Indira Gandhi National Open University

School of Social Work

An Assessment of Child Sponsorship Program:

A Case of Addis Hiwot Integrated Sustainable Development Organization

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A Thesis Submitted to the School of Social Work for the Partial Fulfillment of the Requirement for the Degree of MA in Social Work MSWP_001

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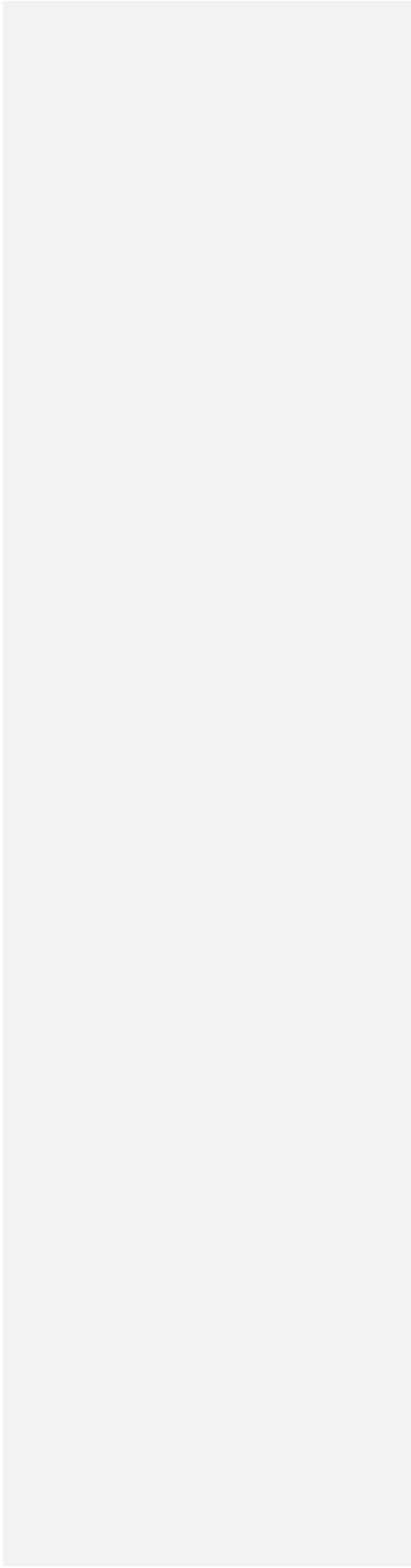
Addis Abeba, Ethiopia

DECLARATION

I hereby declare the project work entitled "<u>An Assessment of Child Sponsorship Program: A Case of Addis Hiwot Integrated Sustainable Development Organization</u>" submitted by me for the partial fulfillment of MSW to Indira Gandhi National Open University (IGNOU) New Delhi is my original work and has not been submitted earlier to IGNOU or to any institution for the partial fulfillment of the requirements of any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from earlier work done by me and others.

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CERTIFICATE

This is to certify that <u>Ms. Hiwot Tadesse</u> student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course MSWP001. Her project work entitled <u>An Assessment of Child Sponsorship Program: A Case of Addis Hiwot Integrated Sustainable Development Organization</u>.

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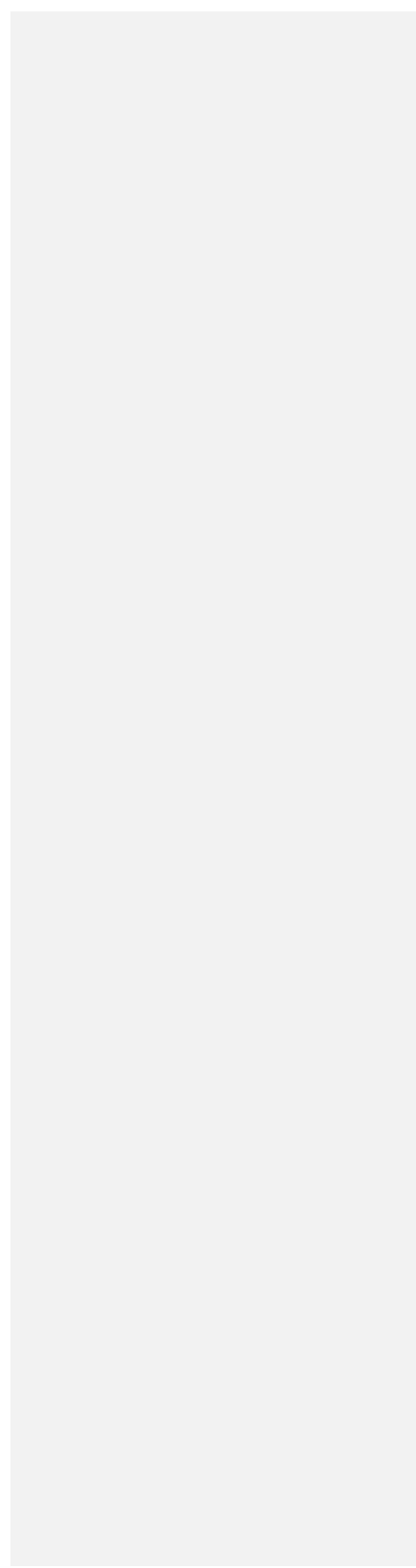Date _____ Name _____

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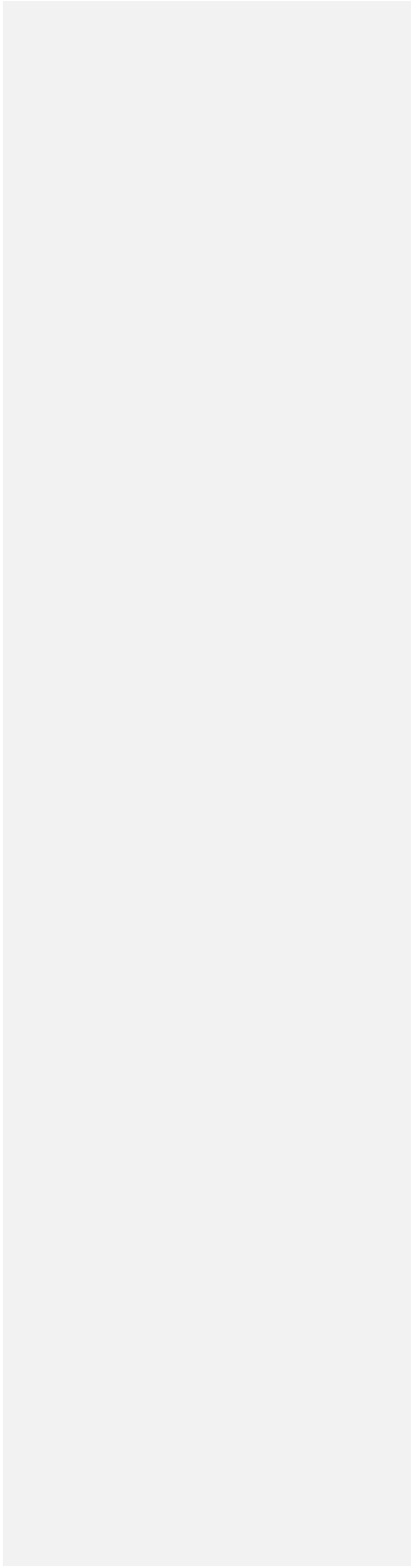**Table of Contents**   **Page**

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

PRESENTATION FINDINGS AND DISCUSSION OF THE STUDY RESULTS

PART ONE: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

PART TWO: EDUCATIONAL AND PERSONAL INFORMATION OF RESPONDENTS

PART THREE: CHILD SPONSORSHIP PROGRAM STRATEGY

PART FOUR: CLIENT'S PERCEPTION ON THE PROGRAM

PART FIVE: DATE ANALYSIS AND PRESENTATION OF

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

References

Annexes

Proforma for the Submission of MSW Project

Proposal
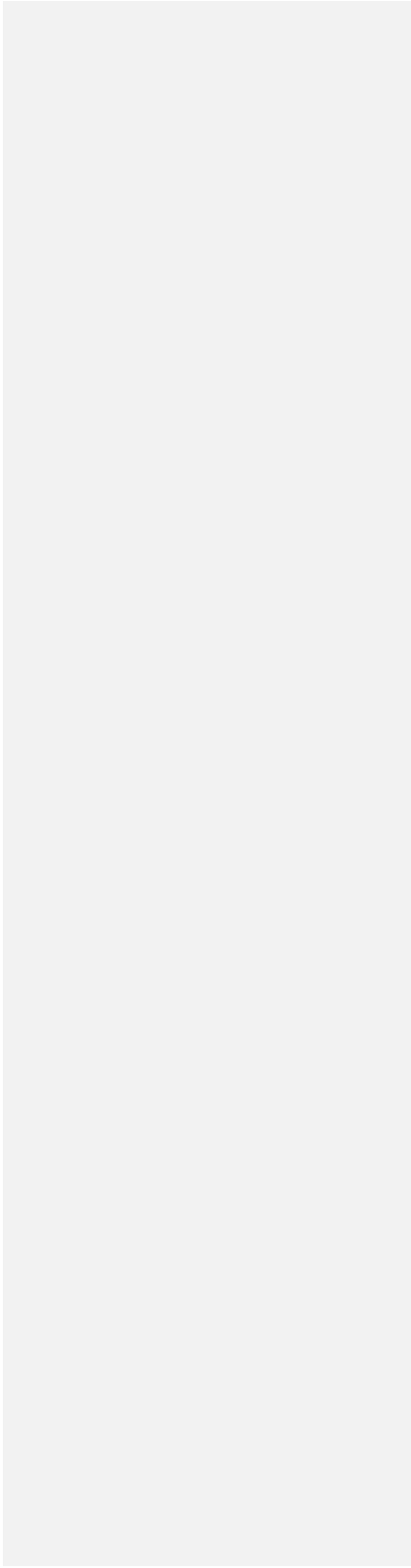
List of Acronyms

AHISDO: Addis Hiwot Integrated Sustainable Development Organization

CBISDO: Community Based Integrated Sustainable Development Organization

CD: Community Development

EEWs: Education Extension Workers

FGD: Focus Group Discussion

IHA-UDP: Integrated Holistic Approach Urban Development Organization

MOFED: Ministry of Finance and Economic Development

MOLSA: Ministry of Labor and Social Affairs

NGO: Non-governmental Organization

NHGs: Neighborhood Groups

PHC: Primary Health Care

UNDP: United Nations Development Program

UNICEF: United Nations Children's Emergency Fund

List of Tables

Acknowledgement

Dear God, you lifted me up. I have no single word to thank you except the word thank you itself!!!

