

**FACTORS INFLUENCING CHILDREN'S PARTICIPATION IN  
COMPASSION INTERNATIONAL KENYA PROJECTS IN  
NAKURU DISTRICT, KENYA. //**

**BY:**

**LUCAS LEIRO**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN  
PROJECT PLANNING AND MANAGEMENT, OF THE UNIVERSITY OF NAIROBI**

University of NAIROBI Library

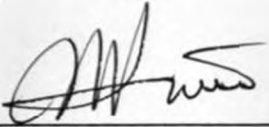


0472742 6

2010


## DECLARATION

This research project is my original work and has not been presented for a degree or any award in any other university.

Signature  Date 21/8/16

**LUCAS LEIRO**  
**L50/70927/2009**

The research project has been submitted for examination with my approval as the university supervisor.

Signature  Date 21/8/2016

**DR. GAKUU CHRISTOPHER**  
**SENIOR LECTURER**  
**DEPARTMENT OF EXTRA MURAL STUDIES**  
**UNIVERSITY OF NAIROBI**

## **DEDICATION**

This research project is dedicated to my beloved wife Loice Muge for her support and encouragement during the entire project research period.

## **AKNOWLEDGEMENT**

My special gratitude goes to all the persons that have contributed to the completion of this research project. I would like to specifically thank my supervisor Dr. Gakuu Christopher who is the Senior Lecturer Department of Extra Mural Studies University of Nairobi for his guidance and direction, my wife Loice Muge for moral and financial support, Mr. Joseph Mungai, the resident lecturer Nakuru Extra Mural centre for his encouragements and support to complete the research project on time, and the Nakuru Extra Mural centre team, for continuous updates and planning and finally to my colleagues of the Nakuru masters pioneer class for team work and insights.

## LIST OF FIGURES

<b>Figure 2.6 Conceptual Framework .....</b>	<b>24</b>
--	-----------

## TABLE OF CONTENT

	Page
<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>TABLE OF CONTENT</b> .....	v
<b>LIST OF FIGURES</b> .....	vi
<b>LIST OF TABLES</b> .....	viii
<b>ABBREVIATION AND ACRONYMS</b> .....	ix
<b>ABSTRACT</b> .....	x
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study .....	4
1.4 Research Objectives.....	4
1.5 Research Questions.....	4
1.6 Significance of the Study .....	5
1.7 Limitations of the Study .....	6
1.8 Delimitation of the Study.....	6
1.9 Basic assumptions of the Study .....	6
1.10 Definitions of Significant Terms used in the Study.....	6
1.11 Organization of the Study .....	7
<b>CHAPTER TWO</b> .....	8
<b>LITERATURE REVIEW</b> .....	8
2.1 Introduction.....	8
2.2 Children participation in project activities.....	8
2.3 Influence of economic factors on children participation in project activities .....	9
2.4 Influence of caregivers knowledge, attitudes and perceptions on children participation in project activities.....	14
2.5 Influence of Socio Cultural factors on children participation in project activities.....	18
2.6 The Conceptual Framework .....	24
<b>CHAPTER THREE</b> .....	26
<b>RESEARCH METHODOLOGY</b> .....	26
3.1 Introduction.....	26
3.2 Research Design .....	26
3.3 Target Population.....	26
3.4 Sample Size and Sample Selection.....	28
3.5 Research Instruments.....	29
3.5.1 Validity of the Instruments .....	29
3.5.2 Reliability of the Instruments .....	30
3.6 Data Analysis Techniques .....	30
3.7 Ethical Considerations.....	30

<b>CHAPTER FOUR</b> .....	33
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION</b> .....	33
4.1 Introduction.....	33
4.2 Return Rate .....	33
4.3 Demographic characteristics of respondents .....	33
4.3. 1 Distribution of respondents by gender.....	33
4.3. 2 Distribution of respondent's by education level .....	34
4.3. 3 Distribution of respondent's by age.....	34
4.4 Economic factors .....	35
4.4. 1 Households average monthly incomes .....	35
4.4.2 Child labour .....	36
4.5 Knowledge, attitude and perceptions of the caregivers .....	37
4.5.1 Caregivers monthly parents contribution.....	37
4.5.2 Children participation during Saturday program .....	37
4.5.3 Relief food .....	38
4.5.4 Training on food security, farming or food storage methods .....	38
4.6 Socio cultural factors .....	39
4.6.1 Family size.....	39
4.6.2 Migration .....	40
4.6.3 Care givers monthly meetings .....	40
4.6.4 Caregivers assessment and monitoring of child's project work .....	41
4.6.5 Effects of 2007 post election violence on children project participation .....	41
4.7 Summary of chapter.....	42
<b>CHAPTER FIVE</b> .....	43
<b>SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS</b> .....	43
5.1 Introduction.....	43
5.2 Summary of Findings .....	43
5.3 Discussion of the findings .....	44
5.4 Conclusions.....	46
5.5 Recommendations.....	47
5.5.1 Policy Recommendations .....	48
5.6 Suggestion Areas for Further Research .....	48
5.7 Contribution to Body of Knowledge .....	49
<b>REFERENCES</b> .....	50
<b>APPENDICES</b> .....	57
Appendix 1: Interview Schedule for caregivers .....	57
Appendix 2: Questionnaire for the project director .....	61

## ABBREVIATION AND ACRONYMS

<b>ACK</b>	Anglican Church of Kenya
<b>ADB</b>	Asian Development Bank
<b>AIC</b>	African Inland Church
<b>CDC</b>	Child Development Centres.
<b>CDSP</b>	Child Development Sponsorship Program
<b>CEE/ CIS</b>	Central and Eastern Europe and the Commonwealth of Independent States
<b>CIK</b>	Compassion International Kenya
<b>CIV</b>	Complementary intervention
<b>CSP</b>	Child Survival Program
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organization
<b>FGCK</b>	Full Gospel Churches of Kenya
<b>FPFK</b>	Free Pentecostals Fellowship of Kenya
<b>GDP</b>	Gross Domestic Product
<b>HVC</b>	Highly Vulnerable Children
<b>ICPs</b>	Implementing Church Partners
<b>IDPs</b>	Internally Displaced Persons
<b>IFPRI</b>	International Food Policy Research Institute
<b>IMF</b>	International Monetary Fund
<b>KAG</b>	Kenya Assemblies of God
<b>KFSO</b>	Kenya Food Security Outlook
<b>MDGs</b>	Millennium Development Goals
<b>MOA</b>	Ministry of Agriculture
<b>MOH</b>	Ministry of Health
<b>NERICA</b>	New Rice for Africa
<b>PCEA</b>	Presbyterian Church of East Africa
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UN</b>	United Nation
<b>UNICEF</b>	United Nations Children Fund
<b>UNIPCC</b>	United Nations Intergovernmental Panel on Climate Change
<b>USDA</b>	United States' Department of Agriculture
<b>WB</b>	World Bank
<b>WFP</b>	World Food Program



## ABSTRACT

The focus of the study was to examine the factors that influence child participation in Compassion International Kenya projects in Nakuru District. This was motivated by the declining attainment of the child development outcomes due to low participation of children in Compassion projects. Adults, social and political structures, culture and socio economic factors are all frequently cited as the main barriers to child participation. Child participation is one of four guiding principles of the UN Convention on the Rights of the Child (CRC). Despite the varied and convincing arguments put forward and almost universal ratification of the CRC, child participation strategies, face formidable obstacles in many regions. In many developing countries, children are charged with significant domestic responsibilities such as to care for the small children, livestock rearing, or tending the family agricultural plot which can influence their environment in a variety of ways denying children their participation in project activities. Children make up 50% of the population in many countries of the world, their views and capacities can make a crucial contribution to the development of their societies. The purpose of this study therefore was to investigate the factors that influence children participation on Compassion International Kenya projects in Nakuru district. Reviewed literature revealed that, the strongest determinants of children project attendance in sub-Saharan Africa are the household wealth and the mother's education. The socio-economic and cultural factors globally impede participation and it can be insinuated that there is a correlation between caregivers' involvement in student learning and student achievement. The study attempted to answer over and above the impacts on child participation; economic factors, socio cultural factors, the caregivers' knowledge, attitudes and perceptions were all analyzed. The study was able to provide a comprehensive description of the factors that influence children participation in Compassion International Kenya assisted projects in Nakuru cluster. A descriptive survey design was used to collect information from a cross section of respondents selected in the study area. The findings of this study reviewed a number of policy recommendations that Compassion International Kenya and its partners can incorporate in their programs to enhance children participation not only in Nakuru District but also in all its projects in Kenya. The study suggested four areas for further research.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

This study was to examine the factors that influence children project participation on Compassion International Kenya assisted projects in Nakuru district. The study was stimulated by the myriad problems facing the caregivers and children that have curtailed effective participation in project activities and the ultimate attainment of the children development outcomes.

Participation is one of four guiding principles of the UN Convention on the Rights of the Child (CRC). The Convention upholds the right of children (defined as individuals under the age of eighteen) to participate in decisions that affect their lives. Children are a significant part of civil society and have much to contribute to the governance of their world. Children make up 50% of the population in many countries of the world and their views and capacities can make a crucial contribution to the development of their societies. It is essential that the society foster opportunities for children to learn and practice democracy throughout their development.

Among the psychological benefits of participation for children and young people are; increased self-esteem, sense of self-worth, confidence and assertiveness (Minow 1990). The opportunity to participate enables children to formulate and express their views, which in turn, contributes to their growth and development. According to the 2003 UNICEF state of the World's Children report, a child whose active engagement with the world has been encouraged from the outset, will be a child with the competencies to develop through early childhood, respond to educational opportunities and move into adolescence with confidence, assertiveness and the capacities to contribute to democratic dialogue and practices within the home, school, community and country.

In many developing countries, children are charged with significant domestic responsibilities such as; the care of small children, livestock rearing, or tending the family agricultural plot and they can influence their environment in a variety of ways. Denying children their participation

rights can have devastating consequences, not only for the children themselves, but for the entire society. Adults, social and political structures, culture and socio economic factors are all frequently cited as the main barriers to child participation. The strongest determinants of school attendance in sub-Saharan Africa are household wealth and mother's education, according to a UNICEF analysis of 18 countries that also examined the effect of child labour on school attendance.

A study conducted in Taita Taveta District highlighted the following factors that affect child school participation; parental ignorance and negligence of education, poor economic growth and increased poverty, child labour, the effects of HIV/AIDs pandemic and teenage pregnancies and early marriage. Others included: truancy, irregular school attendance, over emphasis on passing of examination, children involvement in domestic chores, insecurity and social strife and inadequate school facilities and resources. Also discovered were children involvement in negative cultural practices, poor school administration and indiscipline of pupils, teachers conduct at their place of work, long distance to schools and lack of school places, and the high cost of schooling. Inappropriate policy framework, cost sharing policy and mismanagement of education were other factors (Were 2010). School dropouts are usually associated with chronically high unemployment levels, low earnings, and poor healthy outcomes and persistent poverty among certain segments of society (McNeal 1995),

The constrained supply of maize has sustained record prices that have severely affected the purchasing capacities of vulnerable households. Currently, maize and bean prices are up to 170 percent higher than normal (Kenya Food Security Outlook July – December 09). United Nations Children Education Fund report notes that parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (UNICEF, 2009). Taking into account of the gender dimension of dropouts, UNICEF (2009) notes that girls are more likely to drop out of school than boys and that pupils whose mother's have not attained any level of education will most likely dropout of school.

Child labour is one of the problems that occur as a result of responses to the economic problems faced by vulnerable children. Child labour is a pervasive problem throughout the world. The ILO reported that 246 million children where one in every six children aged 5 to 17 is involved in child labour in 2002. According to World Food Program, high food prices are pushing 130 million people deeper into poverty and hunger. High food prices are believed to remain high, intensifying concerns about food security and risking a "major setback" in the accomplishment of the UN Millennium Development Goals. It endangers the lives of millions of people, particularly the world's poorest who live in countries already suffering from acute and chronic malnutrition, therefore undermining gains made in nutrition, health and education, and the cost of humanitarian assistance (United Nations 2008).

