, (Traflon, 2009). This incorporates children that are sincerely denied or traumatized. Many of these children need access to fundamental needs because of high levels of poverty. The Orphans and Vulnerable Children are more inclined to various types of maltreatment and abuse because of their vulnerable conditions, (Moore, 2009). Youth in Kenya is to a great extent characterized by the way that over half of Kenyans live in total poverty, which implies that many children 8.6 million children live below poverty line. Children influenced by HIV/AIDS are vulnerable some time before their parents die. Young ladies, specifically, accept thinking about their ailing parents other than child rearing for their kin. Social exchanges are ordinary and unsurprising exchanges, regularly as money, given by the state as a major aspect of an implicit understanding with its subjects (DFID, 2006).

Cash transfer programming is providing cash and vouchers to the targeted beneficiaries so as to respond to the problems affecting them during both in humanitarian and development settings. As a humanitarian intervention, cash transfer programming was initiated as a complement and alternative to food aid during 2004 response on tsunami that occurred along Indian Ocean. Cash transfer was seen to have been not properly utilized in 2005 review that was undertaken by Overseas Development Institute despite the rising use of cash aid by most agencies (Harvey, 2005). In the last few years cash transfers has changed from small scale pilots to large scale

hence accepted by donors. Cash and vouchers in most cases could be used as alternatives and can complement in-kind assistance which includes food aid, shelter, livestock and seeds.

For several years, humanitarian Non-Governmental Organization has been responding to the hunger needs of disaster survivors in Turkana through provision of in-kind food aid. The mode of humanitarian response is changing where cash can be an option other than in kind assistance. In places where markets are working and cash transfer is seen as the appropriate response and beneficiary can be able to purchase what they require based on their priorities. There is agreement amongst aid agencies and donors for cash and voucher to be used as tools to address crosscutting needs of the beneficiaries from food, protecting livelihoods hence Oxfam and Help age intervention for cash transfer in Turkana. Food Assistance Convention resulted to acceptance of cash and vouchers as viable for the humanitarian response. It was at this international treaty which was entered in January 2013 that led to countries committing to provide amount of food assistance on annual basis. In this regard cash and vouchers are accepted as contribution and not only food aid. It is important to know the adequacy and appropriateness of using cash, vouchers or food aid in any humanitarian response. This includes considering factors like market, risk, cost, gender and likely impacts of those modalities to the households (Bailey, 2013).

In Ghana, 16.3% of children younger than 15 have no less than one parent dead (barring children with parental status missing), 6.6% of children younger than 15 are not living with either parent and are included into the vulnerable class (Ghana Demographic and Health Survey, 2008). When figuring out the numbers of children orphaned by AIDS, the Ghana AIDS Commission reports that the HIV/AIDS rates in Ghana are 2.7%, bringing about 270,000 orphaned children by the disease, all below the age of 17 (Ghana Demographic and Health Survey, 2008).

It is very important to make consultation with key stakeholders including NGOs, Government counter parts and Local leaders when planning for a cash grant intervention. They should be aware of the proposed project, explain to them the purpose of the project, strengthen community through establishment of committees, recruitment and training of the field staffs that will be oversee project activities, accounts staff that will be responsible for distribution of money and technical staffs that will provide guidance, develop targeting criteria, coming up with the cash grant value, develop a system for beneficiaries payment, collection of baseline information modalities to aid in planning and monitoring cash receipt, use and impact of the grant.

In the year 2010 it was estimated that there are over 2.4 million Orphans in the Kenya having grown from 1.8 million in 2004, 47% are orphaned because of HIV/AIDS and many more stay vulnerable because of a few different reasons. 20% of the Kenyan population is 6 years and more youthful; and 48% of the population is under 15years. (National Bureau of Statistics April, 2010)

The 2010 Kenya Demographic Health Survey discovered that 2.3% of young men and 1.9% of young ladies under age 15 are double orphans. This extent bounces to 25% for both young men and young ladies under age 18 who reported one parent or the two are dead. The rise in the number of OVC in Kenya has been attributed to HIV/AIDS pandemic and is estimated to have reached 1.2 million by 2009 (Kenya Demographic Health Survey, 2010) The Kenyan government gives initiative to the OVC reaction.

Strikingly Kenya was one of the main nations to complete RAAAP and this is the reason a push to measure the OVC circumstance, and it at that point prompted the advancement of the National Plan of Action (NPA) for OVC, 2007– 2010. The NPA incorporates arrangements and rules on OVC intercessions in Kenya. It took quite a long while to create NPA, which was at last

distributed in 2009. The strategies and rules give a key system to the OVC reaction by program engineers and implementers.

In Africa, The Child Support Grant (CSG), which supports the child directly inside the family unit for her/his improvement, has turned out to be organized in South Africa as a poverty alleviation system replacing the pre-independence Child Maintenance Grant (Triegaardt, 2004). It targets children less than 15 years old and by 2009, had 8.8 Million children enrolled as beneficiaries.

In Kenya, cash transfer programme was initiated in 2004 dubbed Orphans and Vulnerable Children Cash Transfer Programme (OVC CT) “ (GoK, 2008). The aim of this programme was to support poor households in taking care of orphans and vulnerable children, and ensuring that families retain orphans and other vulnerable children in the community. It is aimed at the arrangement of an immediate, predictable and normal money endowment to poor households caring for Orphans and Vulnerable Children and is implemented by the Department of Children’s Services in the Ministry of East Africa community, Labour and Social Protection. It started with 500 households in three districts namely Nairobi (320 households), Kwale (130 Households) and Garissa (50 Households) with a cash transfer of Ksh 500 per month per household. Over the years it has expanded to cover 130,000 households as at December 2012 (GOK, 2010). In selected administrative locations, which are spread all over the country, the cash transfer has been increased to Ksh 2000 and is paid every two months (4000 per payment). The cash transfer is given to a guardian of the child or children and enrolment is household-based not particular children.

Adato and Bassett (2008) in their broad survey of the proof for the potential effect of CT programs contended that Money Transfers have demonstrated a strong potential to diminish

poverty and fortify kids' training, wellbeing and nourishment. Then again, Adato and Hoddinott (2007) argued that though Cash Transfer programmes as currently designed are a critical part of poverty reduction procedure especially in dealing with human capital development of children, they require complementary approaches to promote economic development and job creation for persons in the other life cycles. Money exchange writing computer programs is currently broadly acknowledged as an approach to meet an assortment of requirements in compassionate and transitional settings. The money empowers individuals to purchase merchandise and enterprises as indicated by their very own needs, and supports markets. In accordance with this reasoning, money exchange programs have developed as a fundamental constituent of poverty reduction systems (Borraz& Gonzalez, 2009).

The three primary kinds of money exchanges used to handle youth poverty include uniform advantage paid for each child in the family; a wage supplement paying a small amount of the distinction between family wage and the poverty line; and a base ensured salary, which supplements pay up to a given level. Whereas in the developed countries over 90% of the population is secured by different types of State or market-sorted out standardized savings frameworks, in creating nations well over half of the population stays revealed against fundamental dangers (Sanganyi, 2010). Cash Transfer programmes have gained popularity as an approach in the provision of social insurance to poor people and other vulnerable groups. The Government of Kenya utilizes the third sort of money exchange where the Cash Transfer program offers a base ensured wage to families that deal with orphans and other vulnerable children.

1.2 Statement of the Problem

The circumstance of Orphans and Vulnerable Children (OVC) in Kenya has kept on being of national and worldwide concern. Although no thorough study on the quantity of OVC has been completed, the administration evaluates that there is a sum of 2.4 million OVCs in Kenya out of which 1.15million because of HIV AIDS (Republic of Kenya, 2005). Though some important research has been directed on the Orphans and vulnerable Children in Kenya, significant gaps remain, for example children are rarely the direct recipients of cash transfers, the lack of consistency in the disbursement of the funds, lack of proper survey of the real orphans and vulnerable children such that those in need are left out and funds not reaching the ultimate beneficiaries on time and choices on spending are often taken by parents or guardians which these decisions may not be in line with improvement of children's wellbeing. The cash transfer program in Kenya was started in order to mitigate some of these problems facing orphans and vulnerable Children. The program is currently being implemented in over 145 districts. It is envisaged that by 2012, 100,000 households and more than three hundred thousand (300 000) orphans and vulnerable children are benefiting from the program (Ministry of Gender, Children and Social Development 2010 report). Initially households were given five hundred shillings per month but the figure has since short up to one thousand five hundred shillings per household per month. The management of the funds and facilitation of the transfer to households is done by the District Children Officers in collaboration with the Area Advisory councils in every district (Alkire& Foster, 2007).

The Government of Kenya through the Ministry of Gender, Children and Social Development built up a National Plan of Action (2007-2013) on OVC. This reinforces the limit of families to secure and care for OVCs give monetary, psycho-social and different types of social help. And rally and support society based reactions in order to expand OVC access to fundamental services,

for example, food and nutrition, education, medicinal services or health services, housing, water and sanitation. It has also made some efforts in addressing these issues by using the project officers in the Children's department to carry out the survey instead of the earlier location members and trying to add more beneficiaries regularly so as to be able to improve the children's well-being and therefore interrupting the inter-generational transfer of poverty. The underlying problem to occasion the manifestation of these problems maybe be planning, funding and monitoring and evaluation of the program which is targeted at improving the wellbeing of the orphans and vulnerable children in Eldoret west sub county though it's not clear to what extent these problems are reliable for the issues and therefore the need for more research .The lack of vital strategic information on Orphans Vulnerable children (OVC) is ruining approach producers and program pioneers from settling on very much educated choices about the route forward to curbing these irregularities(NPA-OVC 2012 report). However, with restricted assets accessible to partition among programming and research, a sensible balance ought to be found to answer key inquiries without sacrificing support for basic services (NPAOVC, 2012, report). This research thus sought to provide strategic information on the influence of orphans and vulnerable children cash transfer grant on school retention of child beneficiaries in Eldoret west sub county, Uasin Gishu County.

1.3 Purpose of the Study

The purpose of this research was to investigate the influence of cash transfer on school retention a case study of orphans and vulnerable children in Eldoret west sub county, Uasin Gishu County.

1.4 Objectives of the Study

The study objectives were:

- i. To establish how provision of scholastic materials through cash transfer influence school retention of learners in Eldoret west Sub County.
- ii. To determine how provision of household wellbeing through cash transfer influence school retention of learners in Eldoret west Sub County.
- iii. To establish the influence of food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County.
- iv. To establish the influence of re enrollment as a results of cash transfer grant on school retention of learners in Eldoret west Sub County.

1.5 Research Questions

The research questions were:

- i. How does provision of scholastic materials through cash transfer grant affects school retention of learners in Eldoret west Sub County?
- ii. To what extent does household wellbeing as result of cash transfer grant affects school retention of learners in Eldoret west Sub County?
- iii. What is the association between food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County.
- iv. To what extent does reenrollment as results of cash transfer grant affects school retention of learners in Eldoret west Sub County.

1.6 Significance of the Study

With the remarkable ascent in the quantity of orphans and vulnerable children that have left numerous families and communities with huge childcare issues, it was important to comprehend the adequacy of the social assurance for these OVCs. This along these lines made information around there of study and add to the developing body of literature. The examination especially profited associations and in addition people who have consistently supported social security programs in Kenya. The information was useful to the County Children Officers (DCO's) since it enabled them to make compelling key arrangements and also advice the administration in like manner in the verge of allocating resources to the vulnerable children. Assistant chiefs and other government council benefited from the information that were gathered in this study. More significantly, they were able to advice their subjects on the importance of taking advantages of the set programs to assist vulnerable children.

Researchers interested in this area might get accessible data which they may use as they attempt to advance the study. It is worth noting that this study area has not been widely researched and therefore, the study is significant in that it will contribute to the literature.

