EFFECT OF COMMUNITY PARTICIPATION ON PERFORMANCE OF CHILD SPONSORSHIP PROGRAMS: A CASE OF COMPASSION INTERNATIONAL KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Arts in Monitoring and Evaluation in the School of Business of Africa Nazarene University

JUNE 2024

DECLARATION

I declare that document and the research is my original work and that it has not been presented in any other university for academic credit.

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SUPERVISOR'S DECLARATION

This research was conducted under our supervision and submitted with our approval as the university supervisors.

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DEDICATION

This study is dedicated to my parents, Virginia Mugure and the late Daniel Ndung'u for their encouragement to further my education. I also dedicate it to my wife, Gladys Njeri Ngigi, my son, Gabriel Ndung'u and my daughter, Amani Mugure for their support, prayers and understanding during the study.

ACKNOWLEDGEMENTS

I wish to thank God for granting and providing the opportunity to pursue my study at African Nazarene University and the bringing me this far in my studies. I also thank my supervisors Dr. Peter Gaiku and Dr. Wanjiru Nderitu for their guidance and critical review in writing this research project.

I also thank Africa Nazarene University for allowing me to pursue this course in their institution and providing all the necessary support for my accomplishment. The lecturers in Africa Nazarene University of the various course units in the program provided valuable knowledge that has been used in the design and content of this research project.

I also thank Compassion International Kenya for allowing me to collect data within its program, and all the participants who provided the data that was used in this study.

I thank my wife Gladys Njeri Mwaniki for the encouragement and providing all the logistical support during proposal development, data collection, data analysis and report writing.

TABLE OF CONTENTS

DECLARATION ii
DEDICATION iii
ACKNOWLEDGEMENTS iv
TABLE OF CONTENTS v
LIST OF TABLES viii
LIST OF FIGURES ..... **ix**
ABSTRACT x
LIST OF ABBREVIATIONS xi
DEFINITION OF TERMS xii
CHAPTER ONE: INTRODUCTION AND BACKGROUND 1
1.1 Introduction 1
1.2 Background of the study 1
1.2.1 Child sponsorship Program Performance 3
1.2.2 Community Participation 4
1.2.3 Compassion International Kenya 7
1.3 Statement of The Problem 9
1.4 Purpose of the Study 11
1.5 General Objective 11
1.5.1 Specific Objectives 11
1.6 Research Questions 11
1.7 Significance of the study 12
1.8 Scope of study 13
1.9 Limitations of the Study 14
1.10 Delimitations of the Study 15
1.11 Assumptions of the study 15
1.12 Theoretical Framework 15
1.12.1 Ladder of Citizen Participation. 16
1.12.2 Asset-Based Community Development (ABCD). 18
1.13 Conceptual Framework 19
CHAPTER TWO: LITERATURE REVIEW 23
2.1 Introduction 23
2.2 Theoretical Review 23

2.2.1 Ladder of Citizen Participation. 23
2.2.2 Asset-Based Community Development (ABCD). 25
2.2.3 Participatory Monitoring and Evaluation (PM&E). 26
2.3 Empirical Review 28
2.3.1 Participatory Planning and Performance of Child Sponsorship Programs 28
2.3.2 Community Resources Contribution and Performance of Child Sponsorship Programs. 30
2.3.3 Community participation in monitoring and evaluation and Performance of Child Sponsorship Programs. 32
2.4 Summary and Research gap 34
CHAPTER THREE: RESEARCH METHODOLOGY 36
3.1 Introduction 36
3.2 Research Design 36
3.3 Research Site 37
3.4 Target Population 38
3.5 Study Sample 38
3.5.1 Sampling Procedure 38
3.5.2 Study Sample size 38
3.5.3 Sampling Frame 39
3.6 Data collection 41
3.6.1 Data Collection Instruments 41
3.6.2 Data Collection Procedures 42
3.6.3 Pilot testing of research instruments 42
3.6.4 Instrument reliability 42
3.6.5 Instrument validity 43
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS 45
4.1 Introduction 45
4.2 Characteristics of the Respondents 45
4.2.1 Response Rate 45
4.2.2 Gender of Respondents 46
4.2.3 Length of Service 47
4.3 Data Analysis and Presentation 47
4.3.1 Community participatory planning and performance of child sponsorship program 48
4.3.2 Community resources contribution and performance of child sponsorship program 52
4.3.3 Community participation in M&E and performance of child sponsorship program 54
4.3.4 Performance of child sponsorship program 56

4.3.5 Community participation and effect on performance of child sponsorship programs 59
CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS 64
5.1 Introduction 64
5.2 Discussion 64
5.2.1 Community participatory planning and performance of child sponsorship programs 64
5.2.2 Community resources contribution and performance of child sponsorship programs 66
5.2.3 Community participation in M&E and performance of child sponsorship programs 67
5.3 Summary and Main Findings 69
5.4 Conclusion 69
5.5 Recommendations 70
5.6 Suggestions for Further Research 70
REFERENCES 72
APPENDICES 78
APPENDIX A: QUESTIONNAIRE 78
APPENDIX B: SUMMARY OF RESPONSES IN ORIGINAL SCALE 83
APPENDIX C: BUDGET 87
APPENDIX D: WORK PLAN 87
APPENDIX E: ANU LETTER OF INTRODUCTION 88
APPENDIX F: RESEARCH PERMIT 89
APPENDIX G: STUDY MAP – KENYA 90

LIST OF TABLES

Table 3.1. Project units' age 37

Table 3.2. Sampling Frame 41

Table 4.1. Response Rate 46

Table 4.2. Gender of Respondents 46

Table 4.3. Length of Service of respondents 47

Table 4.4. Participatory Planning 50

Table 4.5. Community contribution to the program 52

Table 4.6. Community participation in M&E 54

Table 4.7. Performance of child sponsorship program 57

Table 4.8. Community participation and performance of child sponsorship program 59

LIST OF FIGURES

Figure 1.1: Conceptual Framework 22

Figure 4.1. Participatory planning and performance of child sponsorship program 60

Figure 4.2. Community participation in M&E and performance of child sponsorship program 61

Figure 4.3. Community resources contribution and performance of child sponsorship program 62

Figure 4.4. Overall community participation and performance of child sponsorship program 63

ABSTRACT

Performance of child sponsorship programs is critical in determining if the programs achieve the overarching goal of promoting child development. Understanding how community participation influences the performance of these programs is essential, considering that children live within a community context. Child sponsorship programs are designed to support children and youth beneficiaries through one aspect or many aspects of life such as health, education, skills development, talent development among others. This study proposed to investigate the effect of community participation on the performance of child sponsorship using Compassion International as the case study. The core objectives of the research were to determine the influence of community participatory planning on the performance of child sponsorship programs in Kenya, to establish the influence of community resources contribution on the performance of child sponsorship programs in Kenya, and to examine the effect of community participation in monitoring and evaluation on the performance of child sponsorship programs in Kenya. The study used Arnstein's Ladder of Citizen Participation as the guiding theory and employed descriptive research design in research methodology. The target population was project-units team members comprised of project directors and community representatives, who implement the project. The sampling procedure used was stratified sampling where a sample size of 180 out of a total 328 project-units team members was approached to inform the study. A closed-ended questionnaire was used to collect the information from the selected respondents, and it was first piloted with 10 respondents who had similar characteristics to the target population. The questionnaires were then sent to the respondents to self-administer. Data analysis was done by use of Ms Excel and Stata to perform descriptive statistics. The study found that community participation was moderate and that it had a moderate positive effect on the performance of child sponsorship program. The study recommended a deliberate effort to involve the community especially in resources contribution to promote sustainability. Further research should be conducted on the quality of community participation to find its effect on the performance of the program.

LIST OF ABBREVIATIONS

ABCD	Asset-Based Community Development
KNBS	Kenya National Bureau of Statistics
M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organizations
PM&E	Participatory Monitoring and Evaluation
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund

DEFINITION OF TERMS

Child Sponsorship Program – This refers to a setting where an organization facilitates the connection between sponsors and children in need, and designs initiatives to enable the children utilize the support from the sponsors to meet their needs.

Community – Refers to "groups of people who share common interests, concerns or identities in settings that are defined by geography, culture, administrative boundaries or geopolitical region or that are identified with joint activities, such as work or recreation.

Community participation – Refers to the active involvement of individuals and groups in the running of a program or project.

Monitoring and Evaluation – Refers to the systematic process that involves the ongoing collection, analysis, and interpretation of data to assess the performance and progress of a project, program, or initiative.

Program Performance – Refers to the extent to which a program achieves its intended objectives and goals with the limited resources at its disposal and is set up to continue achieving without external support.

CHAPTER ONE:

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter introduces briefly the child sponsorship programs and the community participation that influence their performance. The study sought to examine the influence of community participation on the performance of child sponsorship programs, with Compassion International as a proxy. Specifically, community participation was examined in planning, resource contribution and monitoring and evaluation. The chapter further highlights the objectives of the research, together with the justification of the research study. the scope, limitations, delimitations and assumptions of the study. The conceptual and theoretical framework are also captured in the chapter.

1.2 Background of the study

Community involvement in planning, contributing resources and participating in monitoring and evaluation can influence the performance of child sponsorship programs. Child sponsorship is a global humanitarian effort aimed at improving the lives of disadvantaged children, particularly in underdeveloped regions. It is a form of direct aid from wealthy country individuals (sponsors) to support children in developing countries. Child sponsorship programs are designed to support children and youth beneficiaries through one aspect or many aspects of life such as health, education, skills development, talent development among others. Child sponsorship programs are widely carried out by non-governmental organizations (NGOs), charitable organizations and religious

institutions across the world by administering the funds received from sponsors to provide support in form of funding, service provision or support in kind.

The performance of child sponsorship programs is critical in determining if the programs achieve the overarching goal of promoting child development. Community involvement in planning, contributing resources and participating in monitoring and evaluation can influence the performance of child sponsorship programs.

Child sponsorship is a powerful tool in the fight against global poverty and inequality. According to United Nations Children's Fund (UNICEF, 2021), in 2020 there were approximately 153 million orphaned and vulnerable children worldwide while The Kenya National Bureau of Statistics (KNBS, 2022), indicates that 7 million children (42%) under the age of 18 live below the poverty line in Kenya. This highlights the need for child sponsorship programs to address the needs of these children. In 2013, there was an estimated 207 child sponsorship organizations worldwide and they were sponsoring over 9 million children in developing countries (Wydick, Glewwe, & Rutledge, 2013). No data is currently available on the total number of children sponsored recently; however, in 2013, Wydick, et.al. estimated that there are 4.4 million children sponsored in Africa, while in Kenya there are an estimated 14 child sponsorship organizations (Wydick, et.al., 2013).

This study seeks to examine the effect of community participation on the performance of child sponsorship programs with reference to Compassion International. Community development programs are designed to intervene in particular situations that are either complex or costly for the community to implement. Child sponsorship programs are part of community development and are designed to intervene in the development of children.

1.2.1 Child sponsorship Program Performance

Child sponsorship programs are geared towards achieving both operational and programmatic objectives. Operationally, these programs endeavor to connect sponsors with children in need, facilitating financial support that translates into tangible benefits such as access to education, healthcare, and proper nutrition. Programmatic objectives include the overall well-being and development of sponsored children, with improvements in academic achievement, health indicators, and overall quality of life. Organizations often track and report on specific metrics to demonstrate the impact of their programs, providing stakeholders with transparent information about the positive changes their contributions bring about.

Efficient budget implementation is a crucial aspect of successful child sponsorship programs. Organizations strive to allocate funds judiciously, ensuring that the financial support from sponsors directly contributes to the well-being of sponsored children. This transparency fosters trust among stakeholders, as they can see how the funds are directly influencing positive outcomes for the sponsored children.

Sustainability is a key consideration for the long-term impact of child sponsorship programs. While sponsors play a vital role in initiating positive change, the ultimate goal is often to empower communities to become self-sufficient. This involves implementing initiatives that promote community involvement, skill development, and economic empowerment. Organizations may work toward enhancing local capacity, fostering community leadership, and facilitating projects that contribute to the community's ability

to sustain the program independently. The emphasis on sustainability aims to create a scenario where communities can continue to run the program even without external sponsors or donors, ensuring that the positive impact endures over time. This approach aligns with the broader goal of breaking the cycle of poverty and fostering lasting improvements in the sponsored communities.

1.2.2 Community Participation

Community participation is a global concept and has been considered crucial because it empowers individuals and communities to actively engage in decisions that affect their lives (United Nations, 2020). Many African societies that have a rich tradition of communal decision-making and collective action. Community participation aligns with these cultural values, making it a more acceptable and effective approach to development. Kenya's devolution process, which began with the 2010 Constitution, emphasizes decentralized governance. Community participation plays a vital role in this context, ensuring that decisions are made at the local level, reflecting the needs and priorities of specific communities.

Does community participation influence how a child sponsorship program performs in budget implementation, achievement of objectives and continuance of the program in future without external support. This is what this study aims to reveal. Community participation will be defined as the active involvement of individuals and groups in the planning, implementation, and evaluation of interventions (Harris & De Leeuw, 2019).

