

**INFLUENCE OF HOLISTIC CHILD DEVELOPMENT PROGRAMMES
ON CHILDREN'S LIVELIHOOD IN SIAYA COUNTY, A CASE OF
COMPASSION INTERNATIONAL**

BY

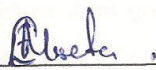
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF
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DECLARATION

This project report is my original work and has not been submitted for the award of a degree in any other University.


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DEDICATION

I wish to dedicate this research report to my beloved husband Phelix Omondi and children Valary and Victor Omondi. Without them giving me the moral support and the encouragement to press on, I couldn't have managed to do a good research.

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ABSTRACT

The Government of Kenya and other key stake holders such as World Bank and NGOs have implemented various interventions aimed at reducing poverty. Poverty level is still high in Siaya County. Prevention is the key to sustainable transformational development in tackling the root causes of child poverty. A lack of basic needs during normal childhood development can lead to severe negative impacts in later lifecycle stages and some deficits have irreversible consequences. Holistic approach on child development therefore specifically defines child well-being. In response to this; CI has initiated Holistic child development programmes to develop children to be self reliant in their adulthood. This strategy has been ignored leading to children's deprivations not fully being addressed to meet their needs. To address this, CI has employed the strategy to provide Education, Child protection, Health and Spiritual support which is child centered to benefit children in Siaya County from a population of 1275 sponsored children in Siaya County CI projects. This study adopted a case study design with 297 respondents .The study used stratified random sampling to obtain the study sample from the study population. The data collection instruments used was closed ended questionnaires made of dichotomous scale and Likert scale for children and interview guides for the staff. The data collection instrument was ascertained for face validity by experts in project planning and management from the department of Extra Mural Studies, University of Nairobi. The data collection instrument was ascertained for reliability by conducting pilot study of 30 respondents from Siaya County using Cronbach alpha. Raw data was collected from respondents through physical administering of Questionnaires. Quantitative data was analyzed using descriptive statistics such as frequencies, percentages and qualitative data inferential statistics such as Chi-square. The study established that there is a very strong significant relationship between the two variables with Pearson's $r=0.079$ that is health in holistic child development program and children's livelihood in siaya County by CI projects. The study also established that there is a very strong significant relationship between two variables with Pearson's $r=0.081$ that is education in holistic child development program and children livelihood in Siaya County by CI projects. There is a strong positive significant relationship between child protection in holistic child development and children's livelihood with Pearson's $r=0.07$.that is child protection in holistic child development program and children livelihood in Siaya County by CI projects. It was established that there is a weak positive significant relationship between religious interventions in holistic child development program and children's livelihoods with Pearson's $r=0.04$ in Siaya County by CI projects.

LIST OF ABBREVIATIONS AND ACRONYMS

CCF-Christian Child Fund

CDSP- Child Development through Sponsorship Program

CI –Compassion International

CIDA-Canadian International Development Agency

CPRC-Chronic Poverty Research Centre

CSP-Child Survival Program

DFID-Department for International Development

ECD-Early Childhood Development

KIHBS Kenya Integrated Household Budget Survey

LDP-Leadership Development Program

MDGs-Millennium Development Goals

NSDP/S-National Sustainable Development Plan and Strategy

OVC -Orphans and vulnerable children

OVCCT-Orphans and Vulnerable Children Cash Transfer

PRSP, S-Poverty Reduction Strategy Papers

SES – Socio-economic status

UNICEF-United Nations Children’s Fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Governments and NGOs in humanitarian crisis settings are increasingly interested in tackling the intergenerational cycle of poverty through holistic interventions that integrate support for child development/protection in their livelihood. A livelihood is a means and capability of earning a living. In order to live a decent life, people need food, income and some assets. Poor people find it hard to meet the needs of their daily lives, sometimes because they lack the means or lack capability of doing so. This sometimes leads to deprivation and/or destitution. It is evident that holistic programs are having positive impacts on a variety of outcomes for children in developing countries. Interventions are fostering positive results in skill development, attitude and behavior change, and sector-specific outcomes such as improvements in education, employment, and health. Children experience poverty as an environment that is damaging to their mental, physical, emotional and spiritual development. Children deprivation goes beyond traditional conceptualizations, such as low household income. Yet, child poverty is rarely differentiated from poverty in general and its special dimensions are seldom recognized (UNICEF, 2005).

A study found that 56 per cent of children in low and middle income countries just over one billion children suffered from one or more forms of severe deprivation (UNICEF, 2005, Fenny, Thomas & Jo Boyden, 2003). South Asia and sub-Saharan Africa had severe deprivation rates of more than 80 per cent. More poignantly, rural children in these regions had severe deprivation rates of more than 90 per cent. In population of more than 1.8 billion children in low- and, middle-income countries, some of the most salient results are due to deprivation (Gordon, Andy, Pantazis, Pemberto and Townsend, 2003)

Many organizations have not dealt with holistic child development. Children experience deprivation differently from adults and “poverty” is not just lack of money. Non-monetary deprivation is lack of adequate nutrition, clean water, sanitation, education and shelter, health, and information. Poverty reduction begins with children. Similarly, (Richter *et al*, 2012) identify a range of services that promote and protect development of children including social services,

nutrition, citizenship, health care, social security, education, parent and family support and access to basic services such as housing, water etc. These services are delivered in various forms including formal ECD and home and community-based ECD programmes (playgroups, home visiting and parent support programmes). A 1000-day window of opportunity from conception to 23 months is identified as critical period in the development of a child and failure to address needs during this period has an irreversible impact on child's future well-being including later education, occupational attainment and future economic potential (Nelson, 2000; Biersteker, 2008).

CCF sees child holistic development as a multi-dimensional phenomenon made up of tangible and intangible components. They found that deprivation is a deeply relational and relative dynamic experience for children. In developing conceptual framework for understanding how it affects children and how to improve actions towards alleviating their situation, CCF defines three different interrelated domains that provide a holistic and comprehensive understanding of ways in which poverty affects children. First domain is access to adequate basic social services and satisfactory material conditions for a life of dignity. This domain is covered under the concept of deprivation. The study by CCF showed that children are strongly affected by experiencing discrimination in everyday life, and feel excluded on the basis of their age, gender, class, caste, etc. Exclusion is the second domain. Finally children are the most vulnerable group in the face of a crisis. From natural disasters and conflicts to economic shocks, crises tend to affect children disproportionately. They are vulnerable to the increasing array of threats in their environments that can result from any of these conditions. CCF, therefore, views child poverty of access as embracing these three interrelated domains (CCF, 2004; Munjin, 2005).

Save the Children Sweden also makes strong connection between child poverty and human rights. It argues that the strategy of holistic approach in children livelihood is more than development concern; it is a human rights concern. Like CIDA, Save the Children uses a monetary approach to identify children living in poverty, and proposes human rights approach to design anti-poverty policies that address child poverty. There is a link between child poverty of access and human rights, hence anti-poverty strategies should be based explicitly on the norms and values set out in international human rights law (Save Children, 2003) Save the Children's human rights-based approach is anchored on the "A World Fit for Children" resolution adopted

by the General Assembly during the UN's 2002 Special Session on Children. This clearly indicates Save the Children's view that child poverty is a multi-dimensional phenomenon that needs to be grounded in a comprehensive human rights-based approach.

In the United States, child poverty rates are higher than for adults and elderly populations. In 2006, 17 percent of children live in families with incomes below the poverty threshold compared to 11 percent of adults. Another 22 percent of children lived in families within incomes between 100 percent and 200 percent of the poverty threshold

The Young Lives project is a UK Department, DFID-funded international collaborative study to investigate the changing nature of child poverty. Like the Bristol study (Woldehanna, Lanataand & Tuan, 2004), the project seeks to improve our understanding of the causes and consequences of childhood poverty. However, whereas the Bristol study aimed to provide a "snapshot" measure of child poverty of access today, the project aims to address the lack of information on changes in children's well-being over time. It is a long term project that will follow 12, 000 children and their families over 15 years in four countries Ethiopia, Peru, Vietnam and India. The project examines all aspects of children's lives, every three years, it sends enumerators to visit the selected children and collect data on deprivation indicators (MRC, 2001). The first data collection found that in all four countries, children experienced high levels of deprivation. In Ethiopia, for example, infant mortality in 2001 was 116 deaths per 1000 live births compared with a regional average of 107, only 34 percent of children age 7-12 were enrolled in primary school in 2000. The results of the Young Lives project are similar to those of the Bristol study. Poor children are suffering from a deprivation of basic needs such as clean water, quality education, electricity, proper dwellings, etc. Rural children and girls, in particular, are vulnerable to suffering due to deprivation (Young Lives, 2004). These results, point to the need to develop targeted anti-poverty strategies that address the deprivations from which poor children suffer.

In South Africa the Children's Act 38 of 2005 (Section 91: 25) ECD is a processes of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school going age. The term refers to comprehensive approach to policies and programmes provided to children from birth to nine years old with active participation of their parents and caregivers aimed at promoting the rights of the child to grow and develop holistically (Do 2001; Children's Act 38 of 2005). Although legislative and policy development

in South Africa has reflected a high level of government commitment towards ECD, results on the ground show slow progress in expanding access to and quality of ECD services to children for 18 years since democracy.

Kenya faces grim economic challenges with an estimated 46 percent of Kenya's current population including an approximate 9 million children living below the poverty line. We need government and development partners' support to ensure poverty alleviation, particularly for children NSDP/S. Children will benefit from the fruit of development equitably and sustainably only when issues of child poverty of access is adequately addressed. Children constitute the most important resource country have this century. With increasing complex challenges of development and globalization, the children must be equipped, nurtured, protected, educated and empowered to lead their country out of poverty. Policies and programs for children poverty reduction must go beyond sector approach and promote an integrated strategic vision to ensure holistic approach to achieve best outcomes for children, building on the strength of each sectors health, education etc.

Hence government has to take into account quality of life measures, in particular those that specifically relate to young children's basic needs. Those quality measures are best defined by means of Child Well-being Outcomes which are the core focus of this study. Child poverty is the key indicator that we need to consider in measuring child well-being. Gordon *et al.* (2003) explain that absolute poverty has been defined as "a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. However, compared globally, childhood poverty is particularly prevalent in developing countries. In 2004, about 559 million children under five years of age are living in poverty developing countries. Of this total number about 126 million children lived in absolute poverty (that is about 22% of all children in developing countries). Regionally, most of these children lived in Sub-Saharan Africa (46%) and South Asia (27%). (Grantham-McGregor, S. *et al.* 2007).