1.7 Limitations of the Study

Amongst the limitations of the study was lack of enough research to have been carried out on the particular research question area which 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. The available data were also heavily quantified at the expense of quantitative aspects of vulnerability. Community perceptions on the various reasons of vulnerability did not appear in the official documentation such as the sample surveys and censuses mainly due to their quantitative bias (NPA-OVC, 2012, report). Other limitations of the

study included limited time in carrying out the research which made it not look into other extraneous factors. However the time given was enough to obtain the expected results. Limited finances for research made it not look into other extraneous factors. However the finances available were enough to obtain the expected results.

1.8 Delimitation of the Study

The research was conducted amongst 2000 respondents in Eldoret west Sub County. The study was limited to studying the impact of government funding of OVC program on social economic status in Eldoret west Sub County by governmental organizations involved in projects for orphaned and vulnerable children in Eldoret west Sub County

1.9 Basic Assumptions of the Study

The assumptions in this study was that; the sample represented the population,

The respondents cooperated and gave honest responses to the questions in the research tools.

1.10 Definition of Terms used in the study

Funding: According project planning financing implies cash provided, particularly by an Association or government, for a specific reason.

In this study it means the money that is given to the guardians of the orphan to improve their social economic wellbeing.

Planning: Planning refers to the organizational movement of building up an ideal strategy of future activity to accomplish a desired arrangement of objectives, for taking care of novel issues in complex settings, and attended by the power and aim to submit assets and to go about as important to execute the picked technique (Alexander 2002).

In this study the term is used to mean the process of developing goals, strategies and outlining tasks and schedules to accomplish the goals (which is achieving the performance of the program)

Scholastic materials are material which has to do with schools or learning.

Project Performance: According to project planning project performance means the

Performance contingent on the overall value that the product or service yielded for the organization. In this study it means the achievement of the social economic wellbeing of the orphans that is improved food consumption, improved school enrollment and attendance, improved social status and security.

Cash transfers are immediate exchange installments of cash to qualified individuals. Money exchanges are generally given by the state and government.

Monitoring and evaluation : According to project planning it is a procedure that makes improve Performance and accomplish results. Its will likely enhance current and future management of outputs, impact and outcomes.

In this study it is the routine and systematic collection of information against the plan and making judgment whether the desired goal which is to achieve the performance of the project was achieved depending on the it's progress so far.

Orphan: UNICEF and worldwide accomplices define an orphan as a kid who has lost one or both parents.

In this study the term means a child who has one biological parent or none and is living with a guardian.

Vulnerable child: A vulnerable child is a kid younger than 18 whose mother, father, either parents, or an essential parental figure has died, and who need care or security.

(Namibian Government definition,2002) In this study the term means the same as the oxford dictionary but the child is living with a guardian and not in a home that has taken in orphans.

1.11 Organization of the Study

Chapter One provides information about the background of the study on issues of OVC in the country and in other parts of the world as well as got to introduce the main research problem statement, research objectives, and significance of the study, scope, limitations and assumptions of the study as well as definitions of significant terms. Chapter Two entails literature review and gave more information with regard to the independent variables, and also provided a schematic conceptual framework. Chapter Three provides peripherals within which the research was conducted in terms of the research design, target population, sampling size and technique, research instruments used and how the data was acquired and analyzed. Chapter four presented data analysis, results and interpretation while chapter five summarized the findings of the study undertaken, discuss, conclude and make recommendations based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter entails both theoretical and empirical literature related to orphans and vulnerable children cash transfer grant on school retention of child beneficiaries. To understand these factors, relevant theoretical underpinnings and empirical studies are reviewed. The chapter goes on to review the independent variables in relation to the dependent variable. This chapter also identified knowledge gaps that were as a result of analyzing the theoretical and empirical literature.

2.2 Concept of Cash Transfers Grants and School Retention

Cash transfers are either unconditional or conditional. Conditional cash transfers are meant to advancing specific practices, for example, school participation or normal wellbeing checkups. Conditional Cash Transfer (CCT) Programmes were born in Latin America. They target poor families offering trade appropriations out trade of responsibility by family units to put resources into the human capital of their children. Due to poverty, families are unable to put resources into their children's wellbeing and education. Families forego salary when their children are not taking a shot at their rural plots if there should arise an occurrence of provincial families or in the city on account of urban families. This keeps many families from sending their children to class even when participation is free. Due to the above scenario, the Cash Transfer concept was mooted. Since deficiencies in access to health and education are not novel to Latin America but instead across the board in most creating nations, the utilization of CTs extended first in South Asia and all the more as of late in some African nations (Ravallion, 2008).

Since the 1990s, far reaching scale cash trade designs have been propelled in a creating number of creating countries, including Brazil, Colombia, Honduras, Mexico, Nicaragua, and South Africa. Logically, these plans are being seen as a benefit of citizenship, and verification is building up that they can empower handle to hunger, increase desires for regular comforts, and improve the training and strength of the poorest families. The universal pattern towards putting resources into social insurance in poor nations has achieved sub-Saharan Africa, going up against new urgency as HIV/AIDS connects with different drivers of poverty to all the while destabilize occupation frameworks and family and community security nets (Fiszbein and Schady, 2009).

As per the United Nations Millennium Development Goals evaluation report 2013 "Sub-Saharan Africa has the most critical rate of children leaving school early on the planet with to some degree more than two out of five youngsters who started elementary school in 2010 who won't make it into the last grade" (UN, 2013, p.16). While it isn't evident from the report why numerous children would leave school early, destitution and the effects of HIV/AIDS have been known to accept a noteworthy activity in children leaving school early especially in Sub-Saharan Africa. This is a focusing on example that calls for thought from all accomplices in instruction to ensure that youngsters in risk of dropping out of school are supported to complete their essential schooling.

The OVC-CT program was propelled in 2004 with expansive goal of reinforcing family households abilities to give a social insurance framework through ordinary money exchanges to families with OVC, with the end goal to support encouraging and maintenance of orphans and vulnerable children (OVC) in their families inside the communities and to advance their human capital improvement (GOK, 2013). This programme is implemented by the Government through the Department of Children's Services (DCS) in collaboration with key Development

partners like the World Bank, DFID and UNICEF. OVC-CT is as of now the biggest CT program in the nation. Kenya has an expected over 2.4 million orphans and vulnerable children half of which have come about because of death of parents because of HIV and AIDS crisis. Majority of orphans are taken care of by elderly grandparents and some by fellow children due to the deaths of their parents with no relatives or other guardians ready to take care of them (NACC,2012). Kenya's OVC-CT programme started as a pre-pilot project covering 500 OVC households in three districts (Kisumu, Garissa, Kwale) (GOK, 2013).

By 2009, the administration financing to the program expanded to US \$9 million from USD US\$800,000 allotted in 2005 and inclusion expanded to 47districts. Consistently from that point forward, the program has gotten expanded budget allocations from the government. For instance in 2011/2012 the program was allocated Kshs. 2.8 billion, and in 2012/2013 Kshs 4.4 billion. In 2013/2014, the program got a lion offer of Kshs 8 billion. The program is grounded on various national legitimate and strategy systems and global duties. Specifically Article 53 of the 2010 Constitution of Kenya illuminates the privileges of children and the requirement for their insurance. Each kid has the privilege to: Free and necessary education; basic nutrition, safe house and healthcare; security from maltreatment, disregard, hurtful social practices, exploitative work, parental consideration and assurance which incorporates break even with duty of the two parents whether wedded or unmarried. The national approach on orphans and vulnerable children created in 2005 is one of the soonest arrangement structures that grounded in the OVC-CT program in the pilot and scale up stage.

The OVC-CT program gives customary help to poor family thinking about OVCs in the mediation territories and its land focusing on is guided by an OVC - CT program Expansion Plan which is created at the national level based on poverty and vulnerability criteria. When areas

have been recognized, operational structures like the Sub-County OVC Sub-Committee (SCOSC), the Location OVC Committee (LOC) individuals and Beneficiary Welfare Committees (BWCs) are built up and prepared. Family unit level information is gathered and examined to evaluate their probability of being poor against national principles. A rundown of potential recipients is produced, and approved at the network barazas. The endorsed rundown of family focused for help is then entered into the management data system, selected in the program and issued with a program character card.

OVC-CT upheld family units gotten installments of Ksh 4,000, in real money, at regular intervals by means of a Payments Service Provider. There are two PSP; the Postal Corporation of Kenya (PCK) and Equity Bank. The program usage organs are in charge of catch up with family units in the networks where concerns are raised about the consideration being received by a child. LOC individuals are required to visit families to bring issues to light on proper consideration and to give exhortation on issues families are experiencing in thinking about children. Network mindfulness sessions are likewise directed in the community to advance comprehension of the program and to enable families to manage health and family issues. The program covers children underneath 18 years. The program places formative duties to parental care of the recipients that incorporate; guaranteeing OVC matured 0-5 years receive immunization and development checking, OVC matured 6-7 consistently go to essential education; OVC secure birth certificates and guardians go to mindfulness sessions. The exit from OVC-CT program is triggered by the following: When the recipient or the perceived parental figure neglects to gather installment for three back to back installments, When there are no more OVC in the family unit either in light of the fact that the OVC is more than 18 years age limit or

through death and lastly on the off chance that families neglect to comply to the set conditions for three consecutive installments.

There are many proponents of Cash Transfers though their approaches are different. The World Bank focuses on the link between social protection and pro-poor growth (World Bank, 2001), while other organizations like the FAO (FAO Council, 2004) argue from the human rights perspective. Others argue from the perspective of specific vulnerable groups such as children or the elderly (Help Age International, 2004). However, all these groups conclude that Cash Transfers have a positive impact on beneficiaries in most of the instances.

OVCs face many problems including poverty, discrimination, lack of access to services and abuse. For instance, the level of children who have lost one or the two parents and who go to class is 85% as compared to 93% of those with parents. OVCs will in general begin school at a later age and drop out sooner than other children (UNICEF, 2009). OVCs also often suffer psychosocial effects and are more vulnerable to exploitation and abuse than other children. The United Nations Convention on the Rights of the Child (UNCRC), which Kenya is a signatory, requires State Parties to ensure that every child has a standard of living adequate for the child's physical, mental, spiritual, moral and social development. The State Party is tasked to assist the parents or other care givers in case of need by providing material assistance and support programmes particularly in regard to nutrition, clothing and housing (UNCRC, 1989).

The national policy documents articulate the issues of OVCs. The Vision 2030 is Kenya's long-term development blueprint for 2008 to 2030 which aims to make a focused and prosperous nation with a high caliber of life by 2030. The Vision is secured on three pillars: political, financial/economical and social (GOK, 2007). The Vision recognizes that economic

growth alone is not sufficient to achieve an all-round enhancement in the personal satisfaction of poor people and vulnerable individuals from the population. The social pillar therefore has an objective of building a fair and strong society with social value in a spotless and secure condition. Among the flagship projects undertaken under this pillar is the foundation of a united social insurance support for money exchanges to OVCs and the elderly (GOK, 2007).

To operationalize the Vision 2030 provisions, a National Social Protection Policy was formulated and passed by Parliament in June 2012. It characterizes the methodologies for development of the financial status of the poorest and most powerless natives, and to give rules to the plan, execution, checking and assessment of Social Protection programmes as well as establishing an institutional structure for implementation of the national programmes. The focus of the Policy is on three categories of the population; orphans and vulnerable children, older people and people with handicaps. The Policy proposes the utilization of a few methodologies and instruments to convey social security including Cash Transfers, Food appropriation, School based encouraging projects, Social Health Insurance and Public works, among others.

Further, the National Children Policy 2010 has specific provisions for OVCs that include security and care inside the family, community and larger community. The Policy outlines interventions for OVCs as support for parents, families and care givers; strengthening support structures and community systems to take care of OVCs; and provision of treatment, care and support to children including their parents and care givers (NCCS, 2010).

2.3 Empirical Literature Review

The study empirically review literature of previous studies related to influence of provision of scholastic materials through cash transfer grant on retention of learners in schools, influence of household wellbeing as a results of cash transfer grant on school retention of learners, effects of school transition as a results of cash transfer grant on school retention of learners and influence of reenrollment as a results of cash transfer grant on school retention of learners.