Community participation in planning, implementation (contribution of resources) and monitoring and evaluation will be the focus of the study.

1.2.2.1 Community Participatory Planning

Participatory planning is an approach to decision-making and development that actively involves, among other stakeholders, the community members in the planning process. The goal is to ensure that the community's perspective is considered, and decisions are reached collaboratively, avoiding dominance by any specific group (Spyra et.al., 2019). It facilitates constructive integration of diverse viewpoints, utilizes local knowledge, and tailors strategies to the specific context. Instead of top-down approaches, where decisions are made by external entities, participatory planning involves the community in defining goals and strategies. It aims to ensure that the planning process is inclusive and representative of the entire community. In this study, participatory planning will be assessed based on the degree of community involvement in needs assessment and the planning of program activities.

1.2.2.2 Community Resources Contribution

Community resource contribution refers to the active participation and investment of local assets, skills, and capacities in initiatives that promote the well-being and progress of a community. This concept underscores the idea that sustainable development is best achieved when communities are actively engaged in identifying, utilizing, and leveraging their own resources to address local challenges and pursue opportunities for growth (UNSG

SAB, 2016). The resources involved can be diverse, encompassing financial assets, human capital, natural resources, cultural assets, and social networks. Utilizing local resources can help address some challenges to help build inclusive, resilient, competitive and sustainable communities, crucial for achieving the Sustainable Development Goals (World Bank, 2019). In this study community resource contribution will be examined on the communities' actual contribution of monetary, non-monetary or service for the implementation of various activities. How does this reflect on the performance of child sponsorship programs? The study seeks to investigate this.

1.2.2.3 Community Participation in Monitoring and Evaluation.

Participatory Monitoring and Evaluation (PM&E) is an approach that flips the traditional script on how we assess projects, programs, and policies. PM&E is a departure from traditional top-down evaluation methods. Instead of relying solely on external experts and standardized methods, it actively engages community members in the monitoring and evaluation processes of projects and initiatives that affect their lives. It empowers communities to take an active role in shaping and assessing the outcomes of the projects implemented in their areas (Osborne 2017). In this approach, the community participate in defining goals and indicators, collecting data, analyzing data, reporting and action planning. In this study, participatory monitoring and evaluation will be assessed by considering community involvement in the design of M&E process, their understanding of program outcomes and communication to them on M&E findings.

1.2.3 Compassion International Kenya

Compassion International is a non-governmental organization that implements child sponsorship program and started its operations in Kenya in 1982. This child sponsorship program is similar to many non-government and international donor programs that promote child development. In this case, sponsors pay for children's school tuition and uniforms, several nutritious meals per week, health care, and tutoring. The goal of Compassion International is to improve the lives of children and grow to fulfilled Christian adults.

Children from poor households are registered to partake in cognitive, social, spiritual, and emotional development. Compassion International partners with local churches to run the program. Each church becomes a project unit. In Kenya, Compassion International collaborates with 474 local churches spread around the country. The project units started at varied dates with the oldest project having started 41 years ago and the newest, less than 1 year ago.

The support provided to the project units is on a contractual basis which is renewed after every 5 years. However, either party can decide to terminate the contract. Project units are encouraged to achieve maturity in a way that they can support the children without the support of Compassion International.

Each church has a church project is managed by a project director and a committee representative and its operations are overseen by the church committee. The churches assist in identifying the needy children in their community and provide premises in which to run the program activities. Currently, over 120,000 children are benefiting from Compassion

International sponsorship program, and they range from one year to twenty-two years of age.

The communities from which the children are sponsored are encouraged to also contribute a certain proportion to the program, which becomes local contribution. The local contribution can be in the form of money or can be contributed in-kind, for example providing labor for certain projects or providing some building materials such as stones or sand. The mode of local contribution may vary from project unit to another or among community members. In some cases, it is voluntary while in some cases it becomes a requirement.

The independent variables (IV) in this study therefore are participatory planning, community resource contribution and community participatory monitoring and evaluation. The dependent variable (DV) will be performance of child sponsorship program. The study will seek to investigate how program performance varies with changes in the indicated independent variables in community participation.

1.3 Statement of The Problem

Child sponsorship programs have gained widespread use as a means to enhance the well-being and future prospects of children living in economically disadvantaged communities globally. These initiatives typically depend on financial contributions from sponsors in more affluent regions to support children's education, healthcare, and basic necessities. The significance of local community involvement within child sponsorship programs has been increasingly acknowledged. However, there exists a significant research gap concerning the comprehensive examination of the impact of community participation on the performance of these programs.

Child sponsorship programs offer individualized attention to children, akin to parental care. Community management of these programs is an intriguing area of study. Recent research sheds light on the link between community involvement and program outcomes. However, existing studies often overlook certain aspects of community participation. A study by Rolando et al. (2022) highlights the positive impact of community engagement during the design phase, but further exploration of community involvement during program planning is essential. This phase empowers communities to shape program objectives and allocate resources based on their unique needs.

Several studies highlight the positive impact of community participation on child development projects. Kabue et al. (2022) and Qian et al. (2020) found that community engagement in Early Childhood Development programs led to stakeholder buy-in and program sustainability. However, these studies did not include a sponsorship component and focused solely on young children. There a very few recent studies that are specific to

community participation and child sponsorship programs. Domenico et al. (2021) examined international child sponsorship and observed improved educational outcomes, partly due to community involvement. Yet, the study overlooked community resource contributions, leaving a gap in understanding sustainable funding models and community ownership. Child sponsorship is a product of external influence and community participation being an internal factor can be overlooked in assessing the performance of these programs.

However, while these studies have advanced our understanding of community participation in child sponsorship, certain gaps remain unaddressed. One such gap pertains to the lack of a comprehensive examination of the specific mechanisms through which community involvement affects child sponsorship program performance. Although there is acknowledgment of the positive effects, a deeper exploration of the processes, ways, and best practices for community engagement is yet to be undertaken.

Child sponsorship programs have gained widespread use as a means to enhance the well-being and future prospects of children living in economically disadvantaged communities globally. Children live and grow within a community context and therefore without an understanding of how community participation influences the performance of these programs can lead to inaccurate conclusions of the various factors that should be addressed for improvement. This can lead to poor decision making which subsequently affects the effectiveness and sustainability of the program.

1.4 Purpose of the Study

The purpose of the study was to determine what effects community participation has on the performance of child sponsorship programs in Kenya, focusing on Compassion international.

1.5 General Objective

The general objective of this study was to assess the effect of community participation on performance of child sponsorship programs in Kenya, with reference to Compassion International.

1.5.1 Specific Objectives

1. To determine the influence of participatory planning on the performance of child sponsorship programs in Kenya
2. To establish the influence of community resource contribution on the performance of child sponsorship programs in Kenya
3. To examine the influence of community participation in monitoring and evaluation on the performance of child sponsorship programs in Kenya

1.6 Research Questions

1 How does participatory planning influence the performance of child sponsorship programs in Kenya?

2 How does community resource contribution influence the performance of child sponsorship programs in Kenya?

3 How does community participation in monitoring and evaluation influence the performance of child sponsorship programs in Kenya?

1.7 Significance of the study

One of the major objectives of evaluation is to allow for evidence-based decision-making for program improvement. A study on community participation can identify the specific ways that community involvement influences program outcomes. This knowledge can serve as a guide for program managers in designing interventions that leverage on community involvement, thereby improving program performance.

Studying the effect of community participation offers valuable insights into the unique contributions and perspectives that community members bring to programs. When community members are involved in the design and implementation of programs, they can share their knowledge, skills, and resources. Ainsworth and Deane (2022) propose that community participation fosters empowerment, social capital, and trust, ultimately enhancing program implementation and outcomes. This can help to ensure that programs are more responsive to community needs and better aligned with local contexts.

Additionally, investigating the influence of community participation assists in identifying barriers and enablers to engagement. Chavis et al. (2021) discovered that factors such as power dynamics, cultural norms, and resource constraints influence the extent of community participation in programs. Understanding these factors is pivotal in implementing strategies that foster inclusive participation. Addressing barriers and leveraging on enablers can help to create an enabling environment that encourages

community members to actively contribute to programs, leading to increased program performance.

Studying the influence of community participation on performance of child development programs can contribute to the knowledge of participatory approaches in development especially programs that focus on child development. This can help to inform policy and practice in various child development sectors, including health, education, and community development. Research findings can be used to advocate for the integration of community participation into program design and implementation. This can help to garner support and resources from stakeholders.

1.8 Scope of study

The study sought to investigate the effect of community participation on the performance of child sponsorship programs. This was informed by data collected from selected project team members in project units that Compassion International supports. However, not all projects were considered. Only project units that are more that have been in existence for at least 17 years. These are project units that have at least attended to children from childhood (5 years of age) through to adulthood (22 years of age). The members of the community to be considered in this study are those who are directly involved in the running of the program. These are community members who participate in various meetings about the program, referred to as community representatives.

The study considered both monetary and non-monetary contributions by the community members. Non-monetary contributions to be considered are both material and service contributions to the program.

The study inferred for the program of Compassion International in the whole of Kenya. The management style of the organization and the approach of soliciting sponsorship are out of scope in this study. The study will be limited to the effects of community participation on the program aspects and not on individuals such as beneficiaries, sponsors and donors.

1.9 Limitations of the Study

The study involved collecting data from representatives of the community who are beneficiaries of the program. Some of these respondents may provide incorrect information just to put the program in a positive perspective. To mitigate this, the consent statement will explicitly explain that their information will be kept confidential and only used for the research purposes which can be used to improve the program.

There are 474 project units implementing the sponsorship program under Compassion International. These projects units started on different dates and therefore the survey will only consider old project units that have been in existence for at least 17 years. There is limited time and cost to collect data from all the project units. Data will therefore not be collected from the whole population but from a sample to generalize the findings for all the project units.

The project units are of many different characteristics such as ethnicity, locality, major livelihood activities, difference in degree of food and water access, among others. All these factors cannot be taken into account in the sampling and therefore limits the study in characterizing the findings for each project unit. These factors shall be held constant and

therefore the questions asked shall to the respondents shall have no bearing on factors that are not directly related to community participation.

1.10 Delimitations of the Study

This study was limited to one organization (Compassion International) that focuses on child sponsorship. This organization was selected because it is conveniently accessible to the researcher. The organization is one of the major child sponsorship organizations in Kenya and globally and therefore the findings can be used by a large majority of other child sponsorship organizations. The management style of the organization and the approach of soliciting sponsorship are out of scope in this study. The study will not consider the effects on sponsors and donors of the program nor on the international management of the program. Due to time and cost limitations, the study will regard a period of one year and will therefore not represent the entire period that the program has been in operation.

1.11 Assumptions of the study

The study assumed that the respondents are honest and cooperative in their response to the research instruments and that their memory recall is accurate. The study will also assume that the community is represented by the community representatives in the project and that they are typical of the community. The study will also assume that community participation to the program is deliberate, and that this participation has effect on the performance of the program.

1.12 Theoretical Framework

Child sponsorship programs have played a crucial role in global development initiatives, aiming to reduce poverty, enhance the well-being of children, and promote community

development. One key aspect in this context is the role of community participation in influencing the performance of such programs. The theoretical foundation of this study draws from the broader literature on community development and participation. It is grounded in the idea that involving communities in program planning, resource contribution, and monitoring and evaluation processes can enhance program effectiveness by aligning interventions with local needs, building social capital, and ensuring accountability and ownership. The following theoretical perspectives profile this study and why it exists.

1.12.1 Ladder of Citizen Participation.

This theory was developed by Sherry Arnstein in 1969. This theory is based on several key assumptions: It suggests that participation can vary from non-participation, where communities lack influence, to full citizen control, where communities actively contribute to decision-making. Additionally, the theory assumes that meaningful participation occurs when community members have real power and influence in shaping decisions. Lastly, it assumes that different levels of participation can be classified, each representing a distinct degree of community involvement. The highest levels of participation, namely partnership, delegation, and citizen control, are considered genuine participation because they involve shared planning, power sharing, and joint decision-making responsibilities.

One of the objectives of this study was to determine the effects of participatory planning on the performance of child sponsorship programs. The theory of the Ladder of Citizen Participation characterizes shared planning as a genuine form of participation. According

to Arnstein, genuine involvement of citizens in planning and decision-making processes enables them to contribute valuable local knowledge and perspectives. This, in turn, can result in more informed and effective decisions that align better with the community's needs and aspirations, ultimately positively influencing program performance.

This study also sought to establish the influence of community resource contribution on the performance of child sponsorship program. This objective mirrors the ladder's idea, as it evaluates the level of community contribution to program resources, reflecting different rungs on the ladder. We can use the theory to assess the level of community contribution to program resources, categorizing it within the ladder's framework.

Arnstein's theory also facilitates an exploration of the extent to which communities are involved in the monitoring and evaluation processes. By participating in monitoring and evaluation, the community is placed at a point where they can influence decisions since they have information. The theory postulates that meaningful participation occurs when community members possess real power and influence within the decision-making process.