The Kenya government, through the Ministry of Labour, Social Security Services implemented cash transfer programs since mid-2000. The program was initially rolled out on a pilot basis before a scale up commenced three years ago. Launched in 2004 with broad objective of

strengthening households' capacities to provide a social protection system through regular cash transfers to families' with OVC, in order to encourage fostering and retention of orphans and vulnerable children in their families within the communities and to promote their human capital development. The program covers children below 18 years .In Siaya County this program only benefit Bondo and Rarieda Sub County. Supported households received payments of Ksh 4,000, in cash, every two months via a Payments Service Provider (Cash Transfers in Kenya, 2014).

Regional inequalities in the provinces of Kenya are reflected in poverty patterns according to a report on geographic Dimensions of Wellbeing in Kenya, Nyanza ranked as 65 %, (CBS, 2007).Poverty still remains an impediment for many Kenyans. In the year 1992, about 44% of the Kenyan population lived under the poverty line. This figure increased to 52% and 56% in 1997 and 2002 respectively. This has affected school enrolment with students from poor household citing inability to afford school fees as a reason for non- attendance of school (30.3% versus 21.8%). Siaya County age dependency ratio has with distribution ages 0-14yrs (46%), 15-64 yrs (50.9%) and 65+yrs (3.0%). According to (KIHBS)basic report 'there still exists a significant group of people who are not taking advantage of FPE', some of the reasons cited included incidental cost to schooling like school uniforms and feeding which present a financial burden to most parents. Children also supplement parental labour, this is because they are compelled to work or help at home (CBS: 2007.Abdalla Bujra 2010).

1.2 Statement of the problem

In order to cope with increasing complex challenges of development and globalization, children must be equipped, nurtured, protected, educated and empowered to lead their country out of poverty. Policies and programs for children livelihood must therefore go beyond the sectoral approach and promote an integrated strategic vision to ensure holistic approach to achieve best outcomes for children, building on the strength of each sector namely health, education, finance, local government and NGOs. Despite these interventions, there has been little improvement on children livelihood. Service providers like the government among others in programs for children have been developing and implementing initiatives and interventions without sufficient collaboration and coordination. It is vital to look beyond the need for immediate solutions to pull these orphaned and vulnerable children out of destitution, and to pursue more sustainable long-term interventions that ensure that children do not regress when support is no longer available;

interventions that provide the needed assistance but also ensure that children are empowered to realize their full potential in life and play their much-needed role in nation-building. This study was concentrated on establishing the influence of holistic child development programmes on children livelihood in Siaya County by Compassion International which has operated in the area for approximately 10 years. It was an ideal case to establish the influence of holistic child development on children's livelihood in terms of how many sponsored children are developing into self-reliant and responsible adults in the community.

1.3 Purpose of the study

The purpose of the study was to establish the Influence of holistic child development programmes by Compassion International on children livelihood in Siaya County.

1.4 Research Objectives

The objectives of the study were;

- i. To examine the extent to which health in holistic child development program by Compassion International influences children's livelihood in Siaya County.
- ii. To establish the extent to which education in holistic child development program by Compassion International influences children's livelihood in Siaya County.
- iii. To establish the extent to which child protection in holistic child development program by Compassion International influences children's livelihood in Siaya County.
- iv. To assess the extent to which religious interventions in holistic child development program by Compassion International influences children's livelihood in Siaya County.

1.5 Research Questions

The study also sought to answer the following questions;

- i. To what extent does health in holistic child development program by Compassion International influences children's livelihood in Siaya County?

- ii. To what extent does education in holistic child development program by Compassion International influences children's livelihood in Siaya County?
- iii. To what level does child protection in holistic child development program by Compassion International influences children's livelihood in Siaya County?
- iv. To what level does religious interventions in holistic child development program by Compassion International influences children's livelihood in Siaya County?

1.6 Research hypotheses

The study tested the following Alternative Hypothesis,

- i. There is a significant relationship between health in child holistic development program by Compassion International and children livelihood in Siaya County.
- ii. There is a significant relationship between education in child holistic development program by Compassion International and children livelihood in Siaya County.
- iii. There is a significant relationship between child protection in child holistic development program by Compassion International and children livelihood in Siaya County.
- iv. There is a significant relationship between religious interventions in child holistic development program and children livelihood in Siaya County.

1.7 Significance of the Study

The study finding were hoped to help the Government through the Department of Children's Affairs, an office within the Ministry of Gender, Children, and Social Development in the many challenges they face. Kenyans recognize the need to improve the number of children's needs met and improve Children's livelihood through planning and allocation of funds in Siaya County. Other NGOs dealing with children livelihood in child holistic development programs were also to find the report useful. The results of this study would be disseminated to University of Nairobi Libraries thus will contribute to the body of knowledge in children livelihood.

1.8 Basic assumptions of the Study

The study was based on the following assumption; it was assumed that all projects using holistic child development strategy in Siaya County will have been duly registered and operating legally. Also it was assumed that the records of the Siaya County on Children Department had been updated by the information from the study.

1.9 Limitations of the study

The study was faced by participants who were unwilling to cooperate with interviewers. This was solved by carrying out thorough understanding of the questions in the questionnaires to each respondent.

1.10 Delimitation of the study

The study was delimited to CI projects operating within Siaya County, Kenya.

1.11 Definition of significant terms in the study

Child poverty Children living in poverty [are those who] experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society (UNICEF,2005).

Holistic Development This refers to developing a child spiritually, socially, physically and cognitively.

Livelihood A livelihood is a means and capability of earning a living. It is also refers to people, their capabilities and their means of living, including food, income and assets.

An adequate livelihood – the financial and nutritional resources needed for survival and development (economic, physical and environmental resources).

Religious interventions- This refers to the different denomination values children are brought up and mentored in by their parents/guardian church especially Christianity.

1.12 Organization of the Study

This project proposal was organized into three chapters: Chapter one is the introductory chapter that deals with the introduction, problem statement, and purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, and definition of significant terms and the organization of the study. Chapter two contains the review of related literature. This was presented in three main themes. It also contained the perceived theoretical and conceptual framework. Chapter three contains the methodology that was used to answer the research questions and subsequently the research objectives and alternate hypothesis to be tested.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to review theoretical and analytical literature related to influence of holistic child development programmes in children livelihood in Siaya County, a case of Compassion International. Theoretical review was essentially descriptive and informative while analytical evaluated the propositions suggested by the literature review.

2.2 Health in holistic child development and children's livelihood

The health effects of growing up in poverty persist into adulthood. Children in the New Zealand Dunedin in longitudinal study that grew up in poverty were more likely to have poor health outcomes in adulthood, including higher risk of heart disease, alcohol and drug addiction, and worse dental health at age 26. These effects were dependent of the children's initial infant health (Poulton *et al.*, 2002). Similar results have been found in other countries. Health correlates, the research is clear that not having enough food or adequate nutrition during pregnancy and childhood is linked to poor health outcomes. These include developmental delays and more frequent illness. In addition, lack of healthy food is associated with higher cholesterol intake and obesity (Quigley *et al.*, 2005). In a survey of 136 Dunedin and Wellington families, 47 percent of the low-income families reported that they ran out of food and lack of money 'often' or 'sometimes'. This group also purchased fewer vegetables per week (Smith *et al.*, 2010).

One of the main reasons why children living in poverty have poor health is low quality housing. Health problems include infectious diseases, respiratory illnesses and preventable injuries (Baker, *et al.*, 2012). These problems can impede normal child development. Babies and pre-schoolers are particularly vulnerable to the health effects of poor housing as they spend around 90 percent of their time at home. A study in Liberia shows that two out of five Liberian children are growth-stunted and almost 20 percent are underweight. According to one estimate, the failure to resolve key nutritional problems facing children and women in Liberia could lead to economic productivity losses of more than US\$431 million over the next nine years. Additionally, anemia, vitamin A deficiency and low body weight are serious factors contributing to child and maternal

morbidity and mortality (World Food Program, Nutrition Policy Analysis using profiles: ,December 2007. 21 CWIQ, 2007)

Research suggests that household income influences child mental health. Children from low income families appear to have higher levels of depression and anti-social behaviour -such as bullying, being cruel, breaking things, cheating or telling lies than children from more advantaged households. Children in chronically poor families show lower cognitive performance. A change in household income also influences the child's mental health. Drops in income increase depression and anti-social behaviour, while a move out of poverty and an improvement in household income results in improved child mental health (Patel, Kirkwood, Pednekar, Weiss & Mabey, 2006; Child Health and Human Development Early Child Care Research Network, 2005).

2.3 Education in holistic child development and children's livelihood

Looking at delivery and transformative context, in order for education and training to impact on children livelihood there needs to be an enabling environment in which the education and training are delivered and in which the knowledge and skills gained can be transformed into behaviour that promotes individual, community and national level development. The translation of this development into poverty reduction also depends on who has access to the education and how gains in individual human capital translate into national development and improved service provision for the poor.

The Timor-Leste Prepara Ami ba Serbisu (Preparing Us for Work) project, funded by USAID, provided out-of-school youth ages 15–29 in rural districts with apprenticeship, classroom vocational skills training, life skills training, vouchers, general training on entrepreneurship, business plan development, and basic education. As a result, approximately one-quarter reported finding jobs and 20% were engaged in income-generating business activities after the program (USAID, 2013). They also reported better self-esteem. Programs in the United States focus on impacts for youth related to academic achievement, improvements in skills and attitudes, and the reduction of risk behaviors. A recent meta-analysis of 213 school-based primary prevention programs serving more than 270,000 students ages 10–15 found significant improvements across the programs on a range of skills including self-control, social problem solving, and goal setting.

These gains were associated with reductions in aggressive behavior and improvements in academic achievement and standardized test scores by 11 points (Durlak et al., 2011).

The Millennium Development Goals (MDGs) are eight pillars to be achieved by 2015. They respond to key development challenges (e.g., poverty reduction, achieving universal primary education and combating specific diseases). Educational achievement, in New Zealand and internationally evidence is that Childhood poverty has negative impacts on cognitive development and educational attainment (Biddulph *et al.*, 2003; Duncan & Brooks-Gunn, 1994). Poverty impacts on learning in practical ways. Children who lack adequate food have difficulty concentrating, have lower academic achievement and poorer performance, especially in numeracy and literacy, and are more frequently absent or late to school than their peers (Yates *et al.*, 2010). Health problems, such as glue ear, can also inhibit children's learning. Low-income families can struggle to pay school fees, buy school and sports uniforms, and provide space for children to study at home. Older children may be kept home from school to care for younger siblings while their parents' work. Low-income families are also less likely to have a computer at home or have access to them.