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Comment [A1]: devotion

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CHAPTER ONE

1.1 Introduction

Ethiopia is a country located in the horn of Africa and categorized as one of the least developed countries (UN 2011 report). In contrast to this, MoFED, (2010/11) reported that despite a sustainable long-term economic growth, poverty remains a challenge; the socio-economic landscape of the country has significant developments in the last decade. The level and distribution of poverty is declining from time to time and a remarkable economic growth has been observed

According to Mehta & Dastur (2008), the lives of hundreds of millions of slum dwellers are threatened by the lack of access to the most basic human requirements: water, sanitation, shelter, health, and education. The nature and extent of the daily challenges posed by existing slums are not just daunting, they are life threatening. While keeping in mind the magnitude of the existing situation, consider the future challenges posed by urban expansion.

The authors also mentioned what they referred to as adaptive approaches which are affordable and meaningful strategies that improve the situation of existing slum dwellers and further strengthen their integration into the social and economic fiber of the city. Broadly speaking, adaptive approaches involve upgrading the level of urban services in slums: physical, social, and economic. As a pragmatic solution, adaptive approaches have been proven to increase the well-being of millions of slum dwellers while simultaneously strengthening urban and national economies (Mehta & Dastur 2008).

1

The combinations of high population and urban growth rates coupled with a high prevalence of urban poverty have placed enormous strain on Ethiopian cities. 80 per cent of the population lives in sub-standard slum housing that needs either complete replacement or significant upgrading. Ethiopian cities suffer from a high degree of homelessness, environmental degradation, and urban decay, a shortage of infrastructure and basic services, and high unemployment (Rollnik, 2004).

All children have the right to survive, grow and to realize their full potential. While conventional wisdom once assumed it was too expensive and difficult to assist those struggling with the most severe deprivations, innovative tools and strategies are now at hand to reach marginalized groups in a cost-effective way. These approaches allow for rapid progress where vulnerable children most need support: in accessing public services and affordable food and medicine, and in being empowered to claim rights and opportunities (UNICEF, 2011).

Ethiopian households consist of an average of 4.8 persons. About 46 percent of the household members are children under age 15. Twenty five percent of all Ethiopian households are headed by women (CSA, 2011). According to MOLSA, 2004, approximately 4 million children live in difficult circumstances (e.g. orphan, street children, abandoned children, disabled, victims of child labor, trafficked, abused or exploited).

In Ethiopia, there are a number of humanitarian organizations that are implementing different community development projects in response to the basic needs of poor children. Among them Addis Hiwot Integrated Sustainable Development Organization (AHISDO) is a community based organization. Currently become independent NGO, established by Integrated Holistic Approach –Urban Development Project (IHA-UDP) since January, 2005. The purpose was to

maintain and sustain the already established development activities which were executed by IHA-UDP in Addis Ababa City Administration, Kirkos Sub-City, Woreda 05.

Some modifications have been made to meet the realities of the new project area. The programs were fully directed at addressing the socio-economic and development felt needs of the target community. Finally by the end of 2004, the programs of IHA-UDP were handed over to AHISDO, a community based organization established and legalized to carry on, manage and sustain all the programs.

The overall objective of AHISDO intervention area is to improve the quality of life of the target community in general and more specifically to meet the basic needs, education, socio-economic and psychological needs of children, to meet the social, economic and psychological needs of elderly, youth and persons with disability and to meet the strategic and practical needs of women through job creation and income generating activities.

The project is concerned about sustainable development to the betterment and improvement of the life of the poorest of the poor community. To alleviate urban poverty, the project has launched community felt need based integrated urban development programs through two major components namely Community Development (CD) and Primary Health Care (PHC).

Under the Community Development component, the organization is supporting poor children through child sponsorship program. The organization fulfills the basic needs of those poor children in the target community. Child sponsorship programme includes access to education from Kindergarten level to high schools, provision of school materials, school uniforms, school fee, moral/ethical education, payment of house rent, transportation coverage, tutorial and summer education, home visit and counseling service, one meal a day and medical treatment as

needed. Sponsored children are also provided with educational and recreational programs organized by the project at the Child and Youth Center.

The overall objective of the program is to create self-reliant citizen. However, no any assessment is made to check whether the program is meeting its objectives or not. The researcher is interested to assess the effectiveness of the program in meeting its objectives; that is creating self-reliant citizen from the target community. The researcher is interested to identify the socio-economic benefit of the program to the sponsored children and their families and also to understand the perception of the target community.

1.2. Statement of the problem

Ethiopia is a very young nation with around 45% of its population under the age of 14, which is partly due to the country's low life expectancy. The infant mortality rate is at a shocking 109 deaths per 1,000 live births. The HIV/AIDS crisis is affecting children in Ethiopia. Due to the disease, an estimated 830,000 children in Ethiopia have lost one or both of their parents. Large numbers of these children are street children, with nowhere to sleep. Many are involved in petty crime and beg on the streets. Roughly 40% of all Ethiopian children under the age of five are chronically undernourished (SOS Children Village report, 2011).

The manifestation of poverty in urban areas is more visible than that of the rural part of the country; such signs are unemployment, denial of access to children education, denial of basic needs, drug addiction and juvenile delinquency are among many. To reduce these urban problems, many indigenous and international NGOs and government line agencies have launched various kinds of social welfare strategies and programs.

4

Among those various kinds of programs, supporting vulnerable, orphans and needy children from poor family to access basic needs through child sponsorship programme is being practiced by a number of humanitarian organizations so far. However, the problems of poor family children in the urban slum areas, part of the target beneficiaries in AHISDO's child sponsorship scheme is still persistent. As far as the researcher's direct observation and work experience in the target community, this leads to ask a question on the effectiveness of AHISDO's welfare program strategies and implementations.

As far as the researcher's knowledge, it was difficult to find studies conducted on child sponsorship program specifically regarding the effectiveness of the program at AHISDO. The researcher also tried to find other studies on the program from other similar organizations like Dorcas Aid International, COOPI, Mission for Community Development Program and Faith Children's Home Association. Due to this gap, the researcher tried to assess and identify the impact of the child sponsorship program on the lives of the target beneficiaries. Generally, the study has assessed the child sponsorship program and answers the following questions:

1. What is the socio-economic gain of the sponsored children and their families from the program?
2. What is the perception of the target clients towards the effectiveness of the program?
3. What aspect of the program strategies/methods worked best?
4. What aspect of the program strategies/methods did not work best?

1.3. Objective of the study

General objective - the study aimed to assess the benefit of child sponsorship programme to the sponsored children.

Specific objectives –

- To identify the socio-economic gain of the program to the sponsored children and their families.
- To examine whether the program goes with the felt needs of the target community.
- To investigate the aspect of the program method that worked best
- To investigate the aspect of the program method that did not work best
- To suggest ways forward for the organization

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1.4 Significance of the Study

The main significance of the study is to assess the effectiveness of child sponsorship in order to suggest options that could help the organization to identify its gaps on the program. It would help AHISDO to change or amend its community development scheme and strategy. The study will contribute valuable points for national level policy makers to shift the national community development approach from direct provision of aids to sustainable urban development approach. The study will also be used as a reference for other researchers/students who will be interested to conduct their thesis on similar areas.

1.5. Limitations of the Study

Due to time and logistic factors the researcher was not able to include all sponsored children to the study. The researcher has undertaken sample respondents who could represent the total population.

1.6. Delimitations of the Study

Though there are other organizations with similar activity, the researcher was limited to assess child sponsorship program of AHISDO that is under the Community Development Unit. The organization was selected due to the accessibility to the researcher. The study included selected target clients who joined the program from the year 2005 to date.

1.7 . Operational definition of terms

Child – is every human being below the age of 18 years old and leaving under the supervision of elders.

Child sponsorship – is one of the community development approaches by which poor children from the community benefits with provision of basic needs.

Poverty – is a denial of choices and opportunities and a violation of human dignity.

1.8. Organization of the Thesis

This thesis is organized into five chapters closely linked with its objectives. Chapter one deals with the introduction, more specifically, statement of the problem, objectives of the study, basic research questions, significances of the study and the scope of the study. The second chapter presents review of the existing knowledge and related literature on child sponsorship program.

Chapter three contains research methodology. Chapter four focuses on data interpretation and analysis. Finally, chapter five presents summary of the finding, concluding remarks of the major findings and some important points forwarded as recommendations.

1.9. Ethical Issues

During the process of conducting the research, the following ethical issues were taken care:

- Study subjects (sponsored children, their parents/guardians and the organization staffs) were introduced to the purpose of the study and were asked their consent before filling out the questionnaire or conducting any discussion
- Any information obtained from the study subjects remained confidential to protect the client from any harm. Individual respect, dignity and freedom of individuals were taken into consideration.
- Small aged sponsored children parents/guardians' permission were asked.

CHAPTER TWO

Review of Literature

Introduction

According to UNICEF (2011), all children have the right to survive and grow to realize their full potential. While conventional wisdom once assumed too expensive and difficult to assist children, innovative tools and strategies are now at hand to reach marginalized groups in a cost-effective way. These allow for rapid progress where vulnerable children need support in accessing public services and affordable food and medicine, and in being empowered to claim rights and opportunities (UNICEF, 2011)".

World Bank (2000) study showed that children from poor families represent vulnerable group. They face daily deprivation of food, health care, education, and shelter; abuse in the home as well as being subjected to child labor in dangerous work settings. Drug trafficking, prostitution and pornography is also increasing in number.

2.1. The supports of poor children

2.1.1. International, Regional and National Legal frameworks

The Federal Democratic Republic of Ethiopia constitution (1997), Article 36 states that every child has the right to life, know and be cared for by his or her parents or legal guardians, not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being, be free of corporal punishment or cruel and inhumane treatment.

In addition, the constitution states that in all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interest of the child. The State shall accord special protection to orphans and shall encourage the establishment of institutions which ensure and promote their adoption and advance their welfare, and education.

Furthermore, Ethiopia has ratified the UN convention on the rights of the child (CRC 1989), and other International legal instruments that protect the rights of children. According to article 6 of the CRC, states parties shall ensure to the maximum extent possible the survival and development of the child. Article 24 states that signatories of the convention shall strive to ensure that no child is deprived of his or her right of access to such health care services. Article 27 (3) states that Sate Parties shall take appropriate measures to assist parents and other responsible for the child to implement this right and shall in case of need provide material assistance and support programmes particularly with regard to nutrition, clothing and housing.

