

# Involvement of Government and Non-Governmental Organisations' Teamwork in the Advancement of Quality Education in Kisumu West Sub County, Kenya

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## Abstract

The study aimed at establishing the Involvement of government and non-governmental organisations' (NGOs) Teamwork in the Advancement of quality education in Kisumu West Sub County, Kenya. Despite the efforts put by non-governmental organizations in promoting quality education in the country, there are several challenges that are encountered by NGOs which hinder their support in promoting quality education. The study adopted a descriptive survey design. The target population was 19 NGO Leaders, 111 Head Teachers, the SCEO, 111 Community Leaders and SCQAO, totaling to 243. The NGO officials, SCEO, SCQAO, and were purposively selected because they were few. A 30 percent simple random sample was used to get 33 Head Teachers and 33 Community Leaders. Data was collected through questionnaires and interview schedules. To ensure face and content validity of the research instruments, 2 experts in the department of Educational Administration Planning and Economics of Kisii University were requested to scrutinize the research instruments so as to validate them. Reliability of the instruments was addressed through piloting in 5 schools and reliability coefficients were obtained by subjecting the instruments to a Split-half Technique and Spearman—Brown Prophecy formulal. The co-efficient of reliability obtained was 0.721 which indicated that the instruments were reliable. Data was analyzed qualitatively and SPSS programme was used. The findings of the study reveal that the majority (87) 88.6 percent of all respondents said that training on financial matters in the schools was done quarterly. It was recommended that the government to work closely with NGOs to provide quality education. Informed consent of the respondents were ensured and confidentiality adhered to.

**Keywords:** Teamwork, Involvement, government, organizations, promotion, quality, education, Kenya.

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## INTRODUCTION

Worldwide education has been the greatest want of the world. It has been an enigma concept, many authors and scholars have tried to define or give out its clear cut meaning in different ways. The works of Brick, and Williams (2013); Coombs (2010) in America's New York and Belfield and Levin (2009) among 450 teachers and quality assurance officers (QAO) in Washington. D C opined that quality education and system tend to vary among nations, particularly on education policy, socio-economic and technological development variability. Furthermore, UNICEF (2010) also explain the quality education as an input that involves a number of teachers, teacher training curricular and accessibility of learning materials they also asserted that the concept must involve the matter of time as well as socio-economic

and technological advancement at any particular nation. Whereas the 450 teachers and QAO were used in the New York study the current study used 111 head teachers to fill the literature gap.

According to Lu (2017) the growth of Non-Government Organisations (NGOs) was a direct consequence of the changes to both the Chinese state and society since the beginning of the reforms in 1978. The Chinese state has been creating and sponsoring NGOs in order to transform to them certain functions which the state used to perform under the command system. Due to the movement of establishing NGOs from both the state and the society of China, the number of NGOs has increased rapidly. It was noted that before 1978, the number of NGOs was estimated to be 6,000 but after China reformation, the number of NGOs

multiplied to 186,000 in 2006 and to 209,000 in 2016. In addition, Sargent and Hannum (2013) alluded that before the reformation, NGOs used to serve the government objectives but after that, the NGOs have been given a considerable autonomy to serve the interests of the society. However, the situation has not been perfect because some NGOs still rely on the government funding since they tend to lack organizational capacity hence they tend to collaborate with the government and its administrative network to implement their projects.

Studies done by Tharoor, Godrej, Banerjee and Thadai (2012) revealed that NGOs were affiliated in India since its struggle for independence. Several studies have concluded that NGOs have played a significant role in promoting both formal and non-formal education which goes with the needed quality. A significant impact has been depicted in the non-formal education where there have been several innovations that have flourished in the country. Furthermore, Huang (2016) who conducted a similar study in Taiwan contended that, the role of non-governmental organizations has been more critical because they seek to supplement, complement and substitute the formal education system in the country and reach out to the excluded, underprivileged and challenged sections of in Taiwan and India. Currently, several studies particularly in the education sector have revealed that NGOs in India have supported the construction of school infrastructure, enhancing technology and have increased manpower needs. This has influenced the quality of education positively (Tharoor *et al.*, 2012).