Internet (Smith *et al.*, 2009) as well as providing human capital, education contributes to the social capital by forging new social networks and providing communications skills. One possible mechanism through which education increases the success of entrepreneurs may be through the social networking that secondary and higher education facilitates. Trulsson (1997) proposes that higher education enables entrepreneurs to build up high powered connections that may contribute more to the success of their businesses than their academic studies.

Junior farmer field and life schools (JFFLS) in Malawi are an initiative that aims to empower vulnerable teenage girls and boys (12 to 20 year-olds) with agriculture and life skills that will ensure improved livelihoods and the long-term food and nutrition security of their households. Emphasis is also placed on skills and knowledge that children have not learned due to illness or death of one or both parents. By including traditional knowledge, the approach also aims to maintain indigenous knowledge about local crops JFFLS is a hands-on, out-of-classroom agriculture and life skills learning programme for vulnerable children and youths. Malawi piloted

eight JFFLS in Mangochi and Ntcheu districts. Part of the food produced is sold to provide income for the OVC and their households, and part of the food is provided directly to participants for consumption in their households. Since the school feeding programme only tackles the food aspect, it has little or no control over provision of other aspects of livelihood such as agriculture and vocational skills, which may be equally important for the OVC to build sustainable livelihoods and enhance their future prospects.

Many of the returns to education may for a long time have gone unnoticed as they are difficult to quantify or measure. However, they may have an impact both on the development of society and on children livelihood. It has been found that education can contribute to increased levels of trust (Balatti and Falk ,2002) and tolerance (Schuller, Brassett-Grundy *et al*, 2002). The education system in Tanzania, especially at post-primary level where residential institutions were the norm, has brought people together from a wide variety of backgrounds. Primary education in the medium of Kiswahili has helped to develop a common language and identity across Tanzania. When compared to the neighbouring countries (Kenya, Rwanda, Burundi, and Uganda) Tanzania is notable for the lack of ethnic unrest in recent history. Furthermore Tanzania is remarkable for the level of religious tolerance, with Muslims living side by side. School is valued for the social connections that it can lead to (Maarifa ni Ufunguo, 2002). Given the important role attributed to trust and social capital in poverty alleviation in Tanzanian society (Narayan, 1997), education may have more far reaching implications for poverty reduction than are captured by statistical analyses. A study by (Barro ,1996) confirms the importance of higher schooling levels, higher life expectancy, better maintenance of the rule of law and lower fertility rates (related to female empowerment) as key determinants of economic growth, and each of these findings has been confirmed by other empirical studies (e.g., McKay and Vizard, 2005).

Under the Education and Training Act, education is the right of every child. Primary school education has been free, but not compulsory, since 2003. In 1985, Kenya embraced the 8-4-4 system of formal education, that is, 8 years of primary school, 4 years of secondary school and 4 years of university. Basic education covers the primary and secondary school years.

In Kenya, the Kericho Report of 1967 observed that a very significant proportion of children identified lack of education with negative mobility. Most succinctly, this was expressed as

follows: “A man without education is always poor, jobless and a thief” (Koff, 1967: 396). Farming came low on the list of jobs pupils would prefer to do. Between the ages of 10 and 29, youth undergo rapid changes across multiple developmental domains: physical, cognitive, social, psychological, and spiritual (Lippman *et al.*, 2008). This presents a time of increased opportunity and increased vulnerability. If these changes are positive, a pre-pubescent child turns into a sexually mature adult; cognitive and educational skills prepare youth for entry into post-secondary education and/or the workforce; and social and psychological development promotes independence, well-being, healthy relationships, and participation in family and civic life. Positive development across these domains paves the road for the successful transition into adulthood (Labouvie-Vief, 2006).

All in all, the discussion in this paper makes it evident that education is critical to current and future aims to lower child poverty. Education enhances people’s labour market outcomes and significantly impacts on their life chances. Better integration of education policies and policies designed to alleviate child poverty would seem to be an important part of the future agenda on eliminating child poverty.

2.4 Child protection in holistic child development and children livelihood

Families are the primary socializing and advocates agents for their children. In addition to providing basic necessities, such as food, shelter, and clothes, families transmit cultural and educational values and help children adapt to societal demands and opportunities. Early parent–child interactions help children learn regulatory process and socialize them into the rhythm of their family and culture (Repetti, Taylor & Seeman, 2002.)

Adolescents who experience lack of parental guidance and protection are more likely to engage in drug and alcohol use at earlier ages, initiate sexual activity earlier, have increased mental health problems, and lower levels of academic achievement. The changes in the family due to economic strain are linked to externalized behaviors (marked by defiance, impulsivity, hyperactivity, aggression and antisocial features) in boys and internalized behaviors (evidenced by withdrawal, dysphasia and anxiety) in girls (Patel and Kleinman, 2003).

Residential mobility issues, many children in poverty live in private rental accommodation where tenancy can be insecure. Research has found an association between high residential mobility and child behavioral problems (Evans, 2004). Homelessness can be consequence of poverty. Māori children are overrepresented in New Zealand's homeless population (New Zealand Coalition to End Homelessness, 2009). Parenting and the family: Living in poverty is stressful and this can be reflected in parenting behavior. Research indicates that parents with lower SES are more likely to use 'authoritarian' parenting styles than those in higher SES groups (Katz *et al.*, 2007). Personal and family resilience and protective factors (such as a good marital relationship or strong social support) can mediate the stress associated with having a low-income (Kalil, 2003).

Social and emotional problems in children are associated with exposure to parental stress. Chronic stress has an adverse effect on a child's developing brain, especially in the foetal and early childhood periods (Gluckman, 2011). Moreover, living in poverty can affect the way people process information about their circumstances, leading to poor decision making and less effective coping (Shah *et al.*, 2012). Role of family is key in ensuring children having a good childhood. Children have spoken of needing love, support, encouragement and guidance from their families. Children valued doing things together as a family and having fun. They recognized that deprivation of basic needs can impact negatively on family, and spoke of stress, possible tensions and arguments as a result of living conditions and the impact this has on family. The children talk about the importance of having parents, teachers and other adults encouraging their educational aspirations, and recognizing the varied talents that all children have (Kalil, 2003, Adams, 2009).

Most of families globally stress need for more focus on adolescents, highlighting the importance of parental relationships with their teenage children along with good supervision during this developmental stage. Empower the youth to manage their sexual and reproductive issues through different approaches i.e. peer-to-peer approach, comprehensive sexuality education in schools, life skills based education, youth information centers (Gluckman, 2011, Katz, Corlyon, La Placa, & Hunter, 2007). Parents in Kilimanjaro region felt that primary education helped their children to avoid bad behavior and to distinguish between right and wrong. It was also seen as a route to improved ability to manage family affairs (Maarifa ni Ufunguo, 2002). However, the main

reason that many parents give for enrolling their children into primary education is that it will enable them to access secondary education, even though in practice (currently) only a small minority will get secondary places (Ewald and Narman ,2004) .

An important component of the transition to adulthood is the establishment of a coherent personal identity—young people try to make sense of new experiences, find their place in the world, and develop a clear, understandable life story (Erikson, 1986; Habermas & Bluck, 2000; McAdams, 2001). The search for identity leads teenagers to seek autonomy and independence as they learn new skills and make new connections. For many youth, this process is grounded in conventional institutions and civil society with ample opportunities for engagement. For marginalized youth, including those who are out of school or out of work, there are fewer opportunities for positive connections. These youth are especially vulnerable to the influence of organized social groups that provide them with a ready-made identity and sense of purpose (Giordano, 2003; Howell, 2010). Unfortunately, these groups (e.g., juvenile gangs, militia, and terrorist organizations) too often align around a destructive goal. In this manner, young people who are seeking a coherent identity and have little to lose in conventional society may be highly susceptible to recruitment into more extreme and violent groups (Hudson, 1999; Ignatowski, 2007).

In addition according to early childhood national development, 2006 in Kenya, research evidence documents that parents and other caregivers are not stimulating and caring for their young children as they used to do in traditional societies (Whiting and Whiting, 1969; Swadener *et al* 2002). The decline in quality parental care may be one of the factors contributing to rising under-five mortality rates, as well as growing concerns about the healthy psychosocial development of children.

A significant amount of research and literature has been concerned with adults and adolescents, but more recently focused attention has been given to young children's spirituality and spiritual development. Indeed, young children's spiritual development is increasingly recognized and acknowledged to be as an equally important aspect of their wellbeing, as are their personal, physical, intellectual, social, and emotional developments (Crompton, 1998).

2.5 Religious interventions in holistic child development and children livelihood

As cited in (Ryan, 2007, Berryman, 1991) emphasized the importance for children coming to know and believe in God as loving and benevolent and in doing this they would be better able to face the existential issues such as death, freedom, aloneness and meaninglessness. The alienation of land and resource studies focused more directly on young children's religious development. (Goldman, 1964, 1965, Fowler, 1981) both conducted studies that reflected Piagetian research (with its emphasis on cognitive development) into young children's religious development. As a result of their studies, both imposed restrictions on what children could be taught, particularly (Goldman's, 1964) conclusions to limit young children's exposure to the Bible. He claimed that young children's inability to think abstractly placed limitations on their religious thinking, that is, their ability to understand religious concepts, metaphors and analogies has seen the loss of a cultural and spiritual base and the loss of an economic base (Cram, 2011).

Looking at spiritual it has been realized that universal search for meaning and identity are also attributed to spirituality (Adams, 2009; Tacey, 2000). The spiritual aspect of identity pays attention, to who an individual really is, and their place and purpose in the world (Eaude, 2006, as cited in Adams, 2009). Fundamental to spirituality is the notion of relationship (Adams, Hyde, & Woolley, 2008; Hay & Nye, 2006; Nye, 1998; Nye & Hay, 1996)

Bradford links his first aspect, human spirituality to the United Nations Convention on the Rights of the Child (United Nations, 1989) summarizing the spiritual rights as set out in the document, love and affection; security and serenity; new experiences and wonder; encouragement and support; and responsibility and participation.

