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Research Article

# The Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: Focus on Divine Holistic Ministries

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## Abstract

Faith Based Organizations have been involved in provision of education services in Sub-Saharan Africa due to the rising number of vulnerable children from low income households' provision. Hence forth, to add to the growing scholarly debate in this dominion, this research was set out. That is, it was set out to examine the contributions of Faith Based Organizations on the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality, with particular reference to the Divine Holistic Ministries. Using a cross-sectional research design, this study sampled 75 participants comprised of management and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives, vulnerable children and family heads. Data was collected using structure questionnaires and analyzed quantitatively. Various analysis and test including correlation and regression were conducted. Henceforth, the findings revealed that Divine Holistic Ministries provide education scholarships, education materials/school supplies support, career guidance, provides vulnerable children with fees, and basic necessities, building of classrooms and other school infrastructures, as well as counseling and psychosocial support activities to address psychosocial needs of vulnerable children. The study revealed that with FBOs, the rate of school drop-out among vulnerable children has reduced; there is increased enrolment, retention and retention of vulnerable children. With career guidance, more vulnerable children have joined vocational technical schools. It is also revealed that limited resources, limited of knowledge and skills, lack of stakeholders' involvement, organizational structure and corruption; as well as untimely release of donor support; these are the major challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Basing on the above findings, it is concluded that all the contributions done by FBOs towards enhancing accessibility of education among vulnerable children were significant. Therefore, there is positive significant relationship between the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality ( $r=.79.3^{**}$ ,  $p=0.001$ ). The study recommended that there is need for more funding from international donors and other development partners to fill the existing financial gaps towards support of vulnerable children access to education.

## Introduction and Background Contextual

In Uganda, Ayobami, Jeffery, Nadine & Valadez [1] argued out that in 2020, an estimated 8 million of Uganda's 17 million children were classed as orphans and vulnerable children (OVCs); 2.4 million orphans and over 5.5 million living with other vulnerabilities. These orphans and other vulnerable children face numerous risks resulting from the loss of protective factors such as stable home environments and economic independence [2]. These children experiences risks including: poor education outcomes, depression, anxiety, suicidal ideation, exploitation, stigma and poor health outcomes. Despite the existence, implementing and benefiting from free education for all, Uganda is not on track to meet Millennium Development Goal 2- 'education for all children by the year 2020' [3]. This delay could be due in part to the high prevalence of HIV/AIDS, prolonged conflict in some regions and extreme poverty [1]. As a result, FBOs and other development partners have joined efforts to improve the education of all children in Uganda with a focus on the most vulnerable children. In addition, mapping vulnerable children access to education is essential to FBOs understanding the regional differences in vulnerable uptake of education and to inform relevant stakeholders where best to focus attention to achieve maximum impact. This situation worsened with the outbreak of Covid-19 pandemic [4]. There has been a reduction in the FBOs aid that was provided for children to receive basic education, which has constrained successful implementation of the millennium goal. Conversely, more than other children, vulnerable have repeatedly been found less likely to attend or finish school [5]. Vulnerable children have been found to have higher dropout rates, and are more likely to perform poorly in school as factors such as stress, depression, hunger and anxiety may well affect their ability to perform well [6]. In Uganda, and Njeru Municipality in particular, the government's capacity to provide educational services remains weak, and still over 30% of children in the municipality do not have access to formal education [7]. Currently, the government does not have the capacity to provide all of the aspects that are necessary for a suitable environment to achieve education for all (EFA). In this respect, the role of non-state providers, particularly faith-based organizations (FBOs), in the provision of education to vulnerable children, is critical [5]. Interestingly, FBOs with other development partners including UNICEF, Forum for Education NGOs in Uganda (FENU), the National OVC Policy (NOP), leading to the National Strategic Program Plan for Interventions for OVCs (NSPPI); have adopted several key interventions in place to meet the education needs of vulnerable children in Jinja; however, the cases of higher drop-out rates and poor school



attendance have remained in existence. Divine Holistic Ministries-Uganda founded in 2006, to reach out mainly to vulnerable children through evangelism, hands-on-training and scholarship programs, have experienced challenges as the result of overwhelming number of beneficiaries. There were resources constraints with the outbreak of Covid-19 pandemic which worsened the situation (Patty Forney, 2022). Yet, empirical studies into the contributions of FBOs on the education of vulnerable children in post Covid-19 lockdown era in Uganda and Njeru Municipality in particular remain scanty. Therefore, this study filled such existing knowledge gaps.

