# EFFECTIVENESS OF INTERNATIONAL CHILD SPONSORSHIP PROGRAMME ON ACADEMIC DEVELOPMENT OF CHILDREN IN KALOLENI AREA DEVELOPMENT PROGRAMME, KILIFI COUNTY, KENYA ,

BY

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PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.
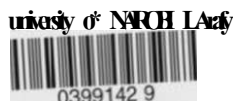
2011

DECLARATION

This research project report is my original work and has not been presented to any other university for an award of any degree.
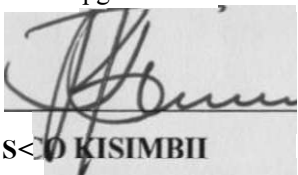
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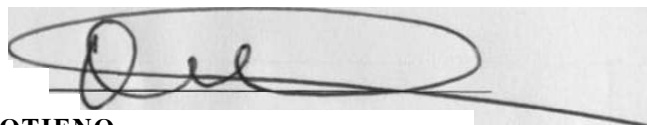
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DEDICATION

To these special people whose endless love and support I can never repay; my family members including my parents Mr. and Mrs. Karimba, my brothers John, Michael, Lawrence, Dickson and Edwin; my sisters Lucy, Damaris and Doreen and to my brother in law Felix and his family.

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I am grateful to my family members for their indebted support and encouragement that enabled me to pursue this course this far. I am also highly indebted to a multitude of scholars and researchers, most of who naturally are not personally known to me. Their works, which are cited in this project proposal, were quite priceless to me. Many of my friends encouraged and indeed helped me take up this course. Special thanks go to Mr. Moses Ngari who assisted in data analysis. May I also appreciate and acknowledge the assistance I received from my classmates of M.A (project planning and management) class of 2009/11.

For all the rest who wished me well, I say "'thank you very much and may the good Lord bless you mightily".

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ABBREVIATIONS AND ACRYONYMS

ADP	Area Development Programme
ACFID	Australian Council For International Development
ALRMP	Arid Lands Resource Management Project
ASAL	Arid and Semi Arid Lands
CCT	Conditional Cash Transfer
CDF	Constituency Development Fund
EFA	Education For All
FGM	Female Genital Mutilation
GER	Gross Enrolment Rate
GOK	Government of Kenya
HELB	Higher Education Loans Board
MDGs	Millenium Delopment Goals
MoE	Ministry of Education
MSDNKAL	Ministry of State for the Development of Northern Kenya
NER	Net Enrolment rate
NGO	Non Governmental Organization
OVC	Orphans and Vulnerable Children
PLWHAs	People Living With HIV AIDS
PTA	Parents Teachers Association
RC	Registered Children
SFP	School Feeding Programme
UNESCO	United Nations Educational Scientific And Cultural Organization
UPE	Universal Primary Education
WVK	World Vision Kenya

ABSTRACT

For millions of households in wealthy countries, international child sponsorship programs represent one of the most direct forms of involvement with the poor in the developing world. Sponsorship gives donors the opportunity to bring hope into the life of a child. By sponsoring a child, one can help meet the critical needs of a hurting child. Through sponsorship, one can offer lasting hope and a brighter future for a child living in extreme poverty. Millions of supporters across the world choose to sponsor a child. They make up a very large public constituency for international development. In general the vast majority of child sponsorship supporters appreciate that child sponsorship funds are used to benefit all children, including their sponsored child. At the same time they value the connection that a link with one other human being on the other side of the world brings. The key purpose of the study was to establish the effectiveness of international child sponsorship on the academic development of children. The study sought to determine some of the factors influencing the effectiveness. The objectives of the study were achieved at the end of the study. A descriptive research design was undertaken with a sample of 90 subjects. A statistical package, stata, was used to do analysis while Microsoft excel was used for data entry and descriptive analysis. The results established that donor funding, child selection criteria and sponsor-child relationship through frequent communication and visits were key factors that influenced effectiveness of international child sponsorship on academic development of children. While donor funding and sponsor-child relationship had a direct influence on the academic development of children, child selection criteria was found to be a key factor in influencing people's attitudes and ensuring community co-operation in undertaking various interventions from sponsorship funds. It was recommended that sponsorship funds from donors should be used for interventions that address root causes of problems in the community and not addressing the symptoms. Accountability of the funds is also critical. It is also important that donor funds should be predictable and reliable in terms of flow, disbursed timely and based on demonstrated need and performance as opposed to basing funding on the number of sponsored children as determined by the supporting/funding agency. It is important to clearly define to the community how child sponsorship actually works and the roles of community members when an organization first comes into a community so as not to create false expectations. Communication between the sponsors and their sponsored children should be encouraged as it gives sponsors the unique opportunity to witness the life changing effect of their donations achieved through personalized correspondence with their sponsored child. This further ensures retention of the sponsors into the programme. Visiting the sponsored child gives that ultimate opportunity for both child and sponsor transformation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

International child sponsorship is one of the leading forms of direct aid from households in wealthy countries to needy children in developing countries (Bruce, Paul and Laine 2010). Child Sponsorship is a comprehensive program that connects one child with one sponsor, maximizing the child's potential for development and giving the sponsor a unique ministry (Compassion International 2011). Essential to this program is the relationship between the child and his or her sponsor. The program connects one child with one sponsor to help the child achieve his or her God-given potential. Often there is also correspondence between the sponsor and the child consisting of an exchange of letters and photos; many child sponsorship programs encourage sponsors to give their sponsored children gifts for birthdays and Christmas, and even visit their sponsored children in their home countries. As with any relationship the depth and extent of this connection is unique to the two individuals participating. Children around the world treasure the prayers and letters they receive from their sponsors. Some children choose specific careers because of this relationship and many are motivated to surpass their wildest dreams because someone across the globe cares, encourages and prays for them. This sponsor-child relationship continues either until the child reaches a specific age or attains a certain level of self-sufficiency (Bruce, Laine, and Joanna, 2009)

Childhood - especially pre-birth to four years - provides a unique opportunity to invest in human beings. The importance of children as both present and future actors in the family, community and society provides the most compelling justification for their meaningful inclusion in the work of Tearfund and its partner agencies. (Tearfund 2008).

Child sponsorship programs involve a set of monthly financial contributions to a needy child in a developing country. Depending on the program, monthly contributions from sponsors typically range from US$25-$35. Funds are applied either directly towards the child's

education, food, and health expenses, or to support projects or programs in which the child participates and benefits. Child sponsorship programs have been in existence since the 1930s, and they have grown to the extent that today many children in developing countries are being sponsored through different child sponsorship programs. This is per a study conducted by Bruce, Laine and Joanna, (2009) as highlighted in table 1.1 below.

Table 1.1: Leading International Child Sponsorship Programs

Organization	Year established	Number of sponsored children	Contribution per month	Number of countries
World Vision	1953	921,000	$30	100
Compassion International	1952	880,000	$32	24
Plan USA	1937	700,000	$24	49
Christian Children's fund	1938	483,000	$24	31
Children International	1980	300,000	$22	11
Save the children	1932	120,000	$28	50
SOS	1949	70,000	$28	132
Food for the hungry	1971	16,000	$28	13
Total (eight largest)		**3,490,000**		

Source: Bruce, W. Laine, R. Joanna, C. (2009)

Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self-fulfillment and national development (GoK 2007; MoE 2006; Children Act Cap 586 2001). Consistent efforts have been made to address issues of access, equity, quality and relevance of education. At the national level,

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commissions of education have periodically been set up to review educational provision. Government propelled interventions such as the free primary education and tuition waiver for secondary schools have been introduced to enhance access. Curriculum reviews have been undertaken to address relevance and ease overload on the learners. Public-private partnerships in education have been encouraged leading to increased individual and community participation in the education sector. The ministry of education\ continues to receive the highest allotment of the recurrent expenditure. Despite all these efforts, the education sector is still beset with challenges (Sara, Zipporah, and John, 2009).

Schooling in Kenya consists of eight years of primary school followed by four years of secondary school and four years of University education. While most children enroll in primary school there are high dropout rates in grades 5, 6, and 7, about one-third finish primary school, and only a fraction of these students enter secondary school (Kigotho, W 2009).

The low transition from primary to secondary school eventually translates into minimal transition to the University especially for students in Arid and semi arid regions. Though district-based data on the number of students joining Universities each year is unavailable, an analysis of the number of students applying for loans from the Higher Education Loans Board (HELB) may serve as a pointer. Arid districts lag behind in terms of enrolment of students to the universities. For instance, the number of students that applied for loans in the academic year 2005/2006 in ten arid districts (414 in total) was only a fifth of those who applied for loans in Nyeri district (2,020). This proportion however had improved to a third (835 against 2,529) in the academic year 2008/2009 (HELB, 2009).

Advocates consistently lobby for making schooling more accessible in the developing world through the reduction of school fees and the elimination of other costs. The World Bank (2004) argues that user fees are a major obstacle to universal education in developing countries. Several countries in sub-Saharan Africa have eliminated school fees, but other significant costs remain, including the cost of providing a school uniform for a child.

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According to Evans and Kremer (2005), Government and non-government organizations may intervene in any number of ways to encourage children to attend school, providing free uniforms, free meals, free medications, or the promise of a chance to win a scholarship. While some interventions, such as providing meals or medications, increase the benefits of schooling, uniform provision and elimination of school fees reduce the cash outlay required (Kremer, Miguel and Thornton, 2009).

World Vision Kenya (WVK) is today one of the largest Christian relief, development and advocacy agency in Kenya, with an annual budget of about US $60 Million. World Vision begun its operations in Kenya in 1974 as welfare institutions and has grown over the years and currently there are testimonies of people whose lives have been transformed through child focused development. The number of Registered Children (RC) has grown to 140,000 while the organization is supporting 61 Area Development Programmes (ADPs) spread within over 60 districts in FY08, with a target beneficiary of about 3 million Kenyans. Currently, WVK funding is about 70% sponsorship and 30% government grants and Private Non- Sponsorship. WVK chooses its geographical coverage and target populations based on: Marginalized Communities - especially those in ASAL areas, pastoralists as well as other communities who may be marginalized with respect to infrastructure, transport and communication facilities and literacy levels; People living in informal settlements (e.g. slums); HIV/AIDS prevalence: WVK works with the most infected and affected, to mitigate concerns especially for OVCs and people living with HIV&AIDS (PLWHAs); Government's priority areas, especially those with a high poverty index and those that are food insecure (WVK, 2009).

1.2 Statement of the problem

The international aid system's approach to build a world free of poverty and achieve sustainable development has evolved over the last four decades in response to the deepening appreciation of extremely complex and multi-dimensional nature of poverty (Esra, 2008). Poverty is now treated as the lack of access to and control over commodities that are not only related to survival (e.g. food and shelter), but also related to people's well-being (e.g. health, literacy) and their empowerment (psychological and political) (Fowler, 1997). With this

appreciation of the complicated nature of poverty and by and large unsuccessful results of aid, multinational and bilateral agencies have lately given renewed prominence to NGOs "whose existence is legitimized by the presence of poverty" (Esra, 2008).

For millions of households in wealthy countries, international child sponsorship programs represent one of the most direct forms of involvement with the poor in the developing world. Sponsorship gives donors the opportunity to bring hope into the life of a child. By sponsoring a child, one can help meet the critical needs of a hurting child. Through sponsorship, one can offer lasting hope and a brighter future for a child living in extreme poverty (Bruce et al, 2009).

The World Vision funded programme, Kaloleni Area Development Programme (ADP) which started in 1994, is one of the programmes where World Vision works. It covers Kambe, Ribe and Kayafungo locations of Kaloleni division in the newly established Kaloleni district. The area was identified mainly due to the high poverty levels in the area, which ranked among the highest in the country. Over 50% of the population lives in absolute poverty. The sectors that were worse than the national situation include household food security levels, literacy levels and school enrolment, retention and completion rates for boys and girls mainly due to child labour, early marriages and poor attitudes to education. At the time of inception, Literacy level was low especially among the girls. There was a high dropout rate of 43% at primary level, which was attributed to early marriages, negative attitude to education, distance to schools and poor learning facilities. Inadequacy of basic facilities such as toilets, classrooms, desks etc; make the learning environment unconducive for the pupils, thus discouraging regular school attendance. Infrastructural development in schools, awareness on importance of education, advocacy on child rights, PTA training and support to schools and pupils in form of uniforms, desks and textbooks were some of the interventions the sponsorship funded programme has undertaken to address these issues. (WVK 2005).