Non-Governmental Organisation in Bangladesh and Nepal, according to Sakya (2012), began in the 1970s with emphasis in quality basic education and expanded through to the 1980s. The mushrooming of NGOs in Bangladesh occurred most especially because their success stories, the growing pressure of aid agencies on the government to use them in development activities and increased funding sources from both the government and foreign donors and this has been the reason why Bangladesh has been one of the countries that has a strong links with NGOs and as a result; the country has achieved a lot in the field of quality non-formal education. Some reports have concluded that NGOs have provided alternative channels in education which could not have been covered by formal schooling. The work of Fan, Xitao and Chen (2001) opined that the non-formal approaches have been advantageous in the sense that they give room for flexibility, innovation, effective and they adhere to quality standards. NGOs in Bangladesh have perpetually supported those children and adults who did not have a chance to attend formal education, drop-outs to at least have some literacy in a non-formal way.

When discussing about evolution of NGOs and their contributions to quality education among 520

education stakeholders in Pakistan, Gul (2015) divided them into different phases. It was not until 1970 that the government became aggressive with its philosophy of socialism and public services were considered government responsibility. However, in the 1980s NGOs in Pakistan were organized and got full support from the government. Up to date, the government of Pakistan is quite positive about NGOs and has tried to create a conducive environment for them to operate so as to support quality education. The work of Khan, Siddiqui and Hussain (2010) in Pakistan also found that the government wants to extend its mutual cooperation and support to NGOs because they play a significant role and are helpful to the government in many functions, and most importantly, the impartment quality education to the deprived ones. Furthermore, the nature and objectives of NGOs are to make considerable aids to the formation of an improved and more unwavering comprehensive society (Gul 2015). Due to the existence of NGOs in Pakistan, Rehman (2012) and Arai and Tabat (2006) noted that NGOs have worked towards attaining sustainable development because most of them work for peace education, environmental protection, human rights and disarmaments and arms control, there has emerged a need for more involvement in the provision of quality education.

Embracing the role of different Non-Governmental Organisations in Africa has been equally significant in the road to attaining development particularly in the education sector. According to Adeyemi and Adu (2010), in Nigeria, it is widely accepted that education has been one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. That has been the key reason why NGOs who are concerned with the provision of quality education are encouraged. Further, Okeke (2011) pointed out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. This is the reason why in all modern nations, investment in education of the youth has been considered most vital. In this regard Aderinoye (2000) alluded that education has been regarded as an effective tool in achieving development goals in any country in the world. Many countries in the world have been very active in ensuring that people get quality education so that they can be able to counteract various challenges of life in their respective areas. In this context, many countries worldwide seek to work closely with other education providers like the NGOs for the quality education which provides sufficient educated people that are equipped with the requisite knowledge to solve the society's problems and to attain competitiveness so as to meet the global developmental challenges.

Tracing a Ghanaian history of NGOs, the work of Kantanka (2013) dates it back to the pre colonial era where village associations, women associations, craft

unions, churches and Islamic welfare organizations were engaged in philanthropic and charitable activities. Since then, local and international NGOs have emerged and increased in number with an aim of development of rural communities in the country. It is the friendly policies of the government of Ghana before and after independence that have encouraged most NGOs to flourish and accelerate development in the country, particularly in rural communities. However, Greig, Hulme and Turner (2007) noted that most NGOs in Ghana are funded by foreign countries like United States, Germany, Holland and Canada and most of them are located in the northern part which is considered the poorest area in the country where quality education is needed most.

In South Africa, the work of Mazibuko (2013) and Motsamai, Lynette and Corene (2011) contended that it was the Apartheid government that laid rules which compelled black people to work for the whites and these led to racial prejudice and discrimination. The government also provided education to the whites, abandoning the rest. As a result, NGOs and religious institutions emerged that advocated for black emancipation that is, acquisition of land, quality education, better working conditions, providing them with social services that included education to black people. While comparing Lesotho and Zambia, Mwanza (2013) revealed that almost all education for the blacks was provided by non-governmental organizations and this is the time when the white supremacist government passed the Bantu Education Act, a law that put all black education issues under its control, providing education that could make the blacks submissive and semi-educated. On the contrary, Zambian government evaded the white supremacy to provide quality education to all irrespective of their colour, where they included the efforts of NGOs for the same. When international NGOs tried to intrude, the Apartheid government resisted. However, the blacks resisted to attend such schools. Though, Amandla Development (2010) reports that since 1976 international NGOs like the Education Opportunities Council, Africare, Institute of International Education have intervened and succeeded in funding educational services for the blacks. Also, in 1988, the Ford Motor Company of Canada made a grant to the Trust for Educational development for those people who were disadvantaged by the Apartheid regime. These efforts have created chances for South Africa's move into a world of industrialization, a step that could not be achieved with the apartheid regime only (Mboyonga 2018).