The intentional nurturing of young children's spiritual development is argued to be of the highest and most significant importance with many claiming that if young children's spirituality is not intentionally nurtured it will fade and be lost (Crompton, 1998; Eaude, 2003). In the context of early childhood Christian settings, many advocate that the starting point for religious education for young children should begin with, and seek to develop, their spirituality ahead of a more formal religious education (Hyde, 2007; Liddy, 2007; Nye & Hay, 1996). This argument is premised on two contemporary realities: first, young children entering early childhood settings reflect our increasingly multi-cultural and multi-religious society; and second, that an increasing

number who are not practicing members of their own faith communities, lack or have limited knowledge and language to engage with specific complex religious concepts. An important aspect in relation to enabling children's personal freedom in expressing their thoughts and experiences is their sense of feeling safe which in turn can contribute to "increased self-confidence and self-esteem which play an important part in shaping identity; identity being a key factor in spirituality" (Adams, 2009).

The Lyceum in Brazil provides vocational training in conjunction with life skills training, where youth spend one day per week in cultural and life planning activities—activities related to self-esteem, self-awareness, and health education. The philosophy behind this combination is that adolescents are at a stage where they need space to reflect about their future and the meaning of work. This reflection helps them decide what they want to do in the future and thus help them become more fulfilled and productive employers. The life skills training includes sessions in such issues as self-awareness, parenting, nutrition, adolescent reproductive health, substance abuse, basic literacy, social studies, community services, and sports. The design of the two tiered Program reflects Servol's realization that positive work habits and life skills are as important as vocational or technical skills for the ability of at-risk youth to find a job (Kobayashi , 2004).

2.5 Theoretical Framework

By introducing the four pillars (health and nutrition, early stimulation and education, spirituality and responsibility, protection and participation). In child poverty of access, its alleviation recognize that child well-being must be seen to be holistic, coherent, and multifaceted. Child focus approach on poverty prioritizes children, especially the poorest and most vulnerable, and empowers them together with their families and communities to improve their well-being. Most importantly, bringing about continuous and long-lasting positive changes towards the eradication of poverty and injustice can only be achieved through a profound bottom-up perspective (rather than top-down ideologies) in which children are regarded to be the key active agents for shaping their own future.

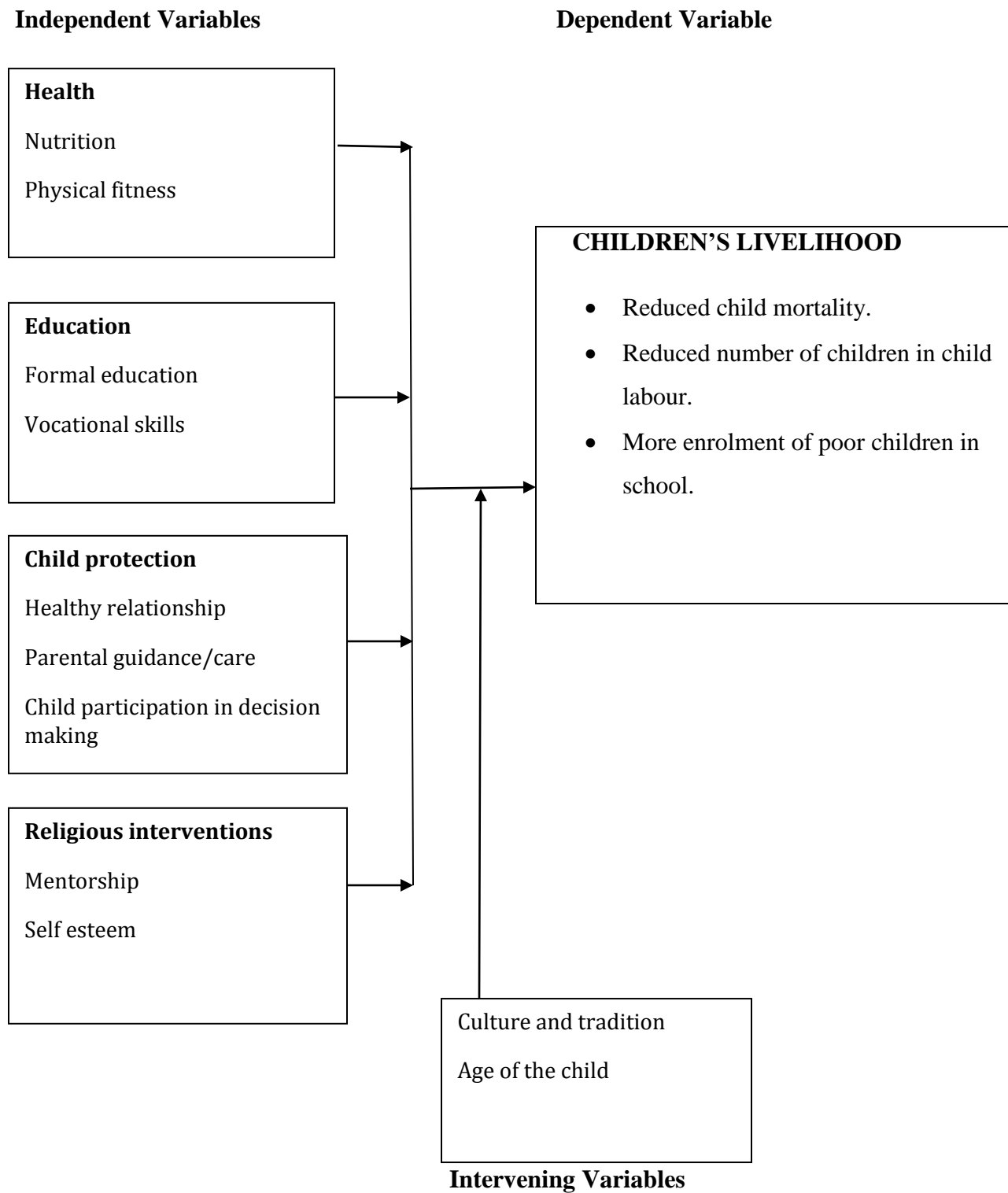
The labor theory of value (LVT) developed in 1818-1883 by Karl Marx looked at quality and quantity. According to him price of commodity depend on how much labor was put in it. Value is the usefulness of the commodity, its utility. $C + L = W$ Capital of material used in a period(C),

Quality of labor used in producing finished commodity during the period (L) and value of product over the period of Production (W) If the labour directly applied to the production of a commodity The law of labour cost declares that the value of any given commodity is determined by its cost in labour.

2.6 Conceptual Framework

A conceptual framework is hypothesized model identifying the concepts under study and their relationship (Mugenda & Mugenda 2003).It provides a structural description of the relationship between variables forming the concepts of the study on the holistic child development influence on children livelihood. The independent variables are grouped together on the left side but on in the order of importance. The dependent variable is placed on the right hand connected with an arrow as sign of direct relationship. The study was guided by the following conceptual framework.

Figure: 1.0 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research is the systematic and rigorous process of enquiry which aims to describe phenomena and develop and test explanatory concepts and theories (Bowling, 2002). The study followed three general research process i.e. exploration of situation, collection of data and analysis and interpretation of results. This chapter describes the Research methodology that was used in the study. It describes the Research Design, Target population, Sample size and selection to be used, their reliability and validity. It also explains the procedures for data collections techniques for data analysis.

3.2 Research Design

The studies used employed a case study research design. According to (Mugenda and Mugenda, 1999) a case study design is an in-depth investigation of an individual, group, institution or phenomenon. This design was suitable for this study given that the researcher was trying to describe the characteristic of the variables in the CI projects and not involving the entire population in the child poverty alleviation projects.

3.3 Target population

According to Mugenda and Mugenda (2003), target population is that population to which the researcher wants to generalize the results and wishes to draw conclusions. The population of the study included 1,275 children sponsored by various projects within Siaya County under the programme according to data records of Compassion International as at January 2014 obtained from the Country office Nairobi evaluation report 2013. The respondents were the Child Development Workers in charge of the project and the sponsored children. The choice of this group was based on the fact that they were involved in planning and implementation of the projects.

3.4 Sample size and sample selection

Sample size is a subset of the total population that is used to give the general views of the target population (Kothari, 2004). This study had sample size of 295 respondents as this is in conformity with the Krejcie and Morgan (1970) table of selection sample size (Appendix 3).

3.5 Sampling techniques

According to Frankel and Wallen (2008), sampling is the act of selecting a suitable sample for the purpose of determining characteristic of the whole population. The study applied stratified random sampling to obtain the study sample from the study population. Stratified random sampling process in which each element of the population has equal chance of inclusion in the sample (Ogula, 1998). Kothari (2004) recommends stratified sampling because it's accurate, easily accessible and devisable into relevant strata and enhances better comparison. The advantage of this type of sampling is the ability to ensure inclusion of sub-groups that would be emitted entirely by other sampling methods because of their small number in population.

The sponsored children were uniformly spread across the Sub County of Gem Kenya. Sample of respondents was selected from the target population of 1,275 with sample size of 295 as per Krejcie and Morgan (1970). Through stratified proportional random sampling order, the sample size table ensured that they were evenly spread within the four project funded by CI. The strata was 118 boys and 177 girls. From this ratio 2:3 sponsored children were randomly selected for the interview. Two child development workers in charge were also included in the study sample to give a total of 297. From the individual projects sponsored children were selected randomly by running the names of children through a random sampling programme in SPSS.

Table: 1.0 Sample size distribution table

Name of projects	Sponsored children	Sample per project
KE Ranalo ACK CDC	350	$350/1275 \times 295 = 81$
KE Nyagoko ACK CDC	300	$300/1275 \times 295 = 69$
KE812 Malanga ACK CDC	320	$320/1275 \times 295 = 74$
KE813 Sawagongo ACK CDC	305	$305/1275 \times 295 = 71$
Total	1,275	295

3.6 Research Instruments

According to Creswell (2003) research instruments are the tools used in the collection of data on the phenomenon of the study. The study relied on primary data of qualitative and quantitative nature. Primary was collected using close-ended questionnaires for beneficiaries and interview guides for staff. The questionnaires was researcher administered for both. The questionnaires was made of dichotomous & Likert scale to the beneficiaries and staff given the time of the study is short and the majority of respondents are children. This was cost effective and was used to cover vast area within a short time. The questionnaire for the beneficiaries was divided into four sections labeled A, B, C, D and E. Section labeled A was used to collect information on background of the beneficiaries. Section B was used to find out the level of Health in holistic child development and children livelihood, Section C Education in holistic child development and children livelihood, Section D child protection in holistic child development and children livelihood and Section E Religion interventions in holistic child development in children livelihood. The section of the staff questionnaire had questions that were used to find out the extent staffs have ensured children get equal opportunities and their opinion on level of poverty alleviation impact of the programmers' in the area.