As per the above mentioned and other child rights, it can be concluded that every child has the right to benefit from his/her State and other stakeholders. Despite this fact, however, many children in the world are found to be deprived of their rights. The severity increases in developing urban slums. This fact is expressed in different forms; such as street children, orphan children, children with disability, children with HIV positive, etc…

2.1.2. Child Sponsorship Programme in the Global Scene

According to INTRAC, (2000) cited in World Vision (1997) and Plan International (1998), most of the major sponsorship agencies grew out of the situation in Europe from the 1920s to the 40s, when the Russian Revolution, Spanish Civil War and Second World War resulted in many child

10

refugees and orphans. Child sponsorship began as a humanitarian effort to care of these children in camps and orphanages. The focus of larger agencies shifted towards helping children living in poor families, and nowadays many sponsored children live at home with their parents and other siblings, who may or may not also be sponsored.

The spatial distribution of the sponsors and sponsorship beneficiaries, sponsors are found in the 'developed' countries whilst sponsored children typically live in the 'developing' world (INTRAC, 2000).

Child Sponsorship programmes fall broadly into two categories: The first approach focuses on the individual child as the recipient of the sponsor's donation. There are many international and local non- governmental organizations which are working in this regard; among those, in Ethiopia, Docas Aid International (DAI) and World Vision can be taken as an example from international NGOs and Community Based Integrated Sustainable Development Organization (CBISDO) and Addis Hiwot Integrated Sustainable Development Organization (AHISDO) can be taken as indigenous non-governmental organization that is functioning child sponsorship programs for many years.

The second approach is the programmes which use the funds to support development programmes based in the community in which the sponsored child lives, to benefit all children in the community. This approach assumes that the improvement of the life of target community and family members, will improve the lives of those children.

The similarity on both types of programmes are; the sponsor is encouraged to write to the sponsored child, can expect regular photographs and progress report as well as some kind of personal response from the child such as letters and drawings. Project staff translates letters into

English and send to sponsors abroad. Such letters are often censored to remove political comments or requests for extra assistance (INTRAC, 2000).

2.2. History of Child Sponsorship Program

Many prominent child sponsorship programs, including World Vision, Plan, Save the Children, and Christian Children's Fund, began their existence with the particular goal of helping orphaned or displaced children. Over time, this emphasis broadened to incorporate all children in need. Among them SOS children's village is dedicated in helping orphans and abandoned children. The welfare and education of orphans in the North has been seen as a distinct social problem to be dealt with through both state intervention and charitable efforts. (Donzelot, 1979).

There are many smaller organizations that offer child sponsorship exclusively or predominantly for orphans or abandoned children. SOS Children Villages focuses on large-scale but the sponsorship model used by SOS is similar to those of other major sponsorship organizations in that sponsorship funds are not used directly to support a particular child but pooled from all sponsorships to cover the costs of the organization's, or their partner's, expenses (SOS Children's Villages Canada, 2008).

During the postwar era, however, the paternalistic discourses of charity and humanitarianism that had predominated internationally during the later colonial periods shifted to incorporate the relatively new, but equally paternalistic, discourse of economic development. As Sachs (2000) describes it, "the moral concern for people was eclipsed by the economic concern for growth".

Consequently, where political, religious, and humanitarian interventions were once the prevailing models for overseas involvement, an emphasis on long-term poverty alleviation came

to the fore. In this light, supporting orphans would never be regarded as such a solution, but general education among children might. Within a liberal discourse of development, the adequate preparation of children for economic life despite supposedly inadequate material or cultural backgrounds is a truly powerful tenet (Sachs, 2000).

2.2.1. Child sponsorship program in Ethiopia

Even though it was not possible to find out a detailed study that focused when and where child sponsorship started in Ethiopia; the child sponsorship programme was started in some schools in Addis Ababa in the second half of the 20th century (Bonsa, 1999). According to him, "Yetmihirt Bilchita" Primary school which was founded by a Swedish citizen and got started teaching the poor children in private house in 1992 E.C. with 250 children here in Addis Ababa. In the early time, the adopted children were provided with money and cloths from their sponsor found in Sweden.

This school had its own board members comprising of Swedish citizens (5-10) who are living in Addis Ababa, Ethiopians and the school director. The services delivered by this sponsorship programme included: sponsoring children for 6 years, lunch from Monday – Friday at their school, clothing once a year and provision of school materials. For best performing students after the completion of grade 6, the children will be sponsored for an additional 3 years.

German Church School also resembles its services to the child sponsorship programme. It offered education only for few girls. Both formal education and vocational training were given for these children. But in 1973/74 the school started searching for sponsorship in Germany and increased the number of students by enrolling both sex. Every year, the school sends 50 students after filling identity sheet from the different organizations. The students get sponsorship up to

13

12th grade. At present the church opened vocational training for those students who could not pass grade 12th national examination (Bonsa, 1999).

World vision Ethiopia also another giant international organization running child sponsorship programme since 1985/86. It aimed at food security at household level and provision of relief for the people where recurrent drought appeared. The organization entered to the country around 1974 followed by the remarkable famine occurred in Ethiopia.

AHISDO is among the many of local NGOs which run child sponsorship programmes as one of the strategies in alleviating urban poverty and improve the quality of life of its target population in urban slum areas. It is operating child sponsorship program in Kirkos Sub-City, Woreda 05 of Kebele 08 and 09. The child sponsorship programme is based on the socio-economic survey and felt need assessment of the community.

2.3. Child sponsorship program

Children in sponsorship programs live in some of the world's poorest communities and often come from the families who need help most. They are extremely vulnerable to the effects of poverty, disease, hunger, human rights abuses, violence and environmental devastation. When the global economy is good, poor children usually benefit the least. When the global economy slows, poor children feel the impact most (Peter, 2013).

According to Peter (2013), changing the lives of children facilitates overall growth and development in the community, as it helps communities to build a better future through empowerment, education, income generation, and self-sufficiency. Child Sponsorship programs seek equitable, just, peaceful, productive and inclusive relationships within households and communities.

14

2.3.1. Child sponsorship process

There is a distinct difference in how programs are operated. Some organizations have actual family homes where the children without parental care are housed, clothed, fed, educated, and nurtured, while others distribute funds to parents, and some, sign up all the children in the catchment area of a community development project such as a medical center.

2.3.2. Social Welfare Strategies and Alternative Supporting Mechanisms

Food, shelter, health care and education are basic issues to be considered for the survivals and development of orphans. Psychosocial therapy and counseling are other essential areas for orphans' physical, social emotional and psychosocial rehabilitation. Life skill training and recreational services are areas that should not be ignored in searching for alternative intervention especially for orphans (ESSWA, 2007).

According to ESSWA (2007) report, in Ethiopia, the most common forms of orphan support alternatives are institutional care, financial assistance, and income generation for caregivers and limited psychosocial and legal services. However, all these interventions have limited reach, fragmented, discontinuous, uncoordinated and above all concentrated in urban areas.

2.4. Poverty Problems and Child Survival

According to the UN Declaration of Rights of the Child (1954) and Convention on the Rights of the Children (1989), a child has the right to food, shelter, recreation, adequate medical care, free education and the right to develop physically, mentally, morally, spiritually, socially, in a healthy and normal manner and in conditions of freedom and dignity.

However, due to economic, social, cultural, civil war and other social factors, the world has apparently failed to respect these rights of children. The past three decades has clearly shown that children of the world have been in a dangerous atmosphere than ever. Since the 1980's government expenditure on most of the services designed to meet the needs of children have been significantly curtailed (Grants, 1989).

To deal with critical economic problems, many countries think that curtailing public expenditures on social and humanistic services is the simplest and rapid solution to balance the failing economy. For these reasons in the 1980's one-third of the expenditure on health and education were decreased among the sub-Saharan African countries. But inadequate nutrition and several infectious diseases increasingly threaten the lives of children in such countries (Grants, 1989).

In Africa the problems on children is related to the economic structure. The economically giant countries push the poor countries to promote the economic restructuring programs similar to their own. The huge financial institutions such as IMF and the World Bank, impose such prerequisites to provide the needed financial aids and loans and privatize their economy through the Structural Adjustment Programme (SAP). Nevertheless, the programs in many cases result further instability in the economy of the least developed countries. The phenomena in turn aggravate the existing social problems and create additional difficulties that have adverse effects on the lives of children because the social sector like education and health has been cut down (UNICEF's report cited in Grants, 1984).

Ethiopia, as one of the poorest nations of the world undoubtedly is the victim of such socio-economic maladies. Population growth and migration from rural areas is affecting urban areas.

16

Addis Ababa as a capital city, it is experiencing the highest socio-economic crisis resulting from population overcrowding and deficiency of basic social amenities (Million cited in Ephrem 1996).

Such serious socio-economic problems are affecting children most in the society. The most affected category of children are street children, children with insufficient family support, disabled children, unaccompanied and abandoned children, orphans, children traumatized by war and disastrous situations, children displaced by war and drought/famine and delinquent youths (Government of Ethiopia and UNICEF, 1992).

UNICEF's (1989) report recommends that the development abilities of the countries concerned as the only creditable solution to tackle the problems. It also recommends the need to design strategies to enhance public participation in dealing with the problems of children. ESSWA report (2007), suggested that "strengthen the economic coping capacities of families and communities", taken as the best supportive alternatives and policy supports for Orphan and Vulnerable Children.

In Ethiopia, there are several indigenous ways to deal with the problem of disadvantaged children. The church has been supporting orphan children. The traditional practices of among the Oromo's also provide needy children with an institutional form of support under protection of the family. The foster parents raise adopted children as their own biological children (Million, 1996).

2.5. Child Sponsorship Program and Fund Raising

Some major child sponsorship organizations use the funds given for community development and do not claim any direct benefit to the child. Others use the funds directly for the child and their immediate community or family, others again are somewhere in between, with the child benefiting from a wider community project such as a school or medical center (Wydick, Rutledge and Chu, 2009).

Child sponsorship is a fundraising technique primarily used by non-governmental organizations (NGOs) that specialize in issues of international development and children's welfare. Child sponsorship works by pairing poor children in the South with donors in the North (Duflo, 2001).

Child sponsorship organizations are accused of commonly misrepresenting the state of sponsored children and the benefits they receive through sponsorship. They are also criticized for having overly expensive and bureaucratic administrations that allowed children to fall through the cracks (Anderson, 1998).

2.6. Arguments on Child Sponsorship Program

Brehm and Gale (NGO funding and policy bulletin, 2000) classified the arguments child sponsorship programme in to two i.e. against and for child sponsorship programme.

