

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Effect of NGOS Activities on Schools Water and Sanitation Infrastructure

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Abstract:

Education is a prime mover to economic growth and development of a country, and is seen as a tool for sustaining democracies, improving health, increasing per capita income and environmental conservation of nations. The future of the nation is therefore highly dependent on the type and quality of education offered which should be supported by availability and provision of proper education infrastructure that includes water and sanitation facilities. Continued increase in population has led to increased demand for education and training in the country, hence stretching the government's budget, and in response, partnerships have been intensified with NGOs in financing education. The purpose of the study was to assess effect of NGOs activities on school's water, sanitation and health (WASH) facilities in Bunyala Sub County of Busia County. The study was a descriptive survey of 47 schools in which purposive sampling was used to select 40 respondents. Data was analyzed using descriptive statistics and presented using tables, pie charts and graphs. The study indicates that four NGOs have participated in financing WASH infrastructure, and that world vision has financed more infrastructure than all other NGOs combined. NGOs have financed 21.64% of latrine cubicles, 36.72% of water tanks and 35.7% of bathroom cubicles. Overall NGOs have financed 24.74 % of infrastructure while other funding agencies have financed 75.26%. Despite their activities there is still an acute shortage of infrastructure in schools as only 5.1% of schools have adequate bathrooms, 8.8% and 5.6% of schools have adequate latrine cubicles for boys and girls respectively, while 61.5% of schools have access to safe and clean water though not adequate. The study recommends that government should implement policies on minimum infrastructural requirements for a school to be registered; WASH requirements and coordinate funding activities of NGOs in schools so as to avoid wastage.

Keywords: NGOs, water, sanitation, health, infrastructure

1. Introduction

Education is both a private and social investment that is shared by individuals, students, their families, employers, government and other groups including international agencies (Psacharapoulos and Woodhall, 1985). It is both an investment and a consumption good and therefore regarded as a right that every child should have (Republic of Kenya, 2010). It plays a key role in the development of both an individual and the nation and its success and quality is highly dependent on the resources that are available. Sessional paper number one of 1965 and subsequent policy documents emphasize education as a tool of eliminating poverty, diseases and ignorance. According to Robinson and Bandie (2012), child education is fundamental in sustaining democracies, improving health, increasing per capita income and conserving environmental resources of a nation. As a nation, Kenya, has made tremendous strides in the development of education sectors since independence. Being a developing country which has meagre resources, as seen in national budget deficits over the years (Ksh.329 billion in 2013-2014, 7.9% of GDP in 2012 - 2013, and 4.8% of GDP in 2011-2012 (Republic of Kenya 2013, 2012 and 2011), the country has been encountering several challenges in her educational development, which includes access to and provision of quality education, equity, equality, relevance and efficiency in the management of resources, cost financing and regional parity (Achoka, 2009). With increasing population which was 38.6 million in 2009, from 28 million in 1999 (Republic of Kenya, 2010), demand for education has also been increasing. This has led to increased spending on education in the country with the biggest percentage of the country's budgetary allocation going towards ministry of education. For instance, in the financial year 2010-2011, ministry of education received 15.6% of the total national budget as compared to other sectors of economy like medical services, defense and roads which received 3.2%, 5.2% and 8.3% respectively (Republic of Kenya, 2010).

The presidential working party on education and manpower training of 1988 led to introduction of cost sharing among government, parents and communities in provision of educational infrastructure and facilities. Under this arrangement parents were to bear the biggest burden of providing infrastructure. Introduction of FPE and FSE in 2002 and 2008 respectively saw the government meet the recurrent expenditure but left the task of financing development expenditure majorly on parents. In 2005, the government introduced school infrastructure improvement program (SIIP) which was aimed at assisting schools with acute problems of infrastructure

(Republic of Kenya, 2006). The meagre allocation coupled with high poverty levels in the country, have had negative effects on education hence need for partnership financing in the provision of educational infrastructure, key among them is water, sanitation and health (WASH) facilities. Without a working partnership, it will be difficult to address the problems of inadequate access, in equity, low quality and the current household burden (Republic of Kenya, 2005). Through partnership and collaboration with community and government NGOs have played a key role in financing education in Bunyala sub county since 1984 when world vision started as a family development programme. In 1990 the government formulated NGOs coordinating act which was to serve as a central reference point for registration of all NGOs operating in Kenya (Journal for not for profit law, August 2009). Currently all NGOs operate under the new public benefit organizations Act of 2013, which considers all NGOs registered under the NGO coordinating Act number 19 of 1990 registered organizations (NGO bureau, 2013)