The essence of this study was therefore to investigate the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP, Kaloleni district.

1.3 Purpose of the study

The purpose of this study was to investigate the effectiveness of international child sponsorship programme on the academic development of children In Kaloleni ADP, Kilifi county, Kenya.

1.4 Objectives of the study

The objectives of this study were:

1. To determine the extent to which donor funding influences the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP.
2. To assess how child selection criteria influences the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP.
3. To examine how sponsor-child relationship influences the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP.

1.5 Research questions

The study sought to answer the following questions:

1. To what extent does donor funds influence the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP?
2. How does child selection criteria influence the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP?
3. How does sponsor-child relationship influence the effectiveness of international child sponsorship programme on academic development of children in Kaloleni ADP?

1.6 Basic assumptions of the study

The following were the basic assumptions of the study

1. All participants would participate in the study.
2. The respondents would answer questions correctly and truthfully

1.7 Significance of the study

The findings of the study would be useful in providing relevant feedback to the organization (World Vision) on the factors that influence the effectiveness of the child sponsorship programme that would help to inform and improve programming approaches for new and ongoing programmes in other parts of the country.

Other stakeholders including the Government, organizations, Sponsors or donors who may be interested in undertaking sponsorship programmes within the area may also use the information as a basis of their interventions either for continuity of existing programmes or establishment of new programmes.

Since the research was undertaken within the researcher's area of work coverage, It provided vital information that would improve her role in supporting and evaluating other programs within her area of operation.

1.8 Delimitations of the study

The study was carried out in Kaloleni district which is within the area of operation of the researcher, thus making it easily accessible to gather adequate information while undertaking normal monitoring of program activities. The sponsorship programme in Kaloleni had been implemented since 1994 therefore, it provided a good platform to carry out the research and get adequate data.

1.9 Limitations of the study

Time factor was a major limitation due to tight work schedules of the researcher viz a viz the set timeframe for completion of the study. The vastness of the study area as well as poor infrastructure in the interior of the district where the respondents reside were other limitations of the study. However, the researcher was able to overcome the limitations by taking some days off from work and residing within the area of research during data collection so as to maximize on the available time and be able to cover the target areas.

1.10 Definition of significant terms

Child sponsorship: A process that allows an individual, typically in a developed country, to sponsor, or fund a child in a developing country until the child becomes self sufficient. This could mean financially supporting the education, health or security of the sponsored child, or in some cases all of these.

Area development programme: A clearly defined geographical area where development activities are carried out in collaboration with the local community to respond to specific local needs with the aim of contributing to the local sustainable development of the communities supported as well as the integration of various programmatic areas.

Stakeholder: A person who is directly or indirectly affected by a particular venture or undertaking.

Academic development: For purposes of this study, the term academic development denotes school enrolment, retention, completion and transition.

1.11 Organization of the study

This research report consists of five chapters. Chapter one gives a general introduction of the study and covers the background of the study, problem statement, purpose of the study, objectives and research questions, scope of the study, assumptions of the study as well as limitations and delimitations of the study. Chapter two provides an overview of literature on child sponsorship, factors influencing effectiveness of child sponsorship and an overview of academic development of the child. It also provides a conceptual framework that describes different variables and how they relate to each other. Chapter three presents the methodology that was used to carry out the study. It covers the research design, target population, sampling procedure, methods of data collection, and analysis and the operationalization of the variables of the study. Chapter four gives a summary of how data was analyzed and presented in a form that can be understood and interpreted in a way that could influence decision making. Chapter five outlines the summary of findings, provides a discussion of the findings, conclusions and recommendations of the study and also provides suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives an overview of International child sponsorship and reviews theoretical and empirical literature on the effectiveness of international child sponsorship on academic development of children and the factors influencing the effectiveness. The chapter also reviews literature on influence of child sponsorship in academic development of children in general and also gives an overview of academic development in Kenya as well as a brief description of other variables that influence academic development of children. It also gives a description of World vision Kenya's operations and in particular the sponsorship programme (Kaloleni Area development programme) in Kaloleni district, Coast province where the research will be undertaken. Finally, the chapter gives a conceptual framework that describes the relationships among various variables in play.

The literature reviewed in this chapter is from different sources including journals, reports and documentaries, some of which were downloaded from the internet, mainly from leading international child sponsorship organizations that explains different approaches employed by different organizations. It also reviews child sponsorship research conducted by some of the organizations whose findings have been shared.

2.2 Overview of Child Sponsorship

Interventions that benefit children adopt different philosophies and approaches. Welfare and service provision such as orphanages and individual child sponsorship characterize the approach of many child -centered agencies. These projects tend to focus on sector (health, education, nutrition) or population (street children, disabled, orphans). A growing number of NGOs now practice more participative, community-based development approaches to their work with children. These projects attempt to involve children and communities in a process

that impacts not only the children but also the environment that surrounds them. Whilst child-centered and community-centered activities both contribute towards children's development in different ways, they do not go far enough. Any community-centered programme should be sensitive to the needs of children, and child-centered projects should look to the wider needs of the child in its community context (Tearfund 2008).

Child sponsorship has a broad appeal amongst the public due to the emotional aspect of direct communication with disadvantaged children overseas. However, child sponsorship, by focusing on individual children does not empower communities or respond to community needs, limiting its benefits and effectiveness (ACFID, 2008).

New Internationalist, a magazine focused on global justice, provided scathing critiques of Child Sponsorship during the 1980's, argued that child sponsorship organizations see children as an easy, marketable product which will attract many sponsors because a child is viewed as innocent in what is inflicted upon them (Coulter 1989). Advertisements can also portray the children and the communities they live in as passive, helpless and needy, thus, over-simplifying the problems afflicting them and perpetuating negative stereotypes of the countries involved in child sponsorship. Additionally child sponsorship programs involve high administration costs. The letters, reports and photos prepared for sponsors, as well as keeping track of the needs of the child and the family can be quite expensive and time-consuming, reducing the focus on actual development programs and actions. Correspondence from sponsors also runs the risk of being culturally inappropriate and disempowering. In response to such criticisms, some child sponsorship organizations have modified their sponsorship programmes to focus on the development of the community in which the child lives, rather than simply the individual child, however children are still promoted as the face of those communities. Other organizations have removed child sponsorship from their aid program altogether (Aid watch 2007).

The Loreto Sisters (2010) do not favour child sponsorship as a way of raising money, as the focus tends to be on one child or one family rather than empowering communities or responding to community needs. Focus on a specific individual or family can limit the effectiveness of the funding. In most cases Child Sponsorship programmes require

concern to the Loreto Sisters is the focus on a specific child as a way of raising money - the child becomes a marketing tool. While there is a "feel good" component for the donor there is no evidence that this is the most effective way of developing the capacity of the community. The Loreto Sisters support funding principles which provide opportunities for whole communities to become self-sustaining. Digging wells, training teachers, equipping clinics, supporting community gardens and running a variety of training programmes enables whole communities to grow and develop (Loreto sisters, 2010).

The theory and practice of international development has evolved significantly over the past 60 -70 years. Child sponsorship has been part of that journey. Where child sponsorship has been changed and adapted to the significant phases in international development understanding, it has enhanced its contribution to children, their families, and communities both north and south. Millions of supporters across the world choose to sponsor a child. They make up a very large public constituency for international development. Over the years they have been part of the changes that have been made to child sponsorship. Their understanding of the world and development has grown and developed. In general the vast majority of child sponsorship supporters appreciate that child sponsorship funds are used to benefit all children, including their sponsored child. At the same time they value the connection that a link with one other human being on the other side of the world brings. There is something human and tangible about knowing the name and face of that person. Some child sponsorship critics attempt to paint the connection that child sponsorship provides as patronizing, trivial, or not worth the time and expense. Millions of sponsors disagree and value highly the relationship they have with the sponsored child and their community (Plan International, **2008).**

2.3 Factors influencing effectiveness of international child sponsorship on academic development.

Factors such as donor funds, child selection criteria and sponsor-child relationship could influence the effectiveness of international child sponsorship programme on academic development of children.

2.4 Donor funds availability and its effectiveness on academic development

A great majority of NGOs largely depend on donor funding and often faces the risk of collapse when these funds cease. Perhaps more importantly, even when funding from such sources continues, the greater dependence on them may also threaten NGOs performance, distort their autonomy and weaken legitimacy (Edwards and Hulme 1998). In fact, Fisher mentions reducing dependency on a single donor as a key factor tied to autonomy. Covering the works on this funding issue, the fundamental conclusion is that when mobilizing funds, NGO manager needs to find an optimum mix of quantity and quality of funds in relation to organization's mission, culture and strategy (Fisher 1998).

Fowler defines quality funds for NGOs as being free from stringent conditions, allocated on programs rather than projects, not constrained by administrative requirements, predictable and reliable in terms of flow, disbursed timely, and based on demonstrated performance (Fowler 1997). He also focuses on the need to check the temperature of funds as explaining *hot* money with volunteered funds such as an individual's sponsoring of a child and *cold* money with funds and official aid taken from taxes, distributed through international financial institutions. Following his analogy, if NGOs with a hot organizational temperature (strong grass-root link) benefit largely from cold funds, this can lead the organization get colder over time. So, it's a strategic challenge for NGOs not only diversify funders, but also choosing the type and origin of alternative sources. (Esra, 2008).

Donors form an integral source of funding for international child sponsorship programs. It is important to understand that the development of international child sponsorship programs fundamentally arose from their usefulness as a marketing tool for mobilizing resources in rich countries to fight poverty in poor countries. As administrators in these programs have recognized for decades, contact with an individual child creates a commitment device to help donors contribute a fraction of their monthly income to alleviating world poverty. In fact, it is likely that many of these resources may not have been mobilized at all if it were not for the ability of international child sponsorship to foster this type of commitment device to poverty

alleviation via a relationship with a particular child. In this way, international child sponsorship programs may mobilize these additional resources by drawing heavily upon the

same group of psychological and moral instincts people possess to care for their own children. With the average monthly sponsorship level set at about $30 (not including other gifts sent to sponsored children), we estimate the flow of resources from wealthy countries to poor countries from international child sponsorships to be about $3.2 billion per year (Bruce and Joanna, 2009).

Even in difficult economic times, the commitment of donors to the wellbeing of "their child" is likely to be much greater than their commitment to a large, well-intentioned yet relatively faceless, non-profit organization. There is at least anecdotal evidence of this: During the first year of the 2008-09 recession when giving to most U.S. charities declined sharply, World Vision reported that the percentage of those who remained faithful with their monthly donations to sponsored children showed no sign of decline during this period (WVI, 2009). In summary, even apart from issues of cost-effectiveness as a method to increase child schooling, child sponsorship programs may be among the most effective methods to mobilize resources that significantly increase child schooling, (Bruce and Joanna, 2009).

Child Sponsorship is one of the most successful mechanisms for raising funds for long term international development for a range of International Non Government Organizations (Plan International 2008). More than 1.2 million donors choose to support the needs and rights of children by sponsoring through Plan and many more millions of supporters, sponsor through a range of other agencies. Most, if not all agencies, that implement child sponsorship schemes have at some stage or another reviewed the impact of the community development that is undertaken with sponsorship funds (Plan International 2008).

The practicc of giving money to an individual child is fraught with problems, such as the high transaction costs for the distributing organization, as well as the way it singles out individual children within a community full of children in need (Child fund 2011). Some NGOs thus modified the programs and the funds no longer go to particular children, but to

support the community where the sponsored child lives. According to child fund, "When you sponsor a child, Child Fund will use your monthly sponsorship donations, combined with

donations from sponsors of other children in your child's community, to support community-wide programs" (Child fund 2011)

Similarly, Plan International states: "Your money does not go to the individual child that you sponsor. So that Plan can make efficient use of funds, the money is pooled with contributions from other sponsors to support programmes benefiting communities worldwide." (Plan International 2008).