Compassion International Kenya (CIK) is a Christian not-for-profit making organization dedicated to holistic development of children in poverty. Currently, Compassion Kenya sponsors over 67,000 needy children in Kenya in 290 Implementing Church Partners (ICPs) located in the seven out of eight provinces of Kenya. Compassion uses a long-term model that reflects the commitment to individual children, holism, partnership with the church, and facilitation from age 3 years to 22 years. The foundation of Compassion's approach to child development is the Child Sponsorship Program (CSP). The program seeks to achieve the following four child development outcomes in the life of each child over the course of his or her participation in the program: Spiritual Development Outcome, Physical Development Outcome, Cognitive Development and Socio – Emotional Development Outcome. Children are enrolled in the CSP as early as age three and through age nine and complete the program at age twenty two. The CDSP provides educational opportunities, health care and supplemental nutrition as needed, health education; life-skills training, a safe, loving environment in which to learn and play, and the opportunity to hear the gospel of Jesus Christ and be discipled. Children project participation is critical and are ministered to, during the Saturday program at the Child Development Centres. Compassion also trains and equips local church partners to administer a broad range of child development opportunities. Sponsors' monthly assistance to the local churches helps in outreaches while the care givers pay forty shillings per month to enhance their participation and ownership of the program. The amount carters for the security and food preparation expenses (Compassion International Program Field Manual version 1.3 2009).

## **1.2 Statement of the Problem**

Compassion operates a long-term Christian Holistic Child Development Model. It is built on formal, non-formal and informal opportunities, relationships and processes that are both for the group and the individual child, and it is focused on achieving the child development outcomes. Attendance monitoring, is essential to tracking the child's participation in project activities and to ensuring integrity with sponsors. This necessitates tracking each child's participation. It is both a program and financial integrity issue to ensure that all children are offered meaningful opportunities and are participating in them and to proactively address attendance problems when they arise. According to the quarterly attendance records of the twelve projects in Nakuru in March 2010, the average attendance rate was 85% which is below the required standard of 100%.

## **1.3 Purpose of the Study**

The social, cultural and economic factors have had great impact on the family's ability to sustain itself and are threats to Compassion Child Outcomes. Given the importance placed to ensuring 100% participation of children, there is dire need to establish the factors that influence children participation on Compassion projects in Nakuru District. The study therefore sought to indentify the key factors that influence children participation on Compassion International Kenya projects in Nakuru District and the policy alternatives to be pursued to enhance children participation. The purpose of this study therefore, was to investigate the factors that influence children participation in Compassion International Kenya projects in Nakuru district.

## **1.4 Research Objectives**

The study was guided by the following objectives:

- 1) To identify economic factors that influence children's participation on Compassion International Kenya projects in Nakuru District.
- 2) To examine caregivers' knowledge, attitude and perception towards children's participation on Compassion International Kenya projects in Nakuru District.
- 3) To assess socio cultural factors that influence children's participation on Compassion International Kenya projects in Nakuru District.

## **1.5 Research Questions**

The following were the research questions of this study:

- 1) What are the economic factors that influence child participation on Compassion International Kenya projects in Nakuru District.?
- 2) How does caregivers knowledge, attitude and perception influence child participation on Compassion International Kenya projects in Nakuru District?
- 3) What are the socio cultural factors that influence child participation on Compassion International Kenya projects in Nakuru District?

### **1.6 Significance of the Study**

Some of the factors that this study attempted to address included; Firstly, Compassion ministry model assumes that the care giver can provide basic household food security and stability of the child and therefore enable the children to participate in program holistic as well as community activities. It is anticipated that Compassion International Kenya and its partners will understand the various factor that influence children participation in Nakuru District.

Secondly, the current reality is that, the low household incomes, as put many caregivers at risk of being able to meet their families basic needs such as food, health and education. Coupled to this, the care givers lack the capacity to make their monthly financial contribution to the program. The erosion of care givers support threatens effective basic ministry model. This suggests a new shift in program design by Compassion International Kenya which must address family household security in order to effectively minister to the child

Thirdly, typically, a child spends only a small fraction of their time in the project with the remaining time spent in the family and community environments. Consequently, there is need to deliberately address issues outside of the project that significantly affect the registered child. As Compassion addresses the child's home environment in the Child Survival Program, Highly Vulnerable Children and HIV/AIDS programs, the socio economic and cultural factors are creating a situation whereby Compassion programs must selectively extend ministry into the child's broader environment specifically the family's household to be able to continue effective ministry to current beneficiaries.

Lastly, the findings of this study will review a number of programmatic interventions that Compassion International Kenya and its partners can incorporate to develop policy alternatives to enhance children participation.

### **1.7 Limitations of the Study**

The study encountered limitations as some respondents were of low literacy levels. Consequently some deviated during interview but caution was taken to avoid irrelevant information while upholding respect and exercising patience. Project caregivers, who like basing their answers on stereotypes, were overcome by use of research assistants selected from the study area who are conversant with local stereotypes being employed. Where language barrier prevailed, the use of research assistants who were fluent in the resident's language were used. The researcher also used secondary data to overcome some of the limitations in order to achieve the stated objectives. The study was limited to Compassion Assisted projects within the larger Nakuru Districts. To overcome the social economic and cultural difference of the population the researcher classified the study area into the rural and urban set ups.

### **1.8 Delimitation of the Study**

The study focused on the factors that influence children project participation in Compassion International Kenya assisted projects in Nakuru District. The projects are accessible by phone as well as email therefore this ensured good communication and effective mobilization and coordination of the study. The researcher used the project directors and other child development workers in each project to conduct data collection; this is because they have had experiences in interviewing households during similar studies. A sampling process that ensured a manageable targeted population was done.

### **1.9 Basic assumptions of the Study**

One of the assumptions of the study was that, the respondents will answer the questions correctly and truthfully. The results accrued from the research will be used by Compassion International Kenya to inform its programmatic measures in Kenya.

### **1.10 Definitions of Significant Terms used in the Study**

**Project:** This study considered a project as child development centres established following partnership agreement between Compassion International Kenya and the partner churches.

A child development centre normally assists a minimum of 150 children and a maximum of 300 children who must attend the project every Saturday.

**Children participation:** This refers to the weekly participation of children in Compassion assisted projects. Normally all children enrolled in Compassion assisted project, must attend the Saturday program which is critical to their achievements of the four child development outcomes.

**Compassion International Kenya:** Compassion International Kenya (CIK) is a Christian not-for-profit making organization dedicated to holistic development of children in poverty. Currently, Compassion Kenya sponsors over 67,000 needy children in Kenya in 290 Implementing Church Partners (ICPs) located in the seven out of eight provinces of Kenya.

**Nakuru District:** Refers to the greater Nakuru districts which include Nakuru, Molo, Nakuru North and Naivasha District.

### **1.11 Organization of the Study**

The study is organized into five chapters. The first chapter forms the introduction of the study, while the second chapter dealt with the literature review relevant to the factors that influence children participation. The third chapter covered the research methodology used to carry out the study while chapter four focused on the data analysis, presentation and interpretation and finally chapter five provided the summary of the findings, discussions, conclusions and recommendations



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presented the reviewed literature relevant to the social cultural and economic factors, knowledge, attitude and perception of the caregivers' effects on children project participation. This section drew literature from empirical studies that have been done both globally and in Kenya and how these works and findings were relevant to the study.

#### **2.2 Children participation in project activities**

The active involvement of program beneficiaries leads to better development decisions, better development programs and more sustained results. Institutions, traditions and practices of child participation take different forms in every culture. Clearly adult's present powerful obstacle to the adoption of child participation. Children are not seen as persons capable of interpreting the world and its events on the basis of their own experience; they tend to be provided with an opinion by their parents and relatives and other adults around them. As a result parents and caregivers have often been antagonistic towards the concept of children's participation rights (Woolf 2000).

The opportunity to participate enables children to formulate and express their views, which in turn, contributes o their growth and development. According to the 2003 UNICEF state of the World's Children report, a child whose active engagement with the world has been encouraged from the outset will be a child with the competencies to develop through early childhood, respond to educational opportunities and move into adolescence with confidence, assertiveness and the capacities to contribute to democratic dialogue and practices within the home, school, community and country.

When children grow up lacking education and suffering from the effects of poor nutrition, there are adverse physical, cognitive and psychosocial consequences on their development. This is how poverty in one generation is transmitted to the next (UNICEF, 2009). Child participation is an inspiring approach to addressing the needs of children and families affected by HIV and AIDS, conflict and poverty. It brings new perspectives, energy and creativity to development

programmes, while contributing directly to the psychosocial wellbeing of all involved (Morgan, 2009).

Compassion International Kenya is an advocate for children; any child that participates in the program stands a great chance of experiencing powerful changes in character, understanding, attitude and behavior, not to mention making some new friends along the way. Every child is given the opportunity to develop mentally, emotionally, spiritually, economically, socially and physically from age 9 years to 22 years (Compassion International, 2009).

### **2.3 Influence of economic factors on children participation in project activities**

The strongest determinants of school attendance in sub-Saharan Africa are household wealth and mother's education, according to a UNICEF analysis of 18 countries that also examined the effect of child labour on school attendance. This finding clearly indicated that in order to increase the levels of school attendance, policies should focus on poverty reduction through such methods as income transfers to poor families. This would allow parents to forgo the contribution of their children to household income, were the latter attending school instead of working. Children from the poorest households are more likely to work and less likely to be in school than children from the richest households. The total obtained from household survey data shows that primary-school-age children belonging to the poorest 20 per cent of households are 3.2 times more likely to be out of primary school than those belonging to the richest 20 per cent. (UNICEF, 2005).

The economic factors are key determinants to most decisions as well as conditions within household setups. The correlation between poverty and poor pursuit of education opportunities is more than evidenced in many cases in sub Saharan Africa. The implication of poverty is a spectrum of issues ranging from lack of essentials, low prioritization of the education to the lure of the money to name but a few. Among the biggest challenges to education noted by households was the cost of school fees and or levies charged by schools.

Poverty also plays a substantial role in driving children to work. Poverty plays a central role in driving child labor. The effect of poverty is mitigated only by a mother's educational attainment

and the presence of other older siblings in the household. However the cost of schooling is also key. Paying school fees is an impossibility for many families struggling to make ends meet, especially in light of the ongoing food crisis and when faced with the burden of HIV/AIDS in their families and communities. The more expensive schooling the more likely children are to work, as one would expect (Cartwright and Patrinos, 1999).

Seventy seven per cent of children out of primary school belong to the poorest 60 per cent of households in the developing world. This situation is even worse in Latin America and the Caribbean (84 per cent), and Eastern and Southern Africa (80 per cent). The importance of place of residence, as with gender, is due to urban versus rural population distribution in each country or region. As might be expected, more children were found to be out of school in rural areas (30 per cent) than in urban areas (18 per cent). Because most primary school- age children in the developing world live in rural areas, it is also not surprising to find that 82 per cent of children who are out of primary school reside in rural areas (UNICEF, 2005).

Poor families spend up to 80% of their budget on food. Soaring food prices will increase poverty among many of the 2.3 billion people living on less than a \$ 2 dollar a day. An estimated, 100 million more will fall into poverty. According to the same report, 88 % of the increase in urban poverty depth arising from rising prices will consist of poor households becoming poorer and also 21 out of 36 countries in a food security crisis are in sub - Saharan Africa (Ivanic, Maros, and Will Martin, 2008). The Kenya Economic Report of 2009 indicates that the incidence of poverty is higher in rural areas at 49.1 per cent compared with 33.7 per cent in urban areas. There are also regional differentials, with Central Province having the least prevalence while North Eastern and Coast provinces showed increasing poverty levels. National surveys set the rural poverty line at Ksh 1,239 and Ksh 1,560 per month in 1997 and 2005, respectively. The corresponding poverty lines for urban areas were Ksh 2,648 and Ksh 2,930. At the current exchange rate, the national poverty line for the rural areas is lower than the international poverty line of US\$ 1 per day (KIPPRA, 2009).