2. Theoretical Framework

The study was guided by the social capital theory as advanced by Bourdieu (1983) and Robert Putman (1993). Using the theory, the study sought to address the driving force and motivating factor behind activities of NGOs in financing education. According to Bourdieu (As cited in Nan Lin, 2003), social capital is 'An aggregate of the actual potential resources which are linked to possession of a desirable network of less or more institutionalized relationships of mutual equitance and recognition'. Putman defines social capital as 'Features of social organization such as networks, norms, and trust that facilitate coordination and cooperation for mutual benefit'. The theory as explained by two, emphasize on social interactions and networks as being a valuable asset which leads to social cohesion. The development, management, organization and delivery of education and training services in Kenya is guided by the philosophy of education and training for social cohesion as well as human and economic development (Republic of Kenya,2005). Social cohesion enables people to build communities, commit themselves to each other and knit social fabric. This is critical for economic prosperity and sustainable development.

NGOs are social movements whose guiding principle and construct is philanthropy combining charity and social responsibility with an aim of mobilizing resources, networking and building institutionalized relationships (Samoff, 2002). This enables community to have a good stock of social capital. Halpen (2009) outlines the benefits that accrue to a society with a good stock of social capital as lower crime rates, better health, higher educational movement and better economic growth and development. Activities of NGOs provide physical infrastructure in schools which signify and mark presence of an institution and is a pre-requisite for registration of any learning institution in the country by the ministry of education. Schools play the role of socialization and bringing the society together, hence creating unity within societies and in the process knit social fabric. This enable an individual get an opportunity to escape from limitations of the social group in which he /she was born and come into contact with broader environment, hence exposure to the environment.

Physical infrastructure improves physical conditions in schools and the environment. This is considered to have a direct effect on teaching/learning process. Good facilities appear to be an important pre-condition for students learning provided other supportive and intervening factors like enough and qualified personnel, sound management and other skills are available. The number of learners admitted in schools is mainly determined by available facilities and space. This affects access to education and as a result enrolment of institutions in the country. Increased access to education leads to reduction in illiteracy and may lead to attainment of education for all (EFA) goals. Efficient education system is a pre-requisite for human capital development, resource mobilization, utilization of available resources, reduction of poverty thus economic growth and development. Reduction of poverty increases demand for education, which in turn calls for establishment of more schools and expansion of existing ones.

3. Literature Review

Expanding access to education requires a significant increase in allocation of resources to education, which most nations in developing countries cannot afford, hence need for partnership financing. Various evaluation reports and studies by NGOs shows the outcome of their activities in bid to provide water and sanitation facilities in schools in Kenya, Africa and the World. World Vision in its evaluation report of 2008 indicates that Bunyala Area Development Program (ADP) in collaboration with the community constructed latrines and provided water tanks to schools. The report does not show the number of latrines and water tanks constructed and the specific schools which got the support. Schools that benefited are said to be in Bunyala South which is a hardship zone. A similar study conducted by World Vision (2008) in Ntimaru-Kegonga shows that the NGO through Kegonga ADP assisted in provision of water tanks and latrines in primary schools in Kuria district. The report does not also indicate the number of schools that were supported.

An evaluation study on the impact of World Vision activities in Nyamusi area of Nyamira district reveals that the ADP had dug shallow wells in schools to provide water. The study which covered period 2004-2009, does not indicate the number of wells dug and number of schools that benefited from the project. A report appearing in the star newspaper (29/10/2012) indicates that World Vision Kenya donated Ksh.16 million for the construction of a primary school at Samach village in Turkwell on West Pokot Turkana boarder. The fund was meant for construction of eight permanent classrooms, an administration block, a dining hall and toilets. The project was to be completed by December 2012, but does not show number of toilet cubicles that were to be constructed.

Woman Kind Kenya (WOKIKE) an NGO operating in Garrisa with support from EKMANI foundation has put up a rescue center for girls cum primary school with an enrolment of 89 girls at primary and 28 in secondary school (Wokike, 2013). Through its activities, the NGO has put up seven nursery schools in four drought displaced villages with an enrolment of 540 children at a rate of 135 children per school with teachers and other support staff. The report does not indicate villages where nursery schools were established and facilities available. At Ummelkheir girls primary school it has constructed four pit latrines, while at Ijara primary school, the NGO

through networking with other actors in education, has constructed four other latrines. At Kotile primary school in Ijara district the NGO has constructed four pit latrines and put up a shallow well, the report further indicates that the NGO established and constructed Shurie, Yusuf Haji girls and Hulugho girls' secondary schools. The number and type of facilities constructed in these schools is not indicated in the report. This financing has enabled community access education and increase literacy in marginalized areas.