Donors make contributions because they identify themselves with the organization and aim at keeping their bonds or building relationships with it (commitment). Thus, donations might serve as a vehicle to accomplish the organizations' goals and a mean to declare their association and commitment to it. Trusting is related to donors ' trust on the leadership and vision of the organization. Trusting indicates that donors need to be confident about the reliability, credibility and integrity of the organization in order to provide support. Moreover, the trusting factor might represent shared values between donors and organizations (believing in the vision of the organization) (Rodoula 2007).

Funding for World Vision's work comes largely (almost 80 per cent) from private sources, including individuals, corporations and foundations. The remainder comes from governments and multilateral agencies. In addition to cash contributions, World Vision accepts gifts-in-kind, typically in the form of food commodities, medicine, and clothing. Child sponsorship is the source of approximately half of the funding for World Vision's programmes. Individuals, families, churches and groups are linked with specific children or specific community projects in their own country or abroad, pledging an amount each month to support community-led programmes that benefit children (World Vision 2009).

2.5 Child selection criteria and its effectiveness on academic development

Sponsored children and their families are among the principal beneficiaries of programmes, which are designed, implemented and monitored to ensure that they benefit in identifiable ways (Child fund 2011). Although poverty is the overriding condition that brings children into most sponsorship programs, different organizations adopt different selection criteria for children in their sponsorship programs. According to Interaction Guidance Document For the Child Sponsorship Certification Standards and Certification Manual 2008, Child Sponsorship Organizations should never knowingly enroll a child or family already enrolled by another sponsorship agency. The child sponsorship organization should not seek more than one sponsor for a child unless this fact is clearly communicated to sponsors. This is to avoid unintended duplication of services to sponsored children and/or any inadvertent misrepresentation to sponsors (InterAction, 2008)

In all of Compassion's international projects, selection of children into the sponsorship program is determined at the local level. The official Compassion manual instructs its program staff to work with local families to select children according to the following criteria:
1) Sponsored children are to be from needy, low-income families. The official selection criteria writes, "When only a percentage of the children are sponsored from an institution, the school or parent committee should choose children among the neediest families for sponsorship."
2) Children who are orphaned, living with a widowed parent or other family member, or who are refugees are given special priority.
3) The child cannot have been sponsored by another agency.
4) Both children from Christian families and non-Christian families may participate equally, but families must allow children to participate in the Christian religious instruction of the program.
5) Children of kindergarten age, first grade, second grade, and third grade will receive priority, with older children (still aged 12 and under) a second priority.
This final rule was implemented to lengthen the number of years that a child is able to be sponsored (Bruce, Paul and Laine 2010).

According to Children international, children must fulfill specific requirements for enrollment,

including: Be enrolled between the ages of 2 and 9, if possible, to begin building a foundation for their self-esteem and potential; Be in a state of economic hardship; Be living in an accessible area and within a reasonable distance, permitting consistent contact between the child and the field staff; and that there can be no more than four sponsored children in any family. In addition to these criteria, the organization relies on the expertise of volunteers and local staff to determine which children are living with the greatest need. This helps make the selection process fair, ensuring that help goes to those who need it most urgently. There is never any discrimination based on race, religion, social background or any other factor. The bottom line is to help as many children and families as possible, reaching out to the poorest of people first. (Children International 2011).

It is important to clearly define to the community how child sponsorship actually works and the roles of community members when we first come into a community, so as not to create false expectations (World Vision, 2009). World Vision has a minimum child selection criteria which can be contextualized and discussed with the communities. The criteria takes into consideration representation of community diversity in terms of economic groups, gender, ethnicity & religious background, disabilities and number of children per family which should be discussed with the target community. Children may be newly registered in the sponsorship program before their 13th birthday. Children selected for sponsorship must be part of the target community of vulnerable children identified by the program design for program interventions. Children selected for sponsorship must live in a geographic area where interventions will occur within the next 18 months or where they will continue to benefit from earlier interventions. The parents/caregivers demonstrate understanding of World Vision ministry, Sponsorship and the program. Parents/Caregivers agree to participate in the program and Child Sponsorship requirements indicated by consent letter signed by parent or guardian. A child may be selected only if they are not currently registered in any child sponsorship program run by World Vision or other organization (WVI, 2008).

Sponsorship can however, affect the selection of participating communities and children in ways that are inconsistent with Child- Centered Community Development, as sponsorship access, logistics and marketing needs can take precedence over poverty and vulnerability criteria.

Sponsorship is not a practical approach for children who are mobile, transient, displaced, working or not attending school. The expectation that sponsorship should have a developmental impact on individually sponsored children while at the same time promoting Child- Centered Community Development as an approach which provides equal benefit to all children is a paradox. Responding to this with 100% saturation (enrolment of all children in a given community) can create other contradictions. While logistically convenient, sponsorship enrolment may override other development criteria, leading to the most marginalized children not being selected and coverage of fewer communities (Plan International 2008).

2.6 Sponsor-child relationship and its effectiveness on academic development

In a world where more than a billion children live on less than $2 per day, connecting one child with one sponsor is the most strategic way to end child poverty (compassion International 2011). One of the attractive features to many donors of child sponsorship is the one-to-one relationship that is established in the sponsorship arrangement. It gives a human face to the contribution they are making to a remote social need. While direct handouts to individual children were abandoned in favour of community development benefits for all children, the one-to-one link with the sponsored child remains an important characteristic (Plan International 2008).

Child sponsorship establishes a relationship between a sponsor and a child in a way that personalizes the challenges of poverty and development. The sponsor makes a direct contribution to the community's goal of improving life for the child. Sponsors' contributions help deliver health and educational improvements and support vital development in the communities where the sponsored children live. Sponsored children participate and benefit from these programmes. Sponsors receive regular progress updates. One of the ways in which sponsorship contributes to community development is in the use of local volunteers who visit sponsored children and their families, monitor their well-being and report any concerns to the staff. Volunteers are trained to undertake these monitoring visits which often include delivering mail from the child's sponsor. Children are delighted to receive this correspondence and when sponsors encourage them in their pursuit of education and other

goals, the relationship can empower them and broaden their outlook to include knowledge of a world outside their own community. Sponsorship in a community encourages participation and volunteers motivate children and their families to become involved in programs such as education, health workshops or training on income generation (World Vision 2009).

A study carried out by Plan International on the developmental impact of child sponsorship found anecdotal examples of positive effects of the sponsorship relationship on sponsored children, motivating them in their education, school attendance and personal development. Children were identified who showed greater awareness of other countries and cultures, and heightened writing and communication skills. In particular, those children who had regular correspondence with their sponsor(s) over a period of time, who attended school, and who had stable and supportive home environments, appeared most able to reap these benefits from sponsorship. In the Philippines, for example, sponsored children were identified who have been motivated to learn and attend school, and who have been inspired by having someone from another country who cares about them. Some parents also reported positive emotional effects from their relationships with sponsors. A low level of sponsor engagement in correspondence limits the opportunities for most children to benefit directly from sponsorship relationships (Plan International 2008).

Child sponsorship is often promoted as giving sponsors the unique opportunity to witness the life-changing effect of their donations, achieved through personalized correspondence with their sponsor child. Child sponsorship has a broad appeal amongst the public due to the emotional aspect of direct communication with disadvantaged children overseas. However, child sponsorship, by focusing on individual children does not empower communities or respond to community needs, limiting its benefits and effectiveness (ACFID, 2008).

There is also evidence that sponsorship relationships and communication have some negative developmental effects on children. For example, not all children in communities where Plan works are sponsored. Of the ones that are, about 30-35% receive letters or gifts from sponsors. This creates anxiety, jealousy and disappointment among those children and families who receive no letters or gifts, and contradicts the Child- Centered Community

Development principle that all children should benefit. Notwithstanding the interesting success stories, the much larger scale of unmet expectations and emotional disappointment for children poses a serious ethical concern and challenge for the organization. Sponsorship communication procedures appear to be geared primarily to meeting the emotional needs of sponsors, rather than the needs of sponsored and non-sponsored children. Children's and families' disappointment with sponsorship, due to not receiving letters or gifts, creates community discord and erodes trust in the organization. This is a major source of 'noncooperation' and cancellation amongst families of sponsored children, and of low morale and turnover among community volunteers (Plan International 2008).

According to Loreto sisters, knowing the identity of the child can lead to direct contact - letters, telephone calls and even unsanctioned visits which pose considerable risks to the child and to the organization (Loreto sisters, 2010).

Sponsor visits to communities form a small but important part of the sponsorship relationship. Visits are widely anticipated and universally appreciated by communities and sponsors, presenting an opportunity for celebration by the entire community (Plan International 2008). Each trip allows sponsors to spend time with their children and meet local staff, experience the local culture and area, and get an insider's look at the organization's child development programs. There is also plenty of time for special experiences (Compassion International 2011).

2.7 Government policies

Recent policy initiatives in Kenya have focused on the attainment of EFA and, in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. The effectiveness of the current 8-4-4 structure and system of education has also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels in the last decade. The Government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions, such as the EFA goal, and is

developing strategies for moving the country towards the attainment of this goal. The implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal (Grace W, 2006).

The poverty perspective has become evident in Kenyan policy particularly since the externally driven Poverty Reduction Strategy paper (PRSP) which focuses on the provision of essential social services, which includes primary education, for low income groups. This agenda has encouraged the identification of inequities in the Kenyan education system particularly concerning cost-sharing and measures such as bursaries for the most disadvantaged in the education system have been put in eplace. However, moves in the international agenda more recently for education and development towards more comprehensive approaches have brought more coherence between international EFA goals and Kenyan policies (Moses and Caine 2007). Kenya continues to emphasize wealth creation, the micro and small enterprise sectors, skills and technology. The 2004 and 2005 sector-wide approaches (SWAPs), developed in conjunction with external partners, also make reference to these aspects of a more comprehensive approach and King suggests that the Kenya Education Sector Support Programme (KESSP) may represent a strategic compromise between external and internal development priorities in Kenya (King, 2005).

2.8 Culture

Adherence to retrogressive cultural practices such as early/Forced marriage and female circumcision impede girl's education. A study commissioned by Action Aid Kenya (2006) showed that age for undertaking FGM was declining, with the majority facing it between ages 5-7, when resistance is minimal. After circumcision, girls face lower social restricts. They may engage in sexual activity since they are now considered to be "women". After FGM, the resultant pattern is pregnancy, school dropout and eventually early marriage. The critical point to break in the cycle is seen as delaying and eventually stopping FGM, (Sara et al, 2009).

2.9 Religion

Missionaries have been credited with introduction of schools in colonial Kenya. The most prestigious schools today are former mission schools. Missionaries favored agricultural areas, adjacent to the colonial settler farms (Sifuna 2005). Though the missionaries' ulterior motive was to evangelize and convert the natives to Christianity, some other areas were already inhabited by Muslims. In such areas, formal education was generally shunned, not because the concept was alien to those communities, but more so due to its association with Christianity. Education systems are often an important factor in the exclusion and marginalization of particular groups in society, education policy itself is highly politicized in deeply divided societies. Changes to the education system can arouse deep suspicion and resentment, particularly if perceived as being imposed upon minority communities by a dominant majority (Sara et al, 2009).

According to the Kaloleni ADP re-design document FY 04- FY 08 (WVK 2005), there are beliefs, which are widespread among the Kaloleni residents, including the possibility of possession by spirits and in witchcraft. Many diseases are ascribed to witchcraft. There are numerous important personalities in religious life, and no distinction between religious life and daily living. There is the *Ramuli* or the fortunetellers who are so much trusted. There are also the spiritual tribal leaders who are respected and believed. Cultural constraints and harmful traditional practices for example early marriages and belief in witchcraft, are some of the challenges faced by the programme. There are also negative attitudes to development - especially poor attitudes towards girl child and women, poor attitudes towards work, low level of community contribution and low regard to education (WVK 2009).