This theory is also supported by White and Langenheim (2021) in their recent article “A ladder-truss of citizen participation: re-imagining Arnstein's ladder to bridge between the community and sustainable urban design outcomes”. The authors argue for an improved approach to Arnstein’s ladder diagram. The authors propose a new approach that rotates Arnstein’s ladder diagram 90° to instead form a ladder-truss of citizen participation. The ladder-truss incorporates elements from each level as an essential and interconnected part of inclusive participation, with the goal of bridging the gap between the community and achieving sustainable urban design outcomes. In contrast, Blue, Rosol and Fast (2019)

criticizes this theory, asserting that it assumes a level playing field, where citizens engage in participation without considering existing structural inequalities such as economic disparities, racial discrimination, gender bias. Instead, the author contends that a more comprehensive approach should recognize and address these structural barriers to meaningful participation.

The identified study gap centers around the lack of a comprehensive examination of the specific mechanisms through which community involvement affects child sponsorship program performance. By utilizing this framework, we aim to bridge this gap by categorizing and analyzing the different levels of community engagement and their influence on program outcomes, thus shedding light on the mechanisms at play in child sponsorship programs in Kenya (Arnstein, 1969). This theory provides the necessary structure to understand and evaluate community participation and its impact on program performance, ultimately addressing the identified gap in the literature.

1.12.2 Asset-Based Community Development (ABCD).

This theory was developed by John McKnight and Jody Kretzmann (Kretzmann & McKnight, 1996). The theory is built on the idea that communities possess assets that can be utilized to promote sustainable development. It assumes that communities can identify and mobilize these existing assets to address challenges and foster local social improvement and economic development. This theory is pertinent to explaining the second objective of this study, which aims to establish the influence of community resource contribution on the performance of child sponsorship programs. When communities

actively contribute resources such as labor, materials, and knowledge to development projects, it results in increased commitment, ownership, and overall effectiveness of the program.

The identified study gap centers on the lack of a comprehensive examination of the specific mechanisms through which community involvement affects child sponsorship program performance. Asset-Based Community Development Theory directly addresses this gap by advocating for an approach that focuses on community strengths and assets. By incorporating ABCD principles, the study aims to explore the mechanisms through which community participation, grounded in local assets, influences the performance of child sponsorship programs in Kenya. The theory provides a framework for understanding the positive impact of community involvement by emphasizing the assets communities bring to development initiatives, thus contributing to a more holistic and more defined analysis of the study's focal point.

1.13 Conceptual Framework

As the study sought to investigate the effect of community participation on the performance of child sponsorship program, the independent variables (IV) are therefore community participation activities while the dependent variable (DV) is performance of child sponsorship programs. The study will consider three community participation activities which are community participatory planning, community resource contribution and community participation in monitoring and evaluation.

Community participatory planning is a process in which community members are actively involved in identifying their needs and planning for program activities. This will be measured through two indicators. The first is the voice of the community in identifying the needs of the community for which the program should address. The second is the involvement of the community in planning for the program activities.

Community resource contribution refers to the active and voluntary involvement of community members in supporting various initiatives of a program. This support can take different forms, including monetary donations, in-kind contributions (providing goods without direct financial exchange), and service contributions (volunteering time, skills, or expertise). This will be measured on the basis of the forms of resource contributions as described. Whether the community is contributing monetary donations or goods or offering their service to the program.

Community participation in monitoring and evaluation (M&E) refers to the active involvement and engagement of community members in the processes of assessing and understanding program outcomes. It encompasses the community's role in the design of M&E processes, their comprehension of program goals and results, and their interaction with M&E findings. To measure this, the study will examine whether the community was involved in the design of M&E processes, whether the community understands the program outcomes and whether communication of M&E findings were clearly and appropriately communicated to the community.

The performance of a child sponsorship program is based on how well it manages resources, particularly its budget utilization. Performance is also assessed in terms of the

program's achievement of intended objectives, indicating progress toward desired outcomes. Additionally, the performance includes an examination of the program's efforts to ensure the long-term sustainability of support provided to sponsored children, aligning with plans for their continued well-being and development.

The performance of the child sponsorship program will be measured by considering community and implementer satisfaction with budget implementation, the achievement of program objectives, and the availability of alternative opportunities for child sponsorship beyond donor support, all contributing to the sustainability of the program.

The figure below (**Figure 1.*1***) depicts the relationship between the independent variables and the dependent variables as have been described.

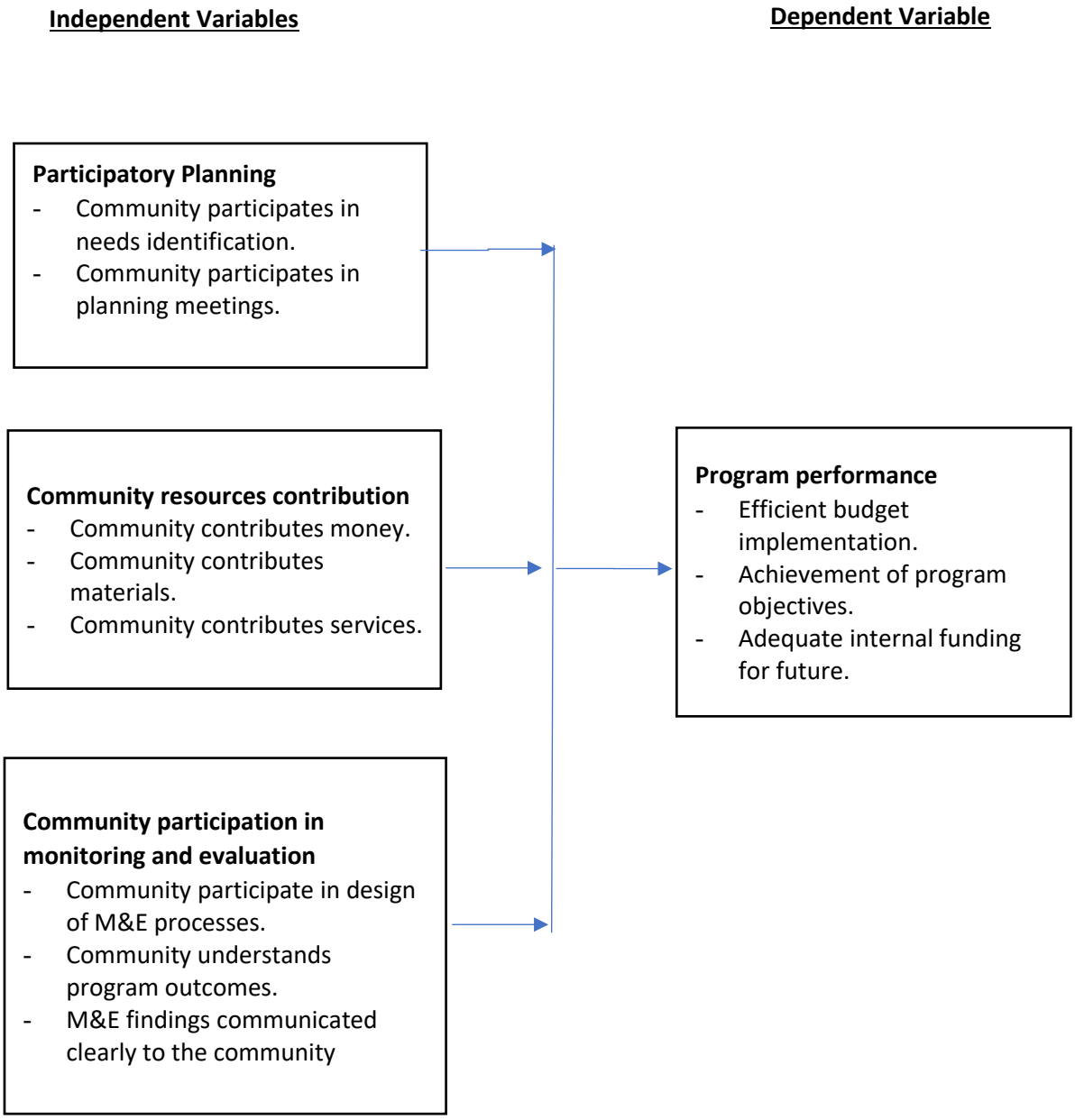


Figure 1.1: Conceptual Framework

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of existing literature related to community participation in the child sponsorship program. It reviews some theoretical and empirical literature related to this study and concludes by showing the knowledge research gaps which are discussed further. The empirical review focuses on community participation in community programs. Community programs in this case are not confined to projects that only relate to children and youth. Any project that involves the development of a community is considered.

2.2 Theoretical Review

2.2.1 Ladder of Citizen Participation.

This theory was developed by Sherry Arnstein in 1969. This theory is based on several key assumptions: It suggests that participation can vary from non-participation, where communities lack influence, to full citizen control, where communities actively contribute to decision-making. Additionally, the theory assumes that meaningful participation occurs when community members have real power and influence in shaping decisions. Lastly, it assumes that different levels of participation can be classified, each representing a distinct degree of community involvement. The highest levels of participation, namely partnership, delegation, and citizen control, are considered genuine participation because they involve shared planning, power sharing, and joint decision-making responsibilities.

This study aims to investigate the impact of participatory planning and community resource contribution on the performance of child sponsorship programs. It draws on Arnstein's

Ladder of Citizen Participation, which views shared planning as genuine involvement and emphasizes the importance of community knowledge in decision-making. The study also seeks to establish the influence of community involvement in resource contribution, and this aligns with different levels of participation on the ladder. Arnstein's theory facilitates an exploration of the extent to which communities are involved in the monitoring and evaluation processes, highlighting the theory's premise that meaningful participation occurs when communities have power and influence in decision-making.

This theory is also supported by White and Langenheim (2021) in their recent article "A ladder-truss of citizen participation: re-imagining Arnstein's ladder to bridge between the community and sustainable urban design outcomes". The authors argue for an improved approach to Arnstein's ladder diagram. The authors propose a new approach that rotates Arnstein's ladder diagram 90° to instead form a ladder-truss of citizen participation. The ladder-truss incorporates elements from each level as an essential and interconnected part of inclusive participation, with the goal of bridging the gap between the community and achieving sustainable urban design outcomes. In contrast, Blue, Rosol and Fast (2019) criticizes this theory, asserting that it assumes a level playing field, where citizens engage in participation without considering existing structural inequalities such as economic disparities, racial discrimination, gender bias. Instead, the author contends that a more comprehensive approach should recognize and address these structural barriers to meaningful participation.

The research gap identified revolves around the insufficient investigation into the precise mechanisms through which community involvement impacts the performance of child

sponsorship programs. By utilizing this framework, we aim to bridge this gap by categorizing and analyzing the different levels of community engagement and their influence on program outcomes, thus shedding light on the mechanisms at play in child sponsorship programs in Kenya (Arnstein, 1969). This theory provides the necessary structure to understand and evaluate community participation and its impact on program performance, ultimately addressing the identified gap in the literature.

2.2.2 Asset-Based Community Development (ABCD).

This theory was developed by John McKnight and Jody Kretzmann (Kretzmann & McKnight, 1996). The theory is built on the assumption that communities possess assets that can be utilized to promote sustainable development. It assumes that communities can identify and mobilize these existing assets to address challenges and foster local social improvement and economic development. This theory is pertinent to explaining the second objective of this study, which aims to establish the influence of community resource contribution on the performance of child sponsorship programs. When communities actively contribute resources such as labor, materials, and knowledge to development projects, it results in increased commitment, ownership, and overall effectiveness of the program.

Harrison et al. (2019) supported the theory, asserting that ABCD approaches are organic, innovative, and natural processes centered around reciprocity and connectivity. They emphasize people coming together based on a shared interest, though success levels may vary. Key concepts associated with this approach include skills, connectedness, collective

assets, knowledge, empowerment, and social capital. On the contrary, Ward (2023) criticizes the theory, contending that it overly concentrates on assets and strengths but tend to overlook the material realities of people's lives. It neglects addressing power relations, structural inequalities, poverty, and resource disparities.

The identified study gap centers on the lack of thorough research on the specific ways through which community involvement affects child sponsorship program performance. Asset-Based Community Development Theory directly addresses this gap by advocating for an approach that focuses on community strengths and assets. By incorporating ABCD principles, the study aims to explore the mechanisms through which community participation, grounded in local assets, influences the performance of child sponsorship programs in Kenya. The theory provides a framework for understanding the effect of community involvement by emphasizing the assets communities bring to development initiatives, thus contributing to a more holistic and more defined analysis of the study.

2.2.3 Participatory Monitoring and Evaluation (PM&E).

Participatory Monitoring and Evaluation (PM&E) is a collaborative process where stakeholders actively involved in a project or program take part in assessing its progress and impacts. It entails involvement in setting goals, gathering information, analyzing results, and making decisions based on those findings. The development of PM&E has been a collective effort by academicians, practitioners, and community organizations advocating for more inclusive and empowering M&E approaches. Chambers (1994) is one the key contributors as he emphasized local knowledge and participatory methods in

development when he designed a participatory toolkit. Moser (1993) was also a key contributor to this concept as she provided theory, practice and training for gender planning and development during which she championed the participation of women and marginalized communities in decision making and M&E processes.