An evaluation report on results of development co-operation through Norwegian based NGOs in East Africa volume two of March 2011 lists Norwegian Lutheran Mission (NLM), Fokus and save the children Norway as NGOs that operate in East Africa and support education activities (Norad, 2011). NLM selected Chesegon division of west Pokot as one of the areas where it would operate. The priority was to educate girls in the region, hence established Chesta girls schools. It started by establishing a primary school which improved the community's knowledge base and awareness. The school's reputation attracted girls from neighboring districts such as Keiyo Marakwet, Trans Nzioia, Turkana and Uasin Gishu. Girls who graduated from the primary school began to seek refuge within the Evangelical Lutheran Church from the female genital mutilation. This led to the construction of Chesta girls secondary school. By June 2006, the NGO had set up finished schools which consisted of a water system with ablution blocks. This enabled approximately 271 girls access secondary education hence increasing literacy levels in the marginalized region.

Elsewhere in Ghana, sustainable integrated community development services centre (SIDSEC), a local NGO operating in Nadwoli district made efforts to improve education and sanitation in deprived communities in the region. Through its activities, the NGO constructed toilets and urinary pits (Boye, 2012). In Bangladesh, friendship NGO, which was established in 1998 with an aim of providing basic services to the most inaccessible and hard to reach areas of flood sediment islets and river bank areas of Northern Bangladesh, runs 52 primary schools including non-formal satellite schools in Northern and Southern Bangladesh and 15 adult literacy centres (Friendship NGO, 2012). Before its operations there was no provision for basic education and health care in the region and therefore opened up the region to education.

In India Shiksha NGO has helped 280,000 under privileged children access their right to education (Shiksha education, 2012). The NGO which aims at building the educational future of India "Brick-by-Brick" partnered with other NGOs like save the children (STC), round table India (RTI), Army Wives Welfare Association (AWWA) and Navy Wives Welfare Association (NWWA). STC lays emphasis on the girl child via supporting government's efforts in educating the girl child. Its support cuts across education, health and hygiene facilities at schools such as providing clean drinking water and separate toilets for boys and girls.

The available literature shows what single NGOs have done in financing water and sanitation facilities in schools and that most of their activities are concentrated in marginalized and forgotten areas. This is an indication that NGOs have been active partners in financing education locally and globally. The reports do not show what is available in schools after their sponsorship and whether the sponsorship has enabled schools to have adequate facilities or not. There is therefore need to conduct a stock taking of water and sanitation facilities in schools and consolidate achievement and effects of activities of all NGOs on schools' infrastructural development in Bunyala sub county. The study will therefore seek to assess collectively the efforts of NGOs in provision of infrastructure in schools and compare facilities funded by NGOs with those funded by other funding agencies.

4. Methodology

The study was a descriptive survey of 47 schools within Bunyala Sub County and employed ex-post facto approach. Kerlinger (1975) states that ex-post facto is a systematic, empirical inquiry in which the researcher does not have direct control of variables as events had already occurred. Saunders table of sample sizes for different sizes of population at 95% levels of certainty with a margin error of 5% was used to arrive at a sample size of 44 respondents. Purposive sampling helps in increasing utility of findings (Kasomo, 2006) and therefore was used to select 6 secondary and 35 primary head teachers, two TAC tutors and Sub County education officer. Head teachers from schools that were started in and after 2011 were not included, since they were under full sponsorship of constituency development fund and most NGOs had withdrawn their services from the region. Data was collected using structured questionnaires since they help in avoiding time wastage, personal interviews which help in reducing writing done by the researcher and observation. Observation is a situation where the researcher seeks information by way of seeing directly without asking from the respondents (Kothari, 1996). It helped in avoiding report bias and corroborating information given by school head teachers.

5. Data Analysis and Results

Data collected was analyzed using descriptive statistics. The discussion addresses research objectives of the study which included; establishing water sources to schools, conducting stock taking of WASH infrastructure vis a vis the number of users and establishing facilities funded by NGOs in comparison to those funded by other funding agencies. Water infrastructure was assessed by looking at the number of boreholes, open shallow wells, tanks in use, tanks not used and taps in use. Data was analyzed and presented as shown in the figure 1.