The arguments fall into three broad categories. Firstly, Child sponsorship has a negative impact on the child, the child's family and community. The reasons is because family rifts and community tension can develop when aid agencies arbitrarily single out children or families for special treatment and parents can feel humiliated and their authority in the family can be undermined. Selection of children or families for sponsorship can reflect the political or religious

orientation of the aid agency and children may be pressurized into religious activities (Brehm and Gale, 2000).

The supporter of this argument said that sponsorship risks fostering dependence by reminding children that they are the 'poor relation' and must be grateful to their 'rich cousins' and as a result the exchange can be culturally insensitive and confusing for the child, creating unrealistic expectations. They also believed that taking their photographs and requiring them to write letters to strangers are exploiting children for fundraising purposes (Brehm and Gale, 2000).

Secondly, child sponsorship agencies mislead sponsors into believing that by contributing a small sum of money the life of the sponsored child can be completely transformed. The agencies can give the impression that every penny of the sponsorship will directly benefit the child, when in fact much of the money goes towards administration, and often no money at all goes directly to the child or his/her family (Brehm and Gale, 2000).

Thirdly, child sponsorship is cumbersome and expensive to administer, and so it is an inefficient use of agency resources. Accordingly, the administrative burden of dealing with high volumes of personal correspondence and the need to provide translation services, photographs and progress reports on each child make sponsorship a cumbersome and expensive option. In addition, 'Letters purportedly written by the sponsored children were often composed by workers for the sponsorship organizations themselves. Many of the children and their families never learned their sponsor's names. A few never understood they had been sponsored at all (Brehm and Gale, 2000).

In contrast to this, its importance is divided into three categories. Firstly, sponsorship is a means of supporting development work that can benefit entire families and communities, not just the

sponsored child. The other reason is child sponsorship programmes need not foster dependence. They can be the basis for community-level empowerment as local people organize to manage the programme. Its' administration can be entrusted to the local community and become a means of local administrative capacity building. Secondly, it has proved to be a massively effective fundraising strategy as it allows independence from official funding bodies, providing flexible money and can provide a feeling of personal involvement, and a sense that one's contribution can make a difference (INTRAC, 2000).

2.6.1. Criticism on Child Sponsorship Program

As in many critiques of child sponsorship the problem is presented as an appalling lack of efficacy, transparency, and oversight on the part of sponsorship agencies. Whether willfully negligent or not, these organizations are depicted as failing to live up to their responsibilities to sponsored children and to sponsors (Hancock, 1989 and Maren, 1997).

In most agencies, money is pooled at the national level and sent in bulk to "partner" agencies or local affiliates to be spent on community and regional level projects. There are no guarantees that these projects will meet the specific needs of the children being sponsored. On a related note, the content of letters and reports coming from sponsored children, their families, or local field offices is often generic and superficial. These features indicate that child sponsorship is better understood as an elaborate fundraising technique than as a comprehensive development strategy (Peter, 2013).

It is one of the most lucrative fundraising tools in terms of private donations for development assistance. It is used by a bewildering array of both "faith-based" and secular NGOs, the largest of which have annual revenues in the hundreds of millions of dollars (Smillie, 1995).

Critics have argued that child sponsorship could alienate the relatively privileged sponsored children from their peers and may perpetuate harmful stereotypes about third-world citizens being helpless. They also claim that it causes cultural confusion and unrealistic aspirations on the part of the recipient, and that child sponsorship is expensive to administer.

Stalker (1982), the controversial role of religion, reinforcement of stereotypes and paternalistic sentiment are other problem of creating disparity at the local level. This disparity was the result of sponsorship benefits going to some children and not others. It led not only to envy and resentment within the community but also to inefficient and unsustainable development outcomes.

The idea of individual child sponsorship, however, had not fully lost its original connotation (nowadays, individual child sponsorship mostly refers to collecting funds from one sponsor per child as opposed to using the image of one child to collect donations from multiple sponsors (Stalker, 1982).

CHAPTER THREE

Research Methodology

Introduction

In this study, interview, focus group discussion, questionnaire, direct observation of the researcher and secondary resources were used to gather relevant data from various resources. Instruments for the collection of relevant data has prepared by the researcher.

3.1. Research Design

To undertake this study, descriptive research design was conducted. Both quantitative and qualitative approaches were employed to gather relevant data for the study. Discussion regarding what, where, when, how much, by what means concerning an inquiry of research study constitute research design. It consists of the blue print for the collection, measurement and analysis of data (Kothare, 1995). Since the researcher is concerned to describe the response of the organization in fulfilling the socio-economic needs of poor children through child sponsorship program, it was descriptive type of research. It described the situation of the program in relation to its objectives. This led to apply both quantitative and qualitative data collection methods but mainly qualitative method.

Therefore, qualitative data and quantitative data were collected from primary and secondary sources. The primary data was collected using the researcher's observation, FGD, semi-structured interview and questionnaire from key informants of the program. The key informants were sponsored children, ex-sponsored children, sponsored children parents/guardians and the Community Development staffs who are directly involved in implementing the program's

activities. Secondary data was collected from various books, reports (published and unpublished) and local and international non-governmental organizations regarding community development activities in general and child sponsorship program in particular. The analysis of data gained from quantitative method was presented using simple statistics, such as table, frequency, percentage. The data collected from quantitative method was analyzed and presented through case history, FGD and in-depth interview. The data collected through qualitative and quantitative methods was systematically organized, interpreted and analyzed.

3.2. Sampling Method

The study used stratified random sampling technique to select sponsored children of AHISDO. Purposive sampling technique was used to select parents/guardians of the sponsored children due to the thought that some parents/guardians have a better understanding about the organization's program and was better representative/speaker about the program. In addition, key informants were purposively selected from the organization's staff who are directly involved in the child sponsorship program.

The total number of children who are currently under the child sponsorship program of the organization are 513 (280 female and 233 male). Among them the total subjects of the study was 62 (45 sponsored children who are currently getting support from the program, 3 ex-sponsored children who were benefiting from the project on previous years, 7 sponsored children parents/guardians and 7 Community Development staffs of the organization who are directly involved in child sponsorship program of the organization).

Respondents by methods

No	Respondents	Sample Size	Sampling method	Data collection method
1	Sponsored children	45	Stratified random sampling	Questionnaire and direct observation at the feeding center and child and youth center
2	Ex-sponsored children	3	Purposive sampling	Semi-structured interview and case history
3	Sponsored children parents/guardians	7	Purposive sampling	Semi-structured interview
4	AHISDO's staffs	7	Purposive sampling	FGD
	Total 62			

3.3.   Data Collection Tools

To get reliable, accurate information and to meet the objective of the study, both primary and secondary data were collected. To get richer and more complete data about effects of child sponsorship program, both quantitative and qualitative data from primary and secondary data sources were used. Various sources and efforts were made to crosscheck the reliability and validity of the gathered information. Interviews, focus group discussion and key informant interviews were used to collect relevant data. In addition to these, general observation was made at the project's implementation area. To this end, questionnaires containing both open-ended and closed-ended questions were used. With the help of the questionnaires the researcher has generated firsthand information from 45 respondents. Moreover, interviews were made with the parents/guardians of sponsored children to know how child sponsorship program meet its main

objective. In addition to this, FGDs with the concerned staffs of the organization was carried out in attempts to triangulate data which were obtained from other methods of data collections.

Questionnaires

Questionnaires were used to gather relevant data from sponsored children. With the facilitation of the Community Workers, selected respondents filled out a multi-section questionnaire containing closed and open-ended questions.

Focus Group Discussion

Every participant was given enough time and space to forward what they think is relevant to the issue raised during the discussion. There were 7 persons in the FGD in which, the researcher participated as a moderator. The FGDs was held between the Community Development staffs of the organization. Usually, the group members are 'key informants', who represent particular position or interest. In the course of conversation, there was an Assistant Moderator who was facilitating the discussion while I was recording and taking notes concerning the discussion.

Key Informants Interview

Interviews and case history were conducted to get reliable information from the parents/guardians of sponsored children and ex-sponsored children from previous years. Those children were traced through Snow Ball method. The parents/guardians of sponsored children were selected purposively. The interviews were framed in a manner that enables to collect information on the effect of child sponsorship program in the project's intervention area.

Direct Observation

This method gives insight to the researcher to look into the existing reality of the intervention area. This method of data collection was used to observe the living situation of the respondents from the spot. Accordingly the researcher observed the respondents at the feeding center, child and youth center as well as the intervention area while conducting data collection.

The secondary data types include information from different related literature, published studies, unpublished thesis, reports of different local and international organizations dealing with community development and child sponsorship program. In addition to this, internet and web sites were explored in order to strengthen information pertaining to the study.

3.4. Methods of Data Analysis

The data collected through qualitative and quantitative methods were systematically organized, interpreted and analyzed.

The results of the questionnaire survey are analyzed, summarized, and presented with the help of qualitative and quantitative methods of data analysis. The specific methods employed include, percentage, frequencies and tables. The qualitative data gained from the FGD, interview and observation were discussed in the form of description in order to supplement the quantitative data.

CHAPTER FOUR

Presentation Findings and Discussion of the Study Results

Demographic Characteristics of Respondents

4.1.1. Sex composition

As presented in table 4.1, 25(55.5 %) of the respondents are male population while a significant number of respondents 20(44.4%) are female population. In the project's actual work of the project, sex does not determine to be part of the sponsorship program. Both female and male children have given equal priority in the program unless some sponsor's make sex preference.

Table 4.1.1: The sex composition of the respondents

Sex of the respondents	Frequency	Percentage
Female	20	44.4
Male	25	55.6
Total	**45**	**100**

4.1.2. Age Structure

According to the field survey, it was found out that 18(40%) of the respondents are in the age group of (13-15 years), followed by a considerable number 17(37.8%) in the age group of 16-18 years. 10(22.2%) of the respondents are found in the age group between 10 -12 years.

Table 4.1.2: The age group of the respondents

Age group	Frequency	Percentage
10 - 12 years	10	22.2
13 - 15 years	18	40
16-18 years	17	37.8
Total	**45**	**100**

4.1.3. Living structure of respondents

The following table shows the living structure of the respondents. Accordingly, 12(26.7%) of the respondents are living with their mother and father followed by 11(24.4 %) of the respondents living with their mother. This shows that most mothers are responsible to raise and look after their children. Single mothers or women headed households pose additional responsibilities to mothers as they become actors both in the domestic/reproductive and public/productive works. 8 (17.8%) of the respondents live with their grandparents. Grandparents are also play a significant role in fulfilling the basic needs of their grandchildren. They play a major role in raising their grandchildren who have lost their parents due to various socio-economic reasons.