2.3.1 Learning Materials and Cash Transfer Grant

Any loss or change in salary may prompt children being pulled out of school as needs change. Regardless of whether children remain in school, a drop in family pay may bring about worsening of their eating routine and deficient nourishment may obstruct their capacity to study. A study undertaken by UNICEF in selected African countries including Kenya showed that school enrolment rates are bring down for twofold orphaned children than for non-orphans (UNICEF, 2009).

On a study of the OVC-CT programme in Korogocho location of Nairobi, Sanganyi (2010) found that the most felt impact of the programme in the area was in education. He reported that caregivers were able to pay school fees and other school utilities like books, uniform and cater for school trips. The OVCs did not feel isolated as they previously did when they were unable to take part in the trips due to lack of money. However, it also emerged from his findings that the amount was not adequate to cater for the children in secondary school.

Fleming (2015) brought up that OVC in nations with numerous instances of HIV/AIDS experienced segregation in getting to education and healthcare as vagrant hood is related with HIV/AIDS. Fleming further contended that maternal and double orphans are more victimized in getting to education than fatherly orphans (Fleming, 2015; Case et al, 2004). Such orphans

encounter monetary limitations which additionally disadvantage them as they can't manage the cost of the expense of education related materials. Vulnerable children from child headed family units are troubled with household and financial duties, which thus influence their cooperation in education in connection to visiting and prevailing in school (Fleming, 2015).

The subsequent families encounter extra obligations and testing money related imperatives through the loss of essential guardians and salary generators, while the expenses related with partaking in education (e.g. reading material, expenses) endure. Children influenced by HIV/AIDS and different orphans and vulnerable children, especially those from kid headed family units, worry about the concern of extra household and financial duties, may have enthusiastic injury from the loss of their parent(s), and might be in sick health themselves, all of which regularly keep them from exploiting accessible educational chances (UNICEF, 2009).

A randomized preliminary with 105 orphans' ages 12 to 14 years in Kenya by Gray II Cho et al., (2011) discovered that arrangement of school charges, uniforms and a community guest who checked school participation brought about diminished school dropout and deferred sexual presentation. Every taking part family unit recieved mosquito nets and covers, and sustenance supplements (maize, oil, sugar) at regular intervals for an expense of \$100 every year per kid; 53 orphans receive the intercession and 52 stayed in the control gathering. The people group guest had 10 children in the exploratory gathering on a month to month premise and furthermore visited schools on a week by week premise to screen participation. The people group guest could purchase clean napkins for young ladies amid menses or mastermind center visits for jungle fever or parasites. The planned expense to the mediation assemble was \$200 every year per kid. Following one year, those in the control gather were altogether more prone to drop out of school (14% contrasted with 4%) and begin sexual intercourse (33% contrasted with 19%). Those in the

trial group were less inclined to express acknowledgment of a beating if a spouse denied sex and less acknowledgment of brutality against ladies for any reason and expanded acknowledgment of sex value.

In 2007, a three-year longitudinal randomized control think about was directed in Zimbabwe to decide whether giving educational help to orphans, vulnerable children and young ladies was compelling to battle factors related with expanded HIV hazard, reducing poverty and the death rates in general by (Gray II Hallfors et al., 2011). In the intercession, school understudies got educational help as expenses, books, outfits and other school supplies and furthermore female instructors were chosen to go about as assistants in checking school absences. Degrees of consistency were altogether higher in the intercession partner; the control aggregate was 6 times more inclined to drop out of school and 3 times more prone to get hitched. Furthermore, the mediation group members were altogether more averse to be missing from school and to report that they postponed sexual presentation. Young ladies in the mediation group were additionally more inclined to support sex balance. In this examination, 10 secondary schools were chosen and every single stranded young lady was welcome to take an interest in the investigation. A sum of 326 agreed to take part and was incorporated into the last investigation, with every grade school randomized to the intercession or control group. School bolsters diminished HIV chance; likewise, it gave various educational advantages to orphans. In spite of the fact that understudies were qualified for tutoring paying little respect to capacity to pay, a charge was asked for and children were pursued away on the off chance that they didn't pay. It was therefore evident that education plays a major role in reducing the projected number of OVC in Zimbabwe, consequently, reducing the demand for cash transfer to OVC in the future. If education is

provided to all, there will be less dependence on cash transfers since all the educated OVC will be able to be better producers than consumers of grants, donations and ideas (USAID, 2009).

Interest for the effect of money exchanges on education gets from the assortment of proof showing the job that children's educational status plays in clarifying the intergenerational transmission of or escape from poverty (PEPFAR, 2012). Money exchanges can possibly build children's education in a few different ways. In the first place, the money can be spent on school charges, outfits, supplies, and other school-related costs. Second, the exchanges can make up for lost wage from kid work, with the goal that parents will probably select children and they will miss less school days. Third, money can add to nourishment spending plans with the goal that children are better encouraged and can focus and perform better in school. These impacts can possibly be acknowledged through CCTs and UCTs (PEPFAR, 2012).

UNICEF in 2011 published a report on the rationale for the introduction of cash transfers to OVC in education and their advantage. The report showed that there were various conceivable outcomes for conveying money moves into education ventures to profit OVC and the influenced networks. Building and restoring schools can be accomplished utilizing money for work or money gifts approaches, and giving money or vouchers to class materials or to meet a portion of the aberrant expenses would likewise be suitable as given through the money exchange activities. Education materials are progressively obtained locally. In the Democratic Republic of the Congo, UNICEF has for instance, given school materials to 3 million orphans and vulnerable children since 2004, all obtained in the locale. Working of schools, water and sanitation work, needs a level of talented and in addition untalented work. In Aceh, Mercy Corps at first contracted out the gifted work, and endeavored to oversee incompetent work themselves as money for work, however this demonstrated troublesome. Afterward, the temporary worker was

procured to give talented and incompetent work and was requested to incorporate individuals from influenced networks like single parents or poor guardians to orphans for unskilled labour so as to boost their lives by getting some income (UNICEF, 2010)

2.3.2 Provision of Accommodations through Cash Transfer Grant

A task that gives benefits through locally situated guardians and a community focus in Zambia brought about a positive and measurably huge impact on school enlistment. Also, support in the program was related with a 15.7 expanded in suitable age-for-review for mediation children in respect to control children. The examination included two rounds of post-intercession information gathering in 2003 and 2006 with 2,306 children matured 6 to 19 years met in 2003 and 3,105 children matured 8 to 22 years old met in 2006. The OVC subsample included 2,922 children, with 1,242 of these presented to the intercession. Children in the intercession gather gotten administrations identified with education, health, HIV counteractive action, psychosocial support and sustenance. The people group school for the mediation assemble had dinners, center administrations, HIV avoidance education and mental guiding. Additionally gave were school supplies, installment of government school feeds and nourishment proportions. "While this investigation recommends that [the intervention] Bwafwano is compelling in enhancing tutoring results, it says nothing in regards to whether it gives the best 'value for the money' in respect to the options" (Chatterji et al., 2010: 139).

An investigation of 176 double AIDS orphans from 2006 to 2007 matured 8 to 18, from four AIDS halfway houses in country China Gray IIIb Zhao et al., (2010b) discovered that children who had gotten family-based consideration revealed the best scores on every single mental measure. Preceding being put in AIDS halfway houses, children has gotten family-based consideration via guardians, including the surviving guardian (38%), grandparents (22%)

different relatives (19%) and non-relatives (22%). The children under the watchful eye of grandparents had the best scores on mental measures. Melancholy was estimated utilizing the Center for Epidemiological Studies Depression Scale for Children; dejection was estimated utilizing the Chinese adaptation of the Children's Loneliness Scale; and injury side effects were estimated utilizing a Chinese variant of the Trauma Symptom Checklist for Children. There were 64.1% young men and 38.6% young ladies who had lived in the halfway house for a normal of 21.17 months.

An investigation in Kenya with 766 guardians and 1028 kids discovered that help groups for caregivers was related with better family working, and more positive emotions via guardians toward children (Gray IIIb Thurman et al., 2012). For children whose caregivers were in care groups, these kids displayed less social issues and announced lower frequency of maltreatment from grown-ups in their family unit. Support for caregivers converted into constructive outcomes both for guardians and the children under their consideration, with results holding in the wake of controlling for sickness status and guardian and child demographics.

An examination in South Africa estimating the adequacy of a wellbeing instruction intercession intended to enhance the abilities and learning of elderly parental figures of stranded and wiped out children because of HIV/AIDS, discovered that 141 members who finished all sessions of the mediation, versus the 61 members with inadequate or no cooperation by any means, revealed a more inspirational state of mind towards individuals living with HIV/AIDS (Gray IV Boon et al., 2009). Members who were available at all sessions likewise revealed an expansion in their apparent capacity to give care to their wards. The intercession comprised of four sessions, actualized through the span of about a month. The sessions secured HIV/AIDS learning, powerful intergenerational correspondence, locally established essential nursing care, getting to

social administrations and gifts, and unwinding systems. A lion's share of the members were female (81.7%) and members were isolated into gatherings of 10 to 12 each. In general relative viability of the sessions between the individuals who completely took an interest and the individuals who incompletely or did not take an interest at all was estimated at gauge, promptly following finish all things considered, and three months after fruition everything being equal. While the discoveries show a beneficial outcome on helping more established parental figures in their consideration giving duties, no progressions were found for guardian's apparent capacity to speak with children and grandchildren.

Services that are "gave through incorporated, family-focused conveyance models" work best for children, as indicated by the Joint Learning Initiative on Children and HIV/AIDS last investigate children, AIDS and destitution (Irwin et al., 2009: 47). "Projects get the best outcomes for children when they embrace incorporated mediation systems giving a scope of administrations to the entire family. The best conveyance frameworks incorporate HIV and AIDS administrations with family-focused essential human services and social administrations gave through network based models" (Irwin et al., 2009). JLICA features Rwanda's National Policy and Strategic Plan for Orphans and Vulnerable Children, which looks past AIDS to give a "base bundle of administrations" of medicinal services, sustenance, formal instruction, work preparing, insurance, and mental and financial help. The decentralized, rights-based framework can associate families to such open doors through referral frameworks and linkages to open help or NGO programs.

An orphan day care in Botswana gives brought together consideration to more than 355 orphans' ages 2 to 18 with pre-school matured children thought about in a sheltered, administered condition amid the workday, mitigating the providing care trouble for gatekeepers and

encouraging their capacity to work or care for relatives with (HIV Gray V Kidman et al., 2007). More established children go to the inside after school to get suppers, take part in exercises and get advising. The family exceed program conveys advising to children's watchmen amid home visits. The inside in Botswana has quality control measures set up to guarantee that orphans advantage, yet the work concentrated endeavors are additionally testing to scale up.

An investment funds and advance program established for pre-adult young lady orphans in Zimbabwe discovered that immature young ladies were less inclined to take part in value-based sex. One pre-adult young lady expressed: "There was an enticement before to engage in sexual relations for nourishment, yet now in case I'm drawn nearer, I say I needn't bother with it. Presently I can pay for my own lunch" (Miller et al., 2011a: 37).

In a study by Harvey and Bailey (2011), family units received mosquito nets and covers, and nourishment supplements (maize, oil, sugar) at regular intervals for an expense of \$100 every year per tyke; 53 orphans got the mediation and 52 stayed in the control gathering. The people group guest had 10 children in the test aggregate on a month to month premise and furthermore visited schools on a week by week premise to screen participation. The people group guest could purchase sterile napkins for young ladies amid menses or organize center visits for jungle fever or parasites. The planned expense to the intercession amass was \$200 every year per youngster. Following one year, those in the control bunch were altogether more inclined to drop out of school (14% contrasted with 4%) and start sexual intercourse (33% contrasted with 19%). This research concludes by arguing that the provision of education and information to OVC will minimize their level of manipulation that will eventually expose them to more abject poverty. Equally, education provision and internalization could determine whether the provision for cash transfer programs could operate in a particular area (Harvey and Bailey, 2011).