Child labour is one of the major factors constraining school attendance for the majority of the countries analyzed. For 10 of 18 countries, being engaged in child labour adds, on average, 9

percentage points to the probability that a child will not attend school. The absence of such infrastructure as rural electrification, community water systems, preventive health services and pre-school facilities increases the time that girls must spend on household chores, thus limiting their time available for attending school. Child labor is one of the problems that occur as a result of responses to the economic problems faced by vulnerable children. Child labor is a pervasive problem throughout the world. The ILO reported that 246 million children – one in every six children aged 5 to 17 – are involved in child labor in 2002. Credit may be important for addressing child labor. In India, a typical reason to drop-out of school is not chronic poverty but temporary household financial problems that results in the need for the child to work (Basu, 1999).

Children, the world over contribute to the economies of their households. This fact is internationally recognized by most cultures. International instruments as well as organizations that include the ILO also recognize this aspect of family life as being crucial for the children's learning where, the contribution is viewed from the perspective of inculcating responsibility and transfer of life skills from parents and older siblings to the young ones. In the less developed economies, children's contribution to the household economy – tending livestock, caring for siblings while the mother goes to look for food, fetching water, or selling farm produce in the market can make a big difference in familial incomes. However, because of the realities of the less developed economies, child work can easily be overstretched to deny the child opportunities for schooling and play in effect compromising their future.

In most African countries, a large proportion of households live at a minimum level of expenses due to factors such as weak economic base, galloping inflationary measures, high rate of unemployment, and the inadequate incomes of parents. This adverse socio-economic situation is compounded by the challenging political and cultural crises in many countries, as evidenced by civil wars, genocide, famine, drought, HIV/AIDS epidemic, and structural adjustment programs. Consequently, African children are impacted by these powerful processes, and are often placed in the margins of public arena through their joining both the wage and non wage markets (Grier, 2004; Marcoux, 1994). Thus, at the household level, children's economic production has become an important aspect of economic survival strategies. Many children spend several hours working

outside the home in order to bring additional income to the household. A significant proportion are involved in petty trading and services (as street hawkers, domestic servants, and in apprenticeship positions) or even working as street beggars in urban areas (Verlet, 1994; Amin, 1994).

The razor thin margins between daily earnings and spending has led to households eating less, switching to cheaper coarse cereals and reducing non-food spending such as on schooling. These sacrifices can lead to irreparable damage to the health and skill levels of millions of poor people worldwide. This is not only a crisis now, but a time bomb for the future, representing lost human and economic potential for poor people and countries (The World Bank, 2008). A well-known study in Jamaica shows that children who were stunted had height-for-age two standard deviations or more below that of a reference population in early childhood were significantly more likely to have deficits in cognition and school achievement in adolescence and to have poorer emotional and behavioral outcomes. Child stunting owing to malnutrition is often irreversible, and there is well-established evidence that workers of shorter stature in adulthood get less access to better jobs and are paid less. Protecting children and young people from the adverse impacts of crisis addresses child suffering, but also benefits future economic growth in multiple ways (Grantham-McGregor et al., 2007).

Kenya national maize production levels have been declining since 2006 from an all time high of over 34 million bags in 2006 to about 25 million bags in 2008. This is attributed to factors such as drought, the post-election violence, and high input costs in 2008. In 2009, the failure of about 35-45 per cent of the long-rains crop will lead to a huge production shortfall. This will weigh heavily on the food security situation in Kenya, a country where food security is generally equated with availability of and access to adequate supplies of maize. More importantly is the food security situation for the vulnerable groups such as the pastoralists, internally displaced people, and the poor who cannot afford to purchase maize (Kenya Food Situation Report, 2009).

Increasingly, households are depending on undesirable coping strategies such as charcoal production, further degrading and endangering future production. Rapidly eroding purchasing capacities resulting from several poor production seasons, high food and non-food prices and

poor livestock body conditions has compromised non-food expenditure, most notably school participation and medical care (KFSU, 2009).

The urban livelihood is home to about 35 percent of the Kenyan population or about 12 million people. An estimated 5.7 million of these reside in slums, deriving most of their income from wage labor and petty business. Urban dwellers derive virtually all their food from the market and are continually exposed to the dramatic rise in food and non-food prices that started in late 2007 through January 2009 (KFSU, 2009). According to Kenya Economic Report of 2009, stunting is the biggest nutrition problem among the under-5 children in many regions of Kenya, with a national average of about 33 per cent. This is worse than the average for developing countries where at least 27 per cent and 31 per cent of the under-5s were suffering from moderate to severe underweight and stunting, respectively, between 1995 and 2003 (KIPPRA, 2009)

According to Action Against Hunger (ACF-USA) report of July 2008, Nakuru region usually receives good rains compared to other regions in the country hence it is considered to be a bread basket for the country. It notes that in the year 2008, the area was greatly affected by the post election violence where some farmers were not able to farm due to insecurity, fertilizer prices shot up in the beginning of the year. Moreover, the rains have been quite poor. It was observed that only potatoes farmers could have a good harvest, should decrease compared to previous years while maize could be total crop failure in most of the locations.

The Nutritional Anthropometric Survey done in the greater Nakuru districts in 2008 concluded that, the communities of Nakuru region depend on agricultural production. The post election destabilized the communities' capabilities in agricultural production as many of them could not till their land. The weather patterns also in the region did not favor the farmers as the rains were below average. The high cost of fertilizers also took toll to the farmers as they could not afford it for crop production. During the survey the communities were harvesting beans and potatoes. The maize was in poor condition and they are likely not to harvest enough maize as compared to other years.

## **2.4 Influence of caregivers knowledge, attitudes and perceptions on children participation in project activities**

Although education costs (direct and indirect) were found to be a major barrier for the poorest households in a review of six country studies, other factors such as education quality, gender disparity, health problems, and access issues are also barriers (Boyle et al., 2002). Parents in Ghana reported that the major obstacles to education are child labor, health, location, perception of child readiness to learn/age, migration, lack of parental interest, school fees and economic issues, seasonal work/absenteeism, and gender (Fentiman et al., 1999). According to interviews with various stakeholders in Uganda, Tanzania, and Kenya after tuition fees were abolished, the reasons given for high dropout and low completion rates include household poverty, HIV/AIDS, long distances to school, additional learning costs, negative attitudes toward schooling, lack of facilities for special needs, enrolling overage children, getting married, transferring children to better schools, delinquency, migration, large class sizes, and environmental factors such as flooding and child labor (Alubisia, 2005).

In Kenya prior to FPE, girls were twice as likely to be withdrawn as boys from poor households when the families could not afford the fees (Watkins, 2000). Although some children are willing and able to walk long hours to attend schools or especially higher quality schools, this is prohibitive to students who are young, ill, or physically disabled, exacerbating inequalities (Princeton University, 2006).

About a half of Kenya's estimated 35.5 million people are poor, and some 7.5 million people live in extreme poverty, while over 10 million people suffer from chronic food insecurity and poor nutrition. In recent years, it is estimated that at any one time about two million people require food assistance. During periods of drought, heavy rains and/or floods the number of people in need could double (National Food Security and Nutritional Policy, 2008). According to the Nutritional Survey conducted in Nakuru in 2008, majority of the respondents 61.2% purchased most of their food while 34.1% produced their own food. A total of 10.4% received food aid in the last three months and among them, 44% received food aid over two months.

Preliminary results from a rapid urban assessment, conducted in December 2009 by the KFSSG enumerated the following impacts of food crisis in Kenya:

Firstly, it indicated that households are foregoing medical, education, transport, and other important non-food needs, further entrenching chronic food insecurity. Diet changes are evident with reduction in frequency and composition of meals, which could lead to a precipitous rise in malnutrition and susceptibility to disease, due to growing scarcity of water and increased prices. Rising food insecurity in urban centers has already led to measured food riots which could escalate as food insecurity deepens, alongside increases in crime rates, due in part to increased school drop-outs. Initiatives that are intended to broaden the income base of the highly vulnerable populations in urban areas, in addition to reducing market distortions are prerequisite in moderating the impacts of the unprecedented rise in prices.

Secondly, reduced wages and job losses due to economic slow-down often force families to send women and children to work outside the home to bring in extra income. While becoming a formal breadwinner can enhance the status of women within the household, it also means they may have less time for childcare and ensuring children are eating properly. In addition, when domestic responsibilities devolve to girl children, it is often at the cost of their education. Children sent to work lose out on education and risk exposure to injury and other health risks on the job.

Thirdly, the internally displaced person (IDPs) remains of serious concern after displacements from their homes, following the post-election crisis in January 2008. An estimated 3,300 persons remain in IDP camps; while close to 150,000 persons are in transition camps. Initially about 500,000 persons were displaced with 350,000 residing in IDP camps, while the rest integrated with family members outside conflict epicenters. The normally food secure households suddenly became highly to extremely food insecure and migrate to other areas to stay with relatives.

Fourthly, IDPs integrated in households as well as small-scale farmers hosting over 200,000 IDPs are also under substantial food stress after a poor short-rains season. The rise in food and non-food prices has impacted adversely on the food security of displaced households who



normally do not purchase food and now have to use their limited purchasing capacities to source food.

Fifthly, domestic and international migration of family members in search of better job prospects can offer an escape route from poverty. However, migration may also place workers in low productivity jobs, with poor access to basic services, as well as in jobs with increased exposure to unforgiving and dangerous work conditions. In cases where key family members are absent, the disruption to traditional family arrangements can have adverse consequences for children who may be unattended or in the care of surrogate parents.

Sixthly, already stretched to the limit, families tend to borrow money at high interest rates and sell off hard earned assets. As a consequence, they are left without resources and assets to buffer against further shocks and rising food prices.

Seventhly, resources usually allocated to women and children for food and education may change as families struggle to cope with new and unforeseen hardships. Education and play time may diminish as children are drawn into paid or unpaid work. More worrisome, the incidence of early marriage, trafficking, neglect and abuse may increase when families struggle to cope with less food, poorer health and cramped living conditions.

Eighthly, as a result of these short-term, often necessary coping strategies, families find themselves worse off than before, with decreasing means to stop or reverse their descent into absolute poverty and to cope with future shocks and price fluctuations. Besides the negative impact on child health and education, such emergency coping strategies have serious macro implications for economic growth. This is particularly striking at a time when most South Asian countries have increasing numbers of their population moving towards the working age.

Children and their families defy narrow descriptions. Social, environmental, and family risk factors tend to cluster, and any number of them can occur together within the same family. Understanding the role and influence of each of these factors is a difficult task. For example, early child offending may develop through several pathways. For some children, the primary risk

factor may be a family risk factor such as lack of parental supervision; for others, it may be an individual risk factor such as a diagnosis of attention deficit hyperactivity disorder (Cicchetti and Rogosch, 1996).

Studies have shown that inadequate child-rearing practices, home discord, and child maltreatment are associated with early-onset delinquency. A number of social adversities in families can affect children's delinquency. These factors include parenting, maltreatment, family violence, divorce, parental psychopathology, familial antisocial behaviors, teenage parenthood, family structure, and family size (Derzon and Lipsey, 2000).

Inadequate parenting practices are among the most powerful predictors of early antisocial behavior (Hawkins et al., 1998). Compared with families in which the children do not have conduct problems, families of young children with conduct problems have been found to be eight times more likely to engage in conflicts involving discipline, to engage in half as many positive interactions, and, often unintentionally, to reinforce negative child behavior (Gardner, 1987)

Many studies have examined the impact of family involvement in student learning and student achievement. Historically, these studies provided a basis to support active intervention programs to support parent participation in schooling (Epstein, 2001). There is considerable variation in research studies as to the definition of parent involvement. Some have focused on parental aspirations or expectations of children's educational success. Others have focused on behavioral aspects such as assistance with homework while others looked at parenting styles and family environment. In general, these studies demonstrate that particular forms of family involvement have an important and positive impact on student outcomes. (Kellaghan, 1993) suggest that the following factors are important aspects of parent support for children's learning a regular family routine and priority given to schoolwork over other activities, encouragement and guidance for children's schoolwork, providing opportunities to experience and explore ideas and activities, providing opportunities for language development, parent awareness of their children's school experience; and high parent aspirations for their children and their school achievement.