The survey findings shows that 7(15.6%) of the respondents are living with their sisters and brothers due to different reasons. In addition to this 20(44.5 %) of the respondents are living with their siblings, grandparents and close relatives respectively.

Table 4.1.3: Living structure of respondents

Living with	Frequency	Percentage
Parent (mother and father)	12	26.7
Only mother	11	24.4
Only father	2	4.4
Siblings	7	15.6
Grandparent/s	8	17.8
Guardians/close relatives	5	11.1
Total	**45**	**100**

4.1.4. Head of the household

The table shows that mothers took 17 (37.7%) of leading the household of the respondents. This shows that the majority respondent's mothers engage in any available productive activities to generate some amount of income to fulfill the basic needs of the family and raise their children. 16(35.6%) of the respondents of the respondents are living with their grandparents and close family members. In addition, fathers take the least responsibility 5(11.1%) in leading the household of the respondents.

Table 4.1.4: Head of the household

Head of the household	Frequency	Percentage
Mother	17	37.7
Father	5	11.1
Elder siblings	7	15.6
Grandparent/s	8	17.8
Others	8	17.8
Total	**45**	**100**

4.1.5. Year of joining child sponsorship program

Table 4.1.5 shows that the majority of the respondents have joined the child sponsorship program before 7 – 10 years that is 22(48.9%) of the respondents. This shows that the project is not including new children into its child sponsorship program in recent years. Those children who have joined the program before 4 -6 years ago also take a significant number. They comprises of 16(35.6%) of the total respondents. 5(11.1%) of the respondents have become clients of AHISDO's child sponsorship program before 1- 3 years ago.

But scholars stated that sponsorship has proved to be a massively effective fundraising strategy for the fact that it is a long-term and enables long-term planning; a typical sponsor stays for 10 years. The sponsorship programme allows independence from official funding bodies, providing flexible money and can provide a feeling of personal involvement, and a sense that one's contribution can make a difference (INTRAC, 2000).

As a fundraising technique, child sponsorship is remarkably successful. In fact, it is one of the most lucrative fundraising tools in terms of private donations for development assistance in the South It is used by a bewildering array of both "faith-based" and secular NGOs, the largest of which have annual revenues in the hundreds of millions of dollars (Smillie, 1995).

Table 4.1.5: Year of joining child sponsorship program

Year	Frequency	Percentage
1 – 3 years ago	5	11.1
4 – 6 years ago	16	35.6
7 -10 years ago	22	48.9
Before 11 years and above	2	4.4
Total	**45**	**100**

Educational and Personal Information of Respondents

4.2.1 Grade of the respondents

The majority of the students 21(46.7%) are attending their school in 9 – 12 grades. This figure includes those students who are attending technical and vocational educational trainings at different TVET colleges. The researcher understood that there are a number of children who are attending TVET programs on Level II, III and IV programs. Students who are attending their school in grade 5 – 8 that is 19(42.2 %) takes a significant number of students. In addition 5(11.1%) of students are attending their school in between grade 1 – 4. The findings from the field survey shown that most of sponsored children are high school students by which they will no longer be in the sponsorship program in the coming 2 or 3 years. In fact lower graders 5(11.1%) are also given a portion to get their idea and view and to understand the situation from all stakeholders.

Table 4.2.1: Grade of the respondents

Grade	Frequency	Percentage
Grade 1 - 4	5	11.1
Grade 5 - 8	19	42.2
Grade 9 – 12 (including 10+s)	21	46.7
Total	**45**	**100**

4.2.2 Respondents place of study

20(44.5%) of the respondents study their lessons at the community library. Among the total respondents, 14(31.1%) of them prefer to study at their home as they are obliged to stay at home

31

as well as do some household chores and look after their younger siblings. A significant numbers of respondents 11(24.4%t) study their lessons at their schools' library after their regular class.

Most of the respondents prefer study their lesson at the community library as it is wide and quiet. 20(44.5%) of them read their own exercise books. The library works between 2:00 to 11:00 (local time). The majorities of the respondents are high school students and learn their regular class until 11:00.

Table 4.2.2: Place of study of respondents

Where do your study?	Frequency	Percentage
At the schools' library	11	24.4
At the Community Library	20	44.5
At home	14	31.1
Total	**45**	**100**

4.2.3 Respondents getting help in their lesson/study

22(48.9%) of the respondent study their lessons and does their home works and projects by themselves as they have no one to guide them at home. However, quite a significant number of the respondents 11(24.4%) are supported by their elder sisters and brothers. 9(20%) of the respondents prefer to study their lessons and does their home works with their friends of same grade level. There is a mutual support from friends. Regarding parents contribution, only 3(6.7%) of them get support from their parents. This implies that parents role in guiding their children academically is very low due to illiteracy, incompatibility with the curriculum, lack of time and level of awareness on importance of education. Due to the rise of the living cost, most family need their children support at home and outside. Most female students are expected to

Comment [A3]: Why in bracket and why only percentage

Indicate both the figure and the percentage Eg 42(78%)of the ......

32

help their mothers with household chores as their mothers go out for work to earn some money in order to feed their family mouth. In area where urban slum households are living, it may be difficult for children to attend their education without guidance from their families. Children need role models to be and to behave but in these areas people struggle to fulfill their basic needs that make them busy and unable to contribute on their children education.

Regarding the contribution of the project on supporting sponsored children on their study, no respondent replied that they get such service from the project through "Big-Brother" and "Big-sisters" scheme. The survey shows that the scheme was practiced for some years during the beginning of the project by which those outstanding sponsored children support those who are weak in their academic performance.

"Big-Brother –Big-Sister" scheme is a means of supporting sponsored children; mostly those with low school performance. Without any payment, outstanding sponsored children help their age mates with the study of the lesson. The project facilitates the program as one of its activities on education strategy.

Table 4.2.3 Respondents getting help in their study

Who help you with your study?	Frequency	Percentage
I study by myself	22	48.9
My parents	3	6.7
My elder siblings	11	24.4
My friends	9	20
"Big-Brother"-"Big-sisters" scheme	0	0
Total	**45**	**100**

4.2.4 Project's support on education

All of the respondents responded that they are provided with educational materials and school uniforms. This shows that the project is regularly providing school uniforms once a year and educational materials like exercise books, pen, pencils, school bags and others twice a year to sponsored children. School fee, tutorial service, summer class and regular follow-up and attendance are the organization's activities on education that are no longer active.

Tutorial service and summer class was one of the main activities in supporting sponsored children educationally as their families have no money to pay for their tutorial service. The project used to facilitate this activity along with the "Big-Brother" – "Big-Sisters" scheme since their sponsored children schools organize tutorial service after school program and on weekends. Currently government is facilitating summer class program through volunteers.

Regular follow-up and attendance supervision are also other activities of the project for its sponsored children. It helped the project to know its clients' educational performance and class attendance. The project used to closely wok with sponsored children, parents and schools administrations regarding the overall educational and behavioral situations of students that had brought a significant contribution on sponsored children according to the Project's staffs and some clients explanation. The project has been providing transportation fee for those respondents who are attending their education in schools away from their homes. The project used to cover round trip transportation but currently the coverage is only for one way only.

In support to this finding, studies have shown that the voluntary sector has been engaged in diverse activities in the education sector for quite a long time. During the current decade, the emphasis of the organizations engaged in the education sector has been broadly to help the country meet the MDG goals of primary education for all, and to bring about a much greater measure of equity and quality in education (Dessalegn, Akalewold and Yoseph, 2008).

Regarding the effect of NGOs' performance, Kremer stated that education is widely considered to be critical for development (Kremer, 2003). Bray identified education as central to nation-state building, in its capacity to create citizens, introducing individuals into a national consciousness and building in them an attachment to the state and its chosen development strategy (Bray, 2001) and Chabbott considered education as a human capital and a human right (Chabbott, 2003).

Table 4.2.4: Support on education

Type of support	Frequency	Percentage
Provision of educational materials and uniforms	45	100
Covering school fee	0	0
Tutorial service/summer class	0	0
Follow-up and attendance supervision	0	0
Total	**45**	**100**

4.2.5 Respondents participation in extra-curricular activities at the youth center

The majority of the respondents that account 30(66.8%) do not participate in any of the clubs that the project organized. Their reasons for not being part of the clubs will be presented in the next table. 6(13.3%) of them are members of the Art club that has drama, dance both traditional

and modern dance and music clubs. This club has regular trainer and equipped with the necessary materials. The previous members of this club have got an opportunity to be hired and work in different music bands and theaters as a singer and dancer. The success of the previous members inspired most of the respondents to join the club. Among the total, 5(11.1%) of the respondents participate in circus club. Members are interested to become join the club as they could get an opportunity to be a member of professional circus clubs in the future.

According to the respondents, Anti-HHIV/AIDS club was also an active and educational club as it was supported and funded by OVC program. Besides HIV/AIDS education, the club teaches about reproductive health, problems related to substance abuse, young age and handling influences, personal hygiene, environmental sanitation and other health related educations. The Health unit Nurse was responsible to organize and facilitate the club's activities. Currently, it has only 2(4.4%) of the total respondents.

In contrast to this scholars showed that participating in extra-curricular activities is very benefiting. The first effect that extracurricular activities have on education is behavior. Students that participate in extracurricular activities have reduced behavior problems. In sports, they show discipline in drills, practices, and routines. They have a responsibility to perform those tasks correctly, whether it is basketball of football plays, dance routines, or signals in baseball. When students perform these things correctly they are rewarded for their good behavior and they take pride in their accomplishments. Because of the pride they achieve, they gain better self-respect, self-esteem, and self-confidence. Especially athletics, leads to higher self-esteem and enhanced status among peers, which some argue is deterrent to antisocial behavior" (Brown, 2000).

The most dangerous time for bad behavior is the time after school and before parents get home (Holloway, 2002). This is the time when they are at the most risk at committing violent acts and victimization. The ages that usually are involved in poor behavior during this time are between twelve and seventeen years old. Between the ages of nine and seventeen is when kids learn to make their own decisions and control their behavior. This is a crucial time for students to be in extracurricular activities because they are under supervision, guidance, and they are in engaged and enriched learning experiences. They are then better able to resist unsafe behaviors such as drug and alcohol use, gang involvement, and criminal activities (Howie, 2010).

Extracurricular activities have effects on students is because they have positive aspects that students need to become productive students and adults. By participating in extracurricular activities students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time management, learning to juggle many tasks at once and it allows them to discover their talents. When a student decides they want to join an extracurricular activity, they look for one that interests them and one that they like or enjoy (Holloway, 2002).