The foundation of the PM&E theory built on the assumption that participatory approaches can enable to comprehensively understand program dynamics, local knowledge and community perspectives can shape monitoring and evaluation processes, and inclusion and collaboration in monitoring and evaluation contribute to the program's relevance, effectiveness, and sustainability (Chambers, 1994). This can relate with the third objective of this study, which is to examine the influence of community participation in monitoring and evaluation on the performance of child sponsorship programs.

While participatory monitoring and evaluation (PM&E) offers considerable benefits, it also faces critiques. One of the major criticisms is time and resource demands, as PM&E necessitates active participation in all project phases, including planning, implementation, monitoring, and evaluation, potentially leading to delays or increased costs (Plummer, et al., 2022). This can help explain the challenges, if there is a lack of PM&E in some of the identified cases in this study.

The identified study gap revolves around the lack of a comprehensive examination of the specific mechanisms through which community involvement affects child sponsorship program performance. PM&E theory emphasizes the importance of inclusive processes and community perspectives in assessing program effectiveness. By adopting PM&E principles, the study aims to delve into the intricate mechanisms through which community

participation in monitoring and evaluations influences the performance of child sponsorship programs in Kenya,

2.3 Empirical Review

This section reviews some research work done on cases related to community participation, community development and program performance. It focuses on literature that is related to each of the objectives of this study.

2.3.1 Participatory Planning and Performance of Child Sponsorship Programs.

Research on community development programs globally has highlighted the significance of community participation in program planning. A study by Haldale, et al. (2019) found that involving communities in designing interventions improved program targeting, effectiveness, and sustainability. This study was a systematic review of literature from five databases for studies that involved the community in the development, implementation, and evaluation of health services, policy, or interventions. Although they included studies from high and upper middle-income countries, it generally concludes that communities often have valuable local knowledge that can inform program design. Child sponsorship programs involve improving the well-being of children for which the community has knowledge of, however material support is essential to actualize these improvements.

Community development programs have shown improvements in outcomes when communities are actively engaged in identifying their needs. For example, Kinyata and Abiodun (2020) conducted a study to assess the impact of community participation on the success and sustainability of development projects in Africa. The study showed that

empowering communities to design and implement initiatives improves the alignment between community needs and the outcomes of development projects. This study employed qualitative and quantitative research design using case studies, semi-structured interviews and document analysis to investigate the relationship between community participation and project success. This research design provided an opportunity to gather data that can be triangulated.

A study done in Kenya by Muli (2022) also show a positive correlation between community participation and the expected results of the program. The study looked at the relation between community participation in needs identification and sustainability of donor funded projects among the youth. In the design the study employed explanatory research where a sample of youth beneficiaries were interviewed using a structured questionnaire. By regressing the data, it was found that community involvement in needs identification explained more than 25% of the changes in sustainability of the projects.

Several studies underscore the importance of cultural sensitivity in community development projects. A study on the importance of incorporating local culture into community development by Penn State Extension (2023), emphasized how respecting and integrating local culture fosters community identity, solidarity, and project buy-in. The International Journal of Community and Social Development (2020) also argues for the case of incorporating local cultural practices and knowledge into project planning as it leads to improved community buy-in, project relevance, and long-term success. Similarly, Springer (2022) argues that projects involving the community and considering their cultural context are more likely to achieve sustainable development goals.

Community participation in planning is not without critics. In a research paper by Estefam (2020), one major criticism is the notion that communication can neutralize power dynamics is a fallacy. Typically, power holders dominate negotiations in communicative planning, and the practice itself may not provide avenues for the expression of conflicting ideas, thereby excluding certain segments of the population. Conflicts are deemed essential for an equity-focused planning approach, and the absence of conflicts can result in the marginalization of minority voices.

2.3.2 Community Resources Contribution and Performance of Child Sponsorship Programs.

The theory of Asset-Based Community Development (Kretzmann & McKnight, 1996) provides that communities have resources for which they can mobilize to use for their development. When communities actively contribute resources like labor, materials and knowledge to development projects, it leads to increased commitment, ownership, and overall program effectiveness.

The perspective that community resources positively affects the performance of a program is supported by a study conducted by Mbah (2019), which concentrates on reevaluating the strategies of African universities in achieving sustainable development. The study utilizes an instrumental case study within an African community to argue that universities can play a crucial role in promoting sustainable development by incorporating local voices in knowledge creation, dissemination, and societal engagement objectives. The author suggests that integrating local knowledge into university community engagement initiatives can significantly enhance their effectiveness, resulting in more sustainable

development outcomes. The study brings to light the depth and complexity of local knowledge concerning agriculture, resource management, and social structures. The integration of this knowledge into projects could lead to solutions that are more culturally fitting and environmentally sustainable.

This is also supported by a study conducted to explore community engagement processes for an integrated early childhood development (ECD) intervention (Kabue et al., 2022). In this study, one of the major factors identified to achieve stakeholder buy-in was employing the local resources by the community. The study emphasized leveraging existing resources within the community to support ECD programs. The study employed qualitative method where they held focus group discussion with various stakeholders, conducted transect walks to understand local needs, challenges and available resources. This study, however, did not consider contributions by individual community members such as money and services.

In a study to investigate the factors that contribute to the sustainability of community-based projects in Isiolo county of Kenya (Kaimennyi, 2019), the role of the project implementers in ensuring sustainability of community-based projects were analyzed. The researcher adopted a descriptive analysis on both qualitative and quantitative data, targeting project implementers through self-administered questionnaires. It was found that when project implementers engage with local resources and community members, project outcomes are more likely to endure over time. The study showed that leveraging available resources within the community, such as skills, knowledge, and existing infrastructure, contributes to project longevity.

Some critics argue that relying on community resource contributions might sustain power disparities within communities or even make it worse. Those possessing more resources could have greater influence in decision-making, potentially marginalizing individuals or groups with fewer resources. Martin, Perry and Barr (2021) argue that requiring communities to contribute resources might disproportionately affect vulnerable or marginalized groups who may already be struggling with economic challenges. Relying on community resource contribution may perpetuate power imbalances within communities.

2.3.3 Community participation in monitoring and evaluation and Performance of Child Sponsorship Programs.

Community participation in monitoring and evaluation is closely linked to the concept of participatory monitoring and evaluation. Many organizations in community development advocate for collaborative monitoring and evaluation as a process that engages stakeholders, including community members, beneficiaries, and implementing agencies, in the monitoring and evaluation processes of a project or program (Amin, Scheepers & Malik, 2022).

In examining the causes of failure in African development projects that were implemented without involving local communities or beneficiaries, Kinyata and Abiodun (2020) advocate for a bottom-up approach in project implementation and monitoring. Their study argues that community involvement in monitoring fosters transparency and accountability, making it harder for resources to be misused. Community involvement in monitoring helps align a project to local context, leading to more effective solutions.

In the Kenyan context, community involvement in M&E has been associated with better program performance. Research conducted by Maritim and Boit (2019) found positive effect of community involvement in M&E on project performance. This study explored the effect of community involvement in monitoring and evaluation (M&E) on water projects in Uasin Gishu County. Researchers used questionnaires to gather data from community members and project managers and using statistical analysis they determined the correlation between community involvement and project success. The study revealed that projects with active community participation in monitoring water quality, infrastructure maintenance, and financial transparency exhibited higher success rates in achieving project goals and meeting community needs.

In another study by Munene and Severina (2020), they argued that inadequate community involvement in monitoring and evaluation (M&E) leads to poor project outcomes, and that actively including community members in all stages of a project, including M&E, is essential for success. The paper utilized a cluster sampling method to select project managers from community-based initiatives. Through questionnaires, their insights were gathered on community participation levels in M&E across various project stages. Statistical analysis then explored the correlation between such involvement and project success in meeting community needs and achieving goals. It was concluded that projects with strong community involvement in M&E improved project outcomes, enhanced ownership and accountability, and empowered communities and built trust.

Battistella et al. (2024) contribute to the understanding of cultural influences on project dynamics and control. Their research suggests that cultures emphasizing individualism and masculinity can have positive effects. However, a strong focus on uncertainty avoidance

might hinder project control. Recognizing these cultural dimensions allows project managers to leverage the strengths of diverse teams while mitigating potential challenges.

A major and long-lasting critique concerns the ability and resources available to community members. There's an argument that communities may lack the necessary skills, resources, or time needed for meaningful involvement in complex monitoring and evaluation processes. Striking a balance between the cost of meaningful community participation and the value it adds presents a challenge (Anggraeni, Gupta & Verrest, 2019).

2.4 Summary and Research gap

Child sponsorship program performance is influenced by community participation. Existing literature highlights the positive influence of community participation on community development programs overall. Child sponsorship programs are particularly unique for their dual role in fostering both individual child development and broader community progress. However, our understanding of how community participation specifically shapes the performance of these programs remains incomplete, indicating a substantial knowledge gap in this area. Current research tends to focus on educational outcomes, overlooking critical aspects such as physical health, emotional well-being, and social integration, necessitating future studies to adopt comprehensive frameworks encompassing holistic child development.

Moreover, the limited research on child sponsorship programs primarily revolves around program effectiveness, failing to capture the intricate interactions among community participation, program processes, and individual child development paths. To address these gaps, further studies are needed to shed light on the specific mechanisms through which

community involvement influences child sponsorship program performance. Such insights are essential for designing more tailored and sustainable child sponsorship programs that effectively empower communities and enhance the overall well-being of sponsored children.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the methodical steps followed to conduct the study. It discusses the research design adopted, the site where the study was undertaken, and the population targeted. It also provides details of how the sample was determined, the resulting sample size, data collection methods from the selected sample, the instruments employed for data collection and how this data was analyzed. Ethical considerations in conducting this study are also discussed.

3.2 Research Design

The study sought to investigate how community participation affects the performance of child sponsorship programs. A descriptive research design was adopted to execute this study. This type of research design helped to describe characteristics associated with the subject population. According to Mugenda and Mugenda (2003), descriptive research determines and reports the way things are and describe possible behavior, attitude, values and characteristics.

This type of research design was also adopted to report the situation as it is without controlling or influencing how the situation is or will be. Kothari (2004) states that “The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.” Since the study was looking at the relationship of community participation and the performance of child sponsorship, it was necessary that these variables are let to change organically. This change was what was of interest to the researcher.

A large quantity of data was required to provide in-depth information about the target population. The descriptive design adopted for this study supported this endeavor as allowed sufficient information to be collected for all the variables in question to understand in detail the relationship that existed between them.

3.3 Research Site

The research site for this study was the project units that Compassion International supports to implement the child sponsorship program. In total there are 474 project units in Kenya supported by Compassion International to administer the child sponsorship program. These project units all started at different periods, between less than 10 years ago and over 20 years ago (See Table 3.1 below).

Table 3.1. Project units' age

Age of Project units (years)	Number of project units
< 10	141
10 - 16	169
17 - 20	97
> 20	67
Total	**474**

Source: Research data (2024)

To obtain rich data that is backed by experience, the study sought to be executed in project units that have been in existence for at least 17 years (164 project units). These are project units that have at least attended to children from childhood (5 years of age) through to adulthood (22 years of age).

3.4 Target Population

The study population was the project-units team members who implement the projects. Each project-unit has a project director and a community representative. Data was collected from community representatives and the project directors. Given their role in program implementation, the project directors were a key source of information about the program's operations, while community representatives provided information from the communities' perspective. The study therefore targeted 164 project-units as the project site with a population of 328 project-units' team members as the study's unit of analysis.

3.5 Study Sample

3.5.1 Sampling Procedure

Data was collected from a sample of the target population. This was to reduce the length of time needed to complete the study and to save on cost. In addition, a sample allowed collecting more detailed information (Bluman, 2009). The sampling procedure used was stratified random sampling. The strata were respondents' designation (Project director, Community representative). The number of each category of respondents (project directors and community representatives) was equal in each project-unit. Therefore, each category of respondents took half of the total sample.

3.5.2 Study Sample size

The target population in this study was the project-units team members and they were selected from 164 project-units. The total number of project-units team members is 328. The study proposed a confidence interval of 95% and a margin of error of 5%. To calculate the sample size, Yamane (1967) formula was used. This formula was considered because

the population size is limited and well-defined, the sample is determined by simple random sampling, it is simple, cost-effective and time-efficient because it does not require calculation of variance of the population.

The Yamane formula is as follows.

n= N/ (1+N (e)2)

Where n = sample size

N = population sample

e = level of precision

This sample size will assume 95% level of confidence translating to level of precision of 0.05.