Peer influences on child delinquency usually appear developmentally later than do individual and family influences. According to teachers and education managers as well as some of the out-of-school youth, peer influence plays a major role in keeping many pupils and potential pupils out of school (UNICEF, 2005). In poor households in sub-Saharan Africa, family networks are important since the burden of educating children is shared by extended family members where these networks are strong (Lloyd & Blank, 1996).

## **2.5 Influence of Socio Cultural factors on children participation in project activities**

The socio cultural factors globally impede participation. Evidence from available studies in South Sudan (CARE International, 2001), reveal that a combination of a number of factors determine the participation patterns in the region. The household factors have been identified as: poverty, community attitude to education, especially of girls, domestic work particularly for girls, family size and morbidity of both parents and the children; cultural factors, among others. School based factors include; lack of uniforms or proper clothing, distance from school, disillusionment/apathy among community members principally due to the poor state of education (CARE International, 2001).

Government reports under the Convention on the Rights of the Child show thirty-two categories of children that are particularly likely to be excluded from education. These are: abandoned children, asylum-seeking children, beggars, child laborers, child mothers, child prostitutes, children born out of wedlock, delinquent children, disabled children, displaced children, domestic servants, drug-using children, girls, HIV-infected children, homeless children, imprisoned children, indigenous children, married children, mentally ill children, migrant children, minority children, nomadic children, orphans, pregnant girls, refugee children, *sanspapiers* (children without identity papers), sexually exploited children, stateless children, street children, trafficked children, war-affected children, and working children (Tomasevski, 2003).

The socio-economic level or cultural background of a home need not determine how well a child does at school. Parents from a variety of cultural backgrounds and with different levels of education, income or occupational status can and do provide stimulating home environments that

support and encourage the learning of their children. It is what parents do in the home rather than their status that is important. Regardless of income, education level, or cultural background, all families can – and do – contribute to their children’s success. When parents encourage learning and voice high expectations for the future, they are promoting attitudes that are keys to achievement. Students who feel that they have some control over their destiny, that they can earn an honorable place in society, that hard work will be recognized and rewarded, are students who do well in school. Although these attitudes are formed at home, they can be either strengthened or discouraged at school ( Kellaghan, 1993)

From interviews done prior to FPE, many head teachers in Kenya reported that parents were not actively interested in their child’s education. It was merely part of the growing up process and parents did not give their children much support. Much of this attitude was blamed on the declining opportunities for employment in the labor market (Mukudi, 2004b). Despite a high priority set by the World Bank for greater household participation in the schooling process—in terms of choice and school management—parental involvement is usually reduced to ‘material sacrifices’, especially among poorer households, while actual participation is typically limited to more well-off families (Urwick, 2002).

Each year, approximately 3.3 million children witness physical and verbal spouse abuse. The co-occurrence of child abuse and witnessing domestic violence affects children’s adjustment more than twice as much as witnessing domestic violence alone (Hughes, Parkinson, and Vargo, 1989). Other factors that impose additional risk in violent families include a high incidence of other behavior problems (e.g., alcohol abuse and incarceration) in male batterers. Maternal psychological distress may also expose children to additional indirect risks, such as the mother being emotionally unavailable to the children (Zuckerman et al., 1995).

Compared with boys whose parents remained married, boys whose parents divorced have been found to be more likely to have continuing problems with antisocial, coercive, and noncompliant behaviors through age 10 (Hetherington, 1989). The more children in a family, the greater the risk of delinquency. The Cambridge Study found that, compared with boys who had fewer siblings, boys who had four or more siblings by the age of 10 were twice as likely to offend,

regardless of the parents' socioeconomic status. These associations may be related to diminished supervision in larger families (West and Farrington, 1973).

Primary-school-age children whose mothers have no education are more than twice more likely to be out of school than children whose mothers have some education. More than one third of children whose mothers have no education are not in school, compared to only 16 per cent of children whose mothers have some education in West and Central Africa more than half (54 per cent) of the children of mothers with no education are out of primary school. The relevance of the mother's education is a function of the proportion of mothers with no education, as well as their contribution to the total number of children out of school. Of all children of primary school age, 52 per cent belong to mothers with no education (UNICEF, 2005).

Some areas in Southern Sudan are still experiencing civil turmoil making security a major issue for consideration in availing education opportunities. For most parents, the choice between education and safety of the children is one they try and avoid but one they inevitably have to face almost on a daily basis in some areas. In some of these areas children are unable to attend school regularly if not miss school altogether. The post-conflict period is characterized by social maladjustments. Most of the pupils who were affected or were even involved find it difficult to settle down within school set-ups for learning. This was the case for children in Nakuru area that were affected by post election violence in 2008 and had to migrate to other areas.

There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community and help teacher with their work. However, the main reason to create such partnerships is to help all youngster succeed in school and in later life (Epstein, 1995). In Ghana, girls with a greater number of younger siblings are less likely to be enrolled and are more likely to drop out. In general, the oldest sibling often faces the consequences of high fertility as they must help care for younger siblings or generate income to take care of a large family. Mothers favor educating their sons as they see greater economic returns in the future which will help provide for them in their old age (Lloyd & Blank, 1996).

When families are informed about how the teacher and the school are supporting the child's efforts to learn, family expectations for children's success goes up. Teachers and schools are also helped. When families see that teachers communicate frequently and positively with them, they give higher ratings to the teachers and the schools. Families are more likely to understand the goals of the teacher and the school and to be more supportive of proposed changes. Community agencies and institutions also can benefit when they collaborate effectively with schools. They can reach more of their constituents, increase public support for their work, sometimes realize cost savings, and gain access to school facilities and expertise. In some cases, school-based collaboration may be an opportunity to coordinate their services with other community organizations. Moreover, the benefits extend beyond education and include social and financial benefits. These include improved health outcomes, reduced welfare dependency and reduced crime (Wolfe and Haveman, 2002).

Research on the relationship between family size and delinquency suggests that family size is an important factor in delinquent behavior. In large families ( i.e four or more children), there may be less time for parents to attend parent teacher meetings, to check home work or to respond to school discipline problems for each child. Also, large families may have less money available for educational games and materials or tutorial assistance. Furthermore, because parents of large families may have less time to supervise their children, older siblings and peers may set standards of school behavior rather than parents. Thus students in large families are expected to have weaker school social bond and to be more delinquent in school than are students in small families. Studies of family structure and delinquency have emphasized that a broken home (e.g. single parent family or step parent family) has critical impact on the development of delinquency (Jenkins, 1993).

There is a significant body of research on the connection between parent involvement and student achievement. Many studies over the last thirty years have found that parent participation in children's learning and schools generally has positive benefits on student outcomes whatever the family background and circumstances, parent relationships with schools and teachers, the resources available to schools and the general school environment

Cultural barriers to schooling might present the biggest challenge especially in trying to achieve gender parity in education, but yet they have to be addressed if progress is to be achieved in this crucial area. Most cultural barriers manifest themselves as attitudes and practices that have gained acceptance over long periods of repeated practice and approval. This makes them some of the hardest barriers to address. The main cultural obligations for women in most African communities are home making as, wives, caregivers and child bearers. Culturally, girls in most cultures are perceived as family 'assets' and a source of wealth.

Schooling of girls can lead to a reduction in fertility, infant mortality rate, child mortality rate, improve household health by influencing nutritional and health care practices and improve children's school performance (World Bank, 1997). A mother's schooling of one to three years is associated with a 20% fall in the risk of childhood death. Bourne and Walker (1991) show that there is a strong relation between mothers education and various measures of child mortality, and that there is a greater effect on the survival of daughters than on sons. The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

Girls' participation is negatively affected by retrogressive factors, the most visible being in North Eastern Province. These factors include gender discrimination in some cultures, as evidenced by early marriages, preference for boys' education and child labour. Disparities are also evident in terms of low placement of students with special needs (Kenya Economic Report, 2009).

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from

continuing with school. Findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through.

Emotional, physical and developmental wellbeing is highly dependent on parental nurture and care. Research from around the globe suggests that already existing pressures on the time and care of parents are likely to be exacerbated in times of crisis. In Botswana, Mexico and Vietnam, parental unavailability and poor working conditions, limited support networks and inability to afford childcare result in staggering numbers of young children left alone for long hours (UNICEF, 2009). The Kenya National Health Accounts report of 2002 revealed that households contributed 51.1 per cent of their healthcare cost, while government, development partners and NGOs contributed 29.6 per cent, 16.3 per cent and 0.6 per cent, respectively.

Poverty reduction strategies must be vigorously pursued as an integral response to poor school attendance, given that in all 18 countries in the study, poverty was a constraining factor on school attendance for both boys and girls. The mother's education as a determinant for assuring a child's school attendance reinforces and gives renewed impetus to the Millennium Development Goals for gender equity in schools by 2005, and universal primary education for girls and boys by 2015. Countries must invest in girls' education over the long term (UNICEF, 2005).

In Kenya the long-run solution to the food price crisis lies in policies that promote food production, improve functioning of input and output markets incentives to stimulate strengthening production of agricultural inputs, especially machinery, diversification of the food basket, food fortification and other forms of value addition, subsidizing agricultural inputs, regional initiatives such as food reserves, and reducing unemployment. The short-run policy option would include the promotion of social protection initiatives such as food or income transfers especially to the poorest households. Monetary policy instruments may not be effective in addressing food inflation given the high proportion of food component in overall inflation, which has been on average 50 per cent in the period 2000-2007 (Kenya Economic Report, 2009).



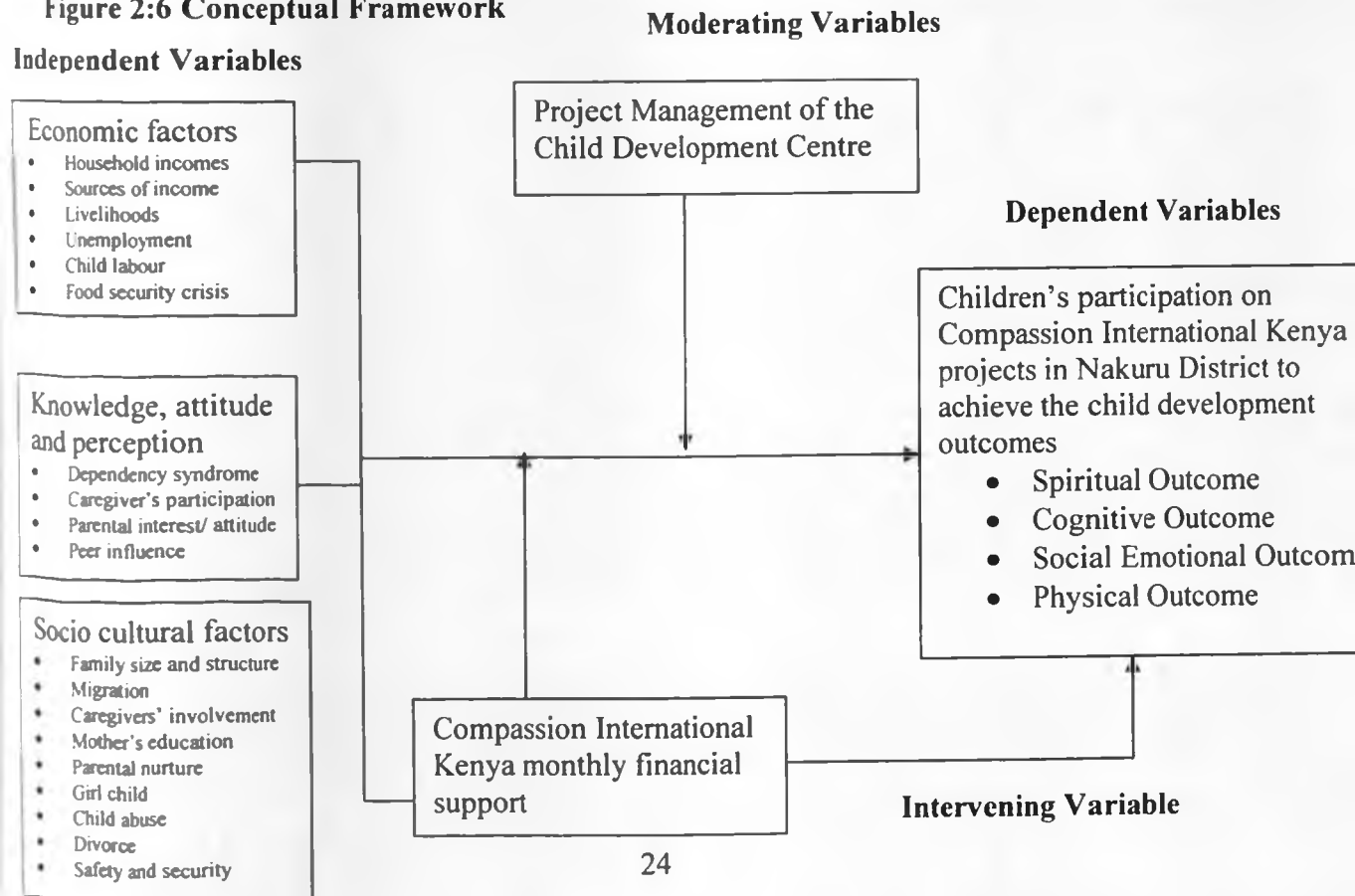
UNICEF in Kenya, is strengthening its child protection monitoring systems to assess school dropouts, children affected by sexual exploitation, and the number of children abandoned in institutions. Kenya is also monitoring and assessing urban slum access to water, which is likely to become less accessible to the most poor and force households to use less safe water sources. (Annalies, 2008).