2.10 Overview of academic development in Kenya

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). Education is a goal in and of itself, but it is also a powerful driver of progress toward the other MDGs. More equitable distribution of education is correlated with lower poverty and inequality and faster economic

growth (Birdsall and Londofio 1998). According to UNESCO, progress towards the EFA goals is not currently fast enough to meet them by 2015. According to recent calculations, approximately 75 million children world wide are still not enrolled in school and have not yet had the opportunity to learn to read and write. Of those students enrolled in school, millions drop out or leave school without having gained the most basic literacy and numeracy skills (Barbara, 2003).

In Kenya, the First National Development Plan (1964-1969) highlighted the need to expand education and noted that "education and national development are so closely related in a developing country that it is almost impossible to speak of one without the other" (Republic of Kenya, 1964). The Kenyan government in its National Development Plan, (2002-2005) indicates that the population of Kenya was estimated at 30.4 million in 2001 and is increasing at 2.4% per annum. In line with the child rights' legal framework, the Kenya government National Development Plan, 2002-2005 recognizes education as a fundamental strategy for human resource development. In line with the EFA goals, the Plan echoes that primary goal of education is to achieve and sustain Universal Primary Education (UPE) by 2005 and to raise transition rates from primary to secondary from 40% in 2002 to 70% by year 2008.

The Plan indicates that significant resources have been invested over the years by the government and other stakeholders to expand and improve education at all levels. Despite the major strides made in education and training, the plan document states that a number of challenges still persist. These include: Cost of education and training, Inequity in access, High wastage rates, and problems of relevance and quality. The Development Plan acknowledges that enrolment at various levels is characterized by gender, region and income disparities.

Generally, low enrolment may reflect a lack of supply of schooling, the opportunity costs of attending school, the perceived low returns from schooling in the labour market or other factors such as the distance to school and for girls the existence of female teachers and separate toilets. Major determinants of enrolment include household income, schooling cost, presence of schools, community involvement, transportation, education quality and relevance (Raja and Burnett, 2004).

Advocates consistently lobby for making schooling more accessible in the developing world through the reduction of school fees and the elimination of other costs. The World Bank (2004) argues that user fees are a major obstacle to universal education in developing countries. Several countries in sub-Saharan Africa have eliminated school fees, but other significant costs remain, including the cost of providing a school uniform for a child. Government and non-government organizations may intervene in any number of ways to encourage children to attend school, providing free uniforms, free meals, free medications, or the promise of a chance to win a scholarship. While some interventions, such as providing meals or medications, increase the benefits of schooling, uniform provision and elimination of school fees reduce the cash outlay required (Evans and Kremer 2005).

2.11 Influence of child sponsorship on academic development

Child sponsorship programs have large magnitude impacts especially in the areas of education and future employment. Child sponsorship is associated with an average increase in formal schooling of approximately 2.88 years. These estimates of the impact of child sponsorship on formal schooling are substantially greater than those found by Kremer, Moulin, and Namunyu (2003), who report about 0.30 years of additional schooling as a result of sponsorship. The programs mandated both basic school provisions to sponsored children such as school uniforms and textbooks as well as much more comprehensive and holistic support structure, such as tutoring services, school fees, health education and basic healthcare, and Christian teaching, nurture and development (Bruce, Laine, and Joanna 2009).

Impacts of child sponsorship are many and varied as different organizations adopt different approaches to sponsorship. Kremer, Moulin, and Namunyu (2003), used a randomized field experiment to analyze the short and medium term impacts of a Dutch child-sponsorship program that funded new classroom construction and provided students in randomly selected schools a $6 uniform and $3.44 in textbooks. They find that even these relatively low-cost

interventions resulted in student beneficiaries attending school half a year longer than in control schools, and advancing a third of a grade farther in their education.

Provision of educational inputs and subsidies in tandem with the program's emphasis on the nurture of children and the re-orientation of their self-expectations and reference points drive many of the impacts of child sponsorship on life outcomes. A growing literature has sought to ascertain cost-effective methods to induce households to increase investment in children's education. Different programs have used cash transfers, the lure of free meals, the provision of school uniforms, deworming treatments, or free medical treatment in order to provide incentives for families to keep (or send) their children to school (Bruce, Laine Joanna, 2009),. The widely celebrated (and widely evaluated) Conditional Cash Transfer (CCT) program, *Progresa* (later renamed *Oporlunidades),* was implemented in 1997 by the Mexican government to create financial incentives for families to boost school attendance in economically poor regions. *Oporlunidades* provides cash transfer payments to mothers conditioned on children continuing in school. The rollout of *Oporlunidades* was undertaken randomly to facilitate its evaluation by researchers. Impact evaluations have shown that access to the program is associated with higher school enrollment rates, lower grade repetition and better grade progression, lower dropout rates, and higher school reentry rates among dropouts (Behrman, Sengupta, and Petra, 2005).

For example, Behrman, Parker and Todd (2005) estimate that receiving cash transfers from the *Oporlunidades* program in Mexico for two years increased years of schooling by 0.20 years. Schultz (2004) estimates that *Oporlunidades* program in Mexico increased formal schooling by an average of 0.66 years (0.72 for girls, and 0.64 yrs for boys). CCT payments in his study ranged anywhere from $4.62 to $21.67 per month, and are received from the third to the eleventh years of school.

Enrolment of children in sponsorship programs promotes school enrolment and attendance rates among learners. Schultz's (2004) research found enrollment rates to be higher in villages with *Oporlunidades*, where its impact was positive from grades one through eight.

Using a difference-in-difference estimation, he finds that, averaging over all children, enrollment increased by 3.4 percent. He also finds that the impact was much higher in later grades, and among children in those later grades it was larger for girls (14.8 percent) than for boys (6.5 percent). Bobonis and Finan (2008) observe a 5 percent increase in enrollment in *Oportumdades* program communities, even among those ineligible for the program.

Studies on conditional cash transfer programs, such as *Conditional Subsidies for School Attendance* program in Bogota, Colombia, have shown an increase in school attendance and retention. Barerra-Osorio et. al. (2008) implemented a randomized field experiment in the context of the *Conditional Subsidies for School Attendance* program in Bogota, Colombia, finding that the overall average effect was to increase school attendance by 2.8 percentage points. The students receiving the savings treatment increased enrollment rates by 3.6 percentage points, and those who had the tertiary graduation treatment increased enrollment rates by 3.3 percent relative to the non-treated control.

Other programs have sought to subsidize different kinds of inputs to schooling. These inputs have ranged from providing free or subsidized school meals to providing uniforms, textbooks, school construction, and teachers. Dreze and Kingdon (2001) find that providing a mid-day meal increased female attendance by 15 percent in a study in northern India. Similarly, Kremer and Vermeersch (2004) estimate that school attendance increased by 8.5 percentage points in preschools that provided free meals, affecting both current students and new students who had never before attended school.

Child sponsorship programs enhance school retention by reducing absenteeism of learners. Evans, Kremer, and Ngatia, (2008) randomly selected children by lottery to receive free uniforms in a program administered by an NGO operating in Kenya. They find that receiving a school uniform reduced overall school absenteeism by 39 percent and by 64 percent for poorer students, who did not previously own a uniform. In a similar geographic area in Kenya, a deworming medical intervention was implemented in randomly selected schools.

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Miguel **and Kremer** (2004) **discover that this intervention not only decreased overall disease transmission but also helped to reduce school absenteeism by 7 percentage points in the treatment schools. In addition, they find positive spillover effects to children who attended nearby schools that did not receive the deworming intervention.**

In a randomized experiment that provided girls in the sixth grade merit scholarships of approximately $20 to pay for school fees and school supplies, Kremer, Miguel, and Thornton (2008) estimate that the intervention increased student attendance by 5 percentage points, and in successful districts, it led to a significant increase in both girls' *and* boys' test scores. Still other experimental studies have attempted to provide incentives to teachers to improve education quality. In response to high teacher absenteeism rates, Glewwe, Ilias, and Kremer (2010) carried out an experimental intervention in Kenya that provided monetary bonuses to teachers based on student test scores. Despite the incentives, teacher attendance did not improve; instead teachers held additional prep sessions prior to the exams on which the incentives were based, which led only to a short-term increase in test scores.

Not completing school and failing to gain equivalent education and training qualifications is associated with poorer labour market outcomes and greater insecurity in building careers. A survey conducted by Stephen, and Suzzane, (2008), found out that Students who do not complete Year 12 or its equivalent are more likely to become unemployed, stay unemployed for longer, have lower earnings, and over the course of their lives, accumulate less wealth, a problem that will only increase with time as employers seek a more highly skilled workforce. The connection is simple - retention, engagement and higher levels of education opens up broader opportunities that lead to better personal, social and economic outcomes.

Duflo (2001) conducted a study which examined the impact of a dramatic expansion of school construction financed by the Indonesian government from 1973-1979. In that time span, over 61,000 schools were constructed. Duflo used an individual's exposure to the program, which was measured by the number of schools built in his or her region of birth,

along with age at the time of program inception, to identify impacts on education and wages. She found that the program increased the probability of primary school completion by 12%, and that each new school constructed per 1,000 children contributed to an increase in formal education of 0.12 to 0.19 years. This implies an average increase of between 0.25 and 0.40 years per child beneficiary, which then resulted in an increase of between 3.0 and 5.4 percent in wages, suggesting an economic return to education of 6.8 to 10.6 percent. Moreover, she also finds that those who benefited were among the poorest, and would not have had access to a primary school education otherwise (Bruce, Laine and Joanna 2009).

2.12 Overview of World Vision sponsorship programme

World Vision is an International Christian, humanitarian, relief and development organization with operations in different countries in the world. World Vision serves all people regardless of their race, nationality, religion, cultural background. The organization works with children, families, communities and sponsors all over the world to improve the well-being of children. This is based on the belief that the best way to help children is to work with them, together with their families and communities, to make changes that last. Child sponsorship builds relationships between children, their families, sponsors and World Vision staff. Each person in this relationship improves life for the others by sharing resources, hope and experiences in overcoming poverty through child focused development programmes (World Vision 2009).

World Vision Child sponsorship establishes a relationship between a sponsor and a child in a way that personalizes the challenges of poverty and development. The sponsor makes a direct contribution to the community's goal of improving life for the child. Sponsors' contributions help deliver health and educational improvements and support vital development in the communities where the sponsored children live. Sponsored children participate and benefit from these programmes. Sponsors receive regular progress updates. For example in education, World Vision engages with teachers, schools and communities to improve learning outcomes in education, build confidence and teach values-based life skills. They promote the right of all children to have a quality education (World Vision 2009).

Child sponsorship funds are used to support long-term development projects called Area Development Programs (ADPs). World Vision facilitates community development mainly through its ADPs. Divided into smaller community clusters, ADPs are child-focused community development programs for as few as 15,000 to more than 100,000 people, divided into smaller community clusters. Generally, World Vision partners with communities through ADPs for about 15 years. As a model of community development, ADPs link villages that work together in regional clusters to help address the root causes of poverty. World Vision works with each community to facilitate a range of interventions, including programs in health, water and sanitation, education, economic development, microfinance and agriculture, among others. Facilitators from the same country are trained to build relationships and help the community to identify needs and possible solutions. They are also equipped to train local leaders and encourage networking among civil society and government groups (World Vision 2009).

Kaloleni Area Development Programme (ADP) began in 1994 and is one of the oldest programmes in World Vision Kenya. The ADP is situated in Kaloleni division, Kaloleni district of Coast province which was curved out of the larger Kilifi district. The ADP is located 500 km south east of Nairobi, the capital city of Kenya, and 44 km North West of Mombasa town. It covers an approximate area of 364 square kilometers covering Kambe, Ribe and Kayafungo locations of Kaloleni division.