Table 4.2.5 Respondents participation in extra-curricular activities

Type of extra-curricular clubs	Frequency	Percentage
Anti-HIV/AIDS club	2	4.4
Art clubs (drama, dance, music)	6	13.3
Circus club	5	11.1
Others	2	4.4
I do not participate in any club	30	66.8
Total	**45**	**100**

4.2.6 Reasons for not participating in the clubs

The majority of the respondents 13(43.3%) are not interested to participate in any of the clubs that the project organized. The project has built child-youth center to protect children from delinquency and to make them creative and active. But as the field survey shows, the participation rate is very low as the respondents are not aware about the benefits gained from extra-curricular activities.7(23.3%) of the respondents pointed out that the existing clubs are not active due to the repetition of activities and lack of varieties. This shows that there need to be an improvement in all spheres of the existing clubs to attract those respondents.

Similarly, 7(23.3%) of respondents replied they do not have time to participate and want to focus on their education. The respondents are responsible to help their family at home and do not get permission from home. Some respondent's family does not know the benefit of extra-curricular activities.

Table 4.2.6 Reasons for not participating in the clubs

Reasons	Frequency	Percentage
The clubs are not active	7	23.3
I am not interested to participate	13	43.4
I do not have time and want to focus on my study	7	23.3
Others (the clubs are not my choice)	3	10
Total	**30**	**100**

Child Sponsorship Program Strategy

4.3.1 Effective services in fulfilling the felt needs of respondents

Table 4.3 shows that the majority of the respondents 23(51.1%) take access to education that includes provision of educational materials, school uniforms and school fee as the most effective support of the project in fulfilling their felt needs. Due to the interwoven socio-economic problems of the target area, the majority of the respondents highly need this provision as it requires a lot of money from their families. Most of the respondent's families also prefer it since they are engaged in semi-skilled/non-skilled works and earn irregular as well as insufficient income. Most of them are not in a position to buy school materials as the living cost of living is rising rapidly.

As per the field survey, provision of daily meal at the feeding center is the second most felt needs of the respondents 13(28.9%). One of the activities at the Community Development unit is the provision of "hot nutritious meal" a day to all sponsored children since their parents are poor. 5(11.1%) of the respondents replied the provision of medical service fulfill their felt needs through annual medical check-up and medical treatment as their need arise.

Table 4.3.1 Effective services by respondents

Types of services	Frequency	Percentage
Provision of daily meal	13	28.9
Access to education (educational materials, uniforms and school fee)	23	51.1
Provision of tutorial services	0	0
Provision of medical services	5	11.1
Youth center activities (educational and recreational)	4	8.9
Total	**45**	**100**

4.3.2 Ineffective services of the program in not fulfilling the felt needs of the respondents

13(28.9%) of the respondents replied the tutorial service of the project is not effective as it is discontinued some years ago. The data shows that 11(24.4%) of the respondents take the provision of the daily meal as ineffective service of the project. According to them, the meal's quality is decreasing from time to time though the respondents complained about its poor quality every time. Besides the quality, the meal lacks variety and has always the same menu that the respondents do not like.

10(22.2%) of the respondents take the services at the youth center as ineffective because it has only limited variety of services with payment. The respondents also explained the service providers at the youth center do not treat all of them fairly. Those elder and friends of the youth center manager takes the youth center as their only facility. Among the total respondents, only 3(6.7%) of them takes the school fee is not effective as it is stopped due to the government policy.

Due to the inability of the State to provide its citizens with their basic needs; NGOs are being taking its role as a provider. NGOs have also been highly effective at reaching marginalized groups, such as women, enabling the realization of their importance in the family unit and also in terms of future development as workers and previously oppressed entrepreneurs (Osirim, 2001). Many African states lack the funds, capacity and/or legitimacy to implement effective social service systems reforms leaving no alternative to NGOs as essential public service contractors (Bebbington, Hickey and Mitlin, 2007).

Table 4.3.2 Ineffective services by respondents

Types of services	Frequency	Percentage
Provision of daily meal	11	24.4
Access to education (educational materials, uniforms and school fee)	3	6.7
Provision of tutorial services	13	28.9
Provision of medical services	8	17.8
Youth center activities (educational and recreational)	10	22.2
Total	**45**	**100**

4.3.3 Strength of the program

16(35.6%) of the respondents takes the inclusion of the right clients in to the program based on the selection criteria of the program. Similarly, 16(35.6%) of the respondents replied the project is strong in providing regular and diversified support. Proper treatment of service deliverers is responded by 4(8.9%) of the respondents. They respond due to the large number of clients with various social status and personal behavior, it is difficult for the service deliverers to satisfy everyone's' interest. 3(6.6%) of the respondent implied there is a presence of regular follow-up and monitoring. They replied the project's staffs conduct a visit at the feeding center and observe the service deliverers activities.

Table 4.3.3: Strength of the program for respondents

Types of strength	Frequency	Percentage
Inclusion of the right clients	16	35.6
Regular and diversified provision of support	16	35.6
Quality improvement on services	2	4.4
Presence of regular follow-up and monitoring	3	6.6
Proper treatment of service deliverers	4	8.9
Inclusion of clients' ideas and suggestions	4	8.9
Total	**45**	**100**

4.3.4 Weakness of the program

Regarding the weakness of the project, improper treatment of service deliverers takes the highest share of the respondents. The respondents are not happy with the unfair and poor treatment of the service deliverers. Some said they experienced inhumane treatment and feel down about their socio-economic status. There are some service deliverers who act like they support the respondents from their own pocket. This implies that the project has to revise its client-professional relationship through various means like refreshing trainings and workshops. 8(17.7%) of the respondents take irregularities on provision and lack of diversity as the project's weakness. 9(20%) of the respondents showed there is an ignorance of their ideas and suggestions though they tried to forward their ideas to the project.

Studies showed that the participation of target community is beneficial. The level of community involvement in NGO decision making also varies, with some evidence that this effects community satisfaction. Some NGOs staffs and representatives are perceived as unresponsive,

less than good at what they do and self-rather than community-serving and these perceptions have a negative impact on the community satisfaction (Barr and Facfchamps, 2004).

Equal number of respondents replied the project has weakness on improvement of quality and absence of regular follow-up and monitoring on its ongoing activities. This finding is supported by scholars. Inefficiencies in project planning and administration have also been noted among some organizations. There have been cases where organizations have not abided by the rules set by the regulatory agency or met the expectations of the agencies with which they have signed operational agreements. This might sometimes be due to lack of clear understanding of the rules and procedures themselves, though it may be deliberate in a small number of cases (Dessalegn, Akalewold and Yoseph, 2008).

In addition to this finding, studies showed that there are other limitations of NGOs. A major concern of most organizations in the sector is the lack of a secure access to funding from domestic sources. It will be unrealistic to assume that there will be local sources of financing that they can tap any time soon. Moreover, the rules issued by the Ministry of Justice, the regulating agency, do not allow organizations to raise fund internally by selling merchandise or similar means. CSO/NGOs therefore are dependent on international donors and foreign sponsors for almost all of their program activities and running costs (Dessalegn, Akalewold and Yoseph, 2008).

Table 4.3.4: Weakness of the program for respondents

Types of weakness	Frequency	Percentage
Inclusion of undeserved clients	2	4.4
Irregularities and limited types of provisions	8	17.7
Quality reduction on services	7	15.6
Absence of regular follow-up and monitoring	7	15.6
Improper treatment of service deliverers	12	26.7
Ignorance of clients' ideas and suggestions	9	20
Total	**45**	**100**

4.3.5 Additional provisions of the program

Regarding the provision of additional food (in addition to the daily meal), 38(84.4%) of the respondents do not get any additional food except their daily meal from Monday- Friday during lunch time. From the respondents participated in this field survey, 7(15.6%) of the respondents get additional food. The additional food provisions include "teff" (Ethiopian staple food), edible oil, wheat flour, "mitin" (mixed grains), and wheat twice a year. Sometimes they get macaroni, rice, cleaning materials, dictionaries and others.

Regarding the additional clothes, again only 7(15.6%) of the respondents get clothes like sport wear, shoes and blanket once a year. The majority of the respondents do not benefit from any additional food and clothing provisions of the project. The project is working in partnership with many donor agencies that provide their clients with different benefits as they are able to do. Some donors support the project with only its basic child sponsorship program.

The difference in the provisions has been creating hostility among the respondents as they believe they are under the same project and should benefit uniformly. The respondents explained that the project Staffs informed them all of the beneficiaries are not under the same sponsor, which also makes the provisions different. But they are not happy about it and always ask the project to make its provision uniform since all of the respondents are identified and selected as the poorest of the poor. The respondents believe that those donors who provide their sponsored children with special provisions may be willing; if they are asked; to share what they provide only for their clients. Whereas the project's principle is accepting what it is given.

In addition to this finding, (Ove, 2013) presented; critics have argued that child sponsorship could alienate the relatively privileged sponsored children from their peers and may perpetuate harmful stereotypes about third-world citizens being helpless. They also claim that child sponsorship causes cultural confusion and unrealistic aspirations on the part of the recipient, and that child sponsorship is expensive to administer. In addition to the extra foods and clothes, there are respondents who get Christmas gifts every year.

Regarding the medical treatment of the project 26(57.8%) of the respondents said their health needs is fulfilled by the project through annual medical check-ups and as need arise. Whereas 19(42.2%) of the respondents' health need is not fulfilled by the project. They said if they do not have money, they cannot visit health centers. Though they get treatment, their reimbursement process is time taking and has a lot of bureaucracy. They also said they have to visit governmental health centers. Those government health centers need referral document and long line to get service as there are many patients. These issues forced respondents to visit private

health centers especially for urgent sickness and face problem during the reimbursement of medical cost.

Table 4.3.5: Additional provisions for respondents

Types of additional provisions	Frequency	Percentage
Do you benefit from additional foods?		
Yes	7	15.6
No	38	84.4
Total	**45**	**100**
Do you benefit from additional clothing?		
Yes	7	15.6
No	38	84.4
Total	**45**	**100**
Does the project fulfill your medical needs?		
Yes	19	42.2
No	26	57.8
Total	**45**	**100**

Client's Perception on the Program

4.4.1 Communication with sponsors

The table shows that almost quarter of the respondents 34 (75.6%) do not know their sponsor by any means. The respondents give their update information to the project's Community Development staffs at the end of the year to prepare their annual progress report. The annual progress report also contains the respondent's current pictures. In contrast to this, 11(24.4%) of the respondents know their donors through the project's facilitation. 'Letters purportedly written by the sponsored children were often composed by workers for the sponsorship organizations

themselves. Many of the children and their families never learned their sponsor's names. A few never understood they had been sponsored at all' (INTRAC, 2000).