The issue of NGOs work in Tanzania especially in the provision of quality education has been a matter of great concern. According to Misokia and Mihayo (2009) governments who isolate NGOs might not meet the needs of providing quality education to its people. Hitherto, studies by Pan and Chen (2008) has suggested that more efforts on the provision of quality

education by reducing the problems facing education sectors such as lack of classrooms and insufficient number of teachers among others, be addressed by involving NGOs in the concerted efforts. This has made Misokia and Mihayo (2009) to add that quality education is still deteriorating day after day though the government tries to make some efforts to reduce such tragedy by opening the doors for the more stakeholder and community to intrude in education sector, therefore the only immediate solution was to actively involve NGO's for supporting the provision of quality education. Then the apparent rise of the significance NGO's attempt to counterbalance this trend, thereafter NGOs developed and initiated to emphasize humanitarian issues, developmental aid and sustainable development. The Earth Summit in Rio in 1992 was the first to show the power of international NGOs, when about 2,400 representatives of NGOs came to play a central role in discussion. However, Mavoko (2013) asserts that nowadays non-governmental organisations transnational networking is now extensive.

In Kenya, the work of Okoko (2011) and Gathe (2012) asserted that NGOs started to be established most especially after the Second World War beginning with small associations which had political, economic and social interests that later on expanded into big organizations which accounted for a 5% gross domestic product and a big employer in 2012. Despite the fact the NGOs have thrived in Kenya, Wanjohi (2010) affirmed that most of them do not last longer, especially due to resource scarcity. In the country, NGOs are regulated by the National Council of NGOs that was established in 1993 under the non-governmental organizations coordination act 1990 as a forum of voluntary agencies. However, due to inefficiency, most NGOs go unguaranteed. This problem affects NGOs that largely depend on donor funding for their survival. Consequently, research done by Yambo (2012) among the high school principals found that most school sponsors collaborate with NGOs and other Faith Based Organization (FBOs) to solicit support for the provision of quality education in their schools. To a great extent this has worked considerably (Kiseu 2012).

Most of Kenyan primary schools and those in Kisumu West Sub County in particular have been facing various challenges which Adhanja, Nyakan and Yambo (2016) as declining enrolments, declining quality, declining completion rates and increased drop-out rates, this led central government attempts to create necessary conditions to provide children with high-quality education as per policy concern. In view of the fact the quality education requires human and financial resources available to support the efficiency and effective provision of reliable education in primary school. However, the government decided to integrate stakeholders and NGO's in all education matter so as to

combat with above mentioned circumstances (Mudis. & Yambo 2015).

### Statement of the Problem

Basically, non-governmental organizations are meant to support the government in attaining quality education. Among the roles played by non-governmental organisations include rehabilitating and building schools and teacher houses, buying books and furniture, capacity building to teachers and parents and funding schools. Despite the efforts put by non-governmental organizations in promoting quality education in the country and Kisumu in particular, there are several challenges that hinder their support in promoting quality education; hence quality education has not been fully achieved. This is in reference to poor pupils' academic performance in the Kenya Certificate of Primary education (KCPE). Hence, there is need to examine the challenges facing non-governmental organisations in promotion of quality education in Kisumu West Sub County and suggest the way forward.

### Government cooperation with NGOs in Promotion of Quality Education

Non-governmental organisations do not exist in the vacuum; they always exist within the society which is under control of its leadership called Government. Therefore for the non-governmental organisations to perform well in their activities, Anangisye (2011) remarks that they depend mostly on the type of government where they operate and its policy. It has been noted that many government of several countries are sometimes been the barrier for non-governmental organisations to exist and some of them do not assist non-governmental organisations and even their work. This statement has been supported by some authors in different countries and different perspectives which leads the Government to be seen as among challenges facing NGO'S.

A global view shows that governments tends to play a relatively slight role in encouraging non-governmental organisations to promote quality education. This is in line with Nummenpaa (2012) who conducted a study about non-governmental organisations and primary education in New Delhi, India. The study involved six non governmental organizations operating in the primary education sector. Semi structured interviews were used to collect data and qualitative data analysis method was employed. Findings reveal that five out of six NGOs acknowledged that the government policies are bad and people knew a little about some education policies like The Right of Children to Free and Compulsory Education Act. A further interview with a government official depicted that the government collaborated with few non-governmental organisations hence limiting others in making change in the society. Though, the previous work focused finding whether government policies are favourable for NGOs to work on. This

study will also figure out the support offered by the government to the NGOs in promoting quality education.