The study progressed further and attempted to identify, understand and describe the factors that influence child project participation in Compassion International Kenya assisted projects in Nakuru district.

### 2.6 The Conceptual Framework

A conceptual frame work outlines the possible course of action by identifying and establishing the relationship of the independent and the dependent variables. The conceptual framework in this case attempted to show the various factors that influence children participation in project activities within Compassion Assisted projects in Nakuru District. This enabled the researcher to be on track and to reveal the existing interconnection.

Figure 2:6 Conceptual Framework



In the study, the dependent variable was child project participation and the independent variables include economic factors, knowledge, attitude and perception factors and the socio cultural and economic factors. The moderating variables included the project management of the child development centre and the intervening variables being compassion International Kenya monthly financial support

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter covered the research methodology used to carry out the study. It presents the research design, target population, sampling procedure methods of data collection, validity, reliability, data analysis techniques and ethical considerations.

#### 3.2 Research Design

A descriptive survey design was suited for the study since it was simple to administer by use of questionnaire which was appropriate in collecting and analyzing data of the caregivers and the Project Directors. The data obtained, reliably described the factors that influence children participation in Compassion International Kenya projects in Nakuru District since the responses were limited to alternatives stated. This design was appropriate since it acquired a lot of information from a cross section of respondents selected in the study area. Coding, analysis and interpretation of data was relatively simple.

#### 3.3 Target Population

The target population was the 12 Compassion International Kenya assisted projects located in Nakuru cluster which encompass the greater Nakuru district as shown by table 3.1 in page 27. Currently, a total of 3011 children are being supported as shown below. This represented the number of caregivers per project.

**Table 3.1. Projects supported by CIK in Greater Nakuru district and number of registered children.**

<b>No.</b>	<b>Project Name</b>	<b>Project No.</b>	<b>District</b>	<b>Total No. of children supported</b>	<b>Percentage %</b>
1	PCEA Elburgon Child Development Centre	KE 906	Molo	295	9.8
2	AIC Njoro Town Child Development Centre	KE 726	Molo	280	9.3
3	AIC Lochorai Child Development Centre	KE 725	Molo	272	9.03
4	Deliverance Nakuru Child Development Centre	KE 357	Nakuru Municipality	281	9.33
5	KAG Free Area Child Development Centre	KE 322	Nakuru Municipality	289	9.60
6	ACK Rongai Child Development Centre	KE 610	Rongai	257	8.54
7	FPFK Solai Child Development Centre	KE 348	Rongai	221	7.34
8	Baptist Solai Child Development Centre	KE 507	Rongai	198	6.58
9	FGCK Ndungiri Child Development Centre	KE 605	Nakuru North	190	6.31
10	FPFK Kabazi Child Development Centre	KE 386	Nakuru North	226	7.51
11	PCEA Kieni Child Development Centre	KE 918	Nakuru North	223	7.41
12	PCEA Kagoto Child Development Centre	KE 922	Nakuru North	279	9.27
<b>TOTAL</b>				<b>3011</b>	<b>100</b>

*Source: April 10 Gifts and Support Lists*

### 3.4 Sample Size and Sample Selection

The study employed a non probability sampling in the selection of Nakuru district and Compassion assisted projects. This technique allowed the researcher to use cases that have the required information with respect to the objectives of the study. The larger Nakuru was divided into four clusters; a simple random sampling was used to choose the four projects from the selected clusters. The unit of this study was the household. In a social science research, the following formula was used to determine the sample size when the target population is less than 10,000.

$$n_f = \frac{n}{(1 + n/N)}$$

- Where  $n_f$  - the desired sample size (when population is less than 10,000)
- $n$  = the desired sample size (when the population is more than 10,000)
- $N$  = the estimate of the population size

Therefore for a population of 3,011 caregivers, the required sample size is 384. However, since this sample size exceeds 5% of the population ( $3,011 \times 0.05 = 150.55$ ), Cochran's (1977) correction formula should be used to calculate the final sample size. These calculations are as follows:

$$n_f = \frac{(384)}{(1 + 384/3011)} = 341$$

The desired sample size for this study was 341 caregivers.

A total of 341 respondents-caregivers were selected by systematic random sampling from the four projects. The respondents were based on the length of stay in the project and general experience. Purposive sampling method was used to select the 4 project directors who provided a better understanding of the factors that influence children project participation.

### **3.5 Research Instruments**

The study used an interview schedule, questionnaires and document analysis as its methods of data collection. Interview schedule was used to the caregivers who represent each household as the main tool as they provide in-depth data, which may not be possible to get if using a questionnaire. It also guarded against confusing the questions since the interviewers clarified the questions thereby helping the respondent to give relevant responses.

Questionnaires comprising of closed and open ended questions were developed and issued to the project directors who read and filled them online. The respondents were given time to elaborate their answers in the open ended questions while the researcher limited the respondents to possible answers in the close ended questions.

Document analysis was done at respective projects by the researcher to analyze the gathered information. This study employed multi-methods for data collection because each method has its own strengths and weaknesses. Multi-methods enabled triangulation to take place so that the researcher is able to collect relevant data, which to a reasonable extent qualified the validity and reliability of the data collected. In the study, the project directors were used to triangulate data collected by direct interviews. Data collected from the project was used to supplement information collected from the caregivers.

#### **3.51 Validity of the Instruments**

For construct validity, the researcher used the correct measures for economic and socio cultural factors as well as caregivers knowledge, attitudes and perception concepts being studied. Simple language was used in the questionnaire for ease of answering the questions by the respondents. External validity reflected whether or not the findings were generalizable beyond the immediate case or cases; the more variations in places, people, and procedures a questionnaire withstood still yielded the same findings, hence the more external validity. In this study, techniques such as triangulation of the primary data and secondary data were used to ensure external validity.

### **3.52 Reliability of the Instruments**

Reliability referred to the stability, accuracy, and precision of measurement. The descriptive design study aimed at collecting and analyzing data in order to describe and report on the factors influencing children participation in Compassion International Kenya assisted projects in Nakuru District which ensured that the procedures used were well documented and can be repeated with the same results over and over again for reliability. A pre-test of the instrument in the study area was conducted to ascertain attendance levels of children in project activities. This was done with the assistance of project directors in each project.

### **3.6 Data Analysis Techniques**

Both qualitative and quantitative methods were used. Descriptive statistics utilized the use of measures of central tendency which helped in explaining the findings of the study by use of mode, median, frequency tables, mean and percentages to analyze the stated objectives.

Data analysis was done using SPSS where both quantitative and qualitative data analysis approaches were applied appropriately. MS EXCEL was used to give a graphic representation of the frequency distribution. For inferential statistics, simple correlation was used to test relationships between emerging patterns of economic, socio cultural and caregivers' knowledge, attitude and perception on children participation variables. The qualitative information were first coded and then analyzed with the aim of searching for relationships. Document analysis was done at the respective projects by the researcher to analyze the gathered information.

### **3.7 Ethical Considerations**

All necessary care was taken to assure the participants that the data collected will be used only for the purpose of academic qualification and no confidential information will be used against them by the project. To enforce this, the respondents were not supposed to provide their names and those of the children.

**Table 3.2: Operational Definitions of Variables and Measuring Indicators**

Specific Objective	Variables Indicators	Means of Measuring	Measurement Scale	Tools Analysis
1) What are the economic factors that influence children participation on Compassion International Kenya projects in Nakuru District.?	Economic factors	Sources of household income	Nominal	Central measure of tendency: mode
		Main source of livelihood	Nominal	Central measure of tendency: mode
		Average family income	Ordinal	Central measure of tendency: mode, median
		No. of dependants	Nominal	Central measure of tendency: mode
		Types of child labour	Nominal	Central measure of tendency: mode
		Household food security initiatives	Nominal	Central measure of tendency: mode
		Food assistance i.e Relief food	Nominal	Central measure of tendency: mode
Meals per day	Ordinal	Central measure of tendency: mode, median		
2) How does caregivers knowledge, attitude and perception influence children participation on Compassion International Kenya projects in Nakuru District?	knowledge, attitude and perception	Dependency syndrome	Interval	Measures of central tendency: mode, median, mean
		Caregivers participation	Ordinal	Central measure of tendency: mode, median
		Parental interest in children	Ratio	Measures of central tendency:



		work		mode, median, mean
		Peer influence	Nominal	Measures of dispersion: Range, standard deviation variance Central measure of tendency- Medium
3) What are the socio cultural factors that influence children participation on Compassion International Kenya projects in Nakuru District?	Social, cultural and economic factors	Family size	Ordinal	Central measure of tendency: mode, median
		Mothers education	Ordinal	Central measure of tendency: mode, median
		Migration	Ordinal	Central measure of tendency: mode, median
		Caregivers involvement on project work	Nominal	Central measure of tendency: mode
		Parental nurture of children	Nominal	Central measure of tendency: mode
		Girl child	Nominal	Central measure of tendency: mode
		Child abuse	Nominal	Central measure of tendency: mode
		Safety and security	Nominal	Central measure of tendency: mode

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on data analysis, presentation and interpretation. It presents the return rate, data analysis as per the study objectives, presentation of data by use of APA table format and data interpretation. Further, inferential statistic which formed qualitative data was analysed and used to augment the explanations of the quantitative findings.

#### 4.2 Return Rate

A total of 341 respondents-caregivers were selected by systematic random sampling from the selected four projects and were interviewed with the return rate of 100%. The respondents were based on the length of stay in the project and general experience. To better understand the factors that influence children project participation, the 12 project directors were administered with the questionnaires which they filled online and submitted back.