Thus, the sample size will be = 328 / (1+328 (0.05)2)

= 328/1+0.82

= 180

3.5.3 Sampling Frame

Table **3.2** shows the sampling frame after the calculation of the sample size. The total population of project units team members is 328, with 164 community representatives and 164 project directors. Each strata (category of respondents) had equal number of respondents selected based on the sample size

Table 3.2. Sampling Frame

Category of Respondents	Total No.	Sample size	Percentage
Community Representatives	164	90	55%
Project directors	164	90	55%
Total	328	180	55%

Source: Research Data (2024)

3.6 Data collection

To execute data collection, some standard procedures were followed. First was to apply for a permit from the National Commission for Science, Technology and Innovation (NACOSTI). Secondly, an approval was requested from African Nazarene University to allow the research to be conducted under its advisory and supervision. Another, was to request Compassion International to allow the research to be conducted in its program.

The final procedure before the actual data collection was to request for consent from the participants to allow them to be interviewed and their information recorded for the purpose of this study.

3.6.1 Data Collection Instruments

A structured questionnaire was used to collect the data. Closed-ended questions with answer categories were included for coding to make data analysis easier. The closed-ended questions also provided a wide perspective of information for many questions can be administered to a single respondent.

Some close-ended questions provided for an opportunity for the respondent to give other answers that were not necessarily in the answer options. This provided in-depth

information on certain aspects of the program as relates to the subject matter. Community participation in child sponsorship has not been extensively studied and therefore this structure of questions may provide other insights that may present other areas for future studies.

3.6.2 Data Collection Procedures

Two categories of respondents were be targeted for data collection. The first is project director and the second is community representatives. A structured questionnaire was sent to the respondents and requested to self-administer. This questionnaire was designed on an online platform for which once the respondents completed, they submitted, and the responses received in real time.

3.6.3 Pilot testing of research instruments

A pilot test is an activity aimed at assisting the research by identifying potential flaws, limitations, weaknesses, or challenges that respondents might encounter. Prior to commencing actual data collection, the researcher conducted a pilot study involving 5 project directors and 5 community representatives from project units not involved in the main study. This pilot study involved distributing the questionnaire to these respondent categories for self-administration, mirroring the process planned for the actual study.

3.6.4 Instrument reliability

To test the reliability of the instruments, the researcher wrote and worded the questionnaire items simply to enable respondents' comprehension. The researcher then carried out of a pre-test on respondents with the same attributes, but who were not included in the primary research. This was done to find ambiguity in the wording, sensitive questions, and

placement of the questions, to revise the questionnaire. Cronbach's alpha reliability statistics was used by the researcher to assess the reliability, and consistency of a set scale of items. This test returned a Cronbach's coefficient of 0.7343 which was considered acceptable for reliability (Basu 2021).

3.6.5 Instrument validity

This refers to how well a test measures what it is purported to measure. The researcher used face validity to ascertain the validity of the questionnaire. Face validity refers to the extent by which the questionnaire appears to measure a particular construct as viewed by respondents. Face validity shows how a proper a research project is at face value.

3.9. Data Analysis and Presentation of Findings

The data collected from the study was quantitative. It was analyzed through the use of descriptive statistics whereby measures of central tendency such as mean, median, mode, and measures of normal distribution were established.

The computer package that was used for analysis was Ms Excel and Stata. Ms Excel package is easy to use for data management and manipulation. It stores data in a spreadsheet which is the most common method of presenting raw data. This package can easily perform descriptive analysis without having to process the data extensively. It also provides dynamic visualization of data in simple tables, pivot tables and charts. Stata is easy to use for inferential statistics.

The results were presented in the form of tables, graphs and charts for easier understanding and interpretation. Inferential statistics were discussed to help the audience see the

conclusions about the unknown parameter of the population based on statistics which describe a sample from the target population.

3.10 Ethical Considerations

Consent was sought from the participants to allow information to be collected from them and their program. A statement about the study and that it was voluntary was presented to the participants. Consent was therefore demonstrated by the participant providing the information or declining. Confidentiality of the information was guaranteed by proper data management of the raw and processed data. Although the project site of the participants was asked for, it was not for tracing responses to them but to be used in case of clarification of some information.

CHAPTER FOUR:

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The chapter outlines the collected data collected through questionnaires from 180 respondents comprising the core project team that oversees the implementation of Compassion's child sponsorship program in various project sites. The first section of the chapter is an introduction, followed by the second section that provides characteristics of the respondents. The third section outlines the findings pertaining to the specific research objectives, which includes the effect of community participation on the performance of child sponsorship programs.

4.2 Characteristics of the Respondents

The researcher collected data on characteristics of the participants who responded to the survey. Demographic information collected included respondents' gender, designation and number of years with the program. The expected response rate and responses returned from field are tabled accordingly. Details about the demographic characteristics are discussed in subsections that follow.

4.2.1 Response Rate

The study's target population was 180 project-units team members who implement the project for the program. The designation of these team members was either project director or community representatives. The questionnaires were distributed by email to the

respondents which contained a link to the questionnaire through which they responded online. After the data collection exercise was completed, it was reviewed for non-response and data cleaning for incomplete responses. The final response rate was 94% of the targeted participants for which were considered for the analysis.

Table **4.1** shows the response rates.

Table 4.1. Response Rate

Designation	**Target**	**Response f (%)**	**Non-response and incomplete Responses f (%)**
Community Representatives	90	83 (92)	7 (8)
Project Directors	90	87 (97)	3 (3)
Total	**180**	**170 (94)**	**10 (6)**

Source: Research Data (2024)

4.2.2 Gender of Respondents

The study sought to examine the gender distribution of the participants and it was found that overall, there was an equal distribution of both female and male (Table 4.2). However, there were more males than females among community representatives while there were more female than male among the project directors.

Table 4.2. Gender of Respondents

Gender	**Frequency**			**Percent**
	Community Representatives	**Project Directors**	**Total**	
Female	34	51	85	50
Male	49	36	85	50
Total	**83**	**87**	**170**	**100**

Source: Research Data (2024)

4.2.3 Length of Service

The respondents were also requested to state the period they have been with the program. As shown in Table 4.3 below, about 4% of the respondents reported to have been with the program for less than an year, 38% for 1-5 years, 26% for 6 – 10 years and close to a third reported to have been with the program for more than 10 years. These kind of length of service distribution helped to provide a diverse perception of the project team on community participation and program performance.

Table 4.3. Length of Service of respondents

Length of service	Frequency	Proportion
Less than 1 year	6	4%
1 - 5 years	65	38%
6 - 10 years	44	26%
More than 10 years	55	32%
Total	**170**	**100**

Source: Research Data (2024)

4.3 Data Analysis and Presentation

The study investigated the effect of community participation on the performance of child sponsorship programs, with reference to Compassion International Kenya. Specifically, the study sought to determine the influence of community participation in planning, resource contribution and, in monitoring and evaluation, on the performance of child sponsorship program. The participants were asked to respond to questions whose response options used different units and had different minimum and maximum values. The summary tables of each variable in its original scale is shown in Appendix D. The values of the response

options were based on the degree of community participation as described by Arnstein (1969). The higher the value the higher the degree of participation. To standardize all the response options to a uniform scale of 5, the formula below was used.

$$Y = \left(\frac{X - Xmin}{Xrange}\right) n$$

Where Y is the adjusted data point, X is the original data point, Xmin is the minimum observed value on the original data point scale and Xrange is the difference between the maximum potential value and the minimum potential value on the original data point scale and n is the upper limit of the rescaled data point scale. The rescaled data points were then processed using conventional statistical methods. Detailed analysis of each research variable is described below.

4.3.1 Community participatory planning and performance of child sponsorship program

Five statements were developed to measure participatory planning. Respondents were asked questions and presented with statements about the participation of the community in planning in the child sponsorship program. Their responses were presented on a scale of 1 to 5 where 1 denotes lowest value assigned to response item and 5 denotes highest value assigned to the response item. See

Table **4.4** below.

Table 4.4. Participatory Planning

Statements on participatory planning	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	STD
A1 How does the project identify the activities for the year	0	4 (2)	19 (11)	0	147 (86)	4.73	0.71
A2 How is the community informed about the program's objectives	2 (1)	0	100(59)	31 (18)	37 (22)	3.26	1.05
A3 Does the community provide feedback on activities planned	0	0	14 (8)	0	156 (92)	4.8	0.69
A4 Community representatives know what is in the budget	19 (11)	5 (3)	14 (8)	82 (48)	50 (29)	3.81	1.21
A5 To what extent does the community's participation in planning help to achieve the objectives of the program?	9 (5)	42 (25)	12 (7)	75 (44)	32 (19)	3.46	1.2
Composite mean and standard deviation						**4.01**	**1.18**

Statement A1 “How does the project identify the activities for the year”? Most of the responses 147 (86%) were rated at a scale of five. The remaining proportion was as scale three, 19 (11%) and scale two, 4 (2%). This item had a mean of 4.73 and a standard deviation of 0.71 which was greater than the composite mean of 4.01 and a standard deviation of 1.18. This implies that community participation in project identification positively determined participatory planning.

Statement A2 “How is the community informed about program’s objectives”? Most of the responses were at a scale of three, 100 (59%). The second highest proportion was at the scale of five, 37 (22%) followed by scale of four, 31 (18%) and the remaining very small

proportion at a scale of one, 2 (1%). This item had a mean of 3.26 and a standard deviation of 1.05 which was lower than the composite mean of 4.01 and standard deviation of 1.18. This implies that proper communication of objectives to the community did not positively determine participatory planning.

Statement A3 “Does the community provide feedback on activities planned”? Over 90% of the responses were at a scale of five, 156 (92%) while the remaining was at a scale of three, 14 (8%). The mean for the item was 4.8 with a standard deviation of 0.69 which was higher than the composite mean of 4.01 and standard deviation of 1.18. This implies that the opportunity for the community to provide feedback on activities positively determined participatory planning.

Statement A4 “Community representatives know what is in the budget”. The results indicated that over 75% of the responses were at the scale of four, 82 (48%) and five, 50 (29%). Scale three had 14 (8%) responses while scale two and one had 5 (3%) and 19 (11%) respectively. The mean for this item was 3.81 with a standard deviation of 1.21 which was lower than the composite mean 4.01 and standard deviation of 1.18. This implies that community representatives knowledge of what is in the budget did not positively determine participatory planning.

Statement A5 “To what extent does the community's participation in planning help to achieve the objectives of the program”? The results indicated 32 (19%) at a scale of five, 75 (44%) at a scale of four, 12 (7%) at a scale of three, 42 (25%) at a scale of two and 9 (5%) at a scale of one. The mean score for this item was 3.46 and a standard deviation of 1.2 which was lower than the composite mean 4.01 and standard deviation of 1.18. This

implies that achievement of program objectives does not positively determine participatory planning.

4.3.2 Community resources contribution and performance of child sponsorship program

Resources that the community contributes to the program were of interest to the researcher to answer the research question "How does community resources contribution influence the performance of child sponsorship programs in Kenya". Respondents were requested to identify the resources that the community contributes to the program and the resources that the community is required by the program to contribute. Table 4.5 shows the items that respondents reported are contributed by the community.

Table 4.5. Community contribution to the program

Community contribution to program	**1** **f (%)**	**2** **f (%)**	**3** **f (%)**	**4** **f (%)**	**5** **f (%)**	**Mean**	**STD**
Money	38 (22)	0	38 (22)	0	94 (56)	3.6	1.61
Food	152 (89)	0	13 (8)	0	5 (3)	1.46	0.7
Clothing	160 (94)	0	10 (6)	0	0	1.32	0.29
Building materials	109 (64)	0	26 (15)	0	35 (21)	2.21	1.49
Unskilled labor	48 (28)	0	57 (34)	0	65 (38)	3.1	1.57
Skilled labor	115 (68)	0	55 (32)	0	0	1.65	0.59
Composite mean and standard deviation						**2.23**	**1.45**

Contribution of money was rated at five by most of the respondents, 94 (56%), while the rest rated it at three and one at the same proportion, 38 (22%). The item had a mean of 3.6 with a standard deviation of 1.16, which was higher than the composite mean of 2.23 and

a standard deviation of 1.45. This implies that contribution of money positively determined community resources contribution in the program.

Food was mostly rated at one, 152 (89%) while the rest rated at three, 13 (8%) and at five, 5 (3%). The mean for this item was 1.46 with a standard deviation of 0.70, which was lower than the composite mean of 2.23 and a standard deviation of 1.45. This implies that contribution of food did not positively determine community resources contribution in the program.

Clothing was rated at a scale of one by a huge proportion, 160 (94%), while the rest rated it three, 10 (6%). This item had a mean of 1.32 with standard deviation of 0.29. This was lower than the composite mean of 2.23 and a standard deviation of 1.45, implying that contribution of clothing did not positively determine community resources contribution in the program.

Building materials was mostly rated at one, 109 (64%) and the rest rated it three, 26 (15%) and at five, 35 (21%). This had a mean of 2.21 with a standard deviation of 1.57. This was lower than the composite mean of 2.23 and a standard deviation of 1.45. This implies that the contribution of building materials did not positively determine community resources contribution in the program.