## The Problem Description

Ideally, education of vulnerable children in Uganda can be observed by the enrolment and retention rates of an individual vulnerable child directly corresponds to the completion rates of vulnerable children [7]. Despite the high premium placed on education of vulnerable children by the Faith Based Organizations in line with National Policy on Education (2018), vulnerable children access to education have not shown the desired results in Uganda and Njeru Municipality in particular. The higher drop-out rates and poor school attendance have remained overwhelming [5]. Lack of full capacity and budgetary constraints in general have opened up the education sector for FBOs involvement (Patty Forney, 2022). Divine Holistic Ministries-Uganda has put up measures to address the issue of education of vulnerable children by strengthening scholarship programs, evangelism, providing career guidance and hands-on-training; in addition to the Ministry of Education and Sports emphasizing free education for all [2]. This has been done with an intention of improving the free access education, have the right education choice, get scholastic materials etc. Despite these interventions in place, vulnerable children access to education in Njeru Municipality has remained low. Consequently, over 30% of vulnerable children in the municipality do not have access to formal education [7]. Subsequently, most of the studies on the role of FBOs largely focus to the development of the education system in developed and developing countries [1,4,8] and few or no study captured vulnerable children access to education. The cases of higher drop-out rates and poor school attendance among vulnerable children have remained persistent. This situation worsened with the outbreak of Covid-19 pandemic, where Divine Holistic Ministries experienced resources constraints that limited their involvement in support of rising number of vulnerable children [3]. While their role of FBOs in other community development dimensions was evident, the scope of the FBOs' involvement in the education of vulnerable children was not as evident.

## Research Objectives

Therefore, to fulfill this research gap, the following research objectives hereunder to guide this research: -

1. To assess the education attempts by the FBO in addressing the issues of education of vulnerable children in post Covid-19 lockdown era.
2. To analyze the achievements of FBOs in promoting education of vulnerable children in post Covid-19 lockdown era.
3. To examine the challenges that FBOs encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era.
4. To propose a way forward to enhance FBOs' efforts towards promoting education of vulnerable children in post Covid-19 lockdown.

## Methodology

The study used a cross-sectional survey design. It also employs a descriptive statistic due to the need of making inferences about possible relationships between variables. The study used quantitative approach. The target population included; management and employees of Divine Holistic Ministries (10), vulnerable children benefiting from Divine

Holistic Ministries (50), family heads (parents/guardians) of those children (10), local representatives (3), and Municipal education officials (2), all equivalent to 75 respondents, in accordance with the Municipal Education office records [9], and these were selected basing on Morgan and Krejcie [10] table. Simple random sampling was used in selection of respondents. Questionnaires were used in data collection. Data was majorly analyzed quantitatively.

## Literature Review

### Education Attempts by the FBOs in Addressing the Issues of Education of Vulnerable Children

According to Ager [11], FBOs supplement essential services and provide humanitarian and education assistance to vulnerable children in many underdeveloped countries. Because they are usually funded by charitable donations, they typically have efficient and effective organizational structures, and access to donor-resources to promote access to education, provide better health care to vulnerable children, and help alleviate poverty through sustainable development. Akkari [12] shared how work performed by FBOs is especially effective and needed where governmental funds are scarce and the country has limited resources due to the low level of per capita income which limits or restricts the ability of individuals from low household background to maintain a decent living for themselves and their families. In recent years, FBOs have emerged as successful in promoting education to vulnerable children by supplementing and collaborating with government efforts [3]. Conversely, Fawzia [4] argued that FBOs have been involved in providing career guidance, and financial support to vulnerable children.