3.7 Piloting of Instruments

The preliminary study was conducted before the final study to ensure that research instruments are working. According to Mugenda and Mugenda (2003), a simple equivalent to 10% of the study sample is enough for piloting the study instruments. The study used pre testing questionnaire on 30 respondents from the county a month before actual study. The purpose of this study is to refine questions that respondent do not have problem answering. Responses generated from pilot were tested, coded, analyzed and interpreted to confirm whether they answered the question clearly. The Pearson-Moment correlation was used after data had been keyed into SPSS software. The results were discussed jointly with supervisors to ascertain whether the Questionnaires are reliable. Questions not clear were noted and rewarded where necessary to generate required responses.

3.8 Validity of Instruments

According to (Mugenda and Mugenda, 2003), Validity is the degree to which an instrument measures what it purports to measure. Face validity is whether questionnaire appears to measure what it is supposed to measure(Trochim,2006).This study subjected its instruments of data collection to face validity because it ensures the appropriateness,meaningfulness,and usefulness of the results (Cherry,2010).The data collection instruments were ascertained by experts in the project planning and management.

3.9 Reliability of Instruments

According to (Cherry, 2010; Trochim, 2006) Reliability is consistency and stability of data collection instrument against chance factors or environmental conditions in measurement of the variable. The instrument for data collection was tested through for internal reliability and correlated through Cronbach's alpha coefficient was obtained indicating instruments stability of measure across time. Reliability helps to eliminate ambiguities and biases in the data collection instrument. The respondent who participated in the research survey.

3.10 Data collection procedures

This procedure started with approval letter by University to go to the field. Permit to the study was also acquired from Ministry of Higher Education Science and Technology. All stakeholders were informed as well. The researcher collected the data personally accompanied by CI staff in the project. The researcher introduced herself and explained to them the ethical principles observed in line with their Constitutional rights. The researcher then went ahead to administer the Questionnaires to the respondents who responded to the items and handed over the Questionnaires back researcher. Data collection was analyzed, concluded and recommendations made. There after a report written and submitted to the supervisor.

3.11 Data analysis techniques

After data collection, questions were coded then entered to the computer for analysis. Qualitative data processing involved familiarizing, transcription, coding and identification of emerging issues, synthesis and interpretation. Process also involved data editing to ensure that erroneous entries are inspected and corrected. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages and inferential statistics as chi-square. The statistical package for social sciences (SPSS) was used for data analysis whereby frequencies, percentages, mean and standard deviations generated from the various data categories were computed and represented in form of tables and figures.

3.12 Ethical Considerations

The researcher sought permission from relevant authorities before commencing on the study. The respondents were assured that the study is meant for academic purpose only. Respondents were treated with utmost confidentiality; they were also interviewed on their willingness and allowed to withdraw from participating if they wished.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter analyses data, interprets findings and discusses them in line with the four thematic areas of the study: health in holistic child development program and children's livelihood, education in holistic child development program and children's livelihood, child protection in holistic child development program and children's livelihood and religious interventions in holistic child development program and children's livelihood in Siaya County.

4.2 Questionnaire Return Rate

The researcher worked out the questionnaire response rate and the findings were as shown in table 4.1

Category of respondent	Sample	Questionnaire returned	Response rate%
Sponsored children	295	295	100
Social workers	2	2	100
TOTAL	297	297	100

According to Mugenda and Mugenda 60% response return rate is recommended for a study. This study recorded 100% return rate which was considered adequate for analysis, interpretation and generalization. The high response rate among the respondents can be attributed to support, cooperation and diligence from the staff at Compassion International who ensured the children were adequately informed and mobilized for the study.

4.3 Background information

This section presents the background information of the respondents: sex, age, level of education, residence in the county and participation in the needs assessment.

4.3.1 Gender of respondents

The respondents were asked to state their gender and the results are as shown in Table 4.2

	Frequency	Percent
Male	38	12.9
Female	257	87.1
Total	295	100.0

Majority of the respondents were females at 257 (87.1%) .The male respondents were minority at 38(12.9%). The number of female respondents was approximately eight times the number of men; this likely suggests that there are more female sponsored by the CI funded program as compared to male.

4.3.2 Age of the respondent

The respondents were asked to state their ages, the results are as shown in Table 4.3

	Frequency	Percent
5-8	14	4.7
9-12	104	35.3
13-16	107	36.3
17-22	70	23.7
Total	295	100.0

Majority of the respondents were of age bracket 13-16 at 107(36.3%), which was closely followed by age bracket 9-12 at 104 (35.3%).The age bracket 17-22 had 70(23.7%).The minority of the respondents were of age bracket 5-8 14(4.7%). From the data, the respondents were majorly 9-16 years of age that is within the age bracket of target population considered as children for the survey so the research is likely to bring out the true findings for efficient and effective decision-making.

4.3.3 Highest level of education

The respondents were asked to state their level of education; their responses were as shown in Table 4.4

	Frequency	Percent
Primary school	121	41.0
Secondary school	89	30.2
University	4	1.4
College	43	14.6
Vocational institution	38	12.9
Total	295	100.0

Majority of the respondents attained primary school level of education as their highest level of education at 121(41%). They were followed by those who attained secondary school level of education 89(30%). The respondents who attained the college level of education stood at 43(14.6%) while the number of respondents who attained University level of education was staggering at 4(1.4%). There was reduction in the number of respondents who progressed from the primary level to the University level of education. This indicated that there is an increase in the number of drop outs as the respondents move from one level of education to the next. This may lead to most children in Siaya County having basic education hence there is need for effective interventions that encourage the children to go beyond just basic education.

4.3.4 Time period stayed in the county

The respondents were asked to state how long they had stayed in Siaya County; the findings were as shown in table 4.5

	Frequency	Percent
Less than a year	2	.7
One to four years	6	2.0
More than five years	287	97.3
Total	295	100.0

Majority of the respondents had stayed in Siaya County for more than five years at 287(97.3%). Those who had stayed for one to four years and less than a year were the minority at 6

(2%) and 2(0.7%) respectively. The 97.3% of the respondents had stayed within the County for more than five years hence they give reliable information concerning the CI holistic child development program that is valid evidence pertaining to the effectiveness of the program.

4.3.5 Participation in the needs assessment

The respondents were asked to indicate if they had participated in the needs assessment done by CI, the findings were as shown in Table 4.6

	Frequency	Percent
Yes	259	87.8
No	36	12.2
Total	295	100.0

Majority of the respondents are in concurrence that the Research organization carried out research to find out what their needs, before implementation of CI holistic development program at 259 (87.8%).The least number of respondents denied the notion that the research was carried out at 36 (12.2%). A needs assessment was done within the area in order to determine the situation on the ground. This helped in the determination of the right strategy that can enable the organization meet its objectives. Encourage beneficiaries to own and participate in program hence sustainability even after the sponsorship is over.

4.3.6 Consultation before the initiation of holistic child development program

The respondents were asked to indicate whether they were consulted by CI before the initiation of holistic child development program, their responses were as shown in Table 4.7

	Frequency	Percent
Yes	276	93.6
No	19	6.4
Total	295	100.0

Majority of the respondents confirmed that they were consulted by the CI before the initiation of holistic child development program at 276(93.6%).Minority denied being consulted before the initiation of the program 19(6.4%). Community involvement is very vital for the success of any community-based programs. Their involvement at the early stages of the program makes them participate actively at the later implementation stages since they feel they are the key stakeholders hence sense ownership and consistent with the program.

4.4 Health in holistic child development and Children's Livelihoods

This section analyses, presents and discusses findings on objective one which is to examine the extent to which health in holistic child development program influences children's livelihood in Siaya County by Compassion International. The themes are dieting, access to medical care, frequency of visits to the health facilities and participation in CI funded activities and relationship between health in holistic development and children's livelihoods.

4.4.1 Consumption of balanced meal in a month

The respondents were asked to rate their consumption of balanced meal in a month, the responses were as shown in Table 4.8

	Frequency	Percent
1-5 times	136	46.1
6-10 times	39	13.2
10 times and above	120	40.7
Total	295	100.0

Majority of the respondents said that they consume between 1-5 times of balanced meal in a month 136 (46.1%).Most of the respondents also agreed that their consumption of a balance meal in a month is 10 times and above at 120 (40.7%).The least number of respondents said they consume between 6-10 times of balanced meal in a month at 39 (13.2%).This meant that the food situation in most households still needed to be improved to have majority of the children moving to the category of 10 times and above.

4.4.2 Access to medical facilities

The respondents were asked to state whether or not they had access to medical facilities, the responses were as shown in table 4.9

	Frequency	Percent
Yes	288	97.6
No	7	2.4
Total	295	100.0

Majority of the respondents said they have access to medical facilities at 288 (97.6%).Minority of respondents do not have access to medical facilities at 7(2.4%).There are adequate medical facilities within the area to cater for the health needs of the population and the children are well facilitated by CI to get to the facilities. This suggests that there are accessible health facilities which have created awareness toward proper medication within the area to ensure healthy growth and development of children.

4.4.3 Frequency of visit to a medical facility due to illness in a month

The respondents were asked to state how frequent they visited the health facilities, the responses were as shown in Table 4.10

	Frequency	Percent
1-5 times	247	83.7
6-10 times	40	13.6
10 times and above	8	2.7
Total	295	100.0

It was noted that the respondents that visited medical facility due to illness 1-5 times in a month were 247, (83.7%).A small number of respondents said they visit medical facility 6-10 times in a month 40 (13.6%).The least number of respondents said they visit health facility 10 times and

above 8 (2.7%). Given the good nutrition among the respondents within the area they less often visit health facility due to illness. A balanced meal improves the general health and immunity of a person hence less likely hood to fall ill due to pests and other diseases.

4.4.4 Access to CI funded activities

The respondents were asked to indicate the extent to which they accessed the health interventions done by CI, the responses were as shown in table 4.11

	N	Mean	SD
Medication	295	2.87	0.644
Provision of net	295	2.70	0.755
Peer counseling	295	2.77	0.709
Health training and seminars	295	2.73	0.701
House renovation	295	2.71	0.793

Majority of the respondents said that they access CI funded medication to a large extent (Mean=2.87, SD=0.644) and they rated the provision of nets to the community to a large extent too (Mean=2.7, SD=0.755). Majority of the respondents rated the CI funded peer counseling to a large extent (Mean=2.77, SD=0.709). The respondents popularly rated the CI-funded training and seminars to a large extent (Mean=2.73, SD=0.701) and CI funded house renovation was also rated large extent (Mean=2.71, SD=0.793)

4.4.5 Sponsorship projects and health status of children

The respondents were asked to give their opinion on whether the CI sponsorship project enhanced their health status and the responses were as shown in Table 4.12

	Frequency	Percent
Yes	293	99.3
No	2	.7
Total	295	100.0

Majority of the respondents thought that sponsorship by the project considering their health status is better 293 (99.3%).Minority of the respondents thought sponsorship by the project considering their health status is not better at 2 (0.7%). Considering the results of the survey the program was successful in the improvement of the health status of the children within the community.