Among the means of communication, personal letters and pictures takes 7(63.6%) followed by personal visits of their sponsors on different occasions. Most of the respondents are not happy with the letter as the project's officials involve in the sending and delivering process. Respondents get their letter opened and securitized by the project staff. If their sponsors send them a gift; the gift parcel is also opened. They cannot write what they wanted to write due to the supervision of the staffs as there is "ethical" issue. Due to this respondents only write greetings and some general issues about schooling and country. Since the reply has to be "translated" into English, the probability of sending the original idea is less. This finding is supported by Brehm and Gale, (2000). They also believed that taking their photographs and requiring them to write letters to strangers is exploiting children for fundraising purposes.

According to INTRAC 2000, communication in both types of sponsorship programs i.e. individual child as a recipient or development programs in the community where the child lives, what is common in both types of programmes are, the sponsor is encouraged to write to the sponsored child, and can expect regular photographs and progress reports from the project staff, as well as some kind of personal response from the child such as letters and drawings. Project staff translates letters into English and send to sponsors abroad. Such letters are often censored to remove political comments or requests for extra assistance (INTRAC, 2000).

Table 4.4.1 Means of communication of respondents with sponsor

Communication with sponsors	Frequency	Percentage
Do you communicate with your sponsor?		
Yes	11	24.4
No	34	75.6
Total	**45**	**100**
How do you communicate with your sponsor?		
Through personal letters and pictures	7	63.6
Through personal visits	4	36.4
Total	**11**	**100**

4.4.2: Respondents perception on the program

Regarding the respondents perception on the program, 13(28.9%) of the respondents think child sponsorship program is an important activity as it helps those who are found in the low socio-economic status. 11(24.4%) of them said they need a similar provision as they are under the same project.

Among the many critiques listed the reinforcement of stereotypes and paternalistic sentiment was the problem of creating disparity at the local level. This disparity was the result of sponsorship benefits going to some children and not others, and according to the authors, it led not only to envy and resentment within the community but also to inefficient and unsustainable development outcomes (Stalker, 1982).

Regarding the treatment of the service providers, 7(15.6%) of the respondents think there should be a refreshing training to them as they are serving many clients and have worked in the area for many years. There are also respondents who think about the restructuring of the program as it is

48

getting less effective and decreasing in its quality. 3(6.7%) of the respondents showed it would be great if the project could include more children as there are still other children who are in need of fulfilling their basic needs and access to education.

Table 4.4.2: Respondents perception on the program

Types of perceptions	Frequency	Percentage
It is very important activity	13	28.9
We need a uniform/similar support	11	24.4
It should be strengthened	4	8.9
It needs close involvement of all concerned bodies	1	2.2
It would be good if it could add more children	3	6.7
The service providers need to take training to respect clients without any difference	7	15.6
It needs restructuring and revival	6	13.3
Total	**45**	**100**

4.4.3 Program's contribution to the respondent

The table shows that respondents have different response regarding the program's role in their life. 14(31.1%) of the respondents believe that they are able to get school materials and uniforms that help them to attend their education. Similarly, 7(15.6%) of the respondents said it enables them to continue their education. Among the total respondent 6(13.3%) of them picked the contribution of the program in reducing their family burden. 5(11.1%) of the respondents said it has a significant contribution in fulfilling their health needs. In contrast to the above points,

2(4.4%) of the respondents believe child sponsorship program does not have any significant role in their life.

Scholars also stated the role of NGOs in the lives of the beneficiaries in various ways. Non-state organizations working with children may be divided into two broad areas: those engaged to promote the welfare of disadvantaged children, and those whose main objective is the protection of children against abuse, sexual and physical exploitation. On occasions the same organizations may be engaged in both activities at one and the same time. Many organizations here have an exclusive child-focus, while in some cases organizations may combine child focused work with other programs (Barr and Facfchamps, 2004).

Table 4.4.3: Program's role to respondents

Types of program's role	Frequency	Percentage
I am able to fulfill my basic needs	9	20
I am able to continues my education	7	15.6
I am able to get new school uniform and school materials	14	31.1
I am able to get medical treatment	5	11.1
It reduces my family worry	6	13.3
It helps me to get free training on different activities	2	4.4
It does not have significant role to my life	2	4.4
Total	**45**	**100**

4.4.4 Benefit of child sponsorship program

The majority of the respondents believe that child sponsorship program makes education accessible. It provides poor children an opportunity to attend their education. 13(28.9%) of the

respondents respond the program's benefits in fulfilling basic needs of the respondents. 7(15.6%) of the respondents families' worries is relieved due to the program. A significant number of respondents 2(4.4%) learn the use of sharing and caring for those who do not have money. Some respondents said the program is beneficial in creating job opportunities to make them self-reliant.

The voluntary sector has maintained that its priority concern is fighting poverty and uplifting the livelihood of the poor, the disadvantaged and marginalized. Its development projects and welfare and social protection programs have been designed to benefit these population groups. The aim has been to improve their income, to provide them access to basic services, and to reinforce their resilience against social, economic and environmental shocks (Dessalegn, Akalewold and Yoseph, 2008).

Table 4.4.4: Benefit of child sponsorship program

Types of benefits	Frequency	Percentage
It fulfills the basic needs of poor children	13	28.9
It makes education accessible	14	31.1
It enable children to become self-reliant by creating job opportunities	4	8.9
It relieved families burden	7	15.6
It prevents children from anti-social behavior	3	6.7
It teaches the culture of sharing	2	4.4
It connects the riches and the poor	2	4.4
Total	**45**	**100**

DATE ANALYSIS AND PRESENTATION OF INTERVIEW AND FGD

Regarding child sponsorship program rules and regulations, most of the respondents are found to be aware. Accordingly, the selection process of children is facilitated by the Neighborhood Groups and the Education Extension Workers (EEW). As most of the community member are identified as poor, the Neighborhood Groups primarily assess the candidate clients through home visits based on the project criteria, submit their list and whenever there is a sponsor who is interested to sponsor a child, the CD staffs prepare an entrance format and facilitate the process. The poorest of the poor children get priority in the selection.

Some respondents are aware of advising children to behave as the society expect from them. They know they have to follow-up and monitor their children both at their homes and schools. Similarly, FGD discussants also highlighted as follows:- *The project expect them to behave properly, to use the youth center facilities for educational/recreational purpose rather than for gambling and to understand the project's supporting approach and its limitations.*

Some replied they do not know any of the rules and regulations of the project as nobody tell them about the project's expectation from sponsored children parents/guardians. Whereas FGD participants highlighted that: the project expects all sponsored children to attend their education properly as long as the project facilitates access to education.

Attending parent/guardians meeting at the project is mentioned as one of the project's expectations as it helps to discuss about the activities of the project and to maintain good working relationship. Similarly, FGD participants discussed as follows:-

> *The project expected its clients to be available at any time it needs them. They said we are facing many problems during annual progress report period as most*

52

of sponsored children do not come to the feeding center and do not respond when they are informed to come to the office on time. This is creating problem to us to complete the annual progress report as planned.

Generally, the group of discussants has forwarded that sponsored children parents/guardians are expected to attend meetings, cleaning wheat, sending their children to school every day, follow-up and supervise as well as shape their children personality. They should understand the role of the project to support them not to fulfill every needs of their child as they are their own children.

Regarding the program works in fulfilling basic needs of clients, most of the respondents replied almost all of the provisions of the project are very essential for the physical as well as mental growth of their children. One parent replied "I am very poor and have no sufficient and regular income so all of the project's support to my child is basic. If my child did not get this opportunity, I would not be able to send him to school with all the necessary school materials".

Though there is some ranking regarding the support of the project, most respondents replied provision of school materials, school uniforms, school fee and provision of daily meal are essential in fulfilling their children basic needs. These are very essential aspects of the program in fulfilling their child's needs as they cannot go to school without school materials, school uniforms and cannot attend class if the school fee is not covered. As most of them spend their time in struggling to fulfill the basic needs of the family, the project relieved them from stress and helps their children to eat their lunch, wear new uniform and attend their school properly.

A finding from the FGD states that project is operating development activities through providing poor children with their basic needs, the project support its' clients with various provisions that includes clothing, housing, food, medical treatment as need arise, health education, annual

checkup, access to education through provision of school materials, school uniforms, payment of school fee, tutorial service and community library. The FGD participants believed that child sponsorship program is meeting the basic needs of all sponsored children in its diverse provisions.

Regarding the relevance of the program in solving beneficiary's problems and main problems of the program, one parent replied this way: - "I used to worry about my child's meal as the living cost is getting high and I am responsible to feed 4 children by myself. So the project supports me with the provision of my child's basic needs. For me it is a relief to get additional support to win difficult life situation". One parent responded, "my child is not ashamed to go to school as he used to go with worn out uniforms because I was not able to buy him a new cloth". From the types of provisions, most of the respondents prefer the school fee as the most essential support of the project in the last years. Due to the government policy, all public schools are currently became governmental schools that is free from any monthly school fee. Earlier the program covers monthly school fee to all children.

The support of additional foods like "teff" (Ethiopian stable grain), wheat, edible oil and "mitin" (flour made of mixed grains) and additional cloth and shoes also found to be problem solving mechanism for parents as it helps them to prepare food at home for the rest of the family and to have new clothe and shoes every year.

To others, the provision of the community library is essential because it enables their children to do home works and study their lessons since they have small and un-separated rooms at home. They said "as the living cost is increasing, we, parents, want our child to help us with some income generating activities that does take their study time. But if they are wise enough, they could study there and come home to help us. Due to lack of awareness, most parents in our

community do not give them much emphasis on their education. We rather want them to help us with household chores".

Regarding the relevance of child sponsorship in reducing urban poverty and its sustainability mechanisms, AHISDO's Community Development staffs forwarded that they believe child sponsorship program contributes a tremendous result on poverty reduction struggle of the country as many poor children have passed through the scheme and become self-reliant and productive members of their community.

The group of discussants highlighted that the project is closely working with its donor agencies to make the program more sustainable and on-going. The project has an agreement with some of its donor partners that have country office here in Ethiopia. As for the other donor organizations, it loosely works in partnership without any formal and periodical agreement. In addition to this, the participants explained most of the project's donors are individual based sponsors who came to the project with personal relationship with the Founder and Fundraiser of the project during fundraising and supporters meetings held at various countries of Europe and the United States. The sponsorship payment depends on the willingness of the project's supporters. This shows that the project takes its sustainability mechanisms as workable though it depends on the interest and of the donors/partners.