The literature reviewed on effect of CT on education shows mixed results for most of the indicators. Universal proof proposes that the immediate expenses of tutoring that incorporate charges, uniforms, transport and school supplies are as often as possible the second biggest consumption for CT beneficiaries after food (DFID, 2005). Data from South Africa reveals that the beneficiaries of the Child Support Grant (CSG) reported increased expenditure on food (79%), school fees (26%), school uniforms (25%) and electricity (22%) (Delany et al, 2008).

2.3.3 Influence of cash transfer grant on Food Consumption and Food security

Food is normally the biggest classification of use for poor people. Money Transfers have been appeared to empower individuals and families to keep away from desperation and have a stamped constructive outcome on utilization and welfare. CTs are related with enhancements in the amount and nature of sustenance, which enhances nourishing status of beneficiaries (Devereux, 2006).

The evaluation undertaken on the OVC-CT programme in 2010 targeting seven districts (OPM, 2010), showed that the program expanded the genuine family unit utilization levels of beneficiary families generously by a few 13% points. The benefits were however concentrated in smaller households. The programme was also found to have expanded sustenance use and dietary assorted variety, essentially expanding the recurrence of utilization of meat, fish, milk, sugar and fats.

Any loss or change in salary may prompt children being pulled out of school as needs change. Regardless of whether children remain in school, a drop in family unit wage may bring about compounding of their eating regimen and deficient sustenance may obstruct their capacity to learn. A study undertaken by UNICEF in selected African countries including Kenya showed

that school enrolment rates are bring down for twofold orphaned children than for non-orphans (UNICEF, 2009).

The literature reviewed on effect of CT on education shows mixed results for most of the indicators. Worldwide proof proposes that the immediate expenses of tutoring that incorporate charges, uniforms, transport and school supplies are regularly the second biggest consumption for CT beneficiaries after food (DFID, 1999). Data from South Africa reveals that the beneficiaries of the Child Support Grant (CSG) reported expanded consumption on food (79%), school charges (26%), school outfits (25%) and power (22%) (Delany et al, 2008).

Cardoso and Portela (2004) and Bourguignon et al. (2003) found a solid impact of the Brazilian Bolsa Escola program on school participation. Behrman et al. (2005), Schultz (2004), and Skoufias and Parker (2001) presumed that the Mexican program PROGRESA expanded the enrolment and participation rate of unfortunate children. On the other hand, a study on the impact of the Ingreso Ciudadano programme in Uruguay undertaken by Borraz & Gonzalez in 2009 found no positive effects on children's school attendance. Attanasio et al. (2005) found that though the Colombian program Familias en Acción expanded the participation of children matured 12-17 years of age it had no impact on school participation of children somewhere in the range of 8 and 11 years of age pointing to the possibility that impacts may not be uniform across the age groups.

In Ethiopia, the Social Protection programme, though not tied to children's development, has also resulted in improved schooling but the impact for boys and girls is different, though there is some evidence that the work demands on children may have increased. The South African CSG programme is associated with increase in school enrolment. CSG receipt raised

school enrolment by 8.1% for multi year olds and school participation for six, seven and multi year olds to 83, 97 and 98 percent separately (Budlender and Woodlard, 2006). Notwithstanding, school enrolment figures drop off following 15 years which matches with the finish of the necessary school-going age and cut off age for CSG receipt.

The OVC-CT programme evaluation undertaken in 2010 did not discover any proof of expanded enrolment or participation in fundamental schooling (primary education) (OPM, 2010). The results indicated a uniform attendance rate of 88% in both Programme and control areas for children aged 6 to 13 years. There was also no impact noted on class repetition. However, there appeared to be an impact on secondary school enrolment in older children, with an increase of 6-7% larger than in the control areas. This is an interesting impact given that secondary school attendance is neither an objective nor a condition of the Programme. The impact was more significant for poorer households and for boys than girls. Further, no impact was noted on the proportion of children attending nursery school which increased for both Programme and control areas.

On a study of the OVC-CT programme in Korogocho location of Nairobi, Sanganyi (2010) found that the most felt impact of the programme in the area was in education. He reported that caregivers were able to pay school fees and other school utilities like books, uniform and cater for school trips. The OVCs did not feel isolated as they previously did when they were unable to take part in the trips due to lack of money. However, it also emerged from his findings that the amount was not adequate to cater for the children in secondary school.

2.3.4 Reenrollment as a Results of Cash Transfer Grant on School Retention of Learners

According to report by Benhassine, Duflo and Dupas (2010) Tayssir money exchanges had vast effects under all versions of the program, with somewhat bigger effects for the named money

exchange (LCT) in Morocco. Following two years, the dropout rate among understudies enlisted in school toward the beginning of the program in LCT schools was around 7 rate focuses lower than the dropout rate of examination schools (at 10 percent), a 70 percent diminish. Re-enlistment of the individuals who had dropped out of school before the program nearly multiplied in LCT schools when contrasted with correlation schools, and the offer of understudies who never selected in school fell by 43 percent. Among understudies who were not enlisted toward the beginning of the program, re-enlistment in Conditional Cash Transfers (CCTs) schools was lower than re-enlistment in LCT schools, maybe in light of the fact that contingency debilitated a few families or instructors from selecting weaker children in the program.

Conditional cash transfer (CCT) projects, for example, Progresa in Mexico, Bolsa Escola in Brazil, and numerous others around the globe (Morley and Coady, 2003) have been utilized to prompt poor guardians to send or reenrolled their children to class and care more for their wellbeing. These projects have been appeared to be successful in raising school accomplishments (Schultz, 2004). Be that as it may, this may happen not just in light of the fact that the program conveyed to class children who might not have gone generally or drop out, but rather additionally on the grounds that it kept children presented to stuns from dropping out.

Attanasio, Meghir, and Santiago (2011) contemplate Progresa on enrolment utilizing an auxiliary model where tutoring costs were stochastic and class reiteration was permitted. In any case, they expect that the likelihood of neglecting to finish a review was exogenous and does not rely upon the readiness to keep tutoring. Utilizing the equivalent Progresa information, Todd and Wolpin (2006) gauge a basic model of child

As shown by the United Nations Millennium Development Goals evaluation report 2013 "Sub-Saharan Africa has the most imperative rate of children leaving school immediately on the planet with to some degree more than two out of five children who started primary school in 2010 who won't make it into the last grade" (UN, 2013). While it isn't evident from the report why various children would leave school early, desperation and the effects of HIV/AIDS have been known to accept a noteworthy activity in children leaving school early especially in Sub-Saharan Africa.

UNICEF (2009) keeps up that tending to the instructive rights and needs of OVC in Sub-Saharan Africa displays new chances and difficulties that require consideration. With the cancelation of school charges in broad daylight elementary schools in Sub-Saharan Africa, numerous children are reenrolled in schools. Be that as it may, the quantity of OVC has expanded displaying new difficulties in taking care of the vast numbers and in tending to their instructive rights and needs (UNICEF, 2009). Because of HIV/AIDS the customary structure of families is changing in influenced networks, leaving powerless children to adjust to non-conventional families and neediness (Ebersohn and Eloff, 2002). Ebersohn and Eloff take note of that when guardians pass on, a few orphans are left under the consideration of matured grandparents or under more established kin to think about them. This course of action anyway may contrarily impact the tutoring status of influenced children hence cash transfer grants might help them to reenrolled to school and have stable schooling.

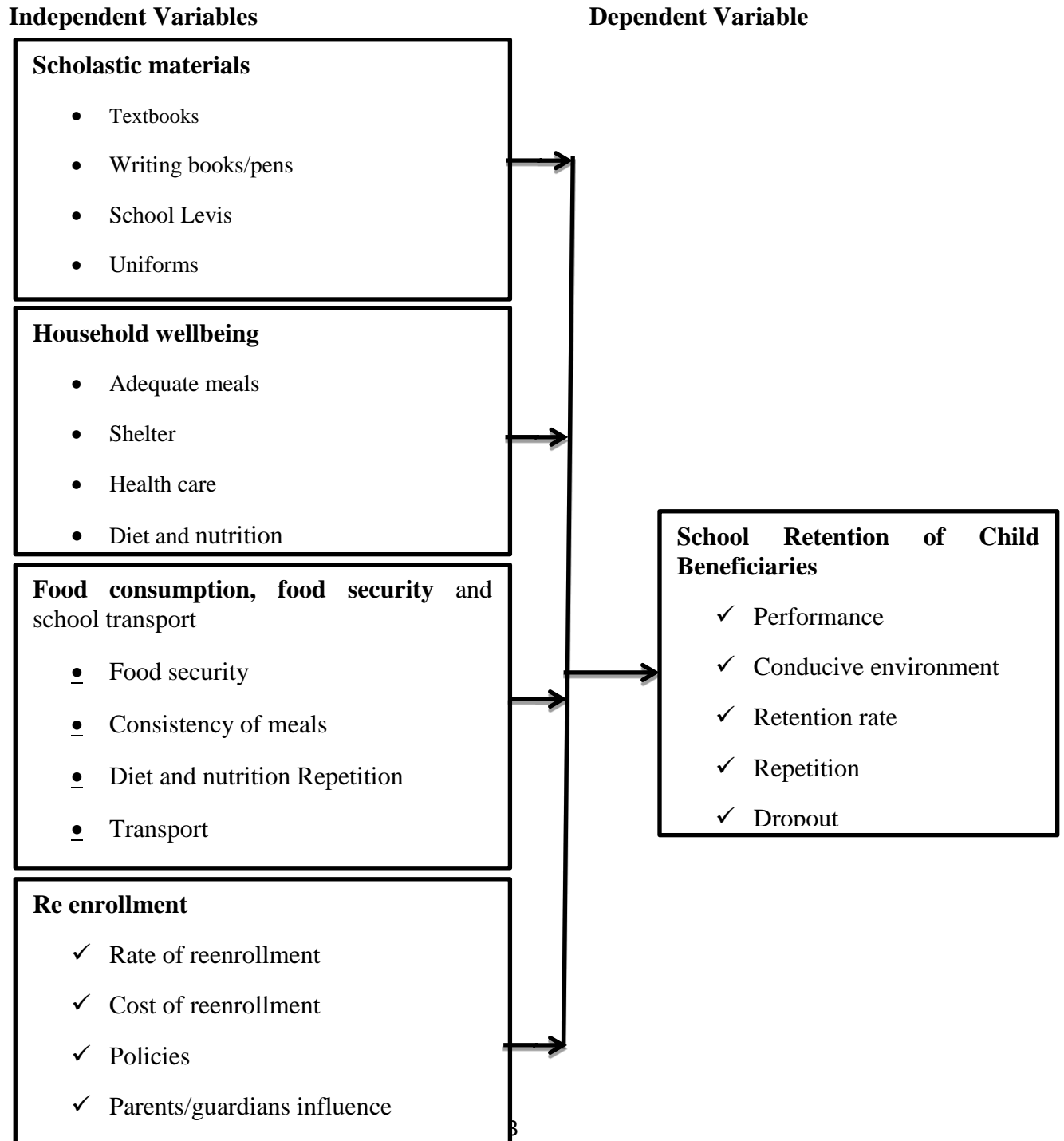
The increased enrollment and reenrollment quantities of orphans in school might be identified with a bunch of government projects, arrangements, and NGO and giver driven exercises that objective orphans and HIV-influenced orphans particularly than different issues and makes related defenselessness (Smiley et al., 2013, and Menthes & Giese, 2006).

There is a huge assorted variety of proof that demonstrate that both conditional and unlimited money exchanges to OVC will in general enhance school reenrollment, enrolments and participation. Money exchanges can be a vital supplement to coordinate instruction speculations. Expanded wage security empowers family units to pay charges or different expenses related with going to class. It additionally decreases the weight on children, especially young ladies, to add to family pay, empowering them to take an interest in school. In the meantime, where money exchanges have enhanced sustenance, this can most likely help children to learn better. The proof is more constrained and less decisive on whether trade exchanges result out enhancements in last instructive results, which will on a very basic level rely upon the nature of training administrations (MOE, 2010).