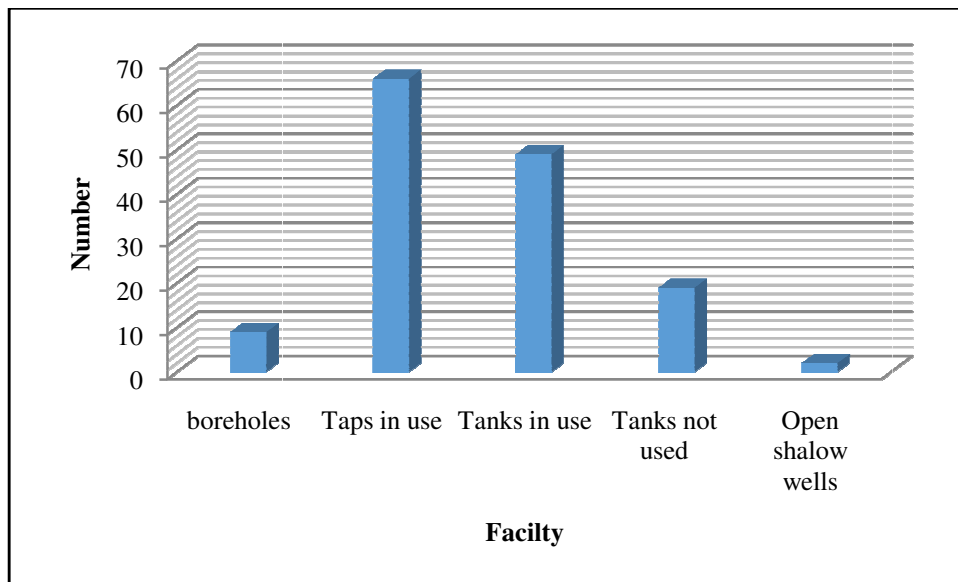


Figure 1: Water supply infrastructure.

Figure 1 shows the distribution of water supply infrastructure in schools. This consists of 9 boreholes, 66 taps in use, 49 tanks in use, 19 tanks not in use and 2 open shallow wells. There are 77 water points in use of which 9(11.7%) are boreholes and 66(85.7%) are taps, and 2(2.6 %) are open shallow wells. The study revealed that 19(27.9%) of tanks available are in good condition but are not being utilized. This is a waste of resources as it implies that schools and donors have not prioritized on water supply as a basic requirement. Concerning sources of water to schools, data was analyzed and presented as shown in figure 2.