They have been involved in paying school fees for such vulnerable children as well as supplementing school budgets to cater for the scholarship programs that benefit vulnerable children. As FBOs have often worked in communities for a considerable period of time, they can engage in long-term commitment to work while obtaining the people's trust. Furthermore, Foster [13] argued that FBOs have provided basic necessities in form of textbooks, beddings, uniforms and pens to the vulnerable children. This view is in conformity with Kalibala, Schenk, Weiss & Elson [14] who noted that in some developing countries, findings such as these have prompted direct cash subsidies paid to caregivers of vulnerable children with promising academic results. Social Cash Transfers that target the "ultra-poor" households have been shown to have the most positive impact on the enrolment of vulnerable children, with increases in school enrolment by 5% and 6% demonstrated in Malawi and Uganda respectively [15]. In post-conflict areas such as Northern Uganda, FBOs focused on sustainable financing of education to meet the target of universal education for these very vulnerable children, thus a justification for this study.

### Achievements of FBOs in Promoting Education of Vulnerable Children

According to Ager [11], FBOs have initiated a number of education programs and services for care and support of vulnerable children, their families and communities. Over and above their traditional roles, Faith-Based Organizations are becoming more actively involved in the provision of education services for orphaned and vulnerable children [8,16] and implementation of school-based related interventions, including giving scholarships to vulnerable children [4] and this have accelerated the enrolment of vulnerable children to formal education. Indeed, this does not discount the fact that for generations faith-based and religious institutions have been involved in social service provision in one form or another in various parts of the world. Basing on the above view, this research investigated in details achievements of FBOs in promoting education of vulnerable children in post Covid-19 lockdown era in the area. More so, Ayobami et al. [1] argued that for a long time, Faith-Based Organizations in Sub-Saharan Africa were



primarily associated with providing food, shelter, health care, and education to vulnerable children and their families; whereas recently, social service delivery to vulnerable children has changed and broadened. In Uganda, several FBOs are actively involved in directly meeting the psychosocial needs of vulnerable children, running social enterprise projects, and directly operating social infrastructure such as schools and hospitals [6]. Among schools in Uganda, 80% are missionary schools with a faith-based connection [6], while over 60% of scholarship programs are provided by faith-based organizations to vulnerable children in the country [17]. Additionally, Oleke et al. [18] noted that FBOs play a significant role in promoting education in developing countries and can successfully reach many children who would not have received any education without their efforts. However, they also face challenges to effectively implement educational reforms. On the other hand, Shrestha [19] argued out that many governments in Sub-Saharan Africa cannot afford providing sufficient resource allocation for the education sector without support from FBOs and other development partners.

### Challenges that FBOs Encounter When it comes to Promoting Education of Vulnerable Children

According to Akkari [12], it is worth noting that FBOs in developing countries often do not have sufficient funds and the scale of their support using their resources would be often smaller to cater for the rising number of vulnerable children's education demands. Methodist church staff in Serra Leone said that after independence, the missions could not maintain bigger schools because they lost financial support from the developed nations (UK), and today they do less than the government since the government took over the schools [20]. Thus, considering the outcome that some teachers and parents appreciated the religious contribution in the establishment of education institutions, they might reckon that FBOs assume full responsibility for the school establishment because those schools are faith-based. In this respect, the MoES [21] states 'many (FBOs) provide no financial support; however, for the maintenance and development of schools and institutions bearing their names' with an exaggerating tone. Kagimu [2] argued that FBOs originally saw the outbreak of Covid-19 pandemic as a temporary disruption. The international donor support and funding tremendously reduced during this period, while the number of vulnerable children that needed education support increased in developing countries. Besides, Kasusse [3] argued that providing community based social services have changed with the outbreak of coronavirus pandemic. The pandemic has actually created a variety of new ways FBOs can help their local community, and the needs in their community have never been more pressing, thus a justification for this study.