Unskilled labor was rated at a scale of one by 48 (28%) of the respondents, at a scale of three by 57 (34%) of the respondents and at a scale of five by 65 (38%) of the respondents. This item had a mean of 3.1 with a standard deviation of 1.57 which is higher than the composite mean of 2.23 and a standard deviation of 1.45. This implies that contribution of unskilled labor positively determined community resources contribution in the program.

Skilled labor was rated at a scale of one by most of the respondents, 115 (68%) and as scale of three by the remaining respondents, 55 (32%). This had a mean of 1.65 with a standard deviation of 0.59, which was lower than the composite mean of 2.23 and a standard deviation of 1.45. This implies that contribution of skilled labor did not positively determine community resources contribution in the program.

4.3.3 Community participation in M&E and performance of child sponsorship program

Five statements were developed to measure community participation in M&E. The respondents were required to indicate in a scale 5 how they agree or disagree with the statements. The scale was 1=Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA). The summary of their responses is a shown in Table 4.6 below.

Table 4.6. Community participation in M&E

Statements on monitoring and evaluation	SD f (%)	D f (%)	N f (%)	A f (%)	SA f (%)	Mean	Std. Dev
C1 Community representatives have a good understanding of the project outcomes	10 (6)	5 (3)	20(12)	90 (53)	45 (26)	3.91	1.01
C2 Community representatives are involved in deciding how the project will be monitored	12 (7)	10 (6)	17 (10)	72 (42)	59 (35)	3.92	1.15
C3 The views of the Community representatives about the progress of the program are taken into consideration	12 (7)	2 (1)	9 (5)	68 (40)	79 (46)	4.18	1.08
C4 The monitoring and evaluation findings are usually communicated to the community representatives in a way that they understand	15 (9)	7 (4)	15 (9)	81 (48)	52 (31)	3.87	1.16
C5 Community representatives are involved in deciding how M&E findings are used	7 (4)	18 (11)	44 (26)	80 (47)	21 (12)	3.53	0.98

Composite mean and standard deviation	**3.88**	**1.10**

Statement C1 “Community representatives have a good understanding of the project outcomes”. Most of the respondents 90 (53%) agreed with this statement and was boosted by the 45 (26%) who strongly agreed. Less than 10% disagreed or strongly disagreed while 20 (12%) remained neutral. This item had a mean of 3.91 with a standard deviation of 1.01 which was higher than the composite mean of 3.88 and a standard deviation of 1.10. This implies that community representatives’ understanding of the outcomes positively determined community participation in M&E.

Statement C2 “Community representatives are involved in deciding how the project will be monitored”. The results indicated that 59 (35%) strongly agreed, 72 (42%) agreed, 10 (6%) disagreed and 12 (7%) strongly disagreed. About 17 (10%) remained neutral. The item had a mean of 3.92 and a standard deviation of 1.15 which was higher than the composite mean of 3.88 and a standard deviation of 1.10. This implies that community representatives’ involvement of how the project would be monitored positively determined community participation in M&E.

Statement C3 “The views of the Community representatives about the progress of the program are taken into consideration”. The results showed that 79 (46%) strongly agreed, 68 (40%) agreed, 2 (1%) disagreed and 12 (7%) strongly disagreed. About 9 (5%) could neither agree nor disagree. The mean for this statement was 4.18 with a standard deviation of 1.08 which was higher than the composite mean of 3.88 and a standard deviation of 1.10.

This implies that consideration of community representatives' views about the progress of the program positively determined community participation in M&E.

Statement C4 "The monitoring and evaluation findings are usually communicated to the community representatives in a way that they understand". The results indicated that 52 (31%) strongly agreed, 81 (48%) agreed, 7 (4%) disagreed, 15 (9%) strongly disagreed and 15 (9%) remained neutral. The mean for this statement was 3.87 and standard deviation of 1.16 which was lower than the composite mean of 3.88 and a standard deviation of 1.10. This implies that communication of evaluation findings to the community representatives in a way they understand did not positively determine community participation in M&E.

Statement C5 "Community representatives are involved in deciding how M&E findings are used". The results showed that 21 (12%) strongly agreed, 80 (47%) agreed, 18 (11%) disagreed, 7 (4%) strongly disagreed while 44 (26%) neither agreed nor disagreed. This item had a mean of 3.53 with a standard deviation of 0.98 which was lower than the composite mean of 3.88 and a standard deviation of 1.10. This implies that involvement of community representatives in deciding how the M&E findings are used did not positively determine community participation in M&E.

4.3.4 Performance of child sponsorship program

The main objective of the study was to investigate the effect of community participation on the performance of child sponsorship programs. The respondents were requested to give their opinion on certain questions and statements about the program's performance. Table 4.7 shows the summary of the responses which are presented on a scale of 1 to 5 where 1

denotes lowest value assigned to response item and 5 denotes highest value assigned to the response item.

Table 4.7. Performance of child sponsorship program

Statements on program performance	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	STD
D1 How much do community representatives understand the budget	0	2 (1)	52 (31)	0	116 (68)	4.45	0.83
D2 The budget is implemented as planned	11 (6)	2 (1)	16 (9)	85 (50)	56 (33)	4.02	1.03
D3 How often does the program meet its objectives	0	0	10 (6)	152 (89)	8 (5)	3.73	0.41
D4 If sponsors stopped giving money, the project would still continue	44 (26)	67 (39)	38 (22)	18 (11)	3 (2)	2.23	1
D5 Measures put in place for sustainability	2 (1)	134 (79)	17 (10)	16 (9)	1 (1)	2.72	0.6
Composite mean and standard deviation						**3.43**	**1.16**

One of the questions was how much the community representatives understood the budget (Statement D1). According to 116 (68%) of the respondents, community representatives understand the budget to a scale of five which is the highest while 52 (31%) understood it to a scale of 3. A very small proportion 2 (1%) of the respondents felt the budget is only understood at a small scale of two. This statement had a mean score of 4.45 and a standard deviation of 0.83 which was higher than the composite mean of 3.43 and a standard deviation of 1.16. This implies that community representatives' understanding of the budget positively determined child sponsorship performance.

Statement D2 “The budget is implemented as planned”. Results show that 56 (33%) indicated at a scale of five, 85 (50%) indicated at a scale of four, 16 (9%) indicated at a scale of 3 while 2(1%) and 11(6%) indicated at a scale of two and one respectively. This item had a mean score of 4.02 and a standard deviation of 1.03 which was higher than the composite mean of 3.43 and a standard deviation of 1.16, implying that implementing the budget as planned positively determined performance of child sponsorship program.

Statement D3 “How often does the program meet its objectives”. Results show that the most of the respondents, 152 (89%), rated it at a scale of four. The remaining small proportion rated it at a scale of three, 10 (6%), and scale of five, 8 (5%). This statement had a mean of 3.73 and a standard deviation of 0.41 which was higher than the composite mean of 3.43 and a standard deviation of 1.16. This implies that meeting the objectives of the program positively determines performance of child sponsorship program.

Statement D4 “If sponsors stopped giving money, the project would still continue”? Results indicated that most respondents rated it at between one and three. About 44 (26%) rated it at one, 67 (39%) rated it at two and 38 (22) rated it at three. Respondents who rated it at above three were 18 (11%) who rated it at four and 3 (2%) who rated it at five. This item had a mean of 2.23 and a standard deviation of 1.00, which was lower than the composite mean of 3.43 and a standard deviation of 1.16. This implies that the likelihood of the program continuing if funding from sponsors stopped did not positively determine the performance of child sponsorship program.

Statement D5 “Measures put in place for sustainability”. Results indicated that most respondents, 134 (79%), rated it at a scale of two. About 10% rated it at a scale of three, 17 (10%) and four, 16 (9%). The remaining 2% rated it at a scale of one, 2 (1%) and at a

scale of five, 1 (1%). This item had a mean score of 2.72 and a standard deviation of 0.6 which was lower than the composite mean of 3.43 and a standard deviation of 1.16. This implies that measures put in place for sustainability did not positively determine the performance of child sponsorship programs.

4.3.5 Community participation and effect on performance of child sponsorship programs

This study specifically focused on the effect of community participatory planning, community resources contribution and community participation in M&E on the performance of child sponsorship programs. Table 4.8 shows the scores of all the community participation variables and performance of child sponsorship program in a scale of 1 to 5 where 1 denotes lowest value assigned and 5 denotes highest value assigned.

Table 4.8. Community participation and performance of child sponsorship program

Study variables	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	STD
Participatory Planning	0 (0)	4 (2)	17 (10)	113 (66)	36 (21)	4.01	0.54
Community Resources contribution	31 (18)	92 (54)	45 (26)	2 (1)	0 (0)	2.03	0.66
Community Participation in M&E	3 (2)	12 (7)	21 (12)	94 (55)	40 (24)	3.89	0.82
Overall community participation	0 (0)	9 (5)	94 (55)	67 (39)	0 (0)	3.31	0.45
Performance of child sponsorship program	0 (0)	3 (2)	91 (54)	76 (45)	0 (0)	3.43	0.37

On participatory planning, most of the responses were rated at a scale of four, 113 (66%). The rating was further strengthened by 36 (21%) responses whose rating was at a scale of five. Participatory planning had a mean of 4.01 with a standard deviation of 0.54, which was higher than the overall community participation mean of 3.31 with a standard deviation

of 0.45. This implies that participatory planning determined community participation in this study.

To determine the relationship between participatory planning and performance of child sponsorship program, a scatter plot with a line of best fit was charted as shown in Figure 4.1 below.

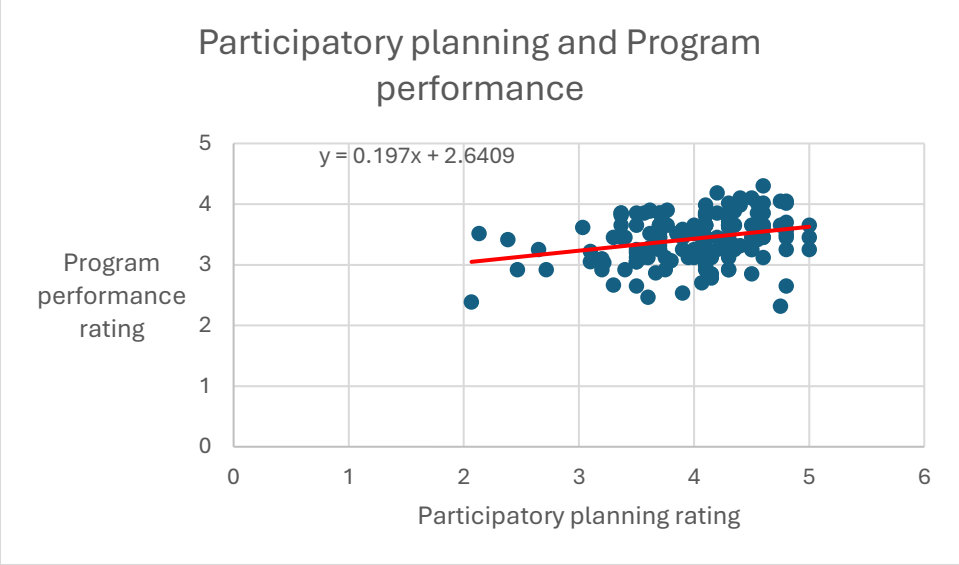


Figure 4.1. Participatory planning and performance of child sponsorship program

The figure shows a gradient of 0.197 implying a weak positive influence of participatory planning and performance of child sponsorship program.

Table 4.8 shows that most responses on community participation in M&E were also rated at four, 94 (55%). Boosting the rating was 40 (24%) of responses which were rated at five. This variable had mean of 3.89 with a standard deviation of 0.66. This was higher than the overall community participation mean of 3.31 with a standard deviation of 0.45. This implies that community participation in M&E determined community participation in this study.

To determine the relationship between community participation in monitoring and evaluation and performance of child sponsorship program, a scatter plot with a line of best fit was charted as shown in Figure 4.2 below.

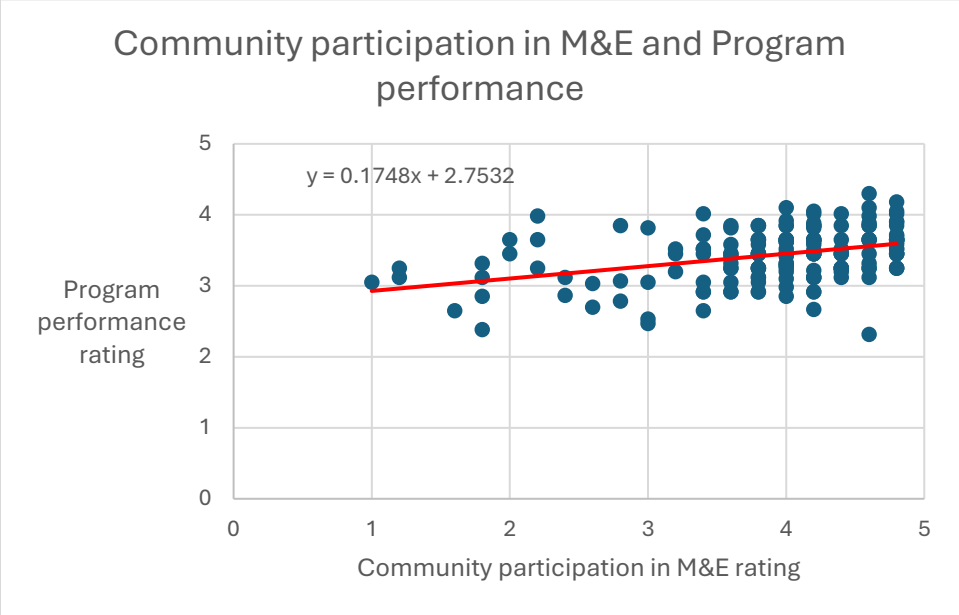


Figure 4.2. Community participation in M&E and performance of child sponsorship program

The figure shows a gradient of 0.1748 implying a weak positive influence of community resources contribution and performance of child sponsorship program.