#### 4.3 Demographic characteristics of respondents

A target population of 341 caregivers were interviewed. The respondents relationship with the project child was 80 (23.5%) of the respondents were fathers, 158 (56.3%) Mothers and 103 (30.2) were guardians as shown by the figure below;

**Table 4.1: Caregiver's relationship to the child**

Caregiver	Frequency	Percent
Father	80	23.5
Mother	158	46.3
Guardian	103	30.2
Total	341	100

#### 4.3.1 Distribution of respondents by gender

The respondent's gender comprised of 291 (85.3%) female respondent's and 50 (14.7%) male respondent's as shown by the figure below;

**Table 4.2: Gender of respondent**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	50	14.7
Female	291	85.3
Total	341	100

**4.3. 2 Distribution of respondent's by education level**

The findings revealed that a total of 319 (93.5%) respondent's had completed primary level education, 20 (5.9%) had completed secondary and only 2 (0.6%) had achieved tertiary level of education as shown below;

**Table 4.3: Level of education of respondent**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
Primary	319	93.5
Secondary	20	5.9
Tertiary	2	0.6
Total	341	100

**4.3. 3 Distribution of respondent's by age**

In terms of age distribution of the respondent's, 211(61.9%) were below 30 years old and 130 (38.1%) were 31 years and above

**Table 4.4: The age of the respondent**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Less than 30	211	61.9
31 and above	130	38.1
Total	341	100

#### 4.4 Economic factors

This section attempts to identify economic factors that influence children's participation on Compassion International Kenya projects in Nakuru District. The first question asked the respondent's their main source of livelihood in the household. 123 (36.1%) practiced agro pastoralist, 94 (27.6%) agriculture, 60 (17.5%) petty trading, 55 (16.1%), 5 (1.5%) formal employment and 4 (1.2%) were pastoralists.

**Table 4.5: The sources of livelihood of the respondent**

Sources of livelihood	Frequency	Percent
Pastoralist	4	1.2
Agro-pastoralist	123	36.1
Petty trading	60	17.5
Agriculture	94	27.6
Formal employment	5	1.5
Informal employment	55	16.1
Total	341	100

##### 4.4.1 Households average monthly incomes

The second question was the average family income of the respondent per month. 232 (68%) earned less than Ksh. 5000 per month while 92 (27%) earned between Ksh 5001 to Ksh 10,000 and only 17 (5%) earned more than Ksh 10,000 per month.

**Table 4.6: Respondents average monthly incomes**

Average monthly incomes	Frequency	Percent
< 5000	232	68
5001-10,000	92	27
More than 10,000	17	5
Total	341	100

**4.4.2 Child labour**

The other question in this section was whether the child has ever been involved in any work to supplement household incomes of which 122 (35.8%) respondent's said yes, while 219 (64.2%) said no as shown by Table 4.7. As per the next question on what kind of work was undertaken by the children, 165 (48.4%) said casual labour, 108 (31.7%) caring for siblings and 68 (19.9%) collecting scrub metal as shown by Table 4.8.

**Table 4.7: Child work to supplement household income**

Does child work to supplement household income	Frequency	Percent
Yes	122	35.8
No	219	64.2
Total	341	100

**Table 4.8: Kinds of work undertaken by children**

Work undertaken by children	Frequency	Percent
Caring for the siblings	108	31.7
Scrub metal	68	19.9
Casual labour	165	48.4
Total	341	100

#### 4.5 Knowledge, attitude and perceptions of the caregivers

This section examined caregivers' knowledge, attitude and perception towards children's participation on Compassion International Kenya projects in Nakuru District. The focus here was the caregivers' monthly contribution, children participation during Saturday program, relief food, training on food security, farming and storage methods,

##### 4.5.1 Caregivers monthly parents contribution

The first question asked the respondents to state whether they have been consistent in paying the monthly project parents contribution. The response was that 211 (61,9%) of the caregivers were consistent in paying their monthly parents contribution while 130 (38.1%) were not consistent as shown in Table 4.9. Some of the reasons given by the respondent's for failing to pay were, lack of money by 327 (95.9%) respondent's and 14 (4.1%) said prolonged drought as shown by Table 4.10.

**Table 4.9: Respondent's consistency in payment of monthly parent's contribution**

Consistent payment of monthly parents contribution	Frequency	Percent
Yes	211	61.9
No	130	38.1
Total	341	100

**Table 4.10: Respondent's reasons for failing to pay**

Reasons for failing to pay	Frequency	Percent
Lack of money	327	95.9
Prolonged drought	14	4.1
Total	341	100

##### 4.5.2 Children participation during Saturday program

Another question in this section was whether the child has ever missed the project Saturday program where 194 (56.9%) said yes while, 147 (43.1) said no. The reasons as to why the

children missed the program were given as; sickness 158 (46.6%), going to the garden 95 (27.9), parents withdraw their children 31 (9.1%), attend family functions 30 (8.8%) and 26 (7.6%) went to attend school tuition as shown in Table 4.12

**Table 4.11: Children who missed Saturday program**

Missed Saturday program	Frequency	Percent
Yes	194	56.9
No	147	43.1
Total	341	100

**Table 4.12: Reasons for missing Saturday program**

Reasons for missing Saturday program	Frequency	Percent
Sickness	159	46.6
Attend school tuition	26	7.6
Attend family functions	30	8.8
Parents withdrawal of the child	31	9.1
Going to garden	95	27.9
Total	341	100

#### 4.5.3 Relief food

In this section, the respondents were asked whether they received relief food in the last two years. Majority of the respondent's 311 (91.2%) said yes, while only 30 (8.8%) said no as shown in the table below.

**Table 4.13: Received relief food in last two years**

Received relief food	Frequency	Percent
Yes	311	91.2
No	30	8.8
Total	341	100

#### 4.5.4 Training on food security, farming or food storage methods

The respondents were asked whether they had attended any training at the project on food security, farming methods or food storage where 266 (78%) respondents said yes, while 75

(22%) said no. Further probe to understand whether the training increased food production or storage, the response was that 161(47.2%) said yes, while 180 (52.8%) said no.

**Table 4.14: Respondent has attended any training on food security, farming and storage methods**

Attended food security training	Frequency	Percent
Yes	266	78
No	75	22
Total	341	100

**Table 4.15: Did the training assist to increase food production and storage?**

Training benefit	Frequency	Percent
Yes	161	47.2
No	180	52.8
Total	341	100

#### 4.6 Socio cultural factors

This section focused on the socio cultural factors that influence children's participation on Compassion International Kenya projects in Nakuru District. The factors analyzed included; the family size, migrations, caregivers monthly meetings attendance, caregivers assessment and monitoring of child's project work and the effects of 2007 post election violence on children participation in the project.

##### 4.6.1 Family size

In this section one of the questions was to determine the family size and the number of dependants where; 296 (86.8%) had between 0 to 5 dependants, while 45 (13.2%) had between 6 to 10 dependants as shown in the table below.



**Table 4.16: Respondents number of dependants**

Number of dependants	Frequency	Percent
0-5	296	86.8
6 to 10	45	13.2
Total	341	100

**4.6.2 Migration**

The other question in this section was that in the last one year, has the individual/ household migrated out of the area? The response was that; 295 (86.5%) had never migrated while 46 (13.5%) had migrated once as shown by the table below.

**Table 4.17: Individual migration**

Individual migration	Frequency	Percent
Never	295	86.5
Once	46	13.5
Total	341	100

**4.6.3 Care givers monthly meetings**

Caregivers' involvement in the project activities and their child's progress plays a great role in the achievement of the child development outcomes. The respondents were asked the number of monthly parents meetings they had attended in the last one year and the response was; 23 (6.7%) had attended none, 92 (27%) had attended 1 to 3 meetings, 57 (16.7%) had attended 4 to 6 meetings, 90 (26.4%) had attended 7 to 9 meetings and 79 (23.2%) had attended 10 to 12 meetings as shown in the table below.

**Table 4.18: Monthly parents meetings attended in last 12 months**

Monthly meetings	Frequency	Percent
None	23	6.7
1 to 3	92	27
4 to 6	57	16.7
7 to 9	90	26.4
10 to 12	79	23.2
Total	341	100

#### 4.6.4 Caregivers assessment and monitoring of child's project work

Also in this section, the caregivers were asked whether they had assessed and monitored the child's project work, where the findings revealed that; 14 (4.1%) had never, 201 (58.9%) had rarely while 126 (37%) had always assessed and monitored the child's project work as depicted in Table 4.19. In terms of parental nurturing of the child, the study revealed that; 23 (6.7%) had never encouraged or offered guidance to the child, 60 (17.6%) had rarely and 258 (75.7%) always encouraged and guided their children as shown in Table 4.20.

**Table 4.19: Respondents assessment and monitoring of child's project work**

<b>Respondent assessment and monitoring of child's work</b>	<b>Frequency</b>	<b>Percent</b>
Never	14	4.1
Rarely	201	58.9
Always	126	37
Total	341	100

**Table 4.20: Respondents encouraged and offered guidance to the child**

<b>Respondents offered guidance</b>	<b>Frequency</b>	<b>Percent</b>
Never	23	6.7
Rarely	60	17.6
Always	258	75.7
Total	341	100

#### 4.6.5 Effects of 2007 post election violence on children project participation

In terms of safety and security, the 2007 post election violence greatly affected families living within Nakuru and the respondents were asked whether the violence affected the child project participation where; 135 (39.6) respondent's said yes, while 206 (60.4%) said No as shown in the table below.

**Table 4.21: 2007 post election violence effects on children project participation**

<b>2007 post election effects</b>	<b>Frequency</b>	<b>Percent</b>
Yes	135	39.6
No	206	60.4
Total	341	100

#### **4.7 Summary of chapter**

The data collected was analyzed by use of SPSS where MS Excel was used to give graphic presentation of the frequency distribution in numbers and percentages in APA table format. The response rate was 100% and the majority of the 341 care givers interviewed were women with primary level education being the highest level of education. The data interpretation focused on the economic, caregiver's knowledge, attitude and perception and the socio cultural factors that were found to influence children's participation in Compassion International Kenya projects in Nakuru area. The economic factors analyzed included; the caregivers sources of livelihood, monthly incomes and influence of child labour. Caregivers' knowledge, attitude and perception focused on; monthly contributions, Saturday program children participation, relief food influence and trainings on food security. The socio cultural factors included; caregiver's family size, migration outside project area, attendance of monthly meetings, caregivers' child monitoring and assessment and the effects of 2007 post election violence.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focussed on the summary of the findings of the study which formed the foundation for discussions. In turn, the discussions provided a firm basis upon which conclusions and recommendations were advanced to address the factors that influence children participation in Compassion International Kenya projects in Nakuru district. It also suggested areas for further research and contributions made by the study on the body of knowledge.

#### 5.2 Summary of Findings

The following are therefore, the summary of the findings of the study based on objective one which was to identify economic factors that influence children project participation. Poverty as a whole has significantly affected children project participation. The majority of the respondents at 68% had an average monthly income of less than Ksh. 5,000 and were engaged in agro-pastoralists at 36.1%, agriculture at 27.6% and petty trading at 17.5%. Poverty also plays a substantial role in driving children to work. To supplement household's incomes, the study revealed that 35.8% of the children were involved in child labour. The kinds of work being undertaken by the children were; 48.4 % casual labourers, 31.7% caring siblings while 19.9% collected and sold scrub metals. The findings indicated that, there was a relationship between households wealth and children participation in project programs. This finding clearly indicates that in order to increase the level of project attendance, Compassion International Kenya policies should focus on poverty reduction strategies to allow caregivers to forgo the contributions of their children to the household income.

The second objective was to examine caregiver's knowledge, attitude and perception towards children's project participation. To enhance partnership and ownership of the program, the caregivers whose children are supported by Compassion International Kenya assisted projects had made a commitment to make a monthly contribution of Ksh 50 for security and cooking. The findings indicated that only 61.9% of the respondents consistently paid their monthly contributions while 38.1% did not. Upon triangulation with the project directors' responses,

some of the caregivers believe that since they are assisted by the donors there is no need to contribute. Also the findings revealed that 56.9% of the children have missed attending the Saturday program due to, 27.9% children going to the garden, 9.1% of the parents withdrawing their children, 8.8% of the children attending family functions and 7.6 % attending school tuitions. These findings show that there is a correlation between knowledge, attitude and perception of caregivers and children project participation. However, there is need by the assisted projects to strengthen their partnerships with the care givers to help the youngsters succeed to become fulfilled and responsible Christian adults.