### Theoretical Review

The study was based on the Systems Theory formulated by Ludwig von Bertalanffy (1971). Systems Theory is the trans-disciplinary study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. It investigates both the principles common to all complex entities, and the (usually mathematical) models which can be used to describe them. By systems, Bertalanffy means 'complexes of elements standing in interaction. The closed system is called closed if it neither takes in nor emits matter (only energy exchange is possible and taken into account). The system is called open if there is a continual input and output of both energy and matter in it. This is in agreement with Crain [8] who argues that the open system theory also emphasizes the necessary dependence of any FBOs upon its environment. An FBO imports various forms of energy from the environment, and transforms that energy into some other forms in the production process. At the processing stage the FBOs creates a new product, process materials, trains people, or provides a service. Something

is done to the input. The output is then exported (with value added) to the environment. It then becomes input for another system or the system itself. The cycle is eventually renewed and the process begins again. This view is in conformity with Subbarao & Coury (2014) who noted that the environment is made up of several social, economic and political institutions, which are constantly interacting and inter-dependent. Everything in an environment is a complete system on its own. But it is a unit or subsystem of yet a larger system and all are inter-dependent. The same is true of the school system. Crain [3] advanced that schools are essentially living systems and that without people they are nothing but concrete and paper. As living systems, they are in constant process of interaction with their communities and other institutions in them. They see the school system as a living and dynamic FBOs, and though a complete system on its own, yet it is a sub- system of the nation's educational system which in turn subsists in the larger social supra system called the environment.

### Summary of Literature Review

This chapter presents the review of literature relating to the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era. The researcher presents the FBOs intervention which involves empowering parents/guardians and teachers with skills that would enable them to recognize and respond supportively to vulnerable children who may become stressed [11]. Withdrawn and display disruptive behaviour, declining academic performance and increased absenteeism. Such conditions have been fully addressed in developing countries [4] with the support of FBOs, through capacity building to create circles of support for vulnerable children to strengthening the skills of guidance and counseling teachers, and provision of scholastic materials. These interventions have built a critical mass of informed stakeholders within the education system, making coordination of school programs by the administrators largely smooth, thus stable schools for better academic achievement. Many scholars have discussed and given different perspectives on the first three objectives, the researcher observed that the available literature on the kind of education contributions FBOs give to vulnerable children is scanty. This was a critical gap in the world of knowledge that this research attempts to bridge [22-24].

### Results

The findings of the survey are presented thematically below.

#### The education attempts by the faith-based organizations in addressing the issues of education of vulnerable children

Table 1 provide in summary of their views in frequency and percentages. The results show that 93.3% of the respondents accepted to the statements that vulnerable children obtain education scholarships from Divine Holistic Ministries as presented by (Mean=3.67 and standard deviation 1.142); followed by 90.6% of the respondents who accepted that vulnerable children get education materials/school supplies support from Divine Holistic Ministries (Mean=4.45 and standard deviation .890); the, respondents equivalent to 88.6% accepted that vulnerable children have benefited from career guidance provided by Divine Holistic Ministries (Mean=3.19 and standard deviation .872); and, lastly, 85.3% of the respondents revealed that Divine Holistic Ministries provides vulnerable children with fees (Mean=3.41 and standard deviation .805). This is in agreement with Benedetti [20] who argued that free scholarship is given to vulnerable children by FBOs which have eventually enhanced their enrolment rates. This implies that FBOs gives indigent learners scholarship to reduce out of school children.

**Table 1:** The education attempts by the FBOs.

Source: Primary data, 2024.