2.4 Conceptual Framework

The conceptual framework is meant to demystify the relationship between research variables. The independent variables are; scholastic materials, household wellbeing, food consumption, food security and school transport and reenrollment while the dependent variable is school retention of child beneficiaries.

Figure 2.1 Conceptual Framework



2.5 Theoretical Review

This study employed Bronfenbrenner's profile natural frameworks hypothesis which expresses that improvement mirrors the impact of a few ecological frameworks. The Biological Systems speculation communicates that human enhancement is influenced by the particular sorts of characteristic structures. Characterized by eminent specialist Urie Bronfenbrenner, this speculation energizes us understand why we may continue contrastingly when we consider our direct inside seeing our family and our lead when we are in school or at work. This speculation looks kid's headway inside the setting of the course of action of affiliations that diagram his or her condition. Bronfenbrenner's theory depicts complex "layers" of condition, each affecting a youngster's movement. This hypothesis has beginning late been renamed "bio natural structures theory" to feature that a child's own one of a kind science is a basic situation filling her upgrade. The connection between elements in the adolescent's making science, his adjacent family/compose condition, and the societal scene fills and steers his movement. Changes or hardship in any one layer will swell all through different layers. To inspect a young's progress by at that point, we should look not actually at the child and her induce condition, yet in addition at the communication of the bigger condition also. Bronfenbrenner's intellectualized the kid's condition as having diverse interconnected layers settled together with specialists that impact the youngster's improvement with differing degrees of certainty (McGuckin& Minton, 2014). Along these lines, guardians, gatekeepers, parental figures and the family affect the youngster's socialization inside the microsystem. At this level, the child communicates with his/her family up close and personal. The school, companions and neighborhood frame the biological system whose cooperation with the child mingles him/her to impact his/her advancement. Mesosystem for this situation is about the associations and interrelationships between the home and school.

Parental/gatekeeper bolster for OVC for this situation will have an immediate relationship on how the youngster performs in school and at home.

Bronfenbrenner's (1979) kept up that the family impacts all parts of a kid's advancement including dialect, sustenance, security, wellbeing and convictions. In this way, a youngster who goes to class is a result of his/her family. The connections children create in school end up basic to their positive advancement because of the measure of time they spend in school. It is in the school that children create associations with grown-ups outside their family out of the blue. These associations enable children to grow intellectually and inwardly (Addison, 1992). OVC notwithstanding, might not have such favorable position because of the difficulties they experience both at home and in school that are probably going to affect contrarily in their training. Hence requiring instruction mediations that would empower them beat these difficulties.

2.6 Research Gaps

A randomized preliminary with 105 orphans' ages 12 to 14 years in Kenya discovered that arrangement of school expenses, outfits and a network guest who checked school participation brought about diminished school dropout and deferred sexual introduction (Cho, 2011). Every single partaking family gotten mosquito nets and covers, and sustenance supplements (maize, oil, sugar) like clockwork for an expense of \$100 every year per youngster; 53 orphans got the mediation and 52 stayed in the control gathering. The people group guest had 10 children in the trial gather on a month to month premise and furthermore visited schools on a week after week premise to screen participation. The people group guest could purchase clean napkins for young ladies amid menses or organize center visits for jungle fever or parasites. The planned expense to the intercession bunch was \$200 every year per kid. Following one year, those in the control

assemble were altogether more prone to drop out of school (14% contrasted with 4%) and start sex (33% contrasted with 19%). Those in the trial bunch were more averse to express acknowledgment of a beating if a spouse denied sex and less acknowledgment of viciousness against ladies for any reason and expanded acknowledgment of sex value (Cho, 2011).

In a study by Harvey and Bailey (2011), families received mosquito nets and covers, and nourishment supplements (maize, oil, sugar) at regular intervals for an expense of \$100 every year per tyke; 53 orphans got the mediation and 52 stayed in the control gathering. The people group guest had 10 children in the test amass on a month to month premise and furthermore visited schools on a week by week premise to screen participation. The people group guest could purchase sterile napkins for young ladies amid menses or mastermind center visits for intestinal sickness or parasites. The planned expense to the mediation bunch was \$200 every year per tyke. Following one year, those in the control gather were fundamentally more prone to drop out of school (14% contrasted with 4%) and start sexual intercourse (33% contrasted with 19%). This research concludes by arguing that the provision of education and information to OVC will minimize their level of manipulation that will eventually expose them to more abject poverty. Equally, education provision and internalization could determine whether the provision for cash transfer programs could operate in a particular area (Harvey and Bailey, 2011).

Subjective assessment in 2011 discovered OVCs as yet confronting critical difficulties in changing from essential to optional school, and a few families liked to have their children go to private grade schools that were accepted to give a superior shot of getting to Free State auxiliary instruction (OPM, 2014).

According to report by Benhassine, Duflo and Dupas (2010) Tayssir money exchanges had huge effects under all adaptations of the program, with marginally bigger effects for the named money

exchange (LCT) in Morocco. Following two years, the dropout rate among understudies enlisted in school toward the beginning of the program in LCT schools was around 7 rate focuses lower than the dropout rate of correlation schools (at 10 percent), a 70 percent diminish. Re-enlistment of the individuals who had dropped out of school before the program nearly multiplied in LCT schools when contrasted with correlation schools, and the offer of understudies who never selected in school fell by 43 percent. Among understudies who were not enlisted toward the beginning of the program, re-enlistment in Conditional Cash Transfers (CCTs) schools was lower than re-enlistment in LCT schools, maybe on the grounds that restriction debilitated a few family units or instructors from selecting weaker children in the program.

Majority of these studies were done outside Kenya hence there is a gap of doing same studies in Kenya. The few which have been done in Kenya didn't look at influence of orphans and vulnerable children cash transfer grant on school retention of child beneficiaries. In the study, the researcher address the four variables that shows the influence of orphans and vulnerable children cash transfer grant on school retention that include provision of scholastic materials, household wellbeing, school transition, reenrollment. This study was mainly based in the Kenyan context specifically Eldoret west sub county, Uasin Gishu county where the other researchers did not base their facts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the methodology that is adopted in the study. It describes the research design, target population, sample size and sampling techniques, data collection instrument, piloting, validity and reliability of the instrument, data collection procedure and data analysis techniques that were used.

3.2 Research Design

Kothari (2009) argues that a research design is a plan, structure or strategies or investigation conceived so as to obtain answers to research questions and to control variants. The research design provides a concrete framework for a study. Neil (2009) defines research design as the scheme, outline or plan that is used to generate answers to research problem.

Descriptive survey research design was adopted for this study to establish influence of orphans and vulnerable children cash transfer grant on school retention of child beneficiaries in Eldoret West Sub County, Uasin Gishu County, Kenya. Mugenda and Mugenda (2003) observe that descriptive survey research design enables the researcher to explain as well as explore the existing status of two or more variables of a phenomenon or population. The use of the descriptive survey research design for this study allowed the researcher to gather data directly from those directly associated to beneficiary. The nature of the examination requires that the participant's information, views, understandings, translations, encounters and communications are considered with the end goal to develop situational learning of cash transfer grant on school retention of child beneficiaries.

3.3 Target Population

Target population in statistics is the specific population about which information is desired. According to Denscombe (2008) a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. The study targeted 2000 respondents consisting of 1965 household heads who are the direct beneficiaries of the OVC- CT grant in Eldoret West Sub County, 2 Eldoret West Sub County children's officers who are the key informant and in-charge of implementation of the program hence the researcher believed the information to be provided by the key informant were essential, 16 head teachers and 17 class teachers therefore, the total number of the target population were 2000 respondents.

Table 3.1 Target Population

Strata	Target population
Household heads	1965
Eldoret West Sub County children's officers	2
Head teachers	16
Class teachers	17
Total	2000

Source; Department of children's services- Eldoret West Sub County 2017

3.4 Sample Size

Churchill and Brown (2004) noted that the right sample size in an investigation is reliant on elements, for example, the nature of the population to be examined, the motivation behind the examination, the number of variables in the investigation, the kind of research plan, the technique for information investigation and the size of the accessible population. The sample size

of the study was 322 this was derived using Krejcie & Morgan table (attached in appendix IV).

The distribution of the respondents was as shown in the Table 3.2

Table 3.2: Sample Size Distribution

Strata	Sampling procedures	Sample size
Household heads	1965/2000*322	316
Eldoret West Sub County	2/2000*322	1
Head teachers	16/2000*322	2
Class teachers	17/2000*322	3
Total	2000/2000*322	322

Source; Department of children's services- Eldoret West Sub County 2017

3.5 Sampling Technique

This study employed stratified random sampling method as a technique of probability method which was done according to the two strata. In this technique, the population is stratified into a number of non-overlapping sub-populations or strata and sample items are selected from each stratum. The stratum was made up of Household heads, Eldoret West Sub County children's officers, head teachers and class teachers. Purposive sampling technique was used to select the Eldoret West Sub County children's officers, head teachers and class teachers because they have specific information for each section. Simple Random Sampling technique was used to select Household heads because they have same characteristics and the probability of being chosen is equal.

3.6 Data Collection Instruments

A researcher can decide to collect data from secondary sources or from primary sources. Primary data is used for this exact study whereas; secondary is the data collected by others for the use of their precise purpose Saunders et al. (2009).

The data collection instruments are tools used to collect information from the intended target population (sample size). The data collection instrument that was used in this study were questionnaire and interview schedule. The questionnaire were used because it was deemed to be the method that collects a lot of information over a short period of time while interview schedules were used because they provide intense information.

3.6.1 Pilot Study

In order to ascertain reliability of the research instruments, the researcher piloted the instruments by distributing 32 questionnaires to respondents in Kapseret Sub County, which is not part of the areas sampled. The pilot respondents represent 10% of the sample size. The results of the piloted questionnaires enabled the researcher to determine the consistency of responses to be made by respondents and adjust the items accordingly by revising the document.

3.6.2 Validity

The research purposes to ensure validity of research instruments by using simple language free from jargon to make it easily understood by the respondents. To test validity, the questionnaire and interview schedules to be used in the study were availed to the supervisors and other specialized lecturers in the this field of study in the School to review the test items to ensure that they are based on the content area before commencing data collection. The researcher also sought the opinion of individuals who rendered intelligent judgment about their adequacy

Fraenkel, (1993). The researcher therefore gave to the supervisor and other research experts to ensure that the questions test what they are supposed to test.

3.6.3 Reliability

Creswell (2000) poses a question to researchers that if you administer a test to a subject twice, do you get the same score on the second administration as you did on the first? The reliability of test is the answer to this question Kombo and Tromp, (2006). Data collected from the pilot study were utilized to figure the reliability of the instruments' items. The Cronbach's alpha was connected on the outcomes got to decide how things correspond among themselves in a similar instrument. Cronbach's Alpha of more than 0.7 was taken as the cut off an incentive for being adequate which improved the recognizable proof of the dispensable variables and deleted variables.

3.7 Data Collection Procedure

Upon getting the consent of University Nairobi, the consent of the supervisors and obtaining permission from NACOSTI, the researcher proceeded to getting permission from relevant Government authorities to undertake research. The sub county children's officer was contacted in advance and informed that the study will take place in the area. Appointments to the sampled households was arranged prior to the visits to avoid any inconveniences to the respondents. On the set date, questionnaires were administered directly to the respondent using drop and pick method and a follow up was directed by the researcher to guarantee the questionnaires are filled as per the research. The respondents were given enough time to finish the duplicates of the questionnaire before picking them for analysis. The researcher explained the purpose of the visit to the respondents. This assured the respondents of their confidentiality of any information they give.

The selected questions from the interview schedule were asked and answers recorded by the researcher on a notebook. The researcher was probe to seek clarification and explanation where necessary, ensuring the interview is as interactive as possible.