Kaloleni ADP is mainly funded by World Vision Australia and to a lesser extent, local funds and resources in form of community contribution. This area has lagged behind in development because of the following factors, low literacy levels, low agricultural production, poor conventional medical/health facilities, socio-cultural practices which discriminate against women and girls, poor communication infrastructure (roads and telephone) and high levels of poverty. At the start of the program the enrolment and school dropout rates for 5-18 year olds were at 40% and 43%, respectively with girls being highly

affected. This sad situation was attributed by among other things, early marriages, long walking distances to schools, poor and in-adequate learning facilities, high level of illiteracy among the parents, members of school boards, and, parents-teachers associations (WVK **2005).**

The efforts of the Programme to improve performance, the learning environment and the education standards in general have produced some fruits, as there has been an improvement in performance for some primary schools within the ADP area. This has been achieved through the sensitization and training of PTAs, parents and through improvement of school facilities like desks, classrooms, libraries and water tanks. The improvement of classrooms especially in primary schools has helped to ease congestion after the introduction of the free primary education.

Girl child campaigns on the importance of education in primary schools have also been a strategic tool that caused improvement in the education sector. More girls are having the opportunity to attend school than before. They are learning to value themselves, have confidence, and handle the teenage challenges and sexuality as per the value-based skills taught in the campaigns. To attain community ownership and sustainability in education sector, Kaloleni ADP has been sensitizing and strengthening the PTAs and community leaders to form and establish CBOs who will take the lead in matters concerning education. A number of PTA members have been taken out for exposure visits to learn from others who have excelled (WVK 2005).

On the other hand, the government has also made great contribution to enrollment levels in primary schools by formulating and implementing a free and compulsory primary school education policy. There has been an increment of enrolment rates in primary schools attributed to the education campaigns, child rights advocacy, supporting construction of classrooms and provision of school uniforms. The enrolment has also been accelerated by the introduction of free primary education policy by the government. This has also contributed to reduction in dropouts. The community's value for education has improved as evidenced by the parent's willingness to take advantage of the opportunity and enrol their children in school. The targeted population for the sponsorship programme is wide and diverse social

economic backgrounds and comprise of crop farmers, pastoralists, fishermen, business people etc without discrimination as long as they are inhabitants of the area. The registered children have been gradually recruited into the programme until 2006 with the first recruitment undertaken in 1995. The children were recruited from the local communities and were derived from poor families. The targeted population is communities from the local population (WVK, 2009)

2.13 Conceptual framework

The independent variables under study are donor funds, child selection criteria and sponsor-child relationship. Independent variables are the variables that the researcher manipulates in order to determine their influence on the dependent variable. Variations in these variables would predict the amount of variations that would occur in the dependent variable. The changes in the dependent variable therefore indicate the total effect arising from the effect of the changes in the independent variables. Thus, child academic development which is the dependent variable under study varies as a function of the independent variables. School enrolment, retention, completion and transition are indicators of child academic development that will be reviewed.

The conceptual framework also incorporates the moderating variables; Government policies, culture and religion. This is because in actual situations, simple one-on-one relationships between the independent and dependent variables are rare. Other variables play a part within the relationship. It is believed that government policies, religion and culture have significant, contributory or contingent effect on the original independent-dependent relationship.

The relationship of the dependent, independent and moderating variables are conceptualized in the diagram below.

Figure 1. The conceptual framework.

Independent

Variables

Dependent   variable

```
┌──────────────────────────┐
│ Donor funds.             │
│   -Availability          │
│   -Frequency             │
│   -Utilization           │
└──────────────────────────┘

┌──────────────────────────┐
│ Child selection criteria.│
│   -Perceived fairness of │
│    the selection process │
└──────────────────────────┘

┌──────────────────────────┐
│ Sponsor- child           │
│ relationship.            │
│   -Sponsor               │
│    correspondences       │
│   -Sponsor visits        │
└──────────────────────────┘
```

```
┌──────────────────────────┐
│ Child academic           │
│ development.             │
│   -School enrolment      │
│   -School retention      │
│   -School completion     │
│    and transition        │
└──────────────────────────┘
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┌──────────────────────────┐
│  • Government policies   │
│  • Culture               │
│  • Religion              │
└──────────────────────────┘
```
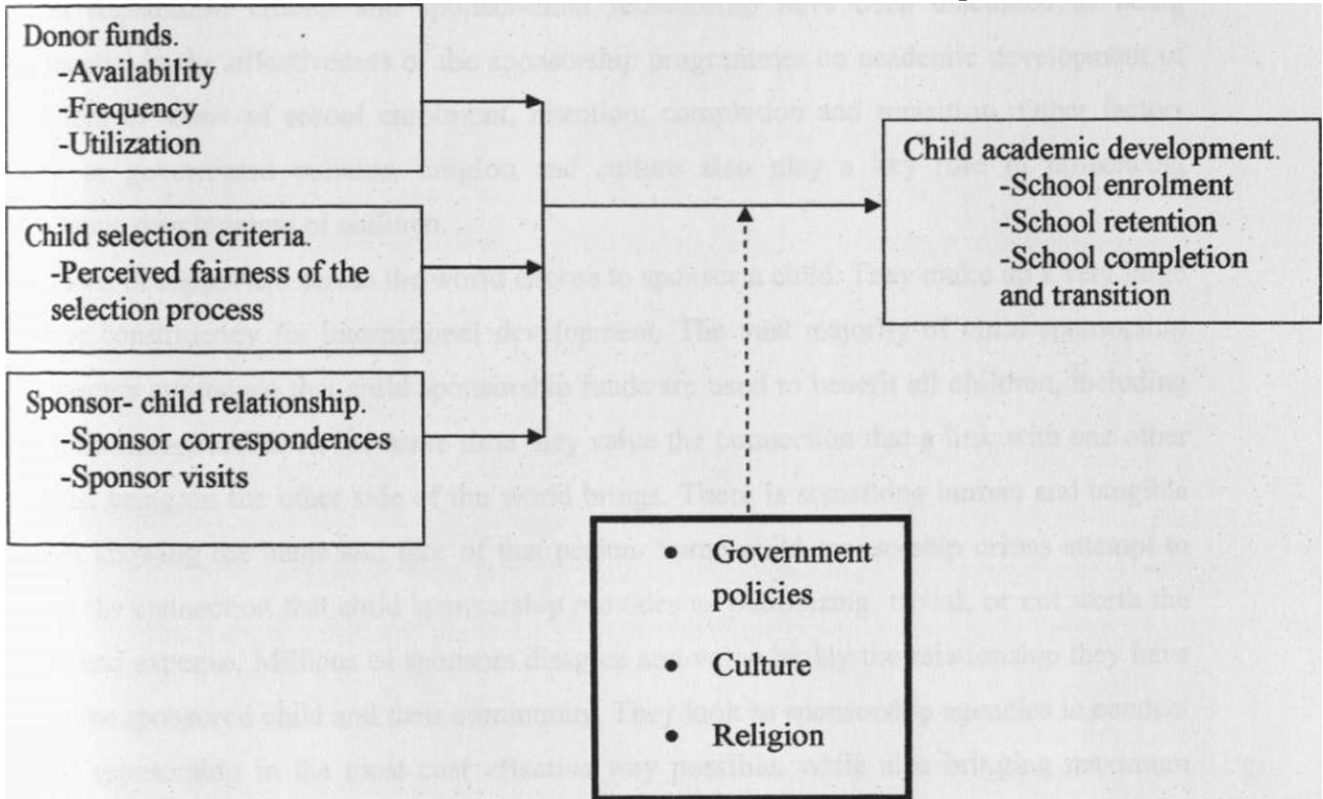
Intervening variables

2.14 Summary of Literature Review

The literature has outlined effectiveness of international child sponsorship programme on child development with emphasis on academic development. Factors such as donor funds, child registration criteria and sponsor-child relationship have been discussed as being influential in the effectiveness of the sponsorship programmes on academic development of children in terms of school enrolment, retention, completion and transition. Other factors such as government policies, religion and culture also play a key role in influencing academic development of children.

Millions of supporters across the world choose to sponsor a child. They make up a very large public constituency for international development. The vast majority of child sponsorship supporters appreciate that child sponsorship funds are used to benefit all children, including their sponsored child. At the same time they value the connection that a link with one other human being on the other side of the world brings. There is something human and tangible about knowing the name and face of that person. Some child sponsorship critics attempt to paint the connection that child sponsorship provides as patronizing, trivial, or not worth the time and expense. Millions of sponsors disagree and value highly the relationship they have with the sponsored child and their community. They look to sponsorship agencies to conduct child sponsorship in the most cost effective way possible, while also bringing maximum benefit to children and their communities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research techniques, instruments and methodology used to validate the study objectives. It specifically addresses the research design, target population, sampling procedure, methods of data collection, methods of data analysis and the operationalization of the variables of the study.

3.2 Research design

The research design used for this study was descriptive survey design that aimed at investigating factors influencing the effectiveness of international child sponsorship in the academic development of children in Kaloleni ADP in Kaloleni district. According to Donald and Pamela (2003), a descriptive study aims at determining the what, when and how of a phenomena which is the concern of this study. The survey approach was used as it allows relatively more data to be collected in a short time using largely qualitative approaches and general trends on variables to be identified. Both the primary and secondary data was collected.

3.3 Target population

The target population for this study was 900 children from 900 households who were currently registered with World Vision Kenya sponsorship funded Kaloleni Area Development Programme (ADP).

3.4 Sample size and Sampling procedure

The sampling framework for this study was provided by the child sponsorship programme In Kaloleni ADP office in Kaloleni district. The programme had a population of 900 registered children in the sponsorship project. Systematic sampling was used to select 10% of the target population to arrive at the sample size. The first child was picked randomly and an interval of 10 was used to pick the sample. This gave a sample of 90 households of children registered

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in the sponsorship programme at Kaloleni ADP that was used and considered adequate for the study.

n/N or $100/900 = 0.1$ (10%); Where n is the sample size and TV is the population.

This means that every sponsored child's household in the programme had a 10% or 1 in 10 chance of being selected using this method. The sample size of 90 sponsored children from 90 households was chosen as a convenient sample based on researcher's time and budget and was selected using systematic sampling method.

3.5 Data collection instruments

The study used both primary and secondary data. Primary data was collected from sampled households among community where World Vision Kenya funded sponsorship programme, Kaloleni Area Development Programme had been operating. The researcher issued structured and semi-structured questionnaires that were self administered to the respondents. Focus Group Discussions were conducted separately for both registered and non registered children and their parents.

Secondary information was obtained to reinforce collected data through desk research on factors influencing effectiveness of international child sponsorship on the academic development of children in Kaloleni ADP. This was done by reviewing the programme reports and other relevant documents from World Vision and other GoK institutions eg Ministry of education. The researcher also sourced secondary data from professional journals in various web sites, theses and articles posted in the internet that relate to the research topic.

3.5.1 Validity of data collection instrument

The validity of data collection instrument was attained through designing the questionnaire with questions that counterchecked each other. The answers in some questions were used to verify and clarify earlier given answers. Necessary phrasing of questions, logical sequencing and extra additional questions for in-depth inquiries was done. The inputs of the supervisors came in handy in fine tuning the instruments.

3.5.2 Reliability of data collection instrument

Reliability of data collection instrument was achieved by conducting a pilot test before exposing the questionnaires to the target population. The first draft of the questionnaire was

pre-tested in the field by the researcher and the results used to fine-tune the questions before producing the final copy of the questionnaire. No major adjustments were done on the final questionnaire.

3.6 Data collection procedure

Questionnaires were self-administered by the researcher to the 90 sampled households for sponsored children. Questions were asked to the respondents and the responses noted in the questionnaires. Clarifications on the questions were done where respondents misunderstood the question. Focus group discussions were also conducted for both sponsored and non-sponsored children and for parents of both sponsored and non-sponsored children.

3.7 Data analysis technique.

Data analysis involves reducing accumulated data to manageable size, developing summaries, looking for patterns and applying statistical analysis techniques (Coopers & Schindler, 2006; Cothari, 2000; Emmory, 1985). Data was categorized, ordered, manipulated and summarized to obtain answers to research questions. The process involved data preparation and undertaking descriptive analysis.

Since the study is descriptive in nature, data was analyzed using descriptive statistics such as mean, percentages and tabulations to collate the frequency of the responses with the help of Microsoft excel worksheet. Qualitative data was analyzed using thematic and content analysis. Data from secondary sources was reviewed and reported based on its relevance to the study objectives. For the quantitative data, regression analysis was used to check the extent of relationships between selected dependent and independent variables. A Statistical Package called Stata was used for analysis. To capture data from questionnaires to electronic format, the researcher created a simple database in Epidata, which allowed double entry, and had two different data entry clerks to avoid data entry errors. The database had validation checks to filter outliers and illogical errors at data entry level. After data entry, data was exported into Stata for analysis.