Community resources contribution response ratings were skewed on the negative with more than half of responses rated at a scale of two, 92 (54%) see Table 4.8. This was further depressed by 31 (18%) of the responses whose rating was at a scale of one. About 45 (26%) of responses were rated at three and only 2 (1%) was rated at four. There was no response about this variable that was rated at five. Community resources contribution had a mean of

2.03 with a standard deviation of 0.66 which was lower than the overall community participation mean of 3.31 with a standard deviation of 0.45. This implies that community resources contribution did not determine community participation in this study.

To determine the relationship between community resources contribution and performance of child sponsorship program, a scatter plot with a line of best fit was charted as shown in the figure below.

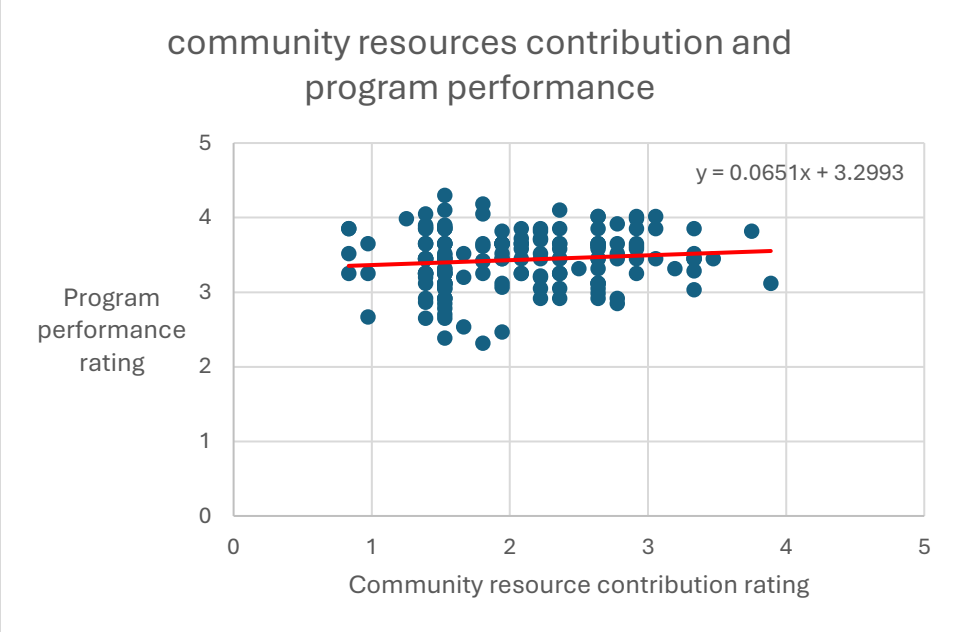


Figure 4.3. Community resources contribution and performance of child sponsorship program

The figure shows a gradient of 0.0651 implying a weak positive influence of community resources contribution and performance of child sponsorship program.

To determine the relationship between community participation and performance of child sponsorship program, a scatter plot with a line of best fit was charted as shown in Figure 4.4 below.

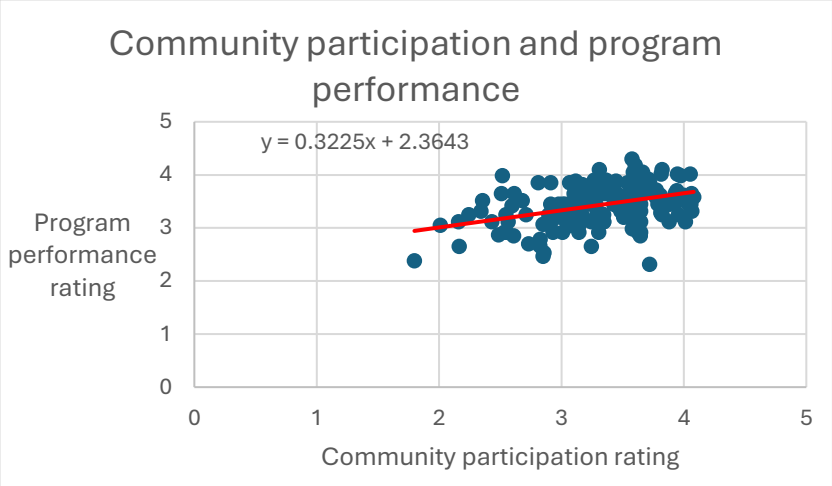


Figure 4.4. Overall community participation and performance of child sponsorship program

The figure shows a gradient of 0.3225 implying a moderate positive effect of overall community participation and performance of child sponsorship program. As community participation increases, performance of child sponsorship increases but in a lesser magnitude as shown by the gradient of the line of best fit.

CHAPTER FIVE:

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions of the detailed analysis of the findings, conclusions and recommendations after interpreting the results. The conclusions and recommendations focus on addressing the objectives upon which the study was conducted.

5.2 Discussion

This section explains the findings on the effect of community participation on the performance of child sponsorship programs in Kenya. The study specifically focused on the effect of community participatory planning, community resources contribution and community participation in M&E on the performance of child sponsorship programs. The subsections discuss the findings of each research objective as they relate to previous studies and theories.

5.2.1 Community participatory planning and performance of child sponsorship programs

The first objective of the study was to determine the influence of community participatory planning on the performance of child sponsorship programs in Kenya. The relationship between community participatory planning and child sponsorship program was positive but very weak. The degree of community participation in planning was high and this was contributed by how the project identifies the activities of the year which was highly participatory. Another contribution to the high community participation was the community being allowed to provide feedback on activities planned. This falls in the

second rung of the ladder of citizen participation according to Arnstein's theory of citizen participation (Arnstein, 1969). There is a form of community participation as they are consulted. These findings agrees with Haldale, et al (2019) and Kinyata and Abiodun (2020) who found that involving communities in designing interventions, which involves identifying the activities, improved program performance in terms of targeting, effectiveness, and sustainability. A study by Muli (2022) also agrees with these findings. Muli looked at the relation between community participation in needs identification and sustainability of donor funded projects among the youth and found a positive correlation.

One aspect of community participatory planning that the study examined was communication about the program's objectives. Estefam (2020) criticizes communication that is meant to achieve community participation, indicating that power holders dominate negotiations in communicative planning which can result in the marginalization of minority voices. Active and genuine community participation in planning requires time and resources and the potentially lead to delays or increased costs (Plummer et. al., 2022). This could explain why some respondents felt that community participation in planning leads to achievement of program objectives to little or very little extent.

Arnstein's ladder of participation theory (Arnestein, 1969) recommends that for genuine community participation to occur at the planning stage, the community should be actively engaged, their opinions listened to, and their concerns addressed. This study found that the opportunity given to the community to provide feedback positively influences community participatory planning. For the community to be able to provide their input in the planning process, they need to have all the information. They need to know the goals and objectives of the program and they need to know the budget. These two parameters had their mean

score at the center implying that the overall the respondents cannot say that it is happening or not.

5.2.2 Community resources contribution and performance of child sponsorship programs

The second objective of the study was to determine the influence of community resources contribution on the performance of child sponsorship programs in Kenya. The theory of Asset-Based Community Development (Kretzmann & McKnight, 1996) provides that communities have resources for which they can mobilize to use for their development. The study found that overall, community contribution of resources to the program was happening to a lower scale as shown by the composite mean of 2.23 in scale of 5. When correlated with the performance of child sponsorship program, there was found to be a positive but weak correlation. Although these findings agree with the theory of Asset Based Community Development (Kretzman & McKnight, 1996), on the positive effect, the degree of effect in this study cannot support this theory. Mbah (2019) also supports the perspective that community resources positively affect the performance of a program. Resources that a community can contribute to a program includes both tangible resources like money, food and materials, intangible resources like knowledge and skill. Mbah (2019) emphasizes community contribution of local knowledge.

In another study by Kabue et al. (2022), it was recommended that programs should employ local resources by the community in order to achieve buy-in and ownership. Community ownership fosters a sense of responsibility and investment in the project's success, leading to its continued operation even after external funding ceases (Keijzer, Klingebiel, & Scholtes, 2020). The low uptake of community resources contribution could explain the

low scores in sustainability parameters under the performance of child sponsorship program. When asked about the possibility of the program continuing if sponsors pulled out, the mean score was below average considering all the performance parameters. This was the same case with the responses on measures put in place for sustainability which scored below average. This occasion is also supported by Kaimenyi (2019) who found that when project implementers engage with local resources and community members, project outcomes are more likely to endure over time. The study showed that leveraging available resources within the community, such as skills, knowledge, and existing infrastructure, contributes to project longevity.

According to the ladder of citizen participation theory (Arnstein, 1969), the bottom of the ladder are levels of non-participation. A characteristic of this is that resources are typically provided by external entities without meaningful community input. The study found no meaningful community input of resources and hence the conclusion is that community participation is very low in this aspect. Community resources contribution scored the lowest among the independent variables.

5.2.3 Community participation in M&E and performance of child sponsorship programs

The third objective of the study was to determine the influence of community participation in M&E on the performance of child sponsorship programs in Kenya. When the scores of the variables that were used to measure community participation in M&E were aggregated, they produced a composite mean of 3.88 on a scale of 5. This was above the mid-point hence inclining to the positive side. This implies that community participation was slightly high in this aspect. Community participation in M&E also positively determined

community participation in this study, indicated by its mean that was higher than the overall composite mean.

When correlated with the performance of child sponsorship program, community participation in M&E was found to be a positively related but weak correlation. The positive relationship agrees with a study by Maritim and Boit (2019) who, after performing correlation test, also found a positive effect of community involvement in M&E and project performance. The study revealed that projects with active community participation in monitoring water quality, infrastructure maintenance, and financial transparency exhibited higher success rates in achieving project goals and meeting community needs. Munene and Severina (2020) also performed a correlation test and their study revealed that projects with strong community involvement in M&E improved project outcomes, enhanced ownership and accountability, and empowered communities and built trust.

The participatory monitoring and evaluation (PM&E) theory entails involvement of the stakeholders in setting goals, gathering information, analyzing results, and making decisions based on those findings (Moser,1993; Chambers, 1994). In this study, community participation in M&E was measured by five variables. The variable that most determined community participation in M&E was on gathering information. Other variables that also positively determined community participation in M&E were understanding goals and involvement in designing the M&E process. The foundation of the PM&E theory is built on the assumptions that contribute to the program's relevance, effectiveness, and sustainability (Chambers, 1994). The findings of this study support this theory considering the positive correlation between community participation in M&E and performance of child sponsorship program.

Community participation in monitoring and evaluation can be costly in terms of time and other resources (Plummer, et al., 2022). This may explain why packaging of M&E findings and involving community in making decisions on how M&E findings will be used scored below average in the overall mean.

5.3 Summary and Main Findings

The purpose of the study was to determine the effect of community participation on the performance of child sponsorship programs in Kenya, focusing on Compassion international. Community participation was measured by assessing community participation in planning, resources contribution, and monitoring and evaluation. Overall, community participation in the study variables had a composite mean of 3.3 which was very slightly inclined towards effective participation. The relationship between overall community participation and performance of child sponsorship program in this study was positive with a moderate effect. This kind of relationship was also revealed by Kabue et al. (2022) and Qian et al. (2020) who found that community engagement led to improved program performance. The major determinant of community participation in this study was participatory planning followed by community participation in M&E, while community resources contribution pulled down the effectiveness of participation.

5.4 Conclusion

The study has revealed that the effect of community participation on the performance of child sponsorship programs is moderately positive. The more community participation, the more the performance of child sponsorship programs but not on commensurate magnitude. More community participation units are required to get a marginal increase in performance of child sponsorship program.

Participatory planning had the highest level of community participation followed by community participation in M&E and lastly community resources contribution. Community resources contribution weakened the overall community participation in the child sponsorship program.

5.5 Recommendations

Based on the findings of the study, the discussion and conclusion, the study recommends a deliberate effort by the program implementers to involve the community. Community participation was found to be low. Child sponsorship is a product of external influence and community participation being an internal factor can be overlooked, making the program miss the opportunities and benefits of community participation.