The third objective was to assess socio cultural factors that influence children's project participation. The findings showed that 13.5% of the care givers migrated out of the area therefore interfering with the child project participation, 39.6% of the respondents were affected by the 2007 post election violence which affected children project participation. The findings revealed 4.1% of the care givers never assessed and monitored the child's project work and 6.7% never encouraged or offered guidance to the children. The findings indicated that there is relationship between the socio cultural factors and children's project participation to the attainment of the children development outcomes

### **5.3 Discussion of the findings**

Based on the findings of the study, the following discussions can be deduced; According to UNICEF analysis of 18 countries, the strongest determinants of school attendance in sub-Saharan Africa are household wealth and mother's education. The totals obtained from households are 3.2 times more likely to be out of primary school than those belonging to the richest 20 per cent (UNICEF 2005). This is in line with the study that showed the majority of the beneficiary at 68% had an average monthly income of less than Ksh. 5,000. According to National Food Security and Nutritional Policy report of 2008, about a half of Kenya's estimated 35.5 million people are poor, and some 7.5 million people live in extreme poverty, while over 10 million people suffer from chronic food insecurity and poor nutrition. Related to this, is child labour, which is one of the problems that has occurred due to responses to economic challenges faced by vulnerable children. The ILO reported that 246 million children – one in every six children aged 5 to 17 – are involved in child labour in 2002. A typical reason to drop-out of

school is not chronic poverty but temporary household financial problems that results in the need for the children to work (Basu, 1999). This study revealed that 122 (35.8%) children out of 341 were involved in child labour, which ranged from casual labour, caring for the siblings and collection of scrub metals for sale.

The second objective examined the caregivers' knowledge, attitude and perception influence on children's project participation. Many studies have examined the impact of family involvement in student learning and student achievement. Historically, these studies provided a basis to support active intervention programs to support parent participation in schooling (Epstein 2001). There is considerable variation in research studies as to the definition of parent involvement. Some have focused on parental aspirations or expectations of children's educational success. Others have focused on behavioral aspects such as assistance with homework while others looked at parenting styles and family environment. In general, these studies demonstrate that, particular forms of family involvement have an important and positive impact on student outcomes. (Kellaghan 1993). The study revealed that 38.1% of the caregivers were not making their monthly project contributions due to the attitude that they are needy and are supported by the donors. The findings also revealed that 56.9% of the children missed to attend the Saturday program due to avoidable reasons such as children going to the garden, parents withdrawing their children, children attending family functions and attending school tuition. This shows that the affected care givers were not keen to see their children attain the desired children development outcomes.

The third objective focused on the assessment of socio cultural factors that influence children's participation on Compassion International Kenya projects in Nakuru. The findings showed that 13.5% of the caregivers migrated out of Nakuru area, therefore interfering with the children project participation. Also related to this is that 39.6% of the care givers were affected by the 2007 post election violence which also interfered with children project participation. Some of the care givers resided in the internally displaced person (IDPs) camps while others integrated with family members outside conflict epicentres. According to Action Against Hunger (ACF-USA) report of July 2008, notes that in the year 2008, Nakuru area was greatly affected by the post election violence where some farmers were not able to farm due to insecurity, fertilizer prices

shot up in the beginning of the year. Moreover, the rains have been inadequate. It was observed that only potato farmers could have a good harvest but a decrease as compared to the previous years while maize could be total crop failure in most of the locations. Families migrated to other areas in search of better job prospects to escape from poverty and to stay with extended families, while some communities moved away from the area to escape violence meted against them. According to Kellaghan 1993, parents from a variety of cultural backgrounds and with different levels of education, income or occupational status can and do provide stimulating home environments that support and encourage the learning of their children. It is what parents do in the home rather than their status that is important. Regardless of income, education level, or cultural background, all families can – and do – contribute to their children's success. When parents encourage learning and voice high expectations for the future, they are promoting attitudes that are keys to achievement. The study revealed that 4.1% of the care givers never assessed and monitored the children project work and 6.7% never encouraged or offered guidance to the children. This then shows that these care givers are not contributing to the wellbeing of their children.

#### **5.4 Conclusions**

Based on the above summary of the findings of the study, the following conclusions can be drawn: Based on objective one, the conclusion is that, economic factors influence children project participation. The findings clearly indicated that in order to increase the level of project attendance, Compassion International Kenya and its assisted projects should focus on poverty reduction strategies to increase household incomes and stem out child labour. The poverty levels among the members of the compassion assisted community had been aggravated by less access to meaningful education, which has led to unemployment. The poverty situation was further worsened by the ever lack of land available to each household for both employment and agricultural land for production in the Nakuru region. Methods such as income transfers to the highly vulnerable children and credit opportunities for the care givers could be considered. Child labour can easily be overstretched to deny the children opportunities for project learning and play which in effect compromising their future. To enhance community development, especially in the area of promoting households income, Compassion International Kenya and its assisted projects need to help the caregivers by linking them up with other organizations and also

collaborating with other development agencies in the utilization of the resources for development, putting in place various mechanisms for supporting and resource sharing amongst their members, and also encouraging traditional conservation practices that promote sustainable utilization of the local resources; among many others

Based on the second objective, caregivers' knowledge, attitude and perception have influenced children's project participation in CIK assisted projects in Nakuru area. The caregivers' monthly contributions have not been consistent and children missed Saturday program due to avoidable reasons. Local ownership and appreciation of program by the beneficiary is a hallmark of a sustainable project. The stereotype created by development "experts" that they know the needs and aspiration of the community needs to be undone. In this case, CIK and its partners need to rethink its start up process to ensure a participatory process with the beneficiary through community action planning. Roles, responsibilities and expectations of the project must clearly be spelt out. The project mission, vision and impact to children's lives needs to be shared with the care givers regularly.

Based on the findings on the third objective, the conclusion is that socio cultural factors have influenced children project participation in CIK assisted projects in Nakuru area. The 2007 post election violence greatly affected children participation in project activities. Caregivers were displaced from their homes and relocated to other areas which are outside CIK area of operation. Compassion International Kenya and its partner's needs to collaborate with the government and other organization to enhance peaceful coexistence of the various communities. Some of the care givers voluntarily migrated to other areas, therefore leading to the children being departed from the program. Deliberate strategies needs to be put in place in the selection criteria to only enrolled children with high chances of permanent settlement in the area. There is need by CIK and its partners to enhance parental education with a focus to encourage the care givers to assess and monitor the children's work.

### **5.5 Recommendations**

In view of the findings of this study, the following policy recommendations were made;



### **5.5.1 Policy Recommendations**

- i. The study showed that the household's incomes of caregivers in CIK assisted projects in Nakuru are very low. CIK and its partners need to establish strategic alliances and networks to support economic empowerment of the caregivers through trainings, credit collaterals, marketing etc
- ii. Empirical evidence from the study revealed that caregivers need to be involved in the life cycle of the project in a participatory manner. That is during project identification, implementation, monitoring and evaluation for sustainability of the project.
- iii. The study also established that the majority of the care givers had not involved themselves in monitoring and evaluation of the children's progress. There is need to enhance parental education trainings for the caregivers on proper child upbringing and child rights issues.
- iv. Evidence from the study indicated that the children have not been involved in decision making on issues that affect them. The key stake holders dealing with the children need to be trained on child participatory strategies and children to be involved in planning, implementation, monitoring and evaluation.
- v. The introduction of a more captivating, interesting and less involving curriculum will motivate the children to fully participate in the program. There is need to review the curriculum to take into consideration the children skills development.

### **5.6 Suggestion Areas for Further Research**

- i. The current study was limited to factors that affect children participation in Compassion International Kenya projects in Nakuru District. It would be important to examine the contributions of other socio-economic factors within the region such as pastoralist as a way of life, informal employment, child labour and how they affect child participation not only in compassion projects but also in education at local schools.
- ii. Further research should be carried out to examine how marital status and educational background of the parent affect children participation and general growth.
- iii. It is important to carry out research on how such changes in land ownership system, from communal to individual, would influence the lives of the poor in the community who rely on the communal resources for their daily livelihoods.

- iv. There is need to evaluate impact of child sponsorship nongovernmental organisation working with children

### 5.7 Contribution to Body of Knowledge

Objective	Contribution to body of knowledge
1) To identify economic factors that influence children's participation on Compassion International Kenya projects in Nakuru District.	<p>Poverty significantly affect children project participation</p> <p>The economic factors are key determinants to most decisions as well as conditions within household setups.</p> <p>Poverty also plays a substantial role in driving children to work.</p>
2) To examine caregivers' knowledge, attitude and perception towards children's participation on Compassion International Kenya projects in Nakuru District.	<p>These is a relationship between knowledge, attitude and perception of caregivers and children project participation</p> <p>Enhanced partnerships with the beneficiary in a participatory manner leads to sustainability of program</p>
3) To assess socio cultural factors that influence children's participation on Compassion International Kenya projects in Nakuru District.	<p>Socio cultural factors influence children project participation.</p> <p>Caregivers parental skills are important in nurturing children to achieve their potentials</p>

## REFERENCES

- ACF International Network Kenya Mission (2008). *Nutritional anthropometric survey final report Nakuru, Molo, Nakuru North and Naivasha Districts, Rift Valley Province, Kenya*. Action against Hunger (ACF – USA) Ministry of Health and Save the Children.
- Alubisia, A. (2005). *UPE myth or reality: A review of experiences, challenges and lessons from East Africa*. London: Oxfam GB and ANCEFA.
- Annalies, B. (2008). *Briefing on the Global Food Crisis*. Foreign Affairs Subcommittee on Africa and Global Health, United Nations Children's Fund.
- Barbara, L. (2008). *Global Food Crisis in the time of uncertainty*. American Public Health Association.
- Basu, K. (1999). *Child labour: Cause, consequence, and cure, with remarks on international labour standards*. *Journal of Economic Literature*, 37(3), 1083-1119.
- Bourne, K. & Walker, G.(1991). *The differential effect of mothers' education on mortality of boys and girls in India*. *Population Studies* 45, 2: 203–219.
- Boyle, S., Brock, A., Mace, J., & Sibbons, M. (2002). *Reaching the poor: The 'costs' of sending children to school. A six country comparative study*. (Educational Papers). London: Department for International Development.
- Cicchetti, D., and Rogosch, F.A. (1996). *Equi finality and multi finality in developmental psychopathology*. *Development and Psychopathology* 8:597–600.
- Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). New York: John Wiley & Sons.
- Compassion International. (2009). *Program Field Manual*. Colorado, USA.

Derzon, J.H., and Lipsey, M.W. (2000). *The correspondence of family features with problem, aggressive, criminal, and violent behavior*. Institute for Public Policy Studies, Vanderbilt University.

Dulloo, Falaq & Trang Ho. (2008). *Impact of Financial Crises on Poor Households and Children*. Mimeo. UNICEF. New York.

Duryea, S., D. Lam & D. Levison. (2007). *Effects of Economic Shocks on Children's Employment and Schooling in Brazil*". Journal of Development Economics.

Epstein, Joyce L. (2001). *School, Family and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.

Fentiman, A., Hall, A., & Bundy, D. (1999). *School enrolment patterns in rural Ghana: A comparative study of the impact of location, gender, age and health on children's access to basic schooling*. Comparative Education, 35(3), 331-349.

Ferreira, Francisco H.G. & Norbert Schady. (2008). *Aggregate Economic Shocks, Child Schooling and Child Health*. World Bank Policy Research Working Paper 4701.

Fyfe, A. (2007). *The Worldwide Movement Against Child Labour: Progress and Future Directions*. Geneva: ILO.

Gardner, Sid (1989). *Failure by fragmentation*. California Tomorrow.

Grantham-McGregor, S. (2007). *Early child development in developing countries*. International Child Development Committee.

Hawkins et al. (1998). *Childhood predictors and the prevention of adolescent substance abuse*. NIDA Research Monograph 56. Rockville, MD: NIDA.