4.4.6 Type of house the respondent were stay in at home

The respondents were asked to indicate the type of house that they stay in at home, The responses were as shown in Table 4.13

	Frequency	Percent
Permanent	83	28.1
Semi permanent	135	45.8
Mud	77	26.1
Total	295	100.0

Majority of the respondents live in a semi permanent houses 135 (45%).Some of the respondents live in permanent houses at 83(28.1%).The least number of respondents live in mud houses at 77, (26.1%), this was an indication that majority of the children had proper shelter and therefore were not likely to contact infections related with poor housing structures.

4.4.7 Chi-square test on health in holistic child development and children's livelihood

The researcher analyzed the relationship between health in holistic child development and children's livelihoods and the results were as shown in Table 4.14

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.751 ^a	4	.000
N of Valid Cases	295		

Chi-Square Test between health in holistic child development and children's livelihoods showed that there is a very strong significant relationship between the two variables $\chi^2(4, 295, CI=0.05) = 38.751$, $p = 0.000$, Pearson's $r=0.079$. The researcher therefore rejects the null hypothesis that there no significant relationship between health in child holistic development program by Compassion International and children livelihood in Siaya County. Consequently, the alternative hypothesis holds. This means that the difference in livelihoods from one child to another could be explained by the health in holistic child development interventions implemented by CI.

4.5 Education in holistic child development and children's livelihood

This section analyses, interprets and discusses findings on objective two of the study which is to establish the extent to which education in holistic child development program influences children's livelihood in Siaya County by Compassion International. The themes are school attendance, performance records, and benefits of education program, participation and access to CI activities in relation to education.

4.5.1 School attendance rating

The respondents were asked to rate their school attendance and the responses were as shown in Table 4.15

	Frequency	Percent
Regular	292	99.0
Irregular	3	1.0
Total	295	100.0

Majority of the respondents rated their school attendance as regular at 292 (99%) while minority of respondents rated their school attendance as irregular at 3 (1). This meant that the education

interventions by CI had greatly enhanced the school attendance of children which could ultimately translate into better performance.

4.5.2 Performance records since recruitment into the project

The respondents were asked whether they had records of your performance since they were recruited into the project, their responses were as shown in Table 4.16

	Frequency	Percent
Yes	286	96.9
No	9	3.1
Total	295	100.0

Majority of the respondents had records of their performance since they were recruited in the project at 286 (96.9%) while the minority of the respondents have no records since they were recruited 9 (3.1), this was an indication that majority of the respondents were retained in schools; learnt and did exams as expected.

4.5.3 Benefits of education currently towards the future

The respondents were asked what they thought about the benefits of their education currently towards their future, the responses were as shown in Table 4.17

	Frequency	Percent
Very good	148	50.2
Good	135	45.8
Fair	11	3.7
Not fair	1	.3
Total	295	100.0

Majority of the respondents thought their education will benefit them towards their future with very good taking the lead at 148 (50.2) followed by good 135 (45.8%). Minority of the respondents rated their thoughts as fair at 11 (3.7%) and not fair at 1 (0.3%) respectively. Given that majority of the children came from poor family backgrounds, they had great hopes that education would transform their lives.

4.5.4 Access to education interventions implemented by CI

The respondents were asked to rate the extent to which they have been able to access the education interventions implemented by CI, the findings are as shown in Table 4.18

	N	Mean	SD
School fees	295	2.82	0.721
Textbooks	295	2.77	0.671
Writing materials	295	2.78	0.695
Academic clinics/	295	2.66	0.729
Career talks	295	2.89	0.613
Vocational trainings	295	2.74	0.721
Talents nurture	295	2.83	0.684
Extra tuition	295	2.77	0.709

Majority of the respondents said they access the CI funded school fees to a large extent (Mean=2.82, SD=0.721) and the CI funded textbooks to a large extent too (Mean=2.77, SD=0.671). It was prominent among the respondents that they access CI-funded writing materials and academic clinics/career talks/school fees to a large extent (Mean=2.78, SD=0.695) and (Mean=2.66, SD=0.729) respectively. The CI funded vocational trainings (Mean=2.74,

SD=0.722), talents nurture (Mean=2.83, SD=0.684) and extra tuition (Mean=2.77, SD=0.709) were rated large extent by the respondents.

4.5.5 Decisions concerning cognitive development

The respondents were asked to indicate their involvement in decisions concerning cognitive development given their participation in the child protection activities, the responses were as shown in Table 4.19

	Frequency	Percent
Most of the time	204	69.2
Sometimes	87	29.5
Not at all	4	1.4
Total	295	100.0

Majority of the respondents said that they are involved in the decisions concerning cognitive development most of the time at 204 (69.2%). Some of the respondents said they get involved in decisions concerning cognitive development sometimes 87 (29.5%). The minority of the respondents denied being involved in decisions concerning cognitive development at 4 (1.4%). This showed that the rights of the children had been enhanced and they are more involved in making decision in issues that affect their lives.

4.5.6 Chi-square test on education in holistic child development and children's livelihoods

The researcher analyzed the relationship between education in holistic child development and children's livelihoods and the results are as shown in Table 4.20

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	106.746 ^a	4	.000
N of Valid Cases	295		

The Chi-Square Test between education in holistic child development and children's livelihoods showed that there is a very strong positive significant relationship between the two variables χ^2 (4, 295, CI 0.05) = 38.751, $p = 0.000$, Pearson's $r=0.081$. The researcher therefore rejects the null hypothesis that there is no significant relationship between education in child holistic development program by Compassion International and children livelihood in Siaya County. Consequently, the alternative hypothesis then holds. This means that the difference in livelihoods status from one child to the next can be explained by the education in holistic child development interventions by CI.

4.6 Child protection in holistic child development

This section analyzes, interprets and discusses findings relating to the third objective of the study which is establish the extent to which child protection in holistic child development program influences children's livelihood in Siaya County by Compassion International. The data is presented in the following themes: Social life of the sponsored children, person considered most important in social development, participation in decision making concerning healthy relations, and access to CI activities relating to child protection.

4.6.1 Social life of the sponsored children

The respondents were asked to give their opinion on how they rate their social life, the responses were as shown in table 4.21

	Frequency	Percent
Very good	105	35.6
Good	178	60.3
Fair	12	4.1
Total	295	100.0

Majority of the respondents rated their social life as good at 178(60.3%) followed by the very good rating at 105 (35.6%).Minority of the respondents rated their social life as fair at 12 (4.1%). This meant that majority of the pupils felt very much protected, this is a positive outcome that can be attributed to the CI's project intervention.

4.6.2 Person considered most important in child's social development

The children were asked to state the person they considered most important in their social development, the results were as shown in Table 4.22

	Frequency	Percent
Parents/Caregivers	188	63.7
Teachers	61	20.7
Pastors	33	11.2
Friends	13	4.4
Total	295	100.0

Majority of the respondents considered their parents and caregivers as their most important person in their social development at 188 (63.7%). Some respondents preferred their teachers 61(20.7%) and pastors 33(11.2%).The least number of respondents preferred their friends as their most important person in their social life 13 (4). This meant that parents had the greatest potential in influencing the social development of their children.

4.6.3 Participation in decision making concerning healthy relationships

The respondents were asked to rate how often they participated in decision making concerning health relationships, the results were as shown in table 4.23

	Frequency	Percent %
Most of the time	217	73.6
Some times	78	26.4
Total	295	100.0

Majority of the respondents said that they participate in decision making concerning healthy relationships 217 (73.6%).A minority of respondents said they sometimes participate in decision making concerning healthy relationships 78 (26.4%) these findings meant that the sponsored

children are empowered life skills and are able to make informed decision regarding the relationships that they engage in.

4.6.4 Access to Child protection interventions implemented by CI

The respondents were asked to indicate the extent to which they have accessed child protection interventions implemented by CI, the responses were as shown in Table 4.24

	N	Mean	SD
Mentorship/Peer to peer	294	2.61	0.645
Training			
Training caregivers on	294	2.65	0.689
Adolescence			
Play equipments age	295	2.79	0.669
Graded/Concerts			
Guidance /Counseling	295	2.86	0.577
Exchange programs/Tours	295	2.78	0.688
Home visits	295	2.72	0.719

Majority of respondents said they access the CI funded mentorship/peer to peer training to a large extent (Mean=2.61,SD=0.645) and the CI funded caregivers on adolescence is ALSO accessed to a large extent (Mean=2.65,SD=0.689).The CI funded play equipments age graded/concerts (Mean=2.79,SD=0.669),Guidance/counseling (Mean=2.86,SD=0.577), Exchange programs /Tours (Mean=2.78,SD=0.688) and Home visits (Mean=2.72,SD=0.719) were also rated to be accessed to a large extent too.

4.6.5 Participation in child protection activities and character development

The respondents were asked to if their participation in child protection activities were important in developing their character, the findings were as shown in Table 4.25

	Frequency	Percent
Yes	293	99.3
No	2	.7
Total	295	100.0

Majority of the respondents said that CI funded activities have helped them in developing their character 293 (99.3%).A small minority of the respondents denied the help of CI funded activities in developing their character 2 (0.7%).

4.6.6 Chi-Square Test on child protection in holistic child development and children's livelihood

The researcher did a chi-square test on the relationship between child protection holistic child development and children's livelihoods and the results are as shown in Table 4.26

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	173.290 ^a	4	.002
N of Valid Cases	295		

It was established that there is a strong positive significant relationship between child protection in holistic child development and children's livelihoods $\chi^2 (4, 295, CI=0.05) = 173.290$, $p = 0.002$, Pearson's $r = 0.07$. The researcher therefore rejects the null hypothesis that there is no significant relationship between child protection in child holistic development program by Compassion International and children livelihood in Siaya County. Consequently, the alternative hypothesis then holds. This means that the variations in children's livelihoods can partly be explained by the child protection interventions implemented by CI targeting the children.

4.7 Religious Interventions in holistic child development and children's livelihoods

This section analyzes, presents and discusses findings relating to the fourth objective of the study which is to assess the extent to which religious interventions in holistic child development program influences children's livelihood in Siaya County by Compassion International. The thematic areas presented here are rating of church services, relationship with God, Identity, meaning and purpose in life access to mentorship program.