3.8 Operational definition of variables-

The table below shows the operational definition of variables in the study.

Table 2: *Operational Definition of Terms*

Objective	Variable	Indicator	Measure	Scale	Tool of Analysis
Independent variables					
Determine the extent to which donor funds influence effectiveness of international child sponsorship on academic development of children.	Donor funds	Availability of donor funds	Frequency of funds disbursement	Ordinal	Median Mode
To assess the influence of child selection criteria on the effectiveness of international child sponsorship on academic development of children	Child selection criteria	Categories of children enrolled in the program	Percentage of children from mixed community groups as per selection criteria	Ordinal	Mode Median
Examine how sponsor-child relationship influences effectiveness of international child sponsorship on academic development of children.	Sponsor-child relationship	Communication between sponsors and children	Frequency of sponsor to child communication	Ordinal	Mode Median
Dependent Variable					
	Child academic development	Enrolment Retention Completion and transition rates	Highest education level attained	Ratio	Mode
Moderating variables					
	Government policies, Culture, Religion.	Trends of academic attainment	Frequency of School attendance	Nominal	Mode

3.9 Ethical considerations

Respondents were informed of the purpose of the study and then consent sought from them for their participation. Focus group discussions for children were done in schools and consent for their participation sought from their teachers.

Respondents were also assured that the information gathered was going to remain confidential and only to be used for the purpose of the study. No name of the subjects was provided on the data analyzed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In chapter four, the empirical data collected during the study is analyzed and reported. The research was executed to achieve the objectives outlined in chapter 2. This looks at the response rate, demographic characteristics of the respondents and finally an interpretation of data from the analysis of the questionnaire in relation to the objectives of the study.

4.2 Response rate

Data was collected by the researcher and a total of 90 respondents (90 households) took part in the survey. All the targeted 90 questionnaires were completed and this represents a response rate of 100% as indicated in the table below. According to Babbie (2007), a response rate of at least 50 percent is adequate for analysis and reporting. A response of at least 60% is good and a response of 70% is very good. The response rate for the study being at 100% was considered very good by the researcher.

Table 4.1: Response rate per location

Location	Frequency (n)	Percentage
Kayafungo	38	42.2
Kambe	31	34.4
Ribe	21	23.3
Total	**90**	**100**

4.3 Demographic characteristics of respondents.

Respondents in the study, who represented households with registered children in sponsorship, were requested to give details of their identity in terms of their religion, ethnic group and occupation. The study needed to establish the requirements for eligibility into the sponsorship programme based on religion, ethnic background and occupation of respondents.

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Table 4.2: Religion of respondents

Region	Frequency (n)	Percentage
Catholic	32	35.6
Traditional Religion	3	3.3
Protestant	46	51.1
Muslim	9	10
Total	**90**	**100**

Table 4.2 above details the distribution of the sample based on religion. As per the findings, families from different religious groups were considered for sponsorship programme. This includes Christians, Muslims and traditionalists. This explains a level of fairness into consideration for sponsorship and no discrimination based on religion.

Table 4.3: Ethnic background of respondents.

Tribe	Frequency (n)	Percentage
Girimia	30	33.3
Kambe	29	32.2
Ribe	25	27.8
Kamba	2	2.2
Taita	2	2.2
Chonyi	1	1.1
Pokomo	1	1.1
Total	**90**	**100**

Respondents were drawn from different ethnic backgrounds and this is an indication that people from different ethnic backgrounds were considered in the sponsorship programme as long as they were residents of the programme area. Majority of the respondents were from the Mijikenda community who are the main residents of the programme area.

Table 4.4: Occupation of respondents

Occupation	Frequency (n)	Percentage
Farmer	37	41.1
Casual employed	29	32.2
Regular employed	20	22.2
Business	3	3.3
Herder	1	1.1
Total	**90**	**100~**

From the analysis, respondents were drawn from different economic backgrounds to indicate that children from different economic backgrounds were registered into sponsorship.

Data from the questionnaires was analyzed and interpreted as per the objectives of the study.

4.4 Donor funding and its effectiveness on academic development.

The study sought to determine the extent to which donor funding influenced the effectiveness of sponsorship programme on academic development of children. From the analysis of the questionnaires, it was evident that various kinds of support were received by the sponsored children as per table 4.5 below:

Table 4.5: Support received through sponsorship

Support	Frequency (n)	Percentage
School Uniforms	90	39.5
School Fees	49	21.5
School Stationery	45	19.7
Livestock	18	7.9
Medical Checkup	9	3.9
School bags	7	3.0
Beddings	5	2.2
Lanten Lamp	5	2.2

Some of the support was as a result of gifts sent to the children by their sponsors or through the various interventions as per the programme annual plans. Donor funds were used to buy school uniforms, provide bursary, school stationery, school bags, lantern lamps and undertake medical support for sick children among others. These ensured children did not miss school due to lack of school supplies, fees or sickness and also enabled their transition from one education level to the next.

A desk review undertaken at the World Vision Kaloleni ADP office reviewed the flow of funds from 2007 to date as per table 4.6 below.

Table 4.6: Donor funds in USD.

Year	Amount in USD	Number of sponsored children
2011	176,878	1,000
2010	317,623	2,245
2009	557,424	3,160
2008	588,000	3280
2007	605,000	3500

Source: World Vision Kenya (2011).

The amount of money decreased with decrease in the number of sponsored children and as the programme progressed towards closure. This means that funding is dependent on the number of children at any particular year. Funding is also done on an annual basis. The number of children also decreased from 2007 towards 2011 when the programme was supposed to close down as per the closure procedures of World Vision. Money from the donor funds was used to undertake different interventions in education, water and sanitation, Health and HIV/AIDS and programme management. The funds were disbursed annually as per the budgets prepared by the programme based on the proposed budgets by the funding/donor office in Australia. The amount of funds available for sponsorship was pegged on the number of registered children in the programme. Sponsors contributed a certain amount of money each month to their sponsored children and this money was put into a pool

for intervention activities that benefited both sponsored and non-sponsored children, their families and the entire community. This kind of approach however tremendously affected implementation of various interventions especially where the programme had to reduce the number of children due to closure. Education being one of the major projects implemented with the sponsorship funds was affected as the limited resources had to be shared within other projects such as health and HIV/AIDs, water and sanitation as well as programme management. In addition, the number of children the programme can have at any particular year is dependent on the funding/support office hence the receiving office can only work with what is available at that particular moment. Increase in the number of registered children is gradual and reaches a maximum number as the programme progresses over the years from which the numbers reduce towards the closure of the programme.

4.5 **Child selection criteria and its effectiveness on academic development**

The study needed to assess how child selection criteria influenced the effectiveness of child sponsorship on academic development of children. The background part of the questionnaire was designed to establish the respondents' characteristics in terms of religion, ethnic group and occupation. From the findings, 86.7% were Christians, 10 % Muslims while 3.3 % were traditionalists. This could be interpreted to mean that though World Vision is a Christian organization, it does not discriminate those who are enrolled into sponsorship based on religion. Christianity is the dominant religion in the area and this could explain the bigger percentage of the respondents.

Analysis of the ethnic background also revealed that respondents belonged to different ethnic backgrounds as shown in table 4.3 above and this further confirms that people are considered for sponsorship regardless of ethnic background. Giriama 33.3%, Kambe 32.2% and Ribe 27.8%, are the main dorminant ethnic groups and this could be the case since these are part of the Mijikenda group who are mainly found in the coast region particularly in Kaloleni. Respondents were also drawn from different economic backgrounds as indicated in table 4.4 above. Majority were farmers at 41% followed by 32.2% as casual employed while 22.2% were regular employed and this was an indication that sponsorship was for children from different economic backgrounds.

Table 4.7: Number sponsored children per household

No. sponsored	Frequency (n)	Percentage
1	49	54A
2	37	41.1
3	3	3.3
4	1	1.1

From the analysis of the questionnaires, it was found out that 54% of the households had only one child registered into sponsorship, 41.1% had 2 registered children, 3.3% households had 3 children registered into sponsorship while only one household representing 1.1% had four children registered into sponsorship. This showed that a family could have more than one child registered into the sponsorship programme. This is presented in table 4.7 above.

The study wanted to establish the age of the sponsored children and whether age was a consideration for eligibility into sponsorship programme.

Table 4.8: Age of sponsored children

Age	N=136	Min	Max
Mean(sd)	13.0 (3.4)	6	26

Age in categories

Age category	Frequency(n)	Percentage
<13yrs	49	36.0
13 to 18yrs	73	53.7
>18yrs	14	10.3
Total	**136**	**100**

Table 4.8 above shows the mean age of sponsored children which is 13 years with a standard deviation of 3.4. minimum age of 6 and maximum age of 26 years. 53.7% of the sponsored children were between 13-18 years and this could be due to the fact that Kaloleni is an old

programme that has been in existence for more than 15 years. This could mean that most of these children were registered into the programme at a younger age of below 7 years. This could also further explain the 36% of those below 13 years. There was a further 10.3% of those that were above 18 years. According to the selection criteria at Kaloleni ADP, children could remain into sponsorship beyond 18 years as long as their sponsors continued with the sponsorship and this could explain the 10.3% under the category of above 18 years.

A further desk review from the documents within the Kaloleni ADP office revealed a sponsorship child selection criterion which was developed together with the community that put the following considerations:

Representation of community diversity in terms of economic groups, gender, ethnicity & religious background and disabilities. Children may be newly registered in the sponsorship program before their 13th birthday. A child can however continue to be in sponsorship programme beyond 13 years as long as their sponsor continues with the sponsorship. A family can register more than one child into sponsorship as long as they are within the required age category at registration. Children selected for sponsorship must be part of the target community of vulnerable children identified by the program design for program interventions. Children selected for sponsorship must live in a geographic area where interventions will occur or where they will continue to benefit from earlier interventions. The children must be already enrolled in school for ease of monitoring. Parents/Caregivers agree to participate in the program and Child Sponsorship requirements indicated by consent letter signed by parent or guardian. A child may be selected only if they are not currently registered in any child sponsorship program run by World Vision or other organization.

The study also sought to establish how selection into sponsorship influenced enrolment of children into school. From Table 4.9 below, enrolment of 93.4% of all the sponsored children sampled was initiated by parents while only 6.6% was initiated by parents. This could be due to the child selection criteria that requires children to be already enrolled in school for them to be registered into sponsorship for easier monitoring. It could also be interpreted to mean that parents ensured their children were in school at the time of child registration into sponsorship to ensure their children were included into the sponsorship programme.

The 6.6 % whose enrolment was initiated by world Vision were from households where elder siblings were already registered in the sponsorship programme.

Table 4.9 Initiation of child enrolment to school

Who initiated	Frequency	Percentage
Parent	127	93.4
World vision	9	6.6
Total	**136**	**100**

There were varied feelings from participants of focus group discussions on the child selection criteria used at the point of registering children into sponsorship with some feeling that it was unfair especially on the age limitation of below 13 years. The feeling was that all children should have been considered as long as they were below 18years. The requirement that children needed to be in school for them to be considered for sponsorship was also criticized with some feeling that there were vulnerable children who were not sponsored and were out of school due to various problems that required intervention. The other argument was why sponsor a few children if the benefits were meant for the entire community, why children must be registered if they are not to benefit directly. There was also concern on why give some benefits to the sponsored children only yet all children in the community are supposed to benefit equally.

A further analysis of statements from the 90 respondents on the sponsorship selection criteria revealed the following results in table 4.10 below:

Table 4.10: Fairness of selection process

Statement	Agree		Disagree	
	Frequency	percentage	Frequency	percentage
The selection process for sponsorship is not fair	17	18.89	73	71.11

From this analysis, 73% felt that the child selection of children into sponsorship was a fair process while 18.89% did not find it a fair process. Among those who did not find it a fair process was the feeling that the age limitation of 13 years and below was not very clear and some felt it should include at least all children below 18 years.