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted	Neutral	Disagreed		
	f (%)	f (%)	f (%)		
We obtain education scholarships from Divine Holistic Ministries	70 (93.3%)	5 (6.7%)	0 (0.0%)	3.67	1.142
We get education materials/school supplies support from Divine Holistic Ministries	68 (90.6%)	5 (6.7%)	2 (2.7%)	3.45	.890
We have benefited from career guidance provided by Divine Holistic Ministries	65 (88.6%)	2 (2.7%)	8 (10.7%)	3.19	.872
FBOs initiatives involve establishing income-generating projects to raise money for school fees to support vulnerable children	64 (85.3%)	8 (10.7)	3 (4%)	3.41	.805
Divine Holistic Ministries provide of basic necessities like to vulnerable children	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.94	1.129
Divine Holistic Ministries provide counseling and psychosocial support activities to address psychosocial needs of vulnerable children	58 (77.3%)	10 (13.3%)	7 (9.40%)	3.29	.615
Divine Holistic Ministries is involved in building of classrooms and other school infrastructures	57 (76%)	10 (13.3%)	8 (10.7%)	3.23	.592
FBOs is involved in building the capacities of both parents/guardian and teachers	42 (56%)	21 (28%)	12 (16%)	3.05	.576

### The Achievements of FBOs in Promoting Education of Vulnerable Children

Table 2 provide in summary of their views in frequency and percentages. The results show that 92% of the respondents accepted to the statements that the rate of school drop-out among vulnerable children has reduced as presented by (Mean=3.65 and standard deviation 1.083); followed by 89.3% of the respondents who accepted that with FBOs, there is an increase of vulnerable children enrolment in schools (Mean=3.07 and standard deviation 1.132); the, respondents equivalent to 86.6% accepted that there is high retention of vulnerable children courtesy of FBOs (Mean=3.04 and standard deviation

1.1638); and, lastly, 85.3% of the respondents revealed that with career guidance, more vulnerable children have joined vocational technical schools (Mean=3.05 and standard deviation .998).This concurs with Akkari [12] who argued that faith-based organizations have helped to minimize gaps in schooling increases children's chances for academic success as well as keeping them safety supervised during the day. Besides, Ager [11] argued that Faith-based organizations often provide services needed by vulnerable children, including free lunch and access to social services.

**Table 2:** The achievements of FBOs.

Source: Primary data, 2024.

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted f (%)	Neutral f (%)	Disagreed f (%)		
The rate of school drop-out among vulnerable children has reduced	69 (92%)	4 (5.3%)	2 (2.7%)	3.65	1.083
With FBOs, there is an increase of vulnerable children enrolment in schools	67 (89.3%)	5 (6.7)	3 (4%)	3.07	1.132
In our community, there is high retention of vulnerable children courtesy of FBOs	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.04	1.163
With career guidance, more vulnerable children have joined vocational technical schools	64 (85.3%)	8 (10.7%)	3 (4%)	3.05	.998
FBOs involved in sensitizing parents encourage them to send their children to schools	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.32	.872
FBOs involved in regular visits to schools for monitoring purposes enhance academic results and completion rates	58 (76%)	10 (13.3%)	8 (10.7%)	3.22	1.042
FBOs are involved in school infrastructure development leads to good school environment enhancing rate of retention	42 (56%)	12 (16%)	21 (28%)	3.21	1.061
In our society, FBOs providing basic necessities to vulnerable children enhance their enrolment	55 (73.3%)	5 (6.7%)	15 (20%)	3.10	.615



### Correlation Analysis

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The Pearson correlation coefficient (r) was used to establish the relationship between the contributions of FBOs and the education of vulnerable children as explained in Table 3 below. The results revealed a significant positive relationship between contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality (r = 0.79.3\*\*, Sig. = .012). The Pearson coefficient  $r$  reflects the degree of linear relationship

between the two variables, it ranges from negative one and positive one that is  $-1 \leq r \leq 1$ . If  $r=0$ , then, there is no relationship between the two variables, if  $r$  ranges between  $+/-0.1$  to  $+/-0.4$  the relationship is weak, if  $r$  ranges between  $+/-0.4$  to  $+/-0.6$  the relationship is moderate and if  $r$  lies between  $+/-0.6$  to  $+/-0.9$  the relationship is strong. Besides if  $r=+/-1$  there is perfect relationship between the two variables. However, since the correlation coefficient ( $r=0.79.3^{**}$ ) lies between  $+/-0.6$  to  $+/-0.9$  the researcher concluded that FBOs has contributed to the education of vulnerable children are significantly correlated

**Table 3:** The relationship between contributions of FBOs and the education of vulnerable children. Source: Analysis of data, 2024.