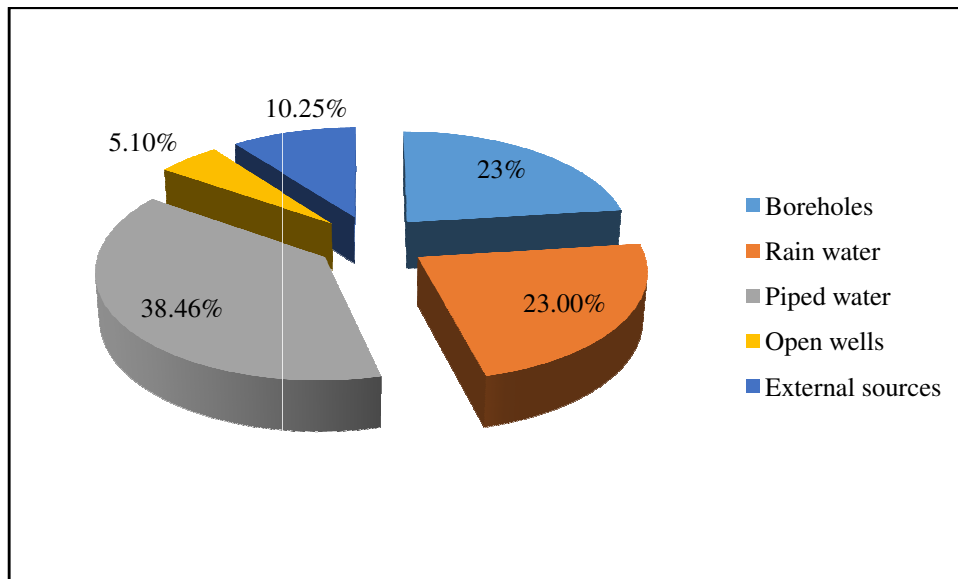


Figure 2: water sources to schools

Figure 2 shows that 9(23%) schools depend on boreholes as their main source of water, 15(38.46%) schools use piped water whose supply is irregular, hence not reliable, 9(23%) schools depend on rain water implying that during dry season water has to be drawn from outside schools, 2(5.10%) schools depend on open shallow wells which are not properly guarded and treated, while 4(10.25%) schools have no water supply and therefore entirely depend on sources from outside the school compounds. This implies that either learners have to carry water from home to school or have to leave school during school hours for the purpose of drawing water, which may interfere with the teaching/learning process as it consumes valuable academic time. According to Miske and Donald (1998) when pupils leave school and walk for significant distances for clean drinking water, they may not always return to class. This may end up increasing cases of truancy and reducing quality of education. 24(61.5%) schools therefore have access to safe and clean water while 15(38.5%) schools do not have access to safe and clean water. The situation is worse off as compared to schools in Nairobi where 93% of public schools have piped water which is safe for use (Ngware et al, 2008); and in South Africa kwa Zulu Natal where 88% of public schools have reliable and safe water supply (NEIMS report, May 2011)

The Ministry of Education (MOE) recommends an optimum quantity of water per child per day as 50 litres for full boarding schools, 25 litres for day schools which offer meals, 5 litres for day schools which do not offer meals and that each water point should serve a

maximum of 50 pupils. No school meets these requirements and long queues are common during meal times. According to UN, 1.5 million children under age of five years die annually as a result of water and sanitation related diseases, and that lack of access to clean water kills children annually more than AIDS, Malaria and Measles combined (UN general assembly, 105th meeting). Children are therefore at risk of contracting diseases such as diarrhoea, arsenicosis, cholera, fluorosis, trachoma, typhoid, guinea worm disease and death due to inadequate and unsafe water supply to schools (UNICEF, 2003). This could be expensive to both government and households, hence reducing resources that would have been invested in education. This may lead to a reduction in access to education, retention of learners in schools, completion and transition rate, thus undermining government's efforts and commitment to education for all. In the long run this will have a negative effect on the human capital, economic development and a hindrance to achievement of vision 2030.

5 Sanitation Infrastructures in Schools

Sanitation is a science of preventing and reducing diseases through various strategies such as awareness creation, collection and disposal of solid and liquid waste. If well managed in learning institutions, it can generate considerable benefits in terms of improved child health, attendance, performance, retention and transition of learners from one level to another (Republic of Kenya, 2008). A stock taking of sanitation infrastructure was done, ratios of latrine cubicles to pupils obtained and results summarized as shown in table 1

Pupils (Per cubicle)	Number of Schools (BOYS)	Percentage %	Number of Schools (GIRLS)	Percentage %
21-30	3	8.8	2	5.6
31-40	5	14.7	4	11.1
41-50	6	17.6	3	8.3
51-60	1	2.9	3	8.3
61-70	5	14.7	10	27.8
71-80	2	5.9	5	13.9
81-90	2	5.9	2	5.6
91-100	3	8.8	3	8.3
100-400	7	20.6	4	11.1
TOTAL	34	100	36	100

Table 1: Number of pupils per latrine cubicle

Table 1 shows ratio of latrine cubicles for boys and girls in the sub county, concerning latrines for boys 3(8.8%) schools have a maximum of 30 pupils per cubicle; hence operating within the government's requirements of 30 boys per cubicle. This implies that 91.2% schools are operating beyond the recommended ratio. 7(20.6%) schools have more than 100 pupils per latrine cubicle. In one school, which has been in operation for three years, one cubicle is serving 395 boys. Pupils from ECD to class five have to supplement the facility with bushes which are around the school compound. In another school, which has an enrolment of 528 boys, there are only two cubicles available. The situation was worsened by raging floods in December 2011 in which ten cubicles were damaged. Overall one cubicle is serving 52 boys. The situation is slightly better than the findings by UNICEF (2009) on Kenyan schools in which one cubicle was serving 55 boys and that 33% of schools exceeded recommended ratio by three times (1:90). Concerning latrines for girls the table shows that 2(5.6%) schools are operating within the recommended ratio of 25 pupils per cubicle. Therefore 94.4% of schools are operating beyond the recommended ratio. 66% of schools have more than double the recommended ratio of 25 girls per cubicle, with 4(11.1%) schools having more than 100 girls using one cubicle. In one of the schools which has an enrollment of 215 girls, there is only one cubicle available. In another school, which has enrollment of 544 girls, there are only four cubicles available. The situation was worsened by floods in December 2011 in which six cubicles were damaged. The study also revealed a horrible situation in which a school which has an enrollment of 154 girls and 395 boys with classes from ECD to class five has been in operation for three years without any latrine in use. According to the head teacher, the CDF project for construction of latrines stalled after the contractor disappeared before completing the project. The school has TSC teachers meaning that it was registered without key infrastructural requirements for registration. Pupils and teachers therefore are forced to use latrines in the neighboring homes and bushes around the school. On average one cubicle is serving 60 girls. The results are consistent with the findings of a survey conducted by Emory University and the Great Lakes University of Kisumu in Nyanza, 2007, in which ratios of latrines in primary schools were found to be more than twice as high in some districts. However, the situation is slightly better than that of public schools in Delta state of Nigeria in which there are only 679 toilets in usable condition serving 817 schools (Nakpodia, 2011). Compared to public schools in Nairobi, the situation is worse off as the ratios were found to be 47 for boys and 56 for girls. Basing on results of the study, there is a deficit of 214 and 225 cubicles for boys and girls respectively which is spread in 32(87.5%) schools.