4.6 sponsor- child relationship and its effectiveness on academic development

The study sought to know whether sponsor-child relationship was an influential factor in the effectiveness of international child sponsorship on academic development of children. From the analysis, 80 respondents representing 88.9% of the respondents said that their sponsored children had received some correspondences from their sponsors. For those that had received correspondence from their sponsors, 73.3 percent received them annually, 7.8% semi-annually, 6.7 quarterly and 2.2% only received correspondences once. This is highlighted in the table 4.11 below:

Table 4.11: Frequency of receiving correspondences

How often	Frequency (n)	Percentage
Annually	66	73.3
semi-annually	7	7.8
Quarterly	6	6.7
Once	2	2.2
N/A	9	10

A further analysis on the impact of sponsor correspondences revealed that receiving communication from sponsors positively impacted on the sponsored children as they worked hard in school so as not to disappoint their sponsors. Some sponsors also sent gifts such as reading materials and money that would buy books, pay school fees and cater for other academic needs especially as they got to understand their children's' needs due to their frequent communications. Due to the frequency of writing back to their sponsors, children who received correspondences had also increased their interest especially in English language and some would even practice speaking English while at home so that they could communicate well with their sponsors when they wrote or visited them. There were also

other effects such as improved interaction levels with other people whether from within or from outside their tribe, desire to work hard so as to support other needy people in the community in future among others. However, 8 % of the respondents whose sponsored children had received communication from their sponsors felt there was no impact of such communication to their children. The argument was that sponsors only sent letters to children which had no impact on them.

An analysis to find out whether the sponsored children had been visited by their sponsors revealed that 13.3% had been visited once by their sponsors and for majority, the impact of the visit positively impacted on their child's interaction with others and their performance in school. This is because after the sponsors visited and witnessed the actual status of their sponsored children and families, they were touched to help the families with more sustainable sources of income such as livestock that could ensure the family gets money to feed and educate their children. Table 4.12 below summarizes children visited by their sponsors.

Table 4.12: sponsored children visited by their sponsors

Visited	Frequency(n)	Percentage
Yes	12	13.3
No	78	86.7
Total	**90**	**100**

From the analysis of sponsor-child relationship, it was evident from most the respondents that such kind of relationship characterized by communications between the sponsored children and their sponsors as well as visits by some sponsors had an effect on the academic development of children. This influenced retention in schools and also enrolment especially for younger siblings where the families received monetary support and undertook income generating projects e.g purchase of livestock. However, from the analysis of statements about sponsorship it was revealed that 78.8% of the respondents felt that child sponsorship made some families feel jealous and a further 63.3% said that child sponsorship divided rather than united the community. The reasons given for such comments was the fact that not all

sponsored children received letters and gifts from their sponsors with some receiving them frequently while others received the correspondences rarely or received nothing at all. Some of the gifts received were in monetary terms where such lucky families would buy livestock and other major items depending on the amount received. This brought about jealousy by those whose sponsored children received only letters or did not receive any gifts as well as among those families whose children were not sponsored. From the analysis of focus group discussions it was evident that communication between children and their sponsors is important because the sponsors get updated about the child's wellbeing and encourage them in case they have problems. In addition, it is important that sponsors visit their children as they are able to see their actual situation and the impact of their donations to their sponsored children.

From the analysis of the questionnaires, 97.8% of the sponsored children from the sampled households were currently enrolled in school and continuing with education at different levels. This showed that sponsorship ensured retention of sponsored children in school as a result of support given in terms of school fees, and other school supplies as well as encouragement through communication with their sponsors. The child selection criteria that required children to be in school for ease of monitoring could also have contributed to this as many parents would ensure their children were in school so as to continue benefitting through sponsorship. The 2.2% that were not currently enrolled in school had completed learning up to college level.

Table 4.13: Sponsored children currently enrolled in school

Currently enrolled in school	Frequency	Percentage
Yes	133	97.8
No	3	2.2
Total	**136**	

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Based on the empirical results presented in chapter four, this final chapter summarizes and discusses the findings of the study. It also has recommendations to concerned parties and stakeholders. The final part of the chapter has suggestions for areas that need further study.

5.2 Summary of research findings

The purpose of the study was to identify the effectiveness of international child sponsorship programme in academic development of children and the factors influencing the effectiveness. The first objective was to determine the extent to which donor funding influenced the effectiveness of international child sponsorship on academic development of children. As from the outcome of this research, it is evident that donor funding was a key factor influencing effectiveness of sponsorship programme. The frequency of funding which was done annually made it possible for the programme to plan and implement activities in a timely manner. Sponsors contributed a certain amount of money each month to their sponsored children and this money was put into a pool for intervention activities that benefited both sponsored and non-sponsored children, their families and the entire community. The amount of funds available for sponsorship was pegged on the number of registered children in the programme. This affected the interventions as there was a decrease in funds as the number of sponsored children decreased due to closure of the programme. Education being one of the major projects implemented with the sponsorship funds, was affectcd as the limited resources had to be shared within other projects such as health and **HIV/AIDS**, water and sanitation as well as programme management.

To assess how child selection criteria influenced the effectiveness of international child sponsorship on academic development of children, the study revealed that there existed a minimum child selection criterion for World vision that was further contextualized and

agreed upon with the community. 100 % of the respondents were aware of the criteria used in registering their children into sponsorship and had given a consent for their children to be registered. However, 18.89% felt that the criterion was not fair and a further 63.3% felt that sponsorship divided rather than united a community. The reason for this was mainly due to the criteria used such that there was jealousy among siblings as those who were not sponsored felt left out and envied their sponsored siblings who would get correspondences and gifts and sometimes even visited by their sponsors. From the findings of the focus group discussions, the same jealousy was expressed in the larger community especially among families that did not have any child into the sponsorship programme.

To examine how sponsor-child relationship influenced the effectiveness of international child sponsorship on academic development of children, the analysis of the research findings indicated that 88.9% had received some form of communication/ correspondence from their sponsor. A further analysis on the impact revealed that receiving communication from sponsorship positively impacted on the sponsored children as they worked hard in school so as not to disappoint their sponsors. Some sponsors also sent gifts such as reading materials and money that would buy books, pay school fees and cater for other academic needs especially as they got to understand their children's' needs due to their frequent communications. Due to the frequency of writing back to their sponsors, children who received correspondences had also increased their English language and some would even practice speaking English while at home so that they can communicate well with their sponsors when they wrote or visited them. However, 8% of the respondents whose sponsored children had received communication from their sponsors felt there was no impact of such communication to their children.

5.3 Discussion of the findings

Based on the findings of the study, it came out quite clearly that donor funding was a key factor in influencing the effectiveness of child sponsorship programme. Sponsors contributed a certain amount of money each month to their sponsored children and this money was put into a pool for intervention activities that benefited both sponsored and non-sponsored children, their families and the entire community. The literature reviewed in chapter two

indicated that Child Sponsorship was one of the most successful mechanisms for raising funds for long term international development for a range of International Non Government Organizations and most, if not all agencies, that implement child sponsorship schemes had at some stage or another reviewed the impact of the community development that is undertaken with sponsorship funds. The study established that funds from sponsorship were used to undertake different interventions in health, HIV/AIDs, food security and education, with the aim of benefitting both registered and non-registered children and families. There was however some direct benefits targeted to the sponsored children only such as school uniforms, school bags, stationery, livestock etc both from the pool of sponsorship funds and also as direct gifts to the sponsored children by their sponsors.

From the findings, there existed a minimum child selection criteria for World vision which was discussed by the community and contextualized as per the local conditions. The criteria used in Kaloleni was shared by the community members though there were feelings of jealousy and resentment for those whose children were not registered or those whose children were registered but did not receive any gifts/communication from their sponsors. Literature review indicated that although poverty was the overriding condition that brought children into most sponsorship programs, different organizations adopt different selection criteria for children in their sponsorship programs. This was the case for the sponsorship programme in Kaloleni that put into consideration children from different ethnic, religious and economic backgrounds to act as representatives of other children in the community. However, it was found out that sponsorship was not a practical approach for children who are mobile, transient, displaced, working or not attending school especially where the selection criteria did not include such children, most of whom were vulnerable.

From the research findings sponsored children who had received communication/ correspondence from their sponsor showed a positive influence on their lives motivating them in their education, school attendance and personal development. From the findings, it is clear that sponsored children are delighted to receive correspondences from their sponsors and when the sponsors encourage them in their pursuit of education and other goals, the

relationship can empower them and broaden their outlook to include knowledge of a world outside their own community. The literature reviewed reckons that child sponsorship is often promoted as giving sponsors the unique opportunity to witness the life-changing effect of their donations, achieved through personalized correspondence with their sponsored child. Child sponsorship has a broad appeal amongst the public due to the emotional aspect of direct communication with disadvantaged children overseas. From the findings of the study, 8% of the respondents whose sponsored children had received communication from their sponsors felt there was no impact of such communication to their children as they only received letters. There was also evidence that sponsorship relationships have some negative effects on children where those who do not receive correspondences from their sponsors suffer anxiety, jealousy and disappointments and in essence, this contradicts the principle that all children should benefit through sponsorship.

5.4 Conclusions of the study

Donors form an integral source of funding for international child sponsorship programmes as resources are mobilized from individuals who foster an individual commitment via a relationship with a particular child. From the findings of the study, each sponsor gives their monthly donations which is combined with donations from sponsors of other children in the community to support community-wide programs. Funding is done annually and the amount of funds is dependent on the number of registered children into the sponsorship programme. Thus, donor funding is key in ensuring effectiveness of child sponsorship programme where interventions are well planned and funds set aside to implement such intervention.

Every organization dealing with sponsorship has its own selection criteria on the children they take up for sponsorship. This is good considering different organizations have different approaches of doing sponsorship. However, such a criteria should be understood by all community members including those whose children are not sponsored to avoid issues of jealousy over sponsored children and their families. The study has established that though all the sponsored families were aware about the selection criteria of their children into the sponsorship programme, there was rivalry amongst siblings who were not sponsored and felt

that their sponsored brothers and sisters were favored as they received letters, gifts and money from their sponsors.

From the findings, it is clear that sponsored children are delighted to receive correspondences from their sponsors and when the sponsors encourage them in their pursuit of education and other goals, the relationship can empower them and broaden their outlook to include knowledge of a world outside their own community.

In conclusion, the researcher is of the view that there are several factors that influence effectiveness of international child sponsorship. Donor funding, child selection criteria, sponsor-child relationship are some of the factors. Some definitely have more impact than others. In this research, it has been established that donor funding and sponsor-child relationship have a significant influence on effectiveness of international child sponsorship on academic development of children. Child selection criteria is important in ensuring unity and co-operation among communities when there is a feeling of involvement in the process. This further influences community participation in various interventions that benefit both the sponsored and non-sponsored children.

5.5 Recommendations of the study

From the Findings of the study, it was clear that though sponsorship is meant to transform communities through sustainable development, some community members still understood it to mean direct benefit to only the sponsored children. This being a case in Kaloleni ADP where sponsorship has operated for more than 15 years and preparing for closure. It would be expected that having worked closely with the community for all these years, there would be a high level of awareness and knowledge by communities on how sponsorship works.

The researcher therefore makes the following recommendations:
1. That it is important to clearly define to the community how child sponsorship actually works and the roles of community members when an organization first comes into a community so as not to create false expectations. This should be accompanied by frequent sensitization and education of community members of how sponsorship

works. Different organizations undertake sponsorship differently and in most cases, communities get to understand sponsorship as direct benefit to the sponsored child. Where a different approach is undertaken, it should be well communicated so as to avoid resentment by communities when their expectations are not met. If sponsorship is meant to benefit the wider community, then there should be no direct benefits targeting the sponsored children only but should be shared with all vulnerable children in the community.