The people of Armenia tend to have mixed opinions about the role played by non-governmental organisations. A study conducted by Yerevan (2011) about the risks and opportunities for the NGO sector in Armenia proves this statement true. The methodology involved an overview of legislation regulating the work of NGOs and the study of practices, problems and challenges of those. Also, data was collected by means of well developed questionnaires and interview related to the subject. Over 48 non-governmental organisations and other stakeholders including 16 donor/international organizations, 10 relevant state institutions, 6 political parties/alliances, 15 media outlets and 2 academic institutions and these represented the respondents. Questionnaires were addressed to NGOs while stakeholders were interviewed. Findings of this study depict both positive and negative attitudes of the Armenians. For instance, some of international organizations representatives blamed the current social political situation which did not allow for a good collaboration and coordination with their donors and sometimes donors wanted to implement projects of their own priority. State officials who had more interaction with NGOs showed more appreciation of their work, despite the fact that a few NGOs work was visible, among thousands who were registered. The previous employed a wide range of respondents from national to international NGO donors, politicians, the media and only 2 academic institutions though this work will focus only on education institutions (schools) and education stakeholders (SCEO and DSQA).

Regionally, African governments have adopted and enacted different policies to perpetuate or diminish NGOs. Starting with Zambia, the government tends to enact policies that restrict NGOs efforts in promoting quality education. An investigation was done by Mwanza (2013) about the role non-governmental organizations play in basic education policy reforms in Lusaka province. A case study approach was employed and data collection tools included the interview, focus group discussion, participant observations and document analysis. Purposive and snow ball sampling techniques were used to select 8 NGOs from a population of 10 NGOs in the province. Data collected was analysed qualitatively. The findings of this study revealed that the government of Zambia had a firm control over educational operating NGOs. For instance, in 2010 the government released a circular to all NGOs which advised them not to conduct any interventions/programmes in public schools without its permission. Also, the collaboration between NGOs and the government was minimal, something that has partly been an obstacle towards NGOs success in Zambia. Despite the government control over NGOs, it was also noted that the government did not entirely provide

enough to education due to scarcity of resources. Therefore, they allowed NGOs to work in places that are not easily accessible and to those communities which are poor and highly vulnerable. This work will not only find out the government policies on NGOs but also figure out financial support it offers and its influence on quality education

Besides, the Zimbabwean government seem to bestow little trust on non governmental organisations. A study was done by Chakawarika (2011) on the challenges faced by NGOs in the political harsh of Zimbabwe. A comparative analysis approach was employed, focusing on 4 NGOs as case studies, two international ones and two local ones, using the interview as data collection tool. On the NGOs representatives who were interviewed defined the relations between the state and NGOs in Zimbabwe as complex because some of them were challenging the government's autonomy in policy making in development issues of the country. The respondents complained that they were not given a chance to participate in political dialogue. Another representative stated that the relation between the government and NGOs was a 'cat and mouse one'; "the government accuses NGOs of regime change while NGOs fight for the citizens to have space to input in national policy formulation". Under such circumstances, most NGOs were compelled to fail or withdraw due to lack of social capital and diminished donor funding because most of the NGOs depended on foreign funding. However, the prior work fixed its conclusions on NGOs views only. Therefore, this study will involve both NGO members and village leaders (as government officials) to figure out their position regarding each other (Nyanda 2020).

The Rwandese and Kenyan governments tends to have a little influence on NGOs in supporting education matters too. A study was conducted by the Rwanda Education NGO Coordinating Platform (2011); Okoth and Yambo.(2016) about developing a sustainable mechanism to support local NGOs contributing to the development of the education sector in Rwanda. The study was conducted in three districts, adopting a descriptive survey approach. Participatory approaches and qualitative methodology with key interview were conducted. Out of 64 recognized NGOs, 25 were interviewed. Findings for this study reveal a relatively low influence of the government in funding the NGOs (Adhanja *et al.*, 2016). Most of them thought that when their impacts have been demonstrated on the ground the government could scale them up, but that was not the case. It was discovered that the NGO – government relations was limited either because programmes have not been adequately linked up with the government programmes and plans and also due to lack of coordination and consultation between the two.