Concerning staff latrines data was analyzed as shown in the table 2

Members of Staff per Latrine cubicle.	Number of Schools	Percentage
0	1	2.56%
1-4	1	2.56%
5-8	20	51.28%
9-12	13	35.9%
13-16	3	7.7%
17-20	1	2.56%
Total	39	100%

Table 2: Number of members of staff per latrine cubicle

Table 2 shows that 1(2.6%) school has four staff members per cubicle, 20(51.28%) schools have 7 staff members per cubicle; 13(34.21%) schools have 11 staff members per cubicle, 3(7.9%) schools have 15 members per cubicle while 1(2.6%) has 19 staff members per cubicle. Most of schools 34(89.5%) have a maximum of 12 members per cubicle, which is within the government's requirement of 12:1. Therefore 4(11.5%) schools do not meet the government's requirement of latrines for members of staff. The study also established that one school which was started in 2010 registered with seven members of staff has no single latrine; therefore, teachers have to make use of latrines in the neighboring homes.

Body cleanliness is the science of preserving an individual's body health; this may be achieved through use of bathrooms. The study conducted a stock taking of body washing facilities available and data presented as shown in the table 3 below.

SEX	Boarders	Cubicles	Pupils/cubicle
Female	350	47	8
Male	520	9	58
TOTAL	870	56	

Table 3: Bathrooms

From the table, 9 bathroom cubicles are available for 520 male students, while 47 cubicles are available for 350 female students. On average, each cubicle is serving 58 and 8 male and female students respectively. Facilities are therefore adequate for girls but inadequate for boys. In one of the schools which has 400 boys in boarding, there are only two bathroom cubicles available. As a remedy, a place has been fenced using iron sheets which can accommodate 15-20 boys at a go. In another school, which is registered as mixed day, there are 40 boarders with no bathroom on the compound. This implies that during day time students have to take bath in the open or from latrines. Otherwise they have to wait until it is dark. This infringes on learner's privacy and may discourage some learners from taking bath and consequently developing negative attitude towards school and schooling. The study also established that body hygiene facilities are only available in 10% of secondary schools, and that only 5.1% of schools with 32.2% of boarders have adequate bathrooms. 51.8% of bathrooms are in good condition while 48.2% are in deplorable condition as they are not covered on the roof and neither have door shutters nor curtains. Students have to improvise curtains to avoid infringement on their privacy while taking bath. Inadequate water supply coupled with inadequate bathrooms may make some learners stay for days without taking shower, hence poor body hygiene.

6 Facilities Funded by NGOs

The study established that four NGOs have participated in financing water and sanitation facilities. These are Action Aid, APHIA II Western, World Vision, and UNICEF. Data on facilities funded by each was analyzed and presented as shown in the table 4.

Facility	Action Aid	APHIA II	World Vision	UNICEF	Total
Latrine cubicles	5	24	71	-	100
Water tanks	8	-	15	2	25
Bathroom cubicles	-	-	20	-	20
Total	(8.97%)13	(16.55%)24	(73.10%)106	2(1.38%)	145

Table 4: Facilities funded by single NGOs

Table 4 shows contribution of individual NGOs to water and sanitation facilities. Overall NGOs have funded 100 latrine cubicles, 25 water tanks and 20 bathroom cubicles, a total of 145 units. Of the facilities funded 68.97% are latrine cubicles, 17.24% are water tanks while 13.79% are bathroom cubicles. Most of the funding is directed towards latrines. A comparison of what each NGO has financed was done and presented as shown in figure 3.