4.7.1 Rating of church service

The respondents were asked to give their opinion on how they would rate their church services, The responses are as shown in Table 4.27

	Frequency	Percent
Very good	131	44.4
Good	145	49.2
Fair	19	6.4
Total	295	100.0

Majority of respondents rated their church service as good at 145 (49.2%) which was followed closely by those who rated their church service as very good at 131(44.4%). Minority of respondents rated their church service as fair at 19 (6.4%). This meant that the respondents held the church services in high regards and were therefore they are likely to get the most/best of spiritual nourishment.

4.7.2 Interpretation of relationship with God

The respondents were ask to indicate how they interpret their relationship with God and other people through beliefs and traditions The responses were as shown in Table 4.28

	Frequency	Percent
Very good	133	45.1
Good	146	49.5
Fair	16	5.4
Total	295	100.0

Majority of the respondents interpreted their relationship with God and other people through beliefs and traditions as Good 146 (49.5%). Most of the respondents also said they have very good relationship with God and other people 133 (45.1%). Minority of respondents interpreted their relationship with God and other people as fair 16 (5.4%), this meant a great majority of the respondents were at peace with God and man and therefore had healthy interactions which necessitates proper individual development.

4.7.3 Individual self within the context of the environment in which they live

The respondents were asked to indicate how they saw themselves within the context of the environment in which they live, the responses were as shown in table 4.29

	Frequency	Percent
Very good	108	36.6
Good	166	56.3
Fair	20	6.8
Bad	1	.3
Total	295	100.0

Most of the respondents said that they see themselves within the context of the environment in which they live as good at 166 (56.3%). They were followed by the respondents who considered themselves within the same context as very good at 108 (36.6%). A small number of respondents considered themselves within the context of the environment in which they live as Fair at 20 (6.8%) and Bad at 1 (0.3%). These findings meant that the children in the program had a good concept of their own identity as well as the meaning and purpose in life.

4.7.4 Access to mentorship program towards gaining life skills

The respondents were asked to rate the extent to which they have access to mentorship program towards gaining life skills, the responses are as shown in table 4.30

	N	Mean	SD
Self esteem	295	2.72	0.594
Self awareness	295	2.79	0.593
Identity/Sense of	295	2.82	0.599
Meaning in life	295	2.81	0.794
Self management	295	2.91	0.543
Communication skills	295	2.85	0.587
Respect to cultural diversity	295	2.85	0.627

Most of the respondents said that they access self-esteem as a value in the mentorship clubs towards gaining life skills to a large extent (Mean=2.72, SD=0.594). They also agreed to access self-awareness as a value in the mentorship program to a large extent (Mean=2.79, SD=0.593). Majority of the respondents said they access the value of identity/sense of meaning in life (Mean=2.82, SD=0.599) and self-management (Mean=2.91, SD=0.543) to a large extent. The communication skills (Mean=2.85, SD=0.587) and the respect of cultural diversity (Mean=2.85, SD=0.627) as a values in the mentorship program were also rated large extent by most of the respondents.

4.7.5 Have you ever thought of having a role model in your life?

The respondents were asked to state whether they ever thought of having a role model in life and their responses were as shown in table 4.31

	Frequency	Percent
Yes	282	95.6
No	13	4.4
Total	295	100.0

Majority of respondents thought of having a role model in their lives at 282(95.6%) while a minority of the respondents said they never thought of having a role model in their lives 13(4.4%).

4.7.6 Chi-square test on Religious interventions and children's livelihood

The researcher did a chi-square test on the relationship between religious interventions in holistic child development and children's livelihoods and the results are as shown in table 4.32

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.742 ^a	4	.021
N of Valid Cases	295		

It was established that there is a weak positive significant relationship between religious interventions in holistic child development and children's livelihoods χ^2 (4,295,CI=0.05) = 17.742, $p = 0.021$, Pearson's $r=0.04$). The researcher therefore rejects the null hypothesis that there is no significant relationship between religious interventions in child holistic development program and children livelihood in Siaya County. Consequently, the alternative hypothesis then holds. This means that the variations in children's livelihoods can partly be explained by the religious interventions implemented by CI targeting the children.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the main study, conclusions recommendations arrived at and contribution to knowledge base. It also gives suggestions for further research.

5.2 Summary of Findings

The first objective was to examine the extent to which health in holistic child development program influences children's livelihood in Siaya County by Compassion International. Majority of the respondents said they have access to medical facilities at 288 (97.6%) with only 7(2.4%) not having access. Majority of the respondents said that they access CI funded health interventions to a large extent: medication (Mean=2.87), provision of nets to the community (Mean=2.7), peer counseling (Mean=2.77), training and seminars (Mean=2.73) and house renovation (Mean=2.71,SD=0.793).Majority of the respondents at 293 (99.3%) though their health status were better with only 2 (0.7%) having a contrary opinion. Majority of the respondents at 135 (45) lived in a semi permanent houses, 83(28.1%) permanent houses with only 77, (26.1%) living in mud houses. There is a very strong significant relationship between the two variables $\chi^2(4,295,CI=0.05) = 38.751, p = 0.000, \text{Pearson's } r=0.079$.

The second objective was to establish the extent to which education in holistic child development program influences children's livelihood in Siaya County by Compassion International. Majority of the students rated their school attendance as regular at 292 (99%) with only 3 (1) rating it as irregular. Majority of the respondents thought their education will benefit them towards their future with very good taking the lead at 148 (50.2) followed by good 135 (45.8%), fair at 11 (3.7%) and not fair at 1 (0.3%).Majority of the respondents said they access the CI education interventions to a large extent: school fees (Mean=2.82), textbooks,(Mean2.77),writing materials and academic clinics/career talks/school fees (Mean=2.78) and (Mean=2.66) respectively, vocational trainings (Mean=2.74), talents nurture (Mean=2.83) and extra tuition (Mean=2.77,

SD=0.709) were also accessed large extent by the respondents. Majority of the respondents said that they are involved in the decisions concerning cognitive development most of the time at 204 (69.2%), 87 (29.5%) were involved sometimes and 4 (1.4%) never involved. There is a very strong positive significant relationship between the two variables $\chi^2 (4,295, CI 0.05) = 38.751$, $p = 0.000$, Pearson's $r=0.081$.

The third objective was to establish the extent to which child protection in holistic child development program influences children's livelihood in Siaya County by Compassion International. Majority of the respondents rated their social life as good at 178(60.3%), 105 (35.6%) very good and 12 (4.1%) fair. Majority of the respondents considered their parents and caregivers as their most important person in their social development at 188 (63.7%), 61(20.7%) preferred teachers, 33(11.2%) pastors and 13 (4) preferred friends. Majority of respondents said they accessed the CI child protection interventions to a large extent, mentorship/peer to peer training (Mean=2.61) caregivers on adolescence (Mean=2.65), Play equipments age graded/concerts(Mean=2.79), Guidance /counseling(Mean=2.86), Exchange programs /Tours(Mean=2.78) and Home visits(Mean=2.72). Majority of the respondents said that CI funded activities have helped them in developing their character 293 (99.3%), only 2 (0.7%) had the contrary opinion. There is a strong positive significant relationship between child protection in holistic child development and children's livelihoods $\chi^2 (4,295, CI=0.05) = 173.290$, $p = 0.002$, Pearson's $r = 0.07$.

The fourth objective was to assess the extent to which religious interventions in holistic child development program influences children's livelihood in Siaya County by Compassion International. Majority of respondents rated their church service as good at 145 (49.2%), 131(44.4%) very good while 19 (6.4%) rated it as fair. Majority of the respondents interpreted their relationship with God and other people through beliefs and traditions as Good 146 (49.5%), 133 (45.1%) rated it as very good while 16 (5.4%) rated it as fair. Most of the respondents said that they access self-esteem as a value in the mentorship program to a great extent: life skills training, (Mean=2.72), self-awareness (Mean=2.79), value of identity/sense of meaning in life (Mean=2.82), self-management (Mean=2.91), communication skills (Mean=2.85) and the respect of cultural diversity (Mean=2.85). It was established that there is a weak positive significant relationship between religious interventions in holistic child

development and children's livelihoods χ^2 (4,295,CI=0.05) = 17.742, $p = 0.021$, Pearson's $r=0.04$).

5.3 Conclusions

With regard to the first objective; to examine the extent to which health in holistic child development program influences children's livelihood in Siaya County by Compassion International. The researcher deduces that the sponsored children have better access to health facilities and proper medical care than those not sponsored by CI, their health conditions were also better than non-sponsored children . It is also concluded that the health interventions implemented by CI have proper targeting in that almost all the sponsored children good access to medication, provision of nets to the community, peer counseling, training and seminars and house renovation. It also deduced that the difference in livelihoods from one child to another could be explained by the health in holistic child development interventions implemented by CI.

In respect to the second objective; to establish the extent to which education in holistic child development program influences children's livelihood in Siaya County by Compassion International. It is deduced that children in the program had a more regular school attendance. The education intervention had given the sponsored children more hope in life; they thought their education will benefit them towards their future. There was very good access to the education interventions implemented by CI; school fees, textbooks, writing materials and academic clinics/career talks/school fees, vocational trainings, talents nurture, and extra tuition. It was concluded that the sponsored children are more involved in the decisions concerning their cognitive development. The researcher also concluded that the difference in livelihoods status from one child to the next can be explained by the education in holistic child development interventions by CI.

In relation to the third objective; to establish the extent to which child protection in holistic child development program influences children's livelihood in Siaya County by Compassion International. The researcher inferred that the sponsored children had better social their social life attributed to the child protection interventions. Parents and caregivers are the most important person in their social development of the children. The child protection interventions were accessible to nearly all the sponsored children: mentorship/peer to peer training, caregivers on

adolescence, Play equipments age graded/concerts, Guidance /counseling, Exchange programs /Tours and Home visits. It is also concluded that the child protection interventions .The child protection activities funded by CI were helpful in developing the character of the children. The researcher also supposes that the variations in children's livelihoods can partly be explained by the child protection interventions implemented by CI targeting the children.

Pertaining to the fourth objective to assess the extent to which religious interventions in holistic child development program influences children's livelihood in Siaya County by Compassion International. It is concluded that the church services are satisfactory to the students and that the messages have helped them to have better relationship with God and people around them. It is concluded that that the targeting has been proper for the mentorship program: life skills training, self-awareness, value of identity/sense of meaning in life, self-management, and communication skills. The researcher also deduced that the variations in children's livelihoods can partly be explained by the religious interventions implemented by CI targeting the children.