Correlation		Contributions of FBOs	Education of Vulnerable Children
Contributions of FBOs	Person correlation	1	0.79.3**
	Sig. (2. tailed)	-	0.012
	N	75	75
Education of vulnerable children	Pearson correlation	0.79.3**	1
	Sig. (2-tailed)	0.012	-
	N	75	75
** Correlation is significant at the 0.05 level (2-tailed).			

### The challenges that FBOs encounter when it comes to promoting education of vulnerable children

Table 4 provide in summary of their views in frequency and percentages. The results show that 93.3% of the respondents accepted to the statements that limited resources encounter FBOs in promoting education of vulnerable children as presented by (Mean=3.67 and standard deviation 1.231); followed by 86.6% of the respondents who accepted that the government policy like school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children (Mean=3.48 and standard deviation .970); political interference limits FBOs roles in promoting education of

vulnerable children (Mean=3.39 and standard deviation .971); and, lastly, 83.3% of the respondents revealed that limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children (Mean=3.07 and standard deviation .883). This concurs with Fawzia [4] who argued that limited financial support have been a challenge to local faith-based organizations in conducting its planned activities. Besides, Mikako [7] argued that the reduction of funding by the donors and other development partners, untimely release of funding as well as more demand courtesy of rising number of vulnerable children during Covid-19 pandemic become a big challenge to FBOs to facilitate education services for the benefit of vulnerable children.

**Table 4:** The Challenges. Source: Primary data, 2024.

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted f (%)	Neutral f (%)	Disagreed f (%)		
Limited resources encounter FBOs in promoting education of vulnerable children	70 (3.3%)	- (0.0%)	5 (6.7%)	3.67	1.231
The government policy like school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children	65 (86.6%)	5 (6.7%)	5 (6.7%)	3.48	.970
Political interference limits FBOs roles in promoting education of vulnerable children	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.39	.971
Limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children	64 (83.3%)	8 (10.7%)	3 (4%)	3.07	.883
Lack of stakeholders' involvement limits FBOs roles in promoting education of vulnerable children	57 (76%)	10 (13.3%)	8 (10.7%)	3.6	.741
Organizational structure and corruption limit FBOs roles in promoting education of vulnerable children	55 (73.3%)	5 (6.7%)	15 (20%)	3.04	.675
Untimely release of donor support limits FBOs roles in promoting education of vulnerable children	52 (67.3%)	8 (10.7%)	15 (20%)	3.01	.687



## Conclusions and Recommendations

### Conclusion

The study concluded that Divine Holistic Ministries majorly provide education scholarships, education materials/school supplies support, career guidance, and basic necessities, building of classrooms and other school infrastructures, as well as counseling and psychosocial support activities to address psychosocial needs of vulnerable children. The study concluded that with FBOs, the rate of school drop-out among vulnerable children has reduced; there is increased enrolment, retention and retention of vulnerable children. With career guidance, more vulnerable children have joined vocational technical schools. Therefore, there is positive significant relationship between the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality ( $r=.79.3^{**}$ ,  $p=0.001$ ). It is finally concluded that limited resources, the government policy, political interference, limited of knowledge and skills, lack of stakeholders' involvement, organizational structure and corruption; as well as untimely release of donor support; these are the major challenges that FBOs encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

### Recommendations

There is need for more funding from international donors and other development partners to fill the existing financial gaps towards support of vulnerable children access to education. There is need for refresher training to employees of FBOs so as to equip them with relevant skills and knowledge. They need to be trained on issues concerning budgeting, participatory planning, and resource mobilization. There is need for stakeholders' involvement and collaboration to achieve the common goal. This implies that all stakeholders including school administrators, local leaders, FBOs and government should collaborate as a team to improve on the access to education among vulnerable children. Lastly, further research is therefore needed in areas such "Implications of Stakeholders' Participation on Education of Vulnerable Children in Uganda".

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