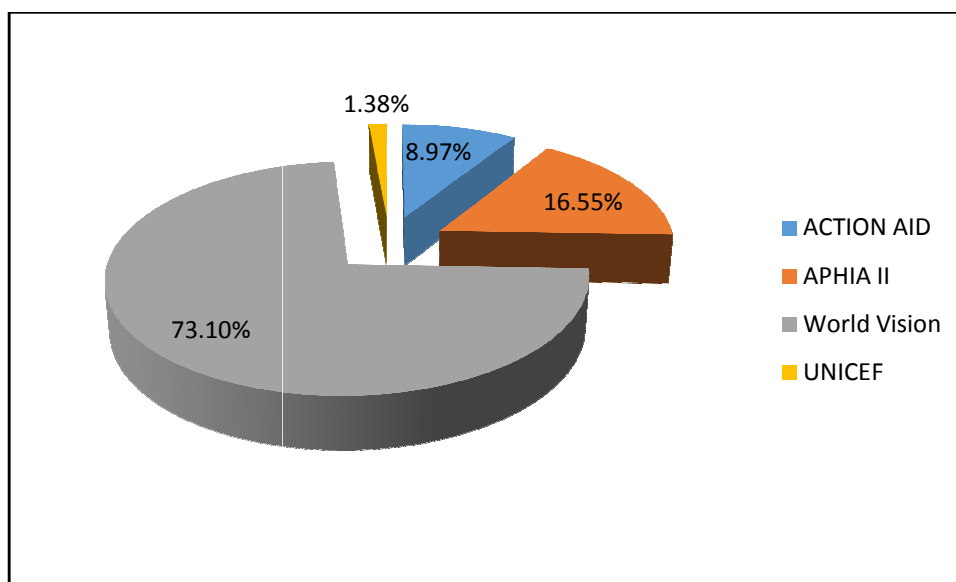


Figure 3: Contribution of individual NGOs

Figure 3 shows contribution of individual NGOs to water and sanitation facilities in schools. In partnership with the community world vision has funded 73.10%, APHIA II 14.55%, Action Aid 8.97% while UNICEF has only funded 1.38% of the facilities.

7. Effects of NGOs Activities on Schools Water and Sanitation Facilities

Effect refers to a change that has been produced or brought about by activities of NGOs which is of significance to the community and government in provision of education services in the country. This was measured by making a comparison between facilities funded by NGOs and those funded by other stakeholders in education. Data was analyzed and presented as shown in table 5.

Facility	NGOs	Others	Total
Latrines	100(21.64%)	362(76.68%)	462
Water tanks	25(36.76%)	43(63.24%)	68
Bathroom	20(35.7%)	36(64.3%)	56
Boreholes and wells	0	11(100%)	9
Total	145	452	597

Table 5: Facilities funded by NGOs and other funding agencies

Table 5 Shows that there are 462 latrine cubicles available for use in schools, NGOs have funded 100(21.64%) while other funding agencies have funded 362(78.36%). Concerning water supply NGOs have funded 25(36.76%) of water tanks as compared to 43(63.24%) which have been provided by other agencies. All boreholes and wells have been funded by other agencies. There are 56 bathroom cubicles available for use, 20(35.7%) have been funded by NGOs while other funding agencies have funded 36(64.3%). Overall there are 597 units which consist of 462 latrine cubicles, 68 water tanks, 11 boreholes and wells, and 56 bathroom cubicles. A comparison of total units financed by NGOs and those financed by other agencies was done and presented as shown in the figure 4