3.8 Description of Data Analysis procedure

The study applied both descriptive and inferential statistics to analyze the data with the aid of the Statistical Package for Social Sciences (SPSS) version 21 which was used in the analysis. After data collection, the data was organized and edited to remove any inconsistencies, repetitions or errors that made analysis difficult. The cleaned data was analyzed using both quantitative and qualitative methods. The quantitative data was coded to enable the responses to be grouped into various categories. Qualitative data was based on meaning expressed through words. It involves the collection of non-standardized data that require classification and was analyzed through the use of conceptualization. Quantitative data were first organized into themes, and then the descriptive statistical method were used to explain the frequencies and percentages calculated from the data obtained in the field. Quantitative data was analyzed using descriptive statistics which included meaning, standard deviation and frequency distribution. Considering the quantitative nature of the data, descriptive statistics which describes the main features of the data collected (frequency, percent, mean and standard deviation) were used. Tables and charts were used to summarize responses for further analysis and to facilitate comparison. Inferential statistics were tested using Pearson method of correlations (a measure of relations between variables) which involves determining the extent of the relationship between variables (arrange of 0 to 1).

3.10 Ethical Considerations

Kombo and Tromp (2006) take note of that specialists whose subjects are individuals or creatures must think about the direct of their research, and offer thoughtfulness regarding the moral issues related with doing their research. This research managed individuals as respondents. In this manner, the scientist guaranteed the respondents of privacy. The researcher considered the way that cooperation in research was intentional. This is the reason the research set aside opportunity to disclose to the respondents the significance of the examination and accordingly ask for the respondents to take part in the investigation by giving data applicable for the investigation. To set up great working association with the members, the researcher attempted to build up a compatibility with them.

3.11 Operationalization of Variables

Table 3.3. Operationalization of Variables

Objectives	Type of variables	Indicator	Measure	Data analysis technique	Research instrument
To assess how provision of scholastic materials through cash transfer grant affects school retention of learners in Eldoret west Sub County	Independent variable (scholastic materials)	Textbooks Writing books/pens School fees Uniforms	Interval & ordinal	Descriptive & inferential	Questionnaire
To evaluate how household	Independent variable.	Adequate meals	Interval & ordinal	Descriptive & inferential	Questionnaire

wellbeing as a results of cash transfer grant affects school retention of learners in Eldoret west Sub County.	(household wellbeing)	Shelter Health care Diet and nutrition			
To establish the influence of food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County.	Independent variable (of food consumption , food security and school transport)	Food security Consistency of meals Diet and nutrition Repetition Transport	Interval & ordinal	Descriptive & inferential	Questionnaire
To establish the influence of reenrollment as a results of cash transfer grant on school retention of learners in	Independent variable (reenrollment)	Rate of reenrollment Cost of reenrollment Policies Parents/guardians influence	Internal & ordinal	Descriptive & inferential	Questionnaire

Eldoret west Sub County					
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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the response rate, background information of respondents, results of descriptive statistics and inferential statistical results are presented respectively. The results of descriptive and inferential statistics are in line with the study variables and objectives.

4.2 Response Rate

In this study, 316 questionnaires were administered on the respondents who participated in the study purely out of personal consent and 6 interview schedules. The questionnaires were handed over to households who answered the questions and 304 were returned to the researcher. Interviews schedule were used to get information from Eldoret West Sub County children's officers, head teachers and class teachers. Therefore the study gave out 322 research instruments and got back 304 questionnaires and 6 interview schedules. The study was therefore able to attain a 96.3% response rate. According to Nulty (2008) the response rate was acceptable as it had surpassed the 70% response rate threshold.

4.3 Background Information

The study sought background information from the respondents. This included gender, age category, marital status, level of education, source of income. These findings imply that majority of respondents were male.

4.3.1 Distribution of Respondents by Gender

This study examined the gender distribution of respondents. The results of the analysis are presented in Table 4.1.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	155	51.0
Female	149	49.0
Total	304	100.0

It was established that 155(51.0%) of the respondents were male while 149(49.0%) were female. This shows that the sampled respondents were fairly balanced in terms of gender. Agrees with Medel,(2016) need of balance for unbiased sample.

4.3.2 Distribution of Respondents by Age category

The study further sought to ascertain the age category of sampled respondents. These results are shown in Table 4.2.

Table 4.2: Distribution of Respondents by Age category

Age Category	Frequency	Percent
18-29 years	57	18.8
30-39 years	185	60.9
40-49 years	45	14.8
50-above	17	5.6
Total	304	100.0

The Summary of the findings of age category is shown in Table 4.2. It was established that 57(18.8%) of the respondents that were of age category 18-29 years, 185(60.9%) of them were of age category 30-39 years, 45(14.8%)of respondents were of age category 40-49 years, out of which 17(5.6%) were of age category 50 and above years. This shows that all age categories

were well respondents in the study to get correct and accurate information. This implies there was no biasness in age category.

4.3.3 Distribution of Respondents by marital status

The study further sought to ascertain the marital status of sampled respondents. These results are shown in Table 4.3.

Table 4.3: Distribution of Respondents by marital status

Marital status	Frequency	Percent
Single	66	21.7
Married	147	48.4
Separated	45	14.8
Divorced	21	6.9
Widowed	25	8.2
Total	304	100.0

The study revealed that majority of respondents 147(48.4%) were married, 66(21.7%) of respondents were single, 45(14.8%) of respondents were separated and 25(8.2%) of respondents were widowed. This implies that all marital status were represented in the study to get reliable information's concerning influence of cash transfer on school retention a case study of orphans and vulnerable children.

4.3.4 Distribution of Respondents by Level of Education

The study further sought to ascertain the education level of sampled respondents. These results are shown in Table 4.4.

Table 4.4: Distribution of Respondents by Level of Education

	Frequency	Percent
Never been to school	100	32.9
Primary	116	38.2
Secondary	43	14.1
Tertiary college	41	13.5
University	4	1.3
Total	304	100.0

As indicated in table, it was established that majority of respondents 116(38.2%) had attained primary level of education. Furthermore, 100(32.9%) and 43(14.1%) of the respondents had never been to school and secondary education respectively and only 4(1.3%) of respondents had attained university degree level. This indicates that majority of the respondents had at least basic knowledge and understanding of schools importance. According to Beukman,(2005) level of education plays important role in response to technical aspects of a study.

4.3.5 Main Source of Income

The study also examined the main source of income of respondents. The results of this analysis are shown in Table 4.5

Table 4.5: Main Source of Income

source of income	Frequency	Percent
Permanent employment	46	15.1
Casual laborer	88	28.9
Business	13	4.3
Farming	154	50.7
Cash Transfer	3	1.0
Total	304	100.0

This study established that majority of the respondents 154(50.7%) farming was their main source of income, 88(28.9%) of respondents were casual laborers, 46(15.1%) of respondents were permanent employees hence their main source of income. This implies that majority of respondents depends on farming for their living.

4.4 Analysis of the Key Variables

In this section, the study analyzes the specific objectives of the study regarding influence of cash transfer on school retention a case study of orphans and vulnerable children in Eldoret west sub county, Uasin Gishu County, Kenya. These specific objectives were to establish how provision of scholastic materials through cash transfer influence school retention of learners to determine how provision of household wellbeing through cash transfer influence school retention of learners,. to establish the influence of food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners and To establish the influence of re enrollment as a results of cash transfer grant on school retention of learners in Eldoret west Sub County.

4.4.1 Provision of scholastic materials through cash transfer grant

The study also sought to find out how does provision of scholastic materials through cash transfer grant affects school retention of learners in Eldoret west Sub County. The findings are presented in Table 4.6.

KEY: SA- Strongly Agree, A: Agree, UD-Uncecided, D: Disagree, SD: Strongly Disagree, F: frequency, %: Percentage

Table 4.6: Provision of scholastic materials through cash transfer grant

		SD	D	UD	A	SA	Total
I can buy textbooks to the child	F	7	8	8	166	115	304
	%	2.3	2.6	2.6	54.6	37.8	100.0
The children have both writing books and pens	F	7	8	2	168	119	304
	%	2.3	2.6	.7	55.3	39.1	100.0
I can be able to pay school levies	F	8	6	2	172	116	304
	%	2.6	2.0	.7	56.6	38.2	100.0
I can buy school uniforms	F	7	6	2	185	104	304
	%	2.3	2.0	.7	60.9	34.2	100.0

This study established that majority of the respondents 281(92.4%) agree that they are able to buy textbooks to the children through availability of cash transfer grant while those who disagreed with the statement were 15(4.9%) only 8(2.6%) of respondents were undecided. Under the statement the children have both writing books and pens through availability of cash transfer grant majority of respondents 287(94.4%) agree while 15(4.9%) of respondents disagree with the statement and 2(0.7%) were undecided with the statement. Further 288(94.7%) of respondents agree that they are able to pay school fees through availability of cash transfer grant, 14(4.6%)of respondents disagree with the statement and only 2(0.7%) of respondents were undecided on the statements. Further 289(95.1%) of respondents agreed that they can buy school uniforms through the availability of cash transfer grant 289(95.1%) agree, however, 13(4.3%) of respondents disagree with the statement.

This implies that through the availability of cash transfer grant learners in Eldoret west Sub County are able to be retained in school because they can receive scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children.

4.4.2 Household Wellbeing

The study also sought to find out how household wellbeing as results of cash transfer grant affects school retention of learners in Eldoret west Sub County. The findings are presented in Table 4.7.

KEY: SA- Strongly Agree, A: Agree, UD-Uncecided, D: Disagree, SD: Strongly Disagree, F: frequency, %: Percentage

Table 4.7: Household Wellbeing

		SD	D	UD	A	SA	Total
There is adequate meals for the children	F	16	15	3	159	111	304
	%	5.3	4.9	1.0	52.3	36.5	100.0
There is a good house for the accommodation of the children's	F	11	7	2	178	106	304
	%	3.6	2.3	0.7	58.6	34.9	100.0
I can provide best health care to the children	F	13	8	1	193	89	304
	%	4.3	2.6	0.3	63.5	29.3	100.0
I can provides best diet and nutrition to the children	F	10	7	1	174	112	304
	%	3.3	2.3	0.3	57.2	36.8	100.0

In Table 4.7, it is shown that 270(88.8%) of respondents agree that there is adequate meals for the children through cash transfer grand and only 31(10.2 %) disagree with the statement, while the remaining 3(1.0%) were undecided. Majority of respondents 282(92.8%) agree that a good house for the accommodation of the children's through cash transfer grant 284 (93.4%) agree with the statement, while 18(5.9%) of respondents disagree with statement. that they can provide

best health care to the children due to availability of cash transfer grant. Further majority of respondents 286(94.1%) agree that they can provides best diet and nutrition to the children due to availability of cash transfer grant while 17(5.6%) of respondents disagree with the statement.

This implies that due to cash transfer grant households are able to avail household wellbeing such as adequate meals for the children, good house for the accommodation of the children's provision of best health care to the children provisions of best diet and nutrition to the children. These have enhanced the retention of learners in schools.

4.4.3 Food Consumption, Food Security And School Transport

The study also sought to find out association between food consumption, food security and school transport as results of cash transfer grant and school retention of learners in Eldoret west Sub County. The findings are presented in Table 4.8.