## RESEARCH METHODOLOGY

### Research Design

This work adopted the descriptive survey design to assess different units of population on the proposed study area such as NGO staff member, Head teachers and Sub County Education Officer (SCEO and SCQAO) and community leaders. It was selected because according to the sentiments of Best and Khan (2006), the study intended to describe and explain events as they are, as they were or as they would. The design also considers the issues economy, and time in data – collection process that's why it is preferred by researcher. The case study design was therefore suitable for establishing the nature of the relationships among variables identified and how they influenced quality education outcomes among primary school.

### Study area

This study was conducted in Kisumu West Sub County. According to Ministry of Devolution and Planning (2014) it lies within longitudes 33°20 East and 35°20 East and latitudes 0°20 South and 0°50 South. Longitudes East of Greenwich. It covers about a total area of 410 Km<sup>2</sup> of which land area is 110 Km<sup>2</sup> while the rest of the area 50 km<sup>2</sup> is covered by the waters of Lake Victoria. The Sub County is boarded by Kisumu East Sub County, Vihiga Sub County to the East, and Lake Victoria to the West. As per the 2012 population and household census, Kisumu West Sub County has a population of 216,409 people of which 110,246 are female and 106,163 are male, The population growth rate is 2.5% while the density is 83 people per square kilometre. The work of Okoth and Yambo (2016) revealed that the major economic activities of Kisumu population are fishing and agriculture which is practiced on a small scale, livestock keeping and small scale business. These activities employ about 80% of the residents of the Sub County, the rest of the population (20%) are engaged in formal employment and the informal sector.

### Target Population

The NGO Officials were selected because they were essential respondents the researcher relies on for assessing the challenges facing them in promoting quality education. Head teachers were included because they were part and parcel in implementation of the NGO plans, as they receive training and teaching material for promotion of quality education as intended by the NGO's and the Government in general. This study also considered interviewing the SCEO simply because they are in charge of supervising and managing the whole process of education in the Sub County level and they are concerned on providing the relevant statistical information and logistics related to the quality of education services across their department. The Sub County Quality Assurance Officers were considered not only due to their experience in the sector, but also are expertise on quality evaluation and they know the

standards of quality education in schools. Table 2 shows the target population.

**Table 1: Target Population**

Respondents	Population
NGO Officials	19
Head Teachers	111
SCEO	1
SCQAO	1
Community Leaders	111
TOTAL	243

Source: Kisumu West Sub County 2017

Table 1 shows a representation of this study’s target population of 243 respondents where 19 are non-governmental organisations officials, 111 are head teachers, 1 Sub County Education Officer, 1 Sub County Quality Assurance Officers and 111 Community Leaders

**Sample size and sampling procedure**

According to Bryman (2008), sampling is the process of selecting a sub set of cases in order to draw conclusions about the entire population and a sample is a small part of large population, which is thought to be the representative to Kothari (2004) a suffice sample should be neither expressively larger nor too small but should be optimum.

**Table 2: Sample size of respondents**

Categories	Population	Sample size	Sampling Technique
NGO Officials	19	19	100
Head Teachers	111	33	30
SCEO	1	1	100
SCQAO	1	1	100
Community Leaders	111	33	30
Total	<b>243</b>	<b>87</b>	

Source: Kisumu West Sub County 2017

Based on the work of Best and Khan (2006) and Bloomberg and Volpe (2008) who contended that 30% has been statistically considerable and convenient was used. The instruments of data collection were questionnaires, in-depth interview, and document analysis. Validity of the study was done by soliciting the experts’ opinions from the school of education in Kisii University. Reliability of the instruments was addressed through piloting and test-retest in 5 schools and reliability coefficients obtained was 0.721 which indicated that the instruments were reliable. Data was analyzed using both qualitative and quantitative methods. Qualitative data was analyzed using an ongoing process as themes and sub-themes emerged. Quantitative data was analyzed using descriptive statistics.

Data collection instruments were indepth interviews, Questionnaires, and Document reviews.

Ethical consideration of independence, free and informed consent, veracity, respect for vulnerable persons, privacy and confidentiality, justice and inclusiveness. Respondents were advised not to indicate their names on the questionnaires so as to conceal their identity and uphold confidentiality of the information provided by them. Any materials used were cited and referenced appropriately to avoid plagiarism. Finally, data collected was used for academic purposes only.

**FINDINGS**

**Cooperation of Government and NGOs in Promotion of Quality Education**

During the study, when the head teachers were asked about whether government invite NGOs in their major meetings in the Sub County, they unanimously responded in the affirmative, 33 (100%) as shown in Table 3. The findings of this study revealed that.