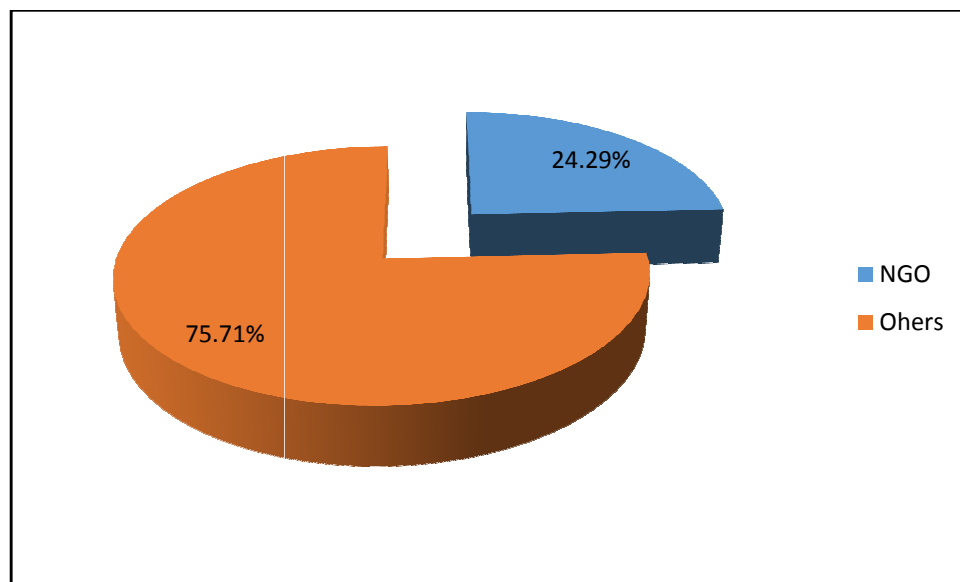


Figure 4: facilities funded by NGOs and other funding agencies

From the figure, NGOs, have financed 24.29% of water infrastructure while other agencies have financed 75.71% of water and sanitation infrastructure available in schools. Therefore, other agencies have funded more facilities than NGOs.

8. Discussion of the Findings

The study established that four NGOs have participated in financing water and sanitation facilities. These are world vision, Action Aid, APHIA II and UNICEF. World Vision has financed more facilities than all other NGOs combined. 90% of schools funded are primary and only 10% are secondary implying that NGOs are concentrated on financing education at primary schools where returns to society are higher as compared to secondary levels (Psacharopoulos, 1985). Most of these activities have been done in marginalized and hardship areas. NGOs have constructed 100 latrine cubicles, 20 bathroom cubicles and 25 water tanks. This represents 21.64% of latrine cubicles and 36.76% of water tanks and 35.7% of bathrooms. Basing on sub county average of 52 and 60 boys and girls per latrine cubicle respectively, the facilities can serve 40.2% of boys and 48.3% of girls enrolled in schools. Overall latrines can serve 22.1% of total enrolment at both primary and secondary schools in the sub county. This has helped in preventing sanitation related diseases, hence improving on access, retention and transition from one grade to another, and therefore assisted the government in moving towards attainment of EFA, millennium development goals and vision 2030.

On water supply, the study established that 76% of tanks donated have been lying idle for years and yet pupils are fetching water from outside schools. It is the view of the researcher that provision of water is not a priority to some schools especially day schools, hence a waste of funds which could have been used to construct more latrines in schools.

On bathroom cubicles NGOs, have funded 35.7% of bathroom cubicles available. This can accommodate 35.7% of boarders at ago. Availability of bathrooms will help in increasing privacy that is needed when taking shower. This will motivate learners to take bath, improve on body hygiene, environmental health and reduce chances of spread of some diseases, hence creating conducive environment. A healthy environment will motivate learners to stay in school, hence improving teaching/learning process.

9. Conclusions

The purpose of the study was to assess the effect of NGOs activities on schools' water and sanitation infrastructure. The study established that five NGOs have participated in financing infrastructure in schools. And that world vision has funded more facilities than all other NGOs combined, hence a major donor. Overall other funding agencies have funded more facilities as compared to NGOs. The existing latrines are not enough to cater for the population in schools as most schools are operating beyond the recommended ratios for pupils. However, for members of staff, latrines are adequate. Concerning water supply the study established that most schools lack access to adequate, clean and safe drinking water. In addition, schools, have not prioritized on water harvesting as most tanks donated are lying idle. On body hygiene, the facilities are not enough and those available are not in good condition.

10. Implications of the Study and Recommendations

In light of the above findings, discussions and conclusions, the study recommends that government should implement policy on minimum infrastructural requirements for a school to be registered and operate as there seems to be a tendency of registering schools without basic infrastructure on the ground, hence endangering lives of learners. The government should implement policy on water sanitation and hygiene requirements in schools so as to avoid water and sanitation related diseases. NGOs being major partners in education should coordinate with other stakeholders and get a list of priorities from schools before embarking on funding so as to avoid having facilities that are lying idle and ensure sustainable service delivery. In addition, NGOs, should commit to sharing experiences and evaluation results with other NGOs, governments, research organizations about the approaches that work in given

contexts. The government should also come up with a policy that will assist in co-ordinating funding activities of NGOs in schools so as to direct funds to most needy areas.

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