5.4 Recommendations

Based on the findings and conclusions, the following recommendations have been put forth

1. There is need to strengthen household food security from where the sponsored children come from so as to accord them a balanced diet/meal at least once a day.
2. There is need to sensitize the sponsored children and their parents on the importance of seeking for medical care whenever ill, this is to enhance their health seeking behaviours.
3. There is need to advocate for greater meaningful participation of the sponsored children in the decisions concerning their cognitive development.
4. Interventions of influencing the social development of the children should largely target the parents if they are to yield better outcomes.
5. There is need for greater empowerment of the sponsored children so that they are capable of greater meaningful participation in decision making concerning healthy relationships
6. There is need to strengthen and scale up the role modeling concept among the sponsored children for greater individual focus, goal setting and achievement.

5.5 Contribution to knowledge base

Objective	Contribution to body of knowledge
To examine the extent to which health in holistic child development program influences children's livelihood in Siaya County by Compassion International.	There is a very strong significant relationship between the two variables χ^2 (4,295,CI=0.05) = 38.751, $p = 0.000$, Pearson's $r=0.079$. The difference in livelihoods from one child to another could be explained by the health in holistic child development interventions implemented by CI.
To establish the extent to which education in holistic child development program influences children's livelihood in Siaya County by Compassion International.	There is a very strong positive significant relationship between the two variables χ^2 (4,295,CI 0.05) = 38.751, $p = 0.000$, Pearson's $r=0.081$. The difference in livelihoods status from one child to the next can be explained the education in holistic child development interventions by CI.
To establish the extent to which child protection in holistic child development program influences children's livelihood in Siaya County by Compassion International.	It was established that there is a strong positive significant relationship between child protection in holistic child development and children's livelihoods χ^2 (4,295,CI=0.05) = 173.290, $p = 0.002$, Pearson's $r = 0.07$. The researcher therefore rejects the null hypothesis that there is no significant relationship between child protection in child holistic development program by Compassion International and children livelihood in Siaya County. Consequently, the alternative hypothesis then holds. This means that the variations in children's livelihoods can partly be explained by the child protection interventions implemented by CI targeting the children.

To assess the extent to which religious interventions in holistic child development program influences children's livelihood in Siaya County by Compassion International.	There is a weak positive significant relationship between religious interventions in holistic child development and children's livelihoods χ^2 (4,295,CI=0.05) = 17.742, p = 0.021, Pearson's r=0.04). The variations in children's livelihoods can partly be explained by the religious interventions implemented by CI targeting the children.
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5.6 Suggestions for further research

The study has revealed that health, education, child protection and religious have contributed significantly to better outcomes for the livelihoods of the sponsored children. Nonetheless, the study did not assess whether these interventions are sustainable or not. The researcher therefore suggests that a study be done on the sustainability of the CI funded projects in ensuring continual benefits to the children should funding cease.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR SPONSORED CHILDREN

Kindly tick [] where appropriate

SEC A: Background Information

1. What is your name.....

Sex (i) Male [] (ii) Female []

2. Indicate Age

5 - 8 []

9 - 12 []

13 -16 []

17-22 []

3. What is your highest level education?

i. Primary School []

ii. Secondary school []

iii. University []

iv. Collage []

v. Vocational Institution []

4. How long have you stayed in the county?

i. Less than a year []

ii. One to four years []

iii. More than five years []

5. Did any Research Organization carry out a research in this area to find out what your needs are before implementation of CI holistic child development program?

Yes [] No []

6. Were you consulted by CI before the initiation of holistic child development Program?

Yes [] No []

SEC B: Health in holistic child development

1. How would you rate your consumption of balance meal in a month?

1-5 times [] 6-10 times [] 10 times and above []

2. Do you have access to medical facilities?

Yes [] No []

3. How frequent do you visit a medical facility due to illness in a month?

1-5 times [] 6-10 times [] 10 times and above []

4. Which of the following CI funded activities do you access and to what extent? (Tick where appropriate.)

Project Activities	Small Extent	Moderate Extent	Large Extent	Avery Large extent
Medication				
Provision of Net				
Peer counseling				
Health Trainings/ Seminars				
House renovation				

5. In your own opinion, do you think sponsorship by the project considering your health status is much better?

Yes [] No []

6. What type of house do you stay in at home?

Permanent [] Semi-Permanent [] Mud []

SEC C: Education in holistic child development

1. How would you rate your school attendance?

Regular [] Irregular []

2. Do you have records of your performance since you were recruited in the project?

Yes [] No []

3. What do you think about the benefits of your education currently towards your future success?

Very good [] Good [] Fair [] Not Fair [] Bad []

4. Which of the following CI funded activities do you access and to what extent? (Tick where appropriate.)

Project Activities	Small Extent	Moderate Extent	Large Extent	Avery Large extent
School fees				
Text books				
Writing materials				
Academic clinics/career talks/school visits				
Vocational trainings				
Talents nurture				
Extra tuition				

5. Considering the above activities have you been involved in decisions concerning cognitive development?

Most of the time [] Sometimes [] Not at all []

SEC D: Child protection in holistic child development

1. In your own opinion how do you rate your social life?

Very good [] Good [] Fair [] Bad []

2. Who do you consider as the most important person in your social development?

Parents/Caregivers [] Teachers [] Pastors [] Friends []

3. How often as sponsored child do you participate in decision making concerning healthy relationships?

Most of the time [] Sometimes [] Not at all []

4. Which of the following CI funded activities do you access and to what extent? (Tick where appropriate.)

Project Activities	Small Extent	Moderate Extent	Large Extent	Avery Large extent
Mentorship/Peer to Peer training				
Training caregivers on adolescence				
Play equipments age graded/Concerts				
Guidance/Counseling				
Exchange programs/Tours				
Home visits				

5. Considering above activities in your own opinion have they help in developing your character?

Yes [] No []

Sec E: Religious interventions in holistic child development

1. In your own opinion how would you rate your church services?

Very good [] Good [] Fair [] Bad []

2. How do you interpret your relationships with God and other people through beliefs and traditions?

Very good [] Good [] Fair [] Bad []

3. How do you see yourself within the context of the environment in which you live - i.e. what are concepts of your own identity as well as the meaning and purpose in your life?

Very good [] Good [] Fair [] Bad []

4. From the CI funded activities what values do you access and to what extent in the mentorship program towards gaining life skills? (Tick where appropriate.)

Skills and competences	Small Extent	Moderate Extent	Large Extent	Avery Large extent
Self esteem				
Self awareness				
Identity/sense of meaning in life				
Self management				
Communication skills				
Respect to cultural diversity				

5. Have you ever thought of having a role model in your life?

Yes [] No []

APPENDIX III: QUESTIONNAIRE FOR THE CI PROJECT STAFF.

Kindly spare your time to answer the following questions based on your experience in the implementation of CI funded programmes. All information will be confidential and for research purpose only.

1. In your opinion to what extent are the projects being funded by CI in Siaya County successful?

Very successful [] Successful [] Not Successful []

2. How have you ensured that the sponsored children in the project get holistic support with all factors considered proportionately?

Children participation encouraged [] Parents/caregivers commitment [] Budgeting according to the needs of the children []

3. Which of the following CI funded activities do you implement and to what extent? (Tick where appropriate.)

Project Activities	Small Extent	Moderate Extent	Large Extent	Avery Large extent
Mentorship/Peer to Peer training				
Training caregivers on adolescence/child rights				
Play equipments age graded/Concerts				
Guidance/Counseling				
Exchange programs/Tours				
Home visits/school visits				
Child medication				
Caregivers empowerment				
School/vocational/college Fees				

4. What are the challenges the project has faced on implementation of the program on holistic child development? Tick the appropriate.

Child commitment [] Parents Participation [] Recruitment process for children []
Inadequate Funds [] Double sponsorship of children []

APPENDIX IV: Krejcie and Morgan (1970) Sample Size Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
70	59	380	191	2800	338
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS

The Secretary
National Council for Science and Technology
P.O Box 30623-00100
NAIROBI, KENYA

29th July, 2015

Dear Sir/Madam,

RE: MISED A ELSA AWUOR- REG NO. L50/63373/2013

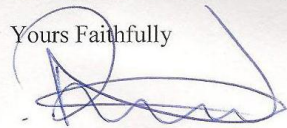
This is to inform you that **Miseda Elsa Aluoch** named above is a student in the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Kisumu Campus.

The purpose of this letter is to inform you that **Elsa** has successfully completed her course work and Examinations in the programme, has developed Project Proposal and submitted before the School Board of Examiners which she successfully defended and made corrections as required by the School Board of Examiners.

The research title approved by the School Board of Examiners is: ***"Influence of Holistic Child Development Programmes on Children's Livelihood in Siaya County, A Case of Compassion International"***. The project is part of the pre-requisite of the course and therefore, we would appreciate if the student is issued with a research permit to enable him collect data and write a report. Thesis reflects integration of practice and demonstrates writing skills and publishing ability. It also demonstrates the learners' readiness to advance knowledge and practice in the world of business.

We hope to receive positive response so that the student can move to the field to collect data as soon as she gets the permit.

Yours Faithfully


DR. RAPHAEL NYONJE
RESIDENT LECTURER
KISUMU CAMPUS





**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

14th October, 2015

NACOSTI/P/15/1744/7870

Miseda Elsa Awuor
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of Holistic Child Development Programmes on children's livelihood in Siaya County , a case of Compassion International,"* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **14th October, 2016.**

You are advised to report to **the Country Director, Compassion International, the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The Country Director
Compassion International.

The County Commissioner
Siaya County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



**National Commission for Science
Technology and Innovation**

RESEARCH CLEARANCE PERMIT

Serial No. A 6871

Serial No. A

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. MISED A ELSA AWUOR of UNIVERSITY OF NAIROBI [KISUMU CAMPUS], 0-0 Kadongo, has been permitted to conduct research in Siaya County

on the topic: **INFLUENCE OF HOLISTIC CHILD DEVELOPMENT PROGRAMMES ON CHILDREN 'S LIVELIHOOD IN SIAYA COUNTY , A CASE OF COMPASSION INTERNATIONAL**

for the period ending:
14th October, 2016

Applicant's Signature

Permit No : NACOSTI/P/15/1744/7870
Date Of Issue : 14th October,2015
Fee Recieved :USD 9.6



**for Director General
National Commission for Science,
Technology & Innovation**