- Holmes, J. (2003). *Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias*. *Economics of Education Review* 22.
- Ivanic, Maros, & Will Martin. (2008). *Implications of Higher Global Food Prices for Poverty in Low-Income Countries*. Policy Research Working Paper 4594. Washington, DC: World Bank.
- Jenkins P. (1993). *School delinquency and the school social bond*. *Journal of research in crime and delinquency*, Vol. 34 No. 3, Sage Publication, Inc.
- Juergen V, et al (2008). *Framework document for proposed loans, credits, and grants for Global food crisis response program*.
- Kasente D. (2004). *Gender and Education in Uganda: A Case Study for Monitoring Report*. Makerere University.
- Kellaghan, T. (2006). *The home environment and school learning: promoting parental involvement in education of children*.
- Kenya Institute for Public Policy Research and Analysis (KIPPRA) (2009). *Kenya Economic Report*. Nairobi, Kenya.
- Kenya Food Security Network (2008). *Kenya Food Security Update December 2008*. Nairobi: Kenya.
- Kenya Food Security Network (2009). *Kenya Food Security Update September 2009*. Nairobi: Kenya.
- Lloyd C. B. and Blank B.(1996). *Early Marriage & Pregnancy as factors in School Dropout: An Analysis of DHS Data from Sub-Saharan Africa*.

- Lustig, Nora. (2008). *Thought for Food: The Challenge of Coping with Soaring Food Prices*. Washington, D.C.: Center for Global Development Working Paper 155.
- Mayra, B. (2009). *The Global Financial Crisis: Assessing Vulnerability for Women and Children, Identifying Policy Responses*. Geneva: World Bank.
- Morgan J, (2009). *The REPSSI psychosocial wellbeing series*. Johannesburg, South Africa.
- Mugenda, O. M. and Mugenda, A. (1999). *Research methods: Qualitative and quantitative approaches*. African Centre for Technology Studies (ACTS). Nairobi: Kenya.
- Mukudi, E. (2004b). *The effects of user-fee policy on attendance rates among Kenyan elementary schoolchildren*. *International Review of Education*, 50(5-6), 447-461.
- Mukudi, E. (2004a). *Education for all: A framework for addressing the persisting illusion for the Kenyan context*. *International Journal of Educational Development*, 24, 231-240.
- Mwanje, J.I. (2001). *Social Research Methodology Series. Module 1. Issues in Social Science Research*. Ethiopia: OSSREA.
- Odaga O. and Heneveld W.(1995). *Girls and schools in Sub-Saharan African from Analysis to Action*. The International Bank for Reconstruction / World Bank, Washington DC.
- Paxson, Christina, & Norbert Schady. (2005). *Child Health and Economic Crisis in Peru*. *The World Bank Economic Review* 19(2): 203-224.
- Princeton University. (2006). *Free to learn: A rights based approach to Universal Primary Education in Kenya*. Princeton, NJ: Princeton University: Woodrow Wilson School of Public and International Affairs.
- Republic of Kenya. (2002). *Kenya National Health Account Report*. Nairobi: Kenya.

Republic of Kenya. (2008). *National Food Security and Nutrition Policy*. Nairobi: Kenya.

Republic of Kenya. (2008). *Nakuru District Development Plans 2008 – 2012*. Ministry of state for planning, national development and vision 2030. Office of the Prime Minister.

Ronald, U. M. (2009). *Aggregate shocks, poor households and children: transmission channels and policy responses*. Policy, Advocacy and Knowledge Management (PAKM). Division of Policy and Practice. Geneva: UNICEF.

Rosati, Furio C., Mealli, Fabrizia & Guarcello, Lorenzo. (2003). *Household vulnerability and child labor: The effect of shocks, credit rationing and insurance*. Understanding Children's Work (UCW) Working Paper. Geneva: UNICEF.

Sami, B., John, C., Massa, C., & Luca. T. (2009). *The impact of the increase in food prices on child poverty and the policy response in Mali*. Innocenti Working Paper, no. 2009-02. Florence: UNICEF Innocenti Research Centre.

Save the children. (2009). *Save the children response to child hunger. Situation assessment: October 2009*.

Skoufias, E. (2003) *Economic Crises and Natural Disasters: Coping Strategies and Policy Implications*. World Development 31(7): 1087-1103.

Tegemeo Institute. (2009). *Kenya Food Situation: Challenges and Opportunities*. Nairobi: Kenya.

The World Bank. (2008). *Rising food and fuel prices: addressing the risks to future generations*. Human Development Network (HDN) Poverty Reduction and Economic Management (PREM) Network. World Bank.

- Tomasevski, K. (2003). *School fees as a hindrance to universalizing primary education: Background study for EFA global monitoring report 2003*: UNESCO.
- UNICEF. (2009). *Impact of economic crisis on children: Conference Report 6<sup>th</sup> – 7<sup>th</sup> January 2009 Singapore*.
- UNICEF. (2009). *Impact of economic crisis on women and children in South Asia*. Geneva: UNICEF ROSA Publication.
- UNICEF. (2008). *Socio economic and cultural barriers to schooling in Southern Sudan*. Geneva: UNICEF.
- UNICEF. (2005). *State of the world's children report*.
- United Nations. (2008). *The millennium Development Goals Report*. The United Nations Department of Economics and Social Affairs.
- Urwick, J. (2002). *Determinants of the private costs of primary and early childhood education: Findings from the Plateau State, Nigeria*. *International Journal of Educational Development*, 22, 131-144.
- Watkins, K. (2000). *Chapter 4: National barriers to basic education*. In *The Oxfam Education Report*. Herndon, VA: Stylus Publishing.
- Were, W. (2010). *Universal primary education in Kenya: factors affecting its effective implementation - a case study of Taveta division, Taita-Taveta district*. University of Nairobi.
- Wodon, Q., & H, Zaman. (2008). *Poverty Impact of Higher Food Prices in Sub-Saharan Africa and Policy Responses*. mimeo. Washington, DC: World Bank.



Woldchanna, T., N. Jones and B. Tefera. (2008a). *Childhood Poverty and Evidence-based Policy Engagement in Ethiopia*. *Development in Practice* 18(3): 371-384.

World Bank. (2008). *Guidance for Responses from the Human Development Sectors to Rising Food Prices*. Human Development Network. World Bank.

World Bank. (2009). *Global Economic Prospects 2009*. Washington, D.C.: World Bank.

## APPENDICES

### Appendix 1: Interview Schedule for caregivers

#### Section 1 Background information

1. Childs No. \_\_\_\_\_
2. What is the age bracket of the sponsored child in years? (Tick one age bracket)  
3 – 5 [ ]    6- 8 [ ]    9 – 11 [ ]    12 – 14 [ ]    15 – 18 [ ]    > 19 [ ]
3. For how long ( in years ) has the child been in the project  
1 – 3 [ ]    4 – 6 [ ]    7 -9 [ ]    10 and above [ ]
4. Respondents gender:            male [ ]            female [ ]
5. What is your relationship to the child?  
Father [ ]    Mother [ ]    Guardian [ ]
6. What is your marital status? (Tick one)  
Married [ ]    Single [ ]    Widowed [ ]    Separated [ ]    Divorced [ ]
7. Are you the bread winner?            Yes [ ]            No [ ]
8. What is your age ( years )  
Less than 30 [ ]            31 and above [ ]
9. What is your highest level of education?  
Non formal [ ]    Primary [ ]    Secondary [ ]    Tertiary [ ]    University [ ]  
Others (specify) \_\_\_\_\_

#### SECTION 2 (Socio economic and cultural factors)

10. What is the main source of livelihood for the household?
  - a) Pastoralist
  - b) Agro-pastoralism
  - c) Fishing
  - d) Petty trading
  - e) Agriculture
  - f) Formal employment
  - g) Informal employment
  - h) Others (specify)
11. What is your average family income per month? (Tick one)  
< 5,000 [ ]    5,001 – 10,000 [ ]    More than 10,000 [ ]

12. How many dependants do you have in your household?

0 – 5 [ ]

6 – 10 [ ]

10 and above [ ]

13. Do you own any piece of land? Yes [ ] No. [ ]

14. If yes, what is the size of your land in acres? \_\_\_\_\_ acres

15. If yes to 13 what types of crops do you plant?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

16. Do you own animals? Yes [ ] No. [ ]

17. If yes which animals and number?

a) \_\_\_\_\_ No. \_\_\_\_\_

b) \_\_\_\_\_ No. \_\_\_\_\_

c) \_\_\_\_\_ No. \_\_\_\_\_

d) \_\_\_\_\_ No. \_\_\_\_\_

18. What challenges do you experience in providing for children under your care?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

19. Have you been consistent in paying the monthly project parents contribution?

Yes [ ] No. [ ]

If No. what are the reasons

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

20. Has the child be involved in any work to supplement household incomes? (Tick one)

Yes [ ] No. [ ]

21. If yes, what kind of work?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

22. What percentage of your income do you spend on food? (Tick one)

25% [ ]      50% [ ]      75% [ ]      100% [ ]

23. Have your child ever missed the project Saturday program? Yes [ ]      No.[ ]

24. If yes, in the last six months how many times has the child missed program? (Tick one)

Once [ ]      Twice [ ]      Thrice [ ]      Others [ ] \_\_\_\_\_

25. What were the reasons

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

26. What kind of support do you receive from the project?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

27. In the last one year, how many parent meetings in the project have you attended?

None [ ]      1 – 3 [ ]      4 – 6 [ ]      7- 9 [ ]      10 – 12 [ ]

28. Do you assess and monitor your child's project work?

Never [ ]      Rarely [ ]      Always [ ]

29. Do you encourage and offer guidance to your child on child development outcomes

Never [ ]      Rarely [ ]      Always [ ]

30. What kind of negative sanctions do you administer to the child when the do wrong?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

31. Did the 2007 post elections violence affect your child project participation? Tick one

Yes [ ]      No [ ]

32. How many meals do you take in a day? (Tick one)

1 meal per day [ ]

2 meals per day [ ]

3 meals per day [ ]

33. Where do the foodstuffs you commonly consume come from?

Grown on farm [ ] Bought [ ] Other (specify) \_\_\_\_\_

34. If No, how do you cope with the situation when food is not enough?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

35. In the last two years have you received relief food? Yes [ ] No. [ ]

36. Have you attended any training at the project on food security, farming methods or food storage? Yes [ ] No. [ ]

37. Did the training assisted you increase food production or storage? Yes [ ] No. [ ]

38. In the last one year, has the household done any of the following? Tick as appropriate

Activity	Never	Once	All the time
Reduction in the number of meals per day			
Withdraw child(ren) from school			
Individual/ household migration out of the area			
Sale of household goods			
Sell of charcoal and/or fire wood			
Disintegration of families			
Other			

39. In your own opinion, what can be done to enhance the children project participation?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

Thank you

**Appendix 2: Questionnaire for the project director**

1. Project Number \_\_\_\_\_
2. No. of years in project \_\_\_\_\_
3. Total project children \_\_\_\_\_
4. Provide the current demographics of the project children

Gender/yrs	3 – 5 yrs	6- 8 yrs	9 – 11yrs	12 – 14 yrs	15 – 18 yrs	19 yrs and above
Male						
Female						
<b>Total</b>						

5. What are the major problems affecting children project participation?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
6. How can child project participation be enhanced?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
7. In the last one year how many children left the project? \_\_\_\_\_
8. What were the reasons for leaving?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
9. In the last six months, how many children missed project participation \_\_\_\_\_
10. What were the main reasons for missing to attend the Saturday Program?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_

- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

11. Was child participation in you project affected by the 2007, post elections violence affected. Tick one

Yes [ ]      No [ ]

12. If yes, in which ways?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

13. In the last six months, how many caregivers defaulted in paying the monthly contribution? \_\_\_\_\_

14. What are the possible reasons for the caregivers monthly default payment?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

15. What are major benefits being received by the caregivers in the project

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

16. In your own opinion what are some of the strategies to enhance the attainment of the four child development outcomes?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

Thank you