2. Funds generated through sponsorship should be aimed at benefiting the target community through interventions prioritized by the community. Limiting the amount of funds to the number of sponsored children affects implementation of major activities that would benefit the entire community since the programme receiving these funds has no control over the number of children that can be registered into sponsorship. The recommendation would be to have an optimum mix of quantity and quality of funds in relation to the needs of the community. Such funds should be predictable and reliable in terms of flow, disbursed timely and based on demonstrated need and performance. Prioritizing community needs is important at the point of developing a design document for various interventions to be undertaken in a particular community. Such priorities should be generated by the communities and should be aimed at addressing the root causes of problems rather than the symptoms. A programme should start thinking about transition right at inception so as to foresee the kind of impact that would be achieved at the time of transition and to ensure sustainability issues are addressed right at inception.

3. Communication between the sponsors and their sponsored children should be encouraged as it gives sponsors the unique opportunity to witness the life changing effect of their donations achieved through personalized correspondence with their sponsored child. This further ensures retention of the sponsors into the programme. Visiting the sponsored child gives that ultimate opportunity for both child and sponsor transformation. It actualizes the relationship between the two as they get an opportunity to see each other and understand their different personalities and

environments. This impacts on the sponsor's commitment into the programme and the motivation to the sponsored child for future development.

5.6 Suggestions for further research

This study only focused on registered children and their families. Future studies could carry out a comparative analysis for both sponsored and non-sponsored children and their families to measure impact of child sponsorship programmes.

The study was limited to investigating those factors that influence effectiveness of child sponsorship on academic development of children only, yet there are other aspects of child development. For future studies therefore, it will be useful to include other aspects such as health, spiritual growth and the impact of sponsorship on general development of the community since transformational development is the ultimate goal.

The study concentrated on only three factors, donor funding, child selection criteria and sponsor-child relationship. Future studies could focus on other factors such as community co-operation and organizational policies among others.

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APPENDICES

Appendix 1: Letter of transmittal

Dear respondent,

My name is Kellen Kathambi and 1 am a student at the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am currently working on my project on effectiveness of international child sponsorship on academic development of children in Kaloleni Area Development Programme. Your answers will be very helpful to me in compiling data for writing my project report.

Please answer the questionnaire as best as you can. The results of this study will be held in highest confidentiality. They will be combined into a general report and In no way will any individual member be identified as the report will not include any specific names.

If you have questions about the study or the questionnaire feel free to ask.

Best regards,

Kellen Kathambi

Reg No. L50/78688/2009

Appendix 1 l:Household Questionnaire

	SECTION A: HOUSEHOLD CHARACTERISTICS												
101	Tell me the first name of the members of your household	**CODING FOR ANSWERS**											
102	What relationship is (name) to the head of the household?	1. Head 2. Spouse 3. Child>_5 yr 4. Child < 5 yr 5. Relative 6. Others											
103	What is (name's) gender (sex)?	1. Male 2. Female											
104	What age is name?	Write the No. of years. For children under 5 years, write number of months											
105	What is (name) main occupation?	1. None(child) 2. Pupil/student 3. Unemployed 4. Farmer 5. Regular employed 6. Casual employed 7. Business 8. Herder 9. Other (specify											
106	Is (name) sponsored by World Vision?	1. Yes 2. No 99. N/A											
107	What is your religion?	1. Catholic 2. Traditional religion 3. Protestant 4. Muslim 5. Other (specify)											
108	What is the	Write the name of the Household's											

	name of your location	location										
109	What is your ethnic group											
	SECTION B: EDUCATION											
201	What is the highest level of education (name) has completed?	**1.** None 2. Underage 3. Nursery **4.** Lower primary 5. Upper primary **6.** Secondary incomplete 7. Secondary complete **8.** Tertiary college 9. University **10.** Other (specify)										
202	What is the highest grade (name) has completed at this level?	Write the number for the grade level. **0** = never 99 = post secondary										
203	Is (name) currently enrolled in school?	**1.** Yes 2. No 99. N/A										
204	At what age did (name) enroll in school?	1. 4-7 years 2. 8-11 years 3. 12-15 years 4. 16 yrs & above 98. don't know 99. N/A										
205	Who initiated your child enrolment to school?	**1.** Parent (self) 2. Chief 3. GoK **4.** World Vision 5. Child **6.** Other (specify) 99. N/A										
206	What is the reason for your child's absence from school?	**1.** Long distance to school 2. Early marriage 3. Financial constraints **4.** FGM 5. No uniform **6.** Underage 7. Lack of interest in school										

		8. Herding 9. Taking care of siblings 10. Others (specify) 99. N/A											
207	Did (name) attend school at any one time during the current year?	1. Yes 2. No 99. N/A											
208	What is the current educational level of (name)	1. None 2. Underage 3. Nursery 4. Lower primary 5. Upper primary 6. Secondary incomplete 7. Secondary complete 8. Tertiary college 9. University 10. Other (specify) 99. N/A											
209	What is the current grade for (name) at this level	Write the number for the grade level. 0 = never 99 = post secondary											
210	Did (name) attend school last year?	1. Yes 2. No 99. N/A											
211	Which education level did (name) attend last year?	1. None 2. Underage 3. Nursery 4. Lower primary 5. Upper primary 6. Secondary incomplete 7. Secondary complete 8. Tertiary college 9. University 10. Other (specify) 99. N/A											
212	Which grade did name attend last year?	Write the number for the grade level. 0 = never 99 = post secondary											
213	Why did (name) drop out of	1. Long distance to school 2. Early marriage											

	school?	3. Financial constraints 4. FGM 5. No uniform 6. Lack of interest in school 7. Herding 8. Taking care of siblings 9. Completed schooling 10. Got employed 11. Others (specify) 99. N/A									
214	Does the school (primary) where your children attend offer school feeding programme	1. Yes 2. No 99. N/A									
215	When was the last school feeding programme undertaken?	Write the period when last SFP was undertaken or whether ongoing. 99. N/A									
216	How far is the school from here (the household?)	Write in Kilometers the distance to the nearest primary school where children attend school.									
	SECTION C: SPONSORSHIP										
301	Do you think sponsorship of children is important?	1. Yes 2. No									
302	**If no, why?**	 99. N/A									
303	Is any of your children sponsored by any organization?	3. Yes 4. No									
304	If yes, which organization(s)?	1. World Vision 2. Church 3. Mosque 4. Gok/CDF (bursary) 5. Well wishers 6. Emack									

		7. Aphia II/plus 8. Compassion 9. Other (specify) 99. N/A	
305	What kind of support has your child received from the sponsorship programs listed in the above question?	1. School uniforms 2. School fees/ bursary 3. School bags 4. Lantern lamp 5. Beddings (mattresses, bed sheets) 6. School stationery 7. Livestock 8. Medical check up 9. Other (specify) 99. N/A	
306	Has your child (sponsored) received or been receiving correspondences from their sponsor?	1. Yes 2. No 99. N/A	
307(a) (b)	If yes in 306 above, how often? What impact do you think this communication has had on your child?		
308	Has your child (sponsored) been visited by their sponsor?	1. Yes 2. No 99. N/A	
309	If yes in 308 above, how many times? What impact do you think the sponsor visit had on your child?		

Below are statements about the sponsorship program. I will read each of them and please answer "Yes" if you think it reflects the situation in your community or "No" if it does not. Provide comments for each statement to clarify your answer.

Would you say that:

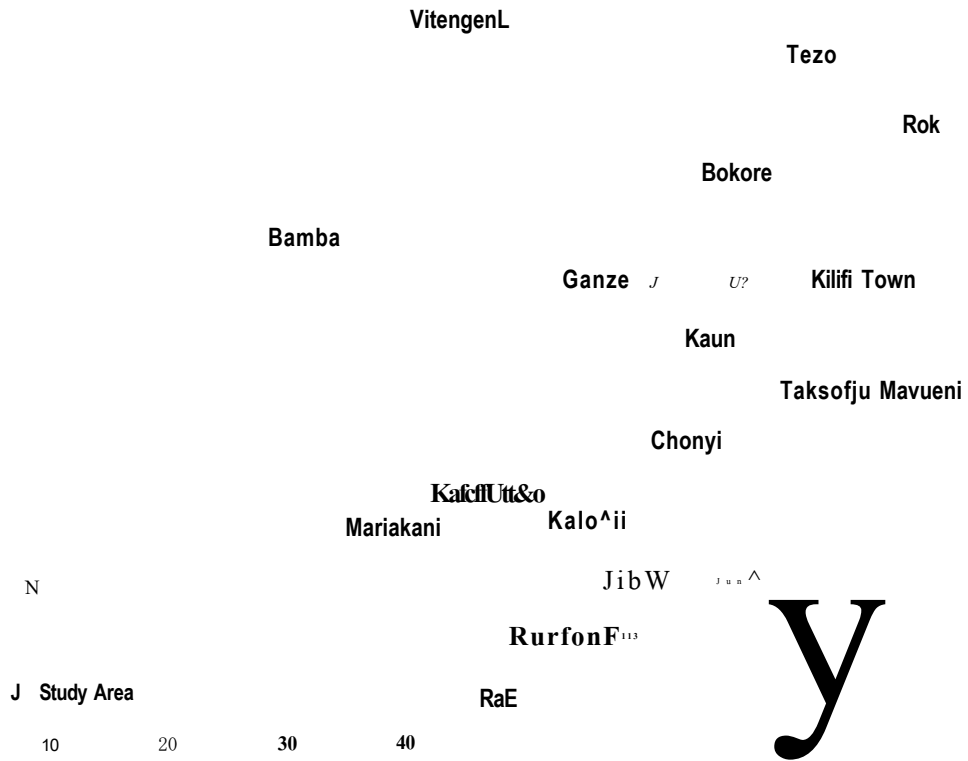| No.	Statements (tick the correct answer for each statement)	Agree	Disagree	Comments
1.	The child sponsorship practice here has helped in the development of this community.			
2.	Child sponsorship makes some families feel jealous.			
3.	Child sponsorship divides rather than unites the community.			
4.	Child sponsorship is putting in place community structures capable of looking after the community when WV leaves.			
5.	When WV leaves, the community will need to find another organization to help the community.			
6.	The community understands child sponsorship, and is well informed about its practice and its purpose.			
7.	WV should spend more money for families who are registered in child sponsorship rather than developmental programs.			
8.	The selection process for sponsorship is not fair			
9.	The families with sponsored children would not cope with life if the children were no longer in sponsorship.			
10.	Child sponsorship is linked to other programs in the community and the community's vision for the future.			
11.	Child sponsorship practice is built on community initiatives and demands.			
12.	The community genuinely participates in sponsorship initiatives.			
13.	Child sponsorship practice motivates people and transfers skills to the community.			
14.	Child sponsorship is aligned with local			

	and regional government policies.			
15.	Child sponsorship is built on local community structures rather than creating parallel structures.			
16.	Child sponsorship is purely concerned with distributing handouts and other items.			
17.	Child sponsorship is not the right kind of approach for our community.			
18.	Child sponsorship should remain in our community forever and the community will be hopeless without it.			
19.	Child sponsorship should phase out as soon as possible to allow the community to move on with its own agenda.			
20.	Child sponsorship is only for sponsored children and has nothing to do with non sponsored children.			
21.	The community owns sponsorship goals and standards to ensure their needs are met and the well being of families.			
22.	Child sponsorship practice is more concerned with following processes and project activities rather than changing children's lives in the community.			

Appendix III: FGD Questionnaire

1) Describe your understanding of sponsorship.

2) Are there any problems with sponsorship?

3) What changes in your life or the community have resulted from sponsorship?

4) If another NGO began a program here, how should they do things differently?

5) What criteria was used to register children in the World Vision sponsorship program in your community?

6) What are your comments about the criteria used?

7) Do you think communication between the sponsor and the child is important? Why and how?

8) Do you think it is important for sponsors to visit their children?

Figure 2: Kaloleni Administrative boundaries

W O R L D   V I S I O N   K E N Y A
PROJECT AREA
KILIFI DISTRICT

VitengenL

Tezo

Rok

Bokore

Bamba

Ganze *J*   *U?*   Kilifi Town

Kaun

Taksofju Mavueni

Chonyi

KafcflUtt&o

Mariakani   Kalo^ii

N   JibW   *J u n* ^

RurfonF¹¹³   y

J Study Area   RaE

10   20   **30**   **40**

Source: WVK (2005).