KEY: SA- Strongly Agree, A: Agree, UD-Uncecided, D: Disagree, SD: Strongly Disagree, F: frequency, %: Percentage

Table 4.8: Food Consumption, Food Security And School Transport

		SD	D	UD	A	SA	Total
Cash transfer has enhance food security of OVC hence they can go to school without hunger and can be able to read well	F	9	19	3	219	54	304
	%	3.0	6.3	1.0	72.0	17.8	100.0
Consistency of meals to OVC as a results of cash transfer has enhanced learning and school retention of beneficiaries	F	7	17	3	193	84	304
	%	2.3	5.6	1.0	63.5	27.6	100.0
Diet and nutrition repetition as a result of cash transfer of OVC has enhance the school retention of beneficiaries	F	11	11	2	218	62	304
	%	3.6	3.6	.7	71.7	20.4	100.0
Transport to school and back has been enhanced by cash transfer to OVC	F	10	17	13	211	53	304
	%	3.3	5.6	4.3	69.4	17.4	100.0

Table 4.8, it is shown that 273(89.8%) of respondents agree that Cash transfer have enhance food security of OVC hence they can go to school without hunger and can be able to read well while 28(9.2%) of respondents disagree however, 3(1.0%) of respondents were undecided about statement. About the statement there is consistency of meals to OVC as a results of cash transfer

have enhance learning and school retention of beneficiaries 277(91.1%) or respondents agree, 24(7.9%) of respondents disagree while 3(1.0%) of respondents were undecided about the statement. About the statement on provision of balance diet and nutrition as a result of cash transfer of OVC has enhance the school retention of beneficiaries majority of respondents 280(92.1%) agrees however, 22(7.2%) disagreed. Also majority of respondents 264(86.8%) agreed that they can provide transport to school and back to learners due cash transfer to OVC, 13(4.3%) of respondents were undecided about the statement and only 27(8.9%) of respondents disagree with the statement.

This gives an implication that cash transfer grant in the sub county has enhanced the food consumption, food security and school transport of OVC which at end improve retentions of learners in school. This was achieved because cash transfer have enhance food security of OVC avail consistency of meals to OVC, diet and nutrition repetition and OVC can travel to school and back enhanced by cash transfer.

4.4.4 Re-enrollment as results of cash transfer grant

This study also sought to reenrollment as results of cash transfer grant affects school retention of learners in Eldoret west Sub County. The results of analysis are presented in Table 4.8.

Table 4.8: Re Enrollment

		SD	D	UD	A	SA	Total
Due to cash transfer grants	F	7	11	3	215	68	304
the reenrollment rate of							
OVC has increased	%	2.3	3.6	1.0	70.7	22.4	100.0
Due to cash transfer grants	F	9	12	2	197	84	304
has reduce the cost of	%	3.0	3.9	0.7	64.8	27.6	100.0
education of OVC hence							
reenrollment							
Parents/guardians influence	F	12	10	3	175	104	304
the reenrollment of OVC as	%	3.9	3.3	1.0	57.6	34.2	100.0
a results of cash transfer							
grants							
Policies governing the cash	F	9	10	3	174	108	304
transfer grants influence	%	3.0	3.3	1.0	57.2	35.5	100.0
reenrollment of OVC							

It is clearly shown in Table 4.8 that majority respondents 283(93.1%) agreed that due to cash transfer grants the reenrollment rate of OVC has increased, while 18(5.9%) disagree with statement however, 3(1.0%) of respondents were undecided on the statement. Further the study shows that majority 281(92.4%) of respondents agree that due to cash transfer grants have reduced the cost of education of OVC hence reenrollment, 21(6.9%) of respondents disagree with the statement while 2(0.7%) of respondents undecided. About the statement parents/guardians influence the re-enrollment of OVC as a results of cash transfer grants

indicates that majority of respondents 279(91.8%) agrees, while 22(7.2%) of respondents disagree. Further majority of respondents 282(92.8%) agree that policies governing the cash transfer grants influence re-enrollment? of OVC, while 19(6.3%) of respondents disagree with the statement.

This indicates that majority of the respondents positively appreciate role of cash transfer grants in reenrollment and school retention of learners in Eldoret west Sub County. This is due to the fact that cash transfer grants reduces the cost of education of OVC on guardians.

4.4.5 School Retention

This study also examined how cash transfer grant influence school retention of learners in Eldoret west Sub County. The findings are presented and discussed in table 4.9

Table 4.9: School Retention

		SD	D	UD	A	SA	Total
It has increase the child performance	F	3	0	4	132	165	304
	%	1.0	0.0	1.3	43.4	54.3	100.0
It has cause increase reenrollments of the children to schools	F	0	2	0	124	178	304
	%	0.0	0.7	0.0	40.8	58.6	100.0
It has enhance increase food consumption, food security and school transport for orphans and vulnerable children	F	0	1	5	108	190	304
	%	0.0	0.3	1.6	35.5	62.5	100.0
It has enhance conducive environment for learning to learners	F	1	4	1	101	197	304
	%	0.3	1.3	.3	33.2	64.8	100.0

Results shown in Table 4.9 indicate that 297(97.7%) of respondents positively agreed that cash transfer grant has increased? the child performance in school hence motivated to continue learning while only 3(1.0%) of respondents disagree with the statement. On the statement that cash transfer grant has caused increased re-enrollments of the children to schools majority of respondents 302(99.3%) agree. Also majority of respondents 298(98.0%) agree that cash transfer grants has influenced food consumption, food security and school transport for orphans and vulnerable children and school retention.

This implies that due to cash transfer grant OVC have been able to be retained in school because children can get food consumption, food security and school transport hence can learn comfortably in school without worrying of food security.

4.5 Correlation Analysis

Table 4.10 Correlation

		Correlations				
		Scholastic materials	Household wellbeing	Food consumption, food security and school transport	Re enrollment	School Retention of Child Beneficiaries
Scholastic materials	Pearson Correlation	1	.630**	.519**	.515**	.136*
	Sig. (2-tailed)		0	0	0	0.018
Household wellbeing	Pearson Correlation	.630**	1	.550**	.607**	.394**
	Sig. (2-tailed)	0		0	0	0.000
Food consumption, food security and school transport	Pearson Correlation	.519**	.550**	1	.691**	.234**
	Sig. (2-tailed)	0	0		0	0.000
Re enrollment	Pearson Correlation	.515**	.607**	.691**	1	.506**
	Sig. (2-tailed)	0	0	0		0.000
School Retention of Child Beneficiaries	Pearson Correlation	.136*	.394**	.234**	.506**	1
	Sig. (2-tailed)	0.018	0	0	0	

****.** Correlation is significant at the 0.01 level (2-tailed).
*****. Correlation is significant at the 0.05 level (2-tailed).

From the study findings (table 4.4) on correlation revealed that Pearson correlation coefficient, r , were 0.136, 0.394, 0.234, 0.506 and that were statistically significant ($p = 0.018, 0.000, 0.000,$

0.000) for Scholastic materials, household wellbeing, food consumption, food security and school transport and re enrollment respectively. This implies that due to availability of cash transfer learners were able to get scholastic materials provision of household wellbeing, provision of food consumption, ensure food security and school transport and re enrollment. All these enhance the retention of children in school.

A Pearson product-moment correlation was run to determine the relationship between provision scholastic materials due to availability of cash transfer and school retention of child beneficiaries. There was a weak, positive correlation between provision scholastic materials due to availability of cash transfer and school retention of child beneficiaries ($r = 0.136$, $n = 304$, $p = 0.018$). This gives implications that scholastic materials due to availability of cash transfer have a positive correlation to retention of OVC in school.

A Pearson product-moment correlation on the relationship between household wellbeing due to availability of cash transfer and school retention of child beneficiaries shows that there was a moderate positive correlation which was statistically significant ($r = 0.394$, $n = 304$, $p = .000$). This implies that cash transfer grant for OVC helps to provide good households wellbeing hence they can be retained in school.

A Pearson product-moment correlation on relationship between provision of food consumption, food security and school transport due to cash transfer and school retention of child beneficiaries indicated that there was moderate positive correlation which was statistically significant ($r = 0.234$, $n = 304$, $p = .000$). This implies that cash transfer grant for OVC helps to provide food and school transport hence they can be retained in school.

A Pearson product-moment correlation on relationship between re enrollment due to cash transfer and school retention of child beneficiaries indicated that there was a strong positive correlation which was statistically significant ($r = 0.506$, $n = 304$, $p = .000$). This implies that cash transfer grant for OVC helps their re enrollment to school.

4.6 Qualitative Analysis

From the qualitative data collected through interview methods it was established that most of the respondents indicated that provision of scholastic materials through cash transfer grant affects school retention of learners in Eldoret west Sub County. They indicated that through the availability of cash transfer grant learners in Eldoret west Sub County are able to be retained in school because they can receive scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children.

The Eldoret West Sub County children's officers, head teachers and class teachers interviewed also pointed out that improved household wellbeing as results of cash transfer grant affects school retention of learners in Eldoret west Sub County. They indicated that due to cash transfer grant parents/guardians are able to get adequate meals for the children, good house for the accommodation of the children, provision of best health care to the children, provisions of best diet and nutrition to the children. These provision have make OVC learners to enjoy life as the rest and learned comfortable in school hence retention of learners in schools has been enhanced.

Most of respondents interviewed indicated that cash transfer grant in the sub county has enhanced the food consumption, food security and school transport of OVC which at end improve retentions of learners in school. This was achieved because cash transfer have enhance food security of OVC avail consistency of meals to OVC, diet and nutrition repetition and OVC can travel to school and back enhanced by cash transfer.

The interviewed respondents also pointed out that there has been rise in re enrollment of learners as results of cash transfer grant and are able to be retained in school. They appreciate the role of cash transfer grants in re enrollment and school retention of learners in Eldoret west Sub County. This is due to the fact that cash transfer grants reduces the cost of education of OVC on guardians.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter helps the researcher to summarize the findings of the study undertaken, discuss and to conclude and make recommendations based on the findings of the study. It therefore, presents a summary of findings from the data analysis and generates conclusions from questions that were answered by the respondents and presents the way forward on the improvement of the problem under investigation.

5.2 Summary of the findings

Based on the responses of the study, the researcher summarized the findings below.

5.2.1 Provision of scholastic materials through cash transfer grant

From study findings it is shown that provision of scholastic materials through cash transfer grant has a positive correlation to school retention of learners in Eldoret west Sub County. These is seen through the buying of textbooks to the children through availability of cash transfer grant, the children have both writing books and pens through availability of cash transfer grant, they are able to pay school fees through availability of cash transfer grant and they can buy school uniforms through the availability of cash transfer grant.

Pearson product-moment correlation results on relationship between provision scholastic materials due to availability of cash transfer and school retention of child beneficiaries indicated that there was a weak, positive correlation between provision scholastic materials due to availability of cash transfer and school retention of child beneficiaries.

5.2.2 Household Wellbeing

The study findings on objective two indicated that there was a positive relationship between household wellbeing of learners as results of cash transfer grant and school retention of learners in Eldoret west Sub County. This implies that cash transfer helps guardians to get adequate meals, provide good house for the accommodation of the children they can provide best health care to the children and provides best diet and nutrition to the children.

Pearson product-moment correlation results on relationship between household wellbeing due to availability of cash transfer and school retention of child beneficiaries shows that there was a moderate positive correlation which was statistically significant

5.2.3 Food Consumption, Food Security And School Transport

The objective three findings revealed that there was a moderate positive correlation between provision of food consumption, food security and school transport due to cash transfer and school retention of child beneficiaries. This implies that cash transfer grants has enhanced food security of OVC hence they can go to school without hunger and can be able to read well. There is consistency of meals to OVC as a results of cash transfer have enhance learning and school retention of beneficiaries, there is provision of balance diet and nutrition as a result of cash transfer of OVC has enhance the school retention of beneficiaries and guardians are able to provide transport to school and back to learners due cash transfer.

Pearson product-moment correlation results on relationship between provision of food consumption, food security and school transport due to cash transfer and school retention of child beneficiaries indicated that there was moderate positive correlation which was statistically significant.

5.2.4 Re-enrollment as results of cash transfer grant

The objective four findings revealed that there was a strong positive correlation between Re-enrollment of children as results of cash transfer grant and school retention of OVC. Due to cash transfer grants the re enrollment rate of OVC have increased, reduced the cost of education of OVC hence re enrollment.

A Pearson product-moment correlation results on relationship between re enrollment due to cash transfer and school retention of child beneficiaries indicated that there was a strong positive correlation which was statistically significant

5.3 Discussions

This section will discussed the findings of the study on provision of scholastic materials through cash transfer grant, household wellbeing, food consumption, food security and school transport and re-enrollment as results of cash transfer grant.