**Table 3: Government invite NGOs in major functions**

Does the government invite NGOs in their major functions in this Sub County?					
		Freq.	%	Valid Percent	Cumulative Percent
Valid	Yes	33	100.	100.0	100.0
Total		33	100.		

The findings of this study revealed that the government and the NGOs work together. The results are in line with the work of Tuitoek, Yambo and Adhanja (2015) who argued that for the non-governmental organisations to perform well in their activities, they have to depend mostly on the type of government where they operate on its policy. The

respondents were asked whether there were any other areas that the governments cooperate with NGOs in promoting education in Kisumu West Sub County, Head teachers 33(100%), Community leaders 33(100%) and NGOs officials 33(100%) concluded that governments cooperate with NGOs in providing in kind support, provision of teaching and learning materials,

sensitizing community to contribute school feeds and guard, attending meeting and training, Head teachers 33(100%) also mention construction of infrastructure, making school inspections, providing books and promoting children's right (Rahman 2012).

### Relationship between the government and NGOs in the Sub-County

This study found a consistency in the relationship between the government and the NGOs in that in Table 4 the government invites them in their high level profile meetings and in table 4 the relationship was found to be cordial.

**Table 1: Relationship between the government and NGOs in the Sub-County**

Response	Frequency	Percentage
Cordial	69	79.3
Hostile	10	11.5
Undecided	08	9.2
Total	<b>87</b>	<b>100</b>

The results revealed that there has been a cordial relationship between the government and the NGOs. This was 69 (79.3%) who said that the relationship was cordial. In Kenya it was found to be cordial and on the contrary, Nummenpaa (2012) who conducted a study about non-governmental organisations and primary education reveal that five out of six NGOs in India acknowledged that the government policies are bad and people knew a little about some education policies hence the relationship was hostile.

### Areas in which the government and NGOs cooperate in promoting education

There are some specific areas in which the NGOs cooperate with the government to promote quality education. During the data collection, the Community Leaders were asked through a questionnaire: In which areas does the government cooperate with NGOs in promoting education in Kisumu West Sub County? They responded as shown in table.

**Table 5: Areas in which the government and NGOs**

In which areas does the government cooperate with NGOs in promoting education in Kisumu West Sub County?					
		Freq.	Perct	Valid Percent	Cumulative Percent
Valid	Conducting Seminars	12	36.4	36.4	36.4
	Agricultural shows	13	39.4	39.4	75.8
	Fund Raisings	8	24.2	24.2	100.0
	<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>100.0</b>	

The most of the Community Leaders responded differently in that 12 (36.4%) cited conducting seminars as area of cooperation while (13) 39.4 per cent cited agricultural shows and (8) 24.2 per cent responded that the government and NGOs cooperate in fund raising. On the same issue of areas of cooperation, during the interview with the SCEO and SCQAO, they cited these two areas and added buying teaching and learning materials like books, charts, maps, graph and fund/money for construction of classrooms, teachers houses latrines and buying or making furniture. These findings were supported by Nyanda (2020); Kirui, Yambo and Langat (2018); Anangisye (2011) who added that funds could be used for paying salary for school workers like teachers, and non teaching staff to ensure that quality education was achieved.

## CONCLUSION

The respondents concluded that governments cooperate with NGOs in providing in kind support, provision of teaching and learning materials, sensitizing community to contribute school feeds and guard, attending meeting and training, Head teachers 33(100%) also mention construction of infrastructure, making school inspections, providing books and promoting children's right.

The study found out from the response of head teachers 14 (42.4%) that some NGOs in the Sub-County assist in paying local teachers, those employed by the school management Committee During the interview with the SCEO and SCQAO, they concluded that the NGOs work hand in hand with other education stakeholders in providing education materials. In their response, the Community Leaders 25 (75.8%) said that NGO employees work contribute in implementing projects according to community interests in Kisumu West Sub County while 8 (25.2%) said that their work do not contribute in implementing projects according to the community interest. In their response, the Head Teachers 19 (55.9%) said that NGO employees constantly face language barrier. In this study, poor means of transport due to the country terrain was cited as a challenge by 8 (23.5%). The head teachers responded that 12 (36.4%) the NGOs contributed in the area of sports and games. Further, 14 (42.4%) equally cited that they provide food stuff to the needy learners. During the interview with the SCEO and SCQAO, they said that the NGOs work hand in hand with other education stakeholders in providing education materials like sports ware and seldom, food stuff.

## RECOMMENDATION

The study recommended that more education stakeholders should cooperate with the local and the international NGOs for promotion of quality education.

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