More emphasis should be placed on community participation in M&E, which necessitates active participation in all project phases. This can lead to more improved program performance as the project taps into community participation in planning, implementation and, monitoring and evaluation.

The community should be encouraged to contribute resources to the program. Communities possess assets that can be utilized to promote sustainable development. This can enhance ownership as described in the Asset-Based Community Development theory (Kretzmann & McKnight, 1996), which can lead to improved performance of the program (Keijzer, Klingebiel, & Scholtes, 2020).

5.6 Suggestions for Further Research

This study employed quantitative data to achieve its objectives. This provided a wide perspective of information for many questions were administered to a single respondent.

However, the quality of community participation could not be evaluated. Further research should be conducted to evaluate the quality of community participation and its effect on performance of child sponsorship program.

Community participation was found to be low in the reference child sponsorship program. Could it be the term ‘sponsorship’ and its characteristics inhibit community participation? Does this term connote help and dependency such that the community is reluctant to participate? A study should be conducted on the effect of this term on community participation.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

The researcher seeks to establish the effect of community participation on the performance of child sponsorship programs in Kenya. Your response will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. If there are items you don't feel comfortable answering, please skip them.

SECTION A. GENERAL INFORMATION

1. Project Unit ID _____
2. Designation in the program
    a. Project director
    b. Community Representative
3. Gender of Respondent
    a) Female
    b) Male
4. How long have you served with this project?
    a) Less than 1 year
    b) 1 to 5 years
    c) 6 – 10 years
    d) More than 10 years

SECTION B. INFLUENCE OF PARTICIPATORY PLANNING ON THE PERFORMANCE OF CHILD SPONSORSHIP PROGRAM

5. How does the project unit identify the activities/interventions for the year?
    a) We receive directive from Compassion International office.
    b) The project staff identify the activities and inform the committee.
    c) The project staff and the committee identify the activities.
    d) Other (specify) _____
6. How is the community informed about the program’s objectives annually?

a) We provide educate the community representative who are to pass the information to the general community.
b) We discuss the objectives during normal meetings with the community representatives.
c) We plan for an event with the general community to discuss the objectives.
d) The community already know the program's objectives.

7. Does the community provide feedback on the activities planned in the program?
    a) Yes
    b) No
8. How do you agree or disagree with the following statement. "Community representatives in the program understand what is in the budget."
    a) Strongly Disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Strongly Agree

9. To what extent does the community's participation in planning help to achieve the objectives of the program?
    a) Very Little Extent
    b) Little Extent
    c) Neutral
    d) Large Extent
    e) Very Large Extent

SECTION C. INFLUENCE OF COMMUNITY RESOURCES CONTRIBUTION ON THE PERFORMANCE OF CHILD SPONSORSHIP PROGRAM

10. In the table below, circle the items for which the community contributes to the project and tick appropriately to indicate if they volunteer, or it is a requirement.

Item	**Volunteer**	**Requirement**
a) Money	☐	☐
b) Food	☐	☐

c) Clothing	☐	☐
d) Building materials	☐	☐
e) Unskilled services	☐	☐
f) Skilled services	☐	☐
g) Other (Specify) _____	☐	☐

11. To what extent does the community's resources contribution help to achieve the objectives of the program?

    a) Very Little Extent
    b) Little Extent
    c) Neutral
    d) Large Extent
    e) Very Large Extent

SECTION D. INFLUENCE OF COMMUNITY PARTICIPATION IN MONITORING AND EVALUATION ON THE PERFORMANCE OF CHILD SPONSORSHIP PROGRAM

12. How much do you agree or disagree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**
a) Community representatives have a good understanding of the project outcomes					
b) Community representatives are involved in deciding how the project will be monitored					
c) The views of the Community representatives about the progress of the					

program are taken into consideration					
d) The M&E findings are usually communicated to the community members in a way that they understand					
e) Community representatives are involved in deciding how M&E findings are used					

SECTION E. PERFORMANCE OF CHILD SPONSORSHIP PROGRAMS

13. How much do the community representatives in the project understand the budget?
    a) Not at all
    b) A little
    c) Quite a bit
    d) A lot
14. How do you agree or disagree with the following statement?

    'The budget is implemented as planned by the end of the year'.

    a) Strongly Disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Strongly Agree

15. What measures have been put in place to ensure sustainability of the program in this community? (tick or that apply)
    a) Empowering caregivers to start or improve income generating activities.
    b) Establishing a fund where community members contribute for the children.
    c) Building affordable institutions (e.g. schools, health facilities) for the community
    d) Other (Specify) _____

5. How often does the program meet its objectives?
    a) None of the time

b) Few of the time
c) Most of the time
d) All of the time

16. To what extent do you agree or disagree with this statement.

‘If the sponsors stopped giving their money, the project would still continue’.

a) Strongly Disagree
b) Disagree
c) Neutral
d) Agree
e) Strongly Agree

APPENDIX B: SUMMARY OF RESPONSES IN ORIGINAL SCALE

Table D1. Communication about objectives to the community

How the community is informed about objectives	Frequency	Percent
An event is planned with the general community to discuss the objectives.	37	22
Community representatives are educated and urged to pass the information to the general community.	31	18
The objectives are discussed during normal meetings with the community representatives.	100	59
The community already know the program's objectives.	2	1
Total	**170**	**100**

Table D2. How activities are identified

How activities are identified	Frequency	Percent
The project director and the community representatives identify the activities.	147	**86%**
The project director identifies the activities and inform the community representatives	19	**11%**
We receive directive from Compassion International office.	4	**2%**
Total	**170**	**100**

Table D3. Does community provide feedback on plans

Does the community provide feedback on activities planned	Frequency	Percent
No	14	8
Yes	156	92
Total	**170**	**100**

Table D4. Community understanding of the budget

Level of agreement	Frequency	Percent	Mean	Std.Dev

Strongly disagree	19	11		
Disagree	5	3		
Neutral	14	8		
Agree	82	48		
Strongly agree	50	29		
Total	**170**	**100**	**3.8**	**1.2**

Table D5. The extent to which community participation in planning help in achieving program objectives.

Extent	Frequency	Percent	Mean	Std.Dev
Very Little Extent	9	5%		
Little Extent	42	25%		
Neutral	12	7%		
Large Extent	75	44%		
Very Large Extent	32	19%		
Total	**170**	**100%**	**3.4**	**1.2**

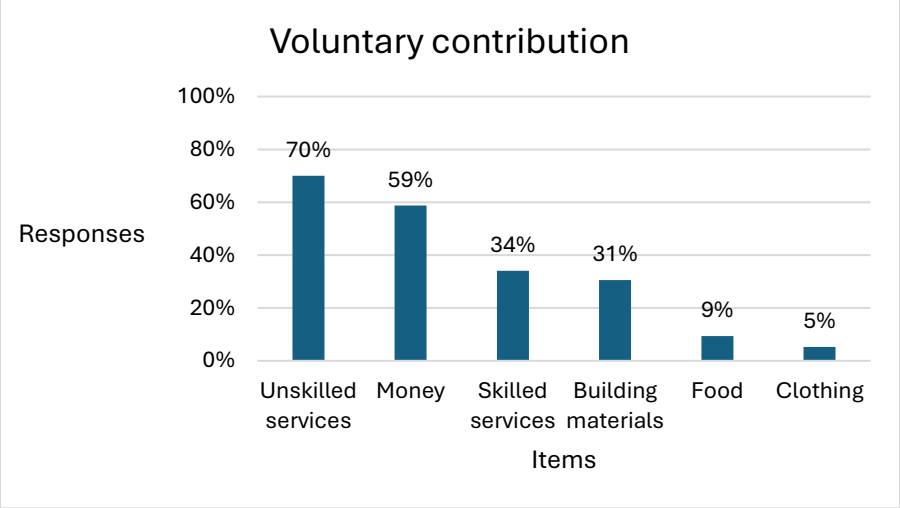


Figure D1. Items contributed voluntarily by the community

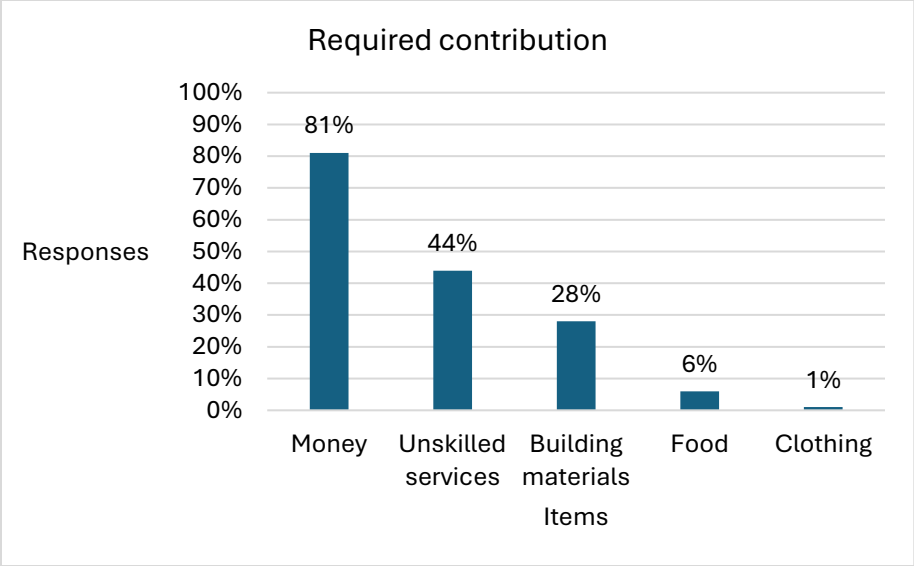


Figure D2. Required items for contribution by the community.

. Table D6. A1 How much community representatives understand the budget

How much community reps understand the budget	Frequency	Percent
Not at all	2	1
A little	52	31
A lot	116	68
Total	**170**	**100**

Table D7. A2 The budget is implemented as planned

'The budget is implemented as planned by the end of the year'.	Frequency	Percent	Mean	Std. Dev
Strongly disagree	11	6		
Disagree	2	1		
Neutral	16	9		
Agree	85	50		
Strongly agree	56	33		
Total	**170**	**100%**	**4.02**	**1.03**

Table D8. A3 How often program objectives are met

How often does the program meet its objectives?	Frequency	Percent
Few of the time	10	6
Most of the time	152	89
All of the time	8	5
Total	**170**	**100**

Table D9. A4 Measures for sustainability

Measures for sustainability	Frequency	Percent
Empowering caregivers to start or improve income generating activities	166	92
Establishing a fund where community members contribute for the children	19	11
Building affordable institutions (e.g. schools, health facilities) for the community	20	11

Table D10. Respondents' opinions on 'if the project would continue if sponsor stopped giving'

If the sponsors stopped giving their money, the project would still continue.	Frequency	Percent	Mean	Std. Dev
Strongly disagree	44	26%		
Disagree	67	39%		
Neutral	38	22%		
Agree	18	11%		
Strongly agree	3	2%		
Total	**170**	**100%**	**2.23**	**1**

APPENDIX C: BUDGET

Tasks	Cost (KES.)
Printing	20,000
Airtime	10,000
Transport	10,000
Binding	5,000
Research welfare (food, accommodation)	20,000
Total	**65,000**

APPENDIX D: WORK PLAN

Activity	May				June			
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
Approval of Research by University, NACOSTI and Organisation								
Pre-testing of the questionnaire								
Data Collection								
Data analysis and processing								
Research Report Writing								
Presentation of report								

APPENDIX E: ANU LETTER OF INTRODUCTION

AFRICA NAZARENE
UNIVERSITY

30th April 30, 2024

E-mail: researchwriting.mba.anu@gmail.com/ monitoringandevaluation@anu.ac.ke
NACOSTI: registry@nacosti.go.ke Tel. 0202711213

Our Ref: **21J01DMME016**
The Director,
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi. Kenya

Dear Sir/Madam:
RE: RESEARCH AUTHORIZATION FOR: PETER NGIGI NDUNG'U ADM 21J01DMME016

PETER NGIGI NDUNGU is a postgraduate student of Africa Nazarene University in the Master ARTS IN MONITORING AND EVALUATION (MME) program.
In order to complete his program, Peter is conducting a research entitled: **"EFFECTS OF COMMUNITY PARTICIPATION ON THE PERFORMANCE OF CHILD SPONSORSHIP PROGRAMS: A CASE OF COMPASSION INTERNATIONAL KENYA"**

Any assistance offered to him will be highly appreciated.

Yours Faithfully,

Dr. Wanjiru Nderitu

MME, Coordinator,

School of Business,

Africa Nazarene University.

APPENDIX F: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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Machakos, Makueni, Meru, Mombasa, Nairobi, Nakuru, Narok, Samburu, Tharaka-Nithi,
Vihiga on the topic: EFFECT OF COMMUNITY PARTICIPATION ON THE PERFORMANCE OF CHILD SPONSORSHIP PROGRAMS: A CASE OF COMPASSION INTERNATIONAL KENYA for the period ending : 23/May/2025.

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APPENDIX G: STUDY MAP – KENYA