5.3.1 Provision of scholastic materials through cash transfer grant

The study findings indicated that provision of scholastic materials through cash transfer grant has a positive correlation to school retention of learners in Eldoret west Sub County. These are seen through the buying of textbooks to the children through availability of cash transfer grant, the children have both writing books and pens through availability of cash transfer grant, they are able to pay school fees through availability of cash transfer grant and they can buy school uniforms through the availability of cash transfer grant.

This implies that through the availability of cash transfer grant learners in Eldoret west Sub County are able to be retained in school because they can receive scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children.

This study agrees with study done by Sanganyi (2010) on a study of the OVC-CT programme in Korogocho location of Nairobi. His study found that the most felt impact of the programme in the area was in education. He reported that caregivers were able to pay school fees and other school utilities like books, uniform and cater for school trips. The OVCs did not feel isolated as they previously did when they were unable to take part in the trips due to lack of money.

Also this study agrees with study done by Gray Cho et al., (2011) that arrangement of school fees, uniforms and a community guest who checked school participation brought about diminished school dropout and postponed sexual presentation. The people group guest could purchase sterile napkins for young ladies amid menses or mastermind center visits for malaria or parasites.

5.3.2 Household Wellbeing

The study findings on objective two indicated that there was a positive relationship between household wellbeing of learners as results of cash transfer grant and school retention of learners in Eldoret west Sub County. This implies that cash transfer helps guardians to get adequate meals, provide good house for the accommodation of the children they can provide best health care to the children and provides best diet and nutrition to the children.

This implies that due to cash transfer grant households are able to avail household wellbeing such as adequate meals for the children, good house for the accommodation of the children's provision of best health care to the children provisions of best diet and nutrition to the children. These have enhanced the retention of learners in schools.

This study agrees with study done in Zambia by Chatterji (2010) which indicated that children in the intercession group received services identified with instruction, wellbeing, HIV counteractive

action, psychosocial support and nourishment. The people group school for the mediation bunch had suppers, center administrations, HIV anticipation training and mental guiding. Additionally gave were school supplies, installment of government school feeds and nourishment apportion. "While this investigation proposes that the intercession Bwafwano is compelling in enhancing tutoring results, it says nothing in regards to whether it gives the best 'bang for the buck' with respect to the choices.

Our study also agrees with study done by Irwin et al., (2009) that Rwanda's National Policy and Strategic Plan for Orphans and Vulnerable Children, looks past AIDS to give a "base bundle of administrations" of medicinal services, food, formal instruction, work preparing, insurance, and mental and financial help. The decentralized, rights-based framework can associate families to such open doors through referral frameworks and linkages to open help or NGO programs.

5.3.3 Food Consumption, Food Security And School Transport

The objective three findings revealed that there was a moderate positive correlation between provision of food consumption, food security and school transport due to cash transfer and school retention of child beneficiaries. This implies that cash transfer grants has enhanced food security of OVC hence they can go to school without hunger and can be able to read well. There is consistency of meals to OVC as a results of cash transfer have enhance learning and school retention of beneficiaries, there is provision of balance diet and nutrition as a result of cash transfer of OVC has enhance the school retention of beneficiaries and guardians are able to provide transport to school and back to learners due cash transfer.

This gives an implication that cash transfer grant in the sub county has enhanced the food consumption, food security and school transport of OVC which at end improve retentions of learners in school. This was achieved because cash transfer have enhance food security of OVC

avail consistency of meals to OVC, diet and nutrition repetition and OVC can travel to school and back enhanced by cash transfer.

The study findings agree with study done by Devereux (2006) that food is ordinarily the biggest class of consumption for poor people. Money Transfers have been appeared to empower individuals and families to stay away from desperation and have a checked beneficial outcome on utilization and welfare. CTs are related with upgrades in the amount and nature of food, which enhances nutritional status of beneficiaries.

Also the study findings agrees with study done by UNICEF (2009) that any loss or change in salary may prompt children being pulled out of school as needs change. Regardless of whether children remain in school, a drop in family wage may bring about declining of their eating routine and insufficient nutrition may block their capacity to study. A study undertaken by UNICEF in selected African countries including Kenya showed that school enrolment rates are lower for double orphaned children than for non-orphans.

5.3.4 Re-enrollment as results of cash transfer grant

The objective four findings revealed that there was a strong positive correlation between Re-enrollment of children as results of cash transfer grant and school retention of OVC. Due to cash transfer grants the re enrollment rate of OVC have increased, reduced the cost of education of OVC hence re enrollment.

This indicates that majority of the respondents positively appreciate role of cash transfer grants in reenrollment and school retention of learners in Eldoret west Sub County. This is due to the fact that cash transfer grants reduces the cost of education of OVC on guardians.

This agrees with the findings by Benhassine, Duflo and Dupas (2010) in Morocco indicating that due to cash transfer the re-enrollment of those understudies who had dropped out of school before the program nearly multiplied in LCT schools when contrasted with correlation schools, and the offer of understudies who never selected in school fell by 43 percent. Among understudies who were not enlisted toward the beginning of the program, re-enrollment in Conditional Cash Transfers (CCTs) schools was lower than re-enrollment in LCT schools, maybe on the grounds that restriction debilitated a few family units or educators from selecting weaker children in the program.

Also our study findings concur with study findings by Morley and Coady, (2003) that cash transfer have been utilized to incite poor guardians to send or reenrolled their children to class and care more for their wellbeing. These projects have been appeared to be compelling in raising school accomplishments (Schultz, 2004). Be that as it may, this may happen not just in light of the fact that the program conveyed to class children who might not have gone generally or drop out, but rather likewise on the grounds that it kept children presented to stuns from dropping out.

5.4 Conclusion

The study concluded that through the availability of cash transfer grant learners in Eldoret west Sub County are able to be retained in school because they can receive scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children.

Also the study concluded that due to cash transfer grant households are able to afford adequate meals for the children, a house for shelter of the children's provision of health care to the children provisions of balance diet and nutrition to the children. These have enhanced the retention of learners in schools.

Further the study concluded that cash transfer grant in the sub county has enhanced the food consumption, food security and school transport of OVC which at end improve retentions of learners in school. This was achieved because cash transfer have enhance food security of OVC avail consistency of meals to OVC, diet and nutrition repetition and OVC can travel to school and back enhanced by cash transfer

Lastly the study concluded that cash transfer grants has a role in re enrollment and school retention of learners in Eldoret west Sub County. This is due to the fact that cash transfer grants reduces the cost of education of OVC on guardians.

From Pearson product-moment correlation the study concluded that there was a strong positive correlation between re-enrollment of children as results of cash transfer grant and school retention of OVC. Due to cash transfer grants the re enrollment rate of OVC have increased, reduced the cost of education of OVC hence re enrollment.

5.5 Recommendation of the study enumerate these.

The researcher recommends that:

- i. The guardians should avail scholastic materials such as buying textbooks, writing books and pens to the child, paying school fees buying school uniforms for the children when they receive cash transfer grants.
- ii. Guardians should ensure that they avail adequate meals for the children, a house for shelter of the children's provision of health care to the children provisions of balance diet and nutrition to the children. These have enhanced the retention of learners in schools.

- iii. Further the study recommended guardians should ensure food security of OVC, ensure consistency of meals to OVC, diet and nutrition repetition and OVC can travel to school and back when they receive cash transfer.
- iv. The guardians and policy makers should always appreciate the role of cash transfer grants in reenrollment and school retention of learners in Eldoret west Sub County.

5.6 Suggestions for Further Research

The study recommends that future researchers to further major on the study variables scholastic materials, household wellbeing, food consumption, food security and school transport and re enrollment not only in Eldoret west sub county but other sub county, uasin gishu and other remaining counties. Also they are recommended to use other inferential statistics like regression because this study was only limited to descriptive statistics and correlation.

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APPENDIX I: INTRODUCTION LETTER

Joan Wangui Wanyama

P.O Box 887-50400

Busia (K)

Date.....

Dear Respondent,

My name is **WANYAMA JOAN WANGUI**; I am a student from University of Nairobi degree of Master of Arts in project planning and management to the department of extramural studies. As part of my studies I am required to undertake a research project. This study is titled **“INFLUENCE OF CASH TRANSFER ON SCHOOL RETENTION A CASE STUDY OF ORPHANS AND VULNERABLE CHILDRENIN ELDORET WEST SUB COUNTY, UASIN GISHU COUNTY, KENYA”**. I have identified you as a key respondent in the study and I would like you to spare a few minutes to participate in this study. The study is for academics purposes only and your responses will be held in confidence.

In view of this therefore, I wish to kindly request you to fill the questionnaire attached. Please respond to the items in the questionnaire completely and as truthful as possible.

Yours sincerely,

APPENDIX II: QUESTIONNAIRE

1. Gender Male Female
2. Age category
 - 18- 29 years 30-39 years 40-49 years
 - 50 and above
- ii Marital status Single Married Separated Divorced Widowed
3. What is your level of education?
 - Never been to school
 - Primary
 - Secondary
 - Tertiary college University Others(Specify): _____
4. What is your Main source of income?
 - Permanent employment
 - Casual laborer
 - Business
 - Farming
 - Remittances
 - Cash TransferOther (Specify): _____

Please mark the number that best reflects your level of agreement with the following statements.

KEY: SA- Strongly Agree, A: Agree, UD-Undecided, D: Disagree, SD: Strongly Disagree

SECTION B: SCHOLASTIC MATERIALS

5. How does provision of scholastic materials through cash transfer grant influence school retention of learners in Eldoret west Sub County?

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I can buy textbooks to the child					
The children's have both writing books and pens					
I can be able to pay school fees					
I can buy school uniforms					

b) Any other specify

.....

SECTION C: HOUSEHOLD WELLBEING

6. How household wellbeing does as results of cash transfer grant influence school retention of learners in Eldoret west Sub County?

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
There is adequate meals for the children					
There is a good house for the accommodation of the children's					
I can provide best health care to the children					
I can provides best diet and nutrition to the children					

c) Any other specify

.....

SECTION D: FOOD CONSUMPTION, FOOD SECURITY AND SCHOOL TRANSPORT

7. Influence of food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County.

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Cash transfer have enhance food security of OVC hence they can go to school without hunger and can be able to read well					
Consistency of meals to OVC as a results of cash transfer have enhance learning and school retention of beneficiaries					
Diet and nutrition repetition as a result of cash transfer of OVC has enhance the school retention of beneficiaries					
Transport to school and back have been enhanced by cash transfer to OVC					

c) Any other specify

.....

SECTION E: re enrollment as a results of cash transfer grant

1. To what extent does reenrollment as results of cash transfer grant influence school retention of learners in Eldoret west Sub County?

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Due to cash transfer grants the reenrollment rate of OVC have increased					
Due to cash transfer grants have reduce the cost of education of OVC hence reenrollment					
Parents/guardians influence the reenrollment of OVC as a results of cash transfer grants					
Policies governing the cash transfer grants influence reenrollment of OVC					

c) Any other specify

.....

SECTION F: School Retention

2. How does cash transfer grant influence school retention of learners in Eldoret west Sub County?

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
It has increase the child performance					
It has cause increase reenrollments of the children to schools					
It has enhance increase in transition rate of the children in schools					
It has enhance conducive environment for learning to learners					

c) Any other specify

.....

.....

Thank you for taking your time to participate in this study.

APPENDIX III: INTERVIEW SCHEDULES

i. How does provision of scholastic materials through cash transfer grant influence school retention of learners in Eldoret west Sub County?

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ii. How household wellbeing does as results of cash transfer grant influence school retention of learners in Eldoret west Sub County?

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iii. What is the association between food consumption, food security and school transport as a result of Cash transfer grant for orphans and vulnerable children on school retention of learners in Eldoret west Sub County?

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iv. To what extent does reenrollment as results of cash transfer grant influence school retention of learners in Eldoret west Sub County?

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APPENDIX IV: SAMPLE DETERMINATION TABLE

TABLE 1
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.