In contrast to the above view of the FGD participants, the researcher observes and understands that the project does not do any additional effort to make its program sustainable. It only waits its donors to transfer the sponsorship payment annually that is unsecured as it does not have any enforcing mechanisms that could reminds its supporter to regularly wire their sponsorship payment. Findings on the questionnaire and interview conducted with sponsored children parent

showed that discontinuity in the provisions and dropping sponsored children after some years are one of the major weaknesses of the project and it is affecting its objectives.

Regarding the role of follow-up and monitoring sponsored children, there are respondents who think it is totally the duty of the project. The respondents mentioned they lack time as they are responsible to fulfill the family's need. Besides, some respondents believe that the project is responsible to follow-up children's educational performance and behavior as they respect the project's staffs than them.

One parent replied. "I used to think the project is responsible to regularly follow-up and monitor my child as it is investing a lot of money and time on him. But during parents meetings, I learned I am the first responsible person to do this not the project as he is my child and my position cannot be replaced by anyone.

There are also some respondents who think both parents and the project are responsible to for the activity. There was a monitoring on the school attendance of sponsored children during the beginning of the project's operation. Emphasis was given to education and its importance. The encouragement through annual prize for those who performed better in their school was also a good method as it creates a positive competition among others.

In support of this finding, the FGD participants forwarded that, the project has to make this activity on regular basis but parents play a very crucial role in closely follow-up their children both at school and home. Participants highlighted that regular follow-up and monitoring is one of the activities that the project has been performing. It tells us "what we are doing", "where we are" and "where we are going". For this purpose, we used to conduct regular follow-up for many years and it was productive. This activity discontinued as there is high staff turnover and

56

workload. Due to this, we are experiencing many issues and we are now trying to restart the activity. In view of this fact having close follow-up and regular monitoring is crucial in shaping sponsored children to focus on their education and behave in socially accepted manner.

Regarding the participation and contribution of parents to the project the majority of the respondents stated all Parents' Meeting is discontinued recently with unclear reasons to their knowledge. They responded that the meeting was very essential tool to discuss on main issues of child sponsorship program, to identify challenges and to monitor its progress. Most of the respondents are aware of their contribution in participating on different activities like cleaning wheat and washing utensils at the feeding center based on the project's schedule but due to some reasons related to the schedule and lack of monitoring on their equal contribution disturbed its sustainability. These are discontinued by now.

Findings from the FGD states that, sponsored children parents/guardians are expected to participate in different activities of the project and contribute their input as an internal resource. The participation includes attending different meetings, develop a sense of belongingness, cleaning wheat and lentils, washing dishes, sending their children to school every day, and supervise their children. Apart from the labor contribution of the respondents, they responded about Sponsorship Trust Committee. The Sponsorship Trust Committee that has 17 members comprised of sponsored children parents, volunteers from the target community, clients from elderly and child sponsorship program, board members, government officials and community development staffs. Its' overall aim is to strengthen the sponsorship program".

The FGD participants explained about incorporating clients' ideas and demands in the planning and implementing process as follows: we try to incorporate our clients' ideas and demands into

our planning and implementing process if the ideas and demands are in align with our approach, philosophy and strategy. Practicable questions are taken into consideration. But if the ideas and demands are above our limitations, we could not incorporate into our plans.

In contrast to the findings in the interview, the FGD participants put the availability of means of forwarding ones idea on various means but findings from the interview and survey data showed that parents' meeting is discontinued and there is not means to do that. Regarding the services that are not effective in meeting the objective of the project; majority of the respondents replied almost all of the project's supports are very basic in meeting their needs as they are in low status. Accordingly, the school fee is found to be essential because they are not able to pay every month due to the irregularity and insufficient income.

Regarding its' in effectiveness, some respondents mentioned the difference on types of provision of supports due to sponsor differences. Accordingly, it creates stereotype and jealousy among children. They believe the support should be uniform as long as they are under the same project.

Poor treatment of service deliverers is one of the problems mentioned by the respondents as their children are suffering from inhuman and degrading treatment. There is lack of ethics among the service deliverers. The respondents believe they should treat all sponsored children with respect and dignity as they are all human beings. As the unfair and inhumane treatment continues, sponsored children would be a victim of emotional and psychological abuses that could last long and affect their overall progress. For those who disturbs and misbehave, insulting or unfair treatment won't be a solution rather regular follow-up and counseling could bring behavioral change.

Lack of quality on the project's provisions takes full agreement among respondents especially the daily meal quality is getting low and lack variety. There is discontinuation on some provisions that have been provided without their knowledge. FGD discussants stated that the rise of living cost in the country is affecting its' provisions' quality but it is striving to provide clients with quality services. They mentioned the sponsorship payment is the same as it has been calculated many years ago and due to fear of losing sponsors, revision is not yet made so the income of the project does not match with its cost that directly affects its quality.

Generally in explaining the case of the program's strategies that are found effective and ineffective in achieving the program's objectives, participants of the FGD suggested that: *Education is a powerful tool to overcome poverty. So if children have access to education; they could learn and change their lives as well as their family. So we believe our strategy on provision of education is found to be effective strategy. Other strategies like provision of nutritional food, access to medical treatment and educational recreational activities at the youth center are also effective in meeting our beneficiary's needs.*

During the discussion, FGD members pointed out the major challenges faced in executing the program and how they overcome those challenges as follows;

> *"We are facing a number of challenges in executing this program as there are many beneficiaries from various needs and many stakeholders involved in the program. Shortage of funding is a major challenge that affects the quality and diversity of our provisions. Due to the sky rocketing rise of living cost versus former sponsorship payment scale, we are not in a position to fulfill all the demands of our clients regularly. High staff turnover at the community*

development office, due to lack of increment and benefits is also a major challenge. Discontinuity of sponsors after accepting sponsored children for some years is also another challenge that creates a problem to support sponsored children until they completed their education. We try to convince our donors/partners to continue their support but due to the economic instability in Europe, we are losing many of them".

Discussion was made about sponsorship program and dependency syndrome with its manifestation. Respondents highlighted that: child sponsorship program could create dependency syndrome on beneficiary's i.e. children and their family. Accordingly, most sponsored children expect the project to fulfill all of their needs than filling their gaps. There is lack of the project's limit that drives clients to raise many questions to the office.

Dependency syndrome manifestations according to the FGD participants are making the project responsible for every aspect of the child like monitoring academic performance and shaping personality. There are some parents who do not want to buy their child a single pen or pencil. Parents/guardians visit the office to complain rather than to discuss on ways forwards. This fact showed that AHISDO's clients are developing a dependency syndrome and are becoming passive recipients.

Case 1

(22 years old, male, Wood worker)

I was joined the program when I was *"yekes timihirt bet"* student (traditional local school that teach basic number and alphabets). I don't exactly remember how I joined the program but the "yellow girls" of the project came to our home and filled forms by asking my mother some questions. One day my mother took me to the project's office and the staffs took my picture. My mother told me I got support from "ferenjis" (white people) through the project. She was very happy about my inclusion in the program. She used to tell to our neighbors and relatives that *"my child got a sponsor from U.K and they would cover all his expenses"*. Her situations made me to feel lucky among my friends and I was expecting a radical change in my life as I thought the white people have "everything" on earth unlike us the unfortunates.

I have benefited from the child sponsorship program for about 11 or 12 years starting from the kindergarten to high school level. I left from the program after I completed grade 10 because I didn't score a passing mark that enables me to continue to grade 11. I was assigned at "Nisaf Silk TVET" but I didn't like the department that I was assigned, so I started to work at garage. Currently, I am working in a wood workshop as an assistant for the workshop owner. I get small but regular payment here. I help my mother with my earning and also save some of the money to start my own business in the future.

After I got my National Examination Report card, I stayed at home throughout the summer. One of the "yellow girls" met me around our village and informed me to go to the center to fill yearly progress report. I told her I am no longer in the program because I am not going to learn the coming year. She told me to go to the project's office and write a thank you letter and fill a

61

project leaving form but I did not go to their office ever. I don't know how they informed my leaving to the sponsor. I used to write greeting letters to my sponsor and they have also written me a reply a couple of times. I have also prepared post card for Christmas holiday. I know the staffs translated my Amharic letter into English though I am not sure about its direct translation. Once I asked my sponsor to send me football wear but in the reply there is nothing that talks about football wear. He did not say "yes" or "no" to my question. So from that day on, I stopped writing and receiving a letters.

As I was very small, I do not exactly remember my expectations from the program. But the excitement of my mother and my attitude about white people pushed me to expect something extraordinary. I expected to eat and wear like rich children. I expected they would give my mother a lot of money so she could change her petty trade ("gulit") and open a big shop in the village. If she had opened the shop; she could have hire shopkeeper that would give me more time and freedom to play with my friends as I was responsible to look after the petty trade when my mother wash individuals' clothes and prepare food for us. I also expected the project to build or renovate our house because my mother used to tell me *"if the person has one sponsored child at the project, he/she would benefit from housing in addition to the provision of basic needs"*. There were many white people who used to visit our village and take a picture of our house and us. The project's "yellow girls" also used to ask us many questions like "what type of food we like to eat", "Which provision to improve and "what to add" and so on. These and others made me to expect many things from the project.

I did not get what I expected from the project. May be I expected a lot of things due to my childhood attitude and thought of getting everything at a time. I used to expect to eat a variety of food every day, to wear new clothes, new shoes but the meal was always the same and the

62

provision of new clothes and shoes were very irregular. But the project regularly pays our school fee. In fact, the project has built new houses for some of our villagers. Some also benefited from renovation. Ours was not renovated because *"it was found to be in a better condition compared to others"*. Priority was given for the depleted and the very old ones. We were also promised to get the support after the completion of the prioritized community members. The housing promise was also includes toilet and "*maed bet*" (traditional kitchen).

I used to benefit from the following provisions :- one meal a day at the feeding center; there was a snack and lunch when I was in Kindergarten school, provision of school uniforms every September, provision of school materials like pen, pencil, rubber, exercise books at the beginning of each semesters and recreational activities at the youth center. Educational and recreational tour, tutorial service through "Big-Brother" – "Big- Sisters" , Easter gift, Christmas gift, shoes and clothes were some of the provisions that I benefited twice or three times only. The tutorial service was provided by outstanding students of the project to help students with weak school performance but it did not last for many years due to lack of coordination. It was a relief for both parent and children as most of our parents were busy striving to earn some money and children were able to do our home works and get additional explanation on lessons learned during class time. I also benefited from the "Big-Brother" – "Big-sisiters" program. I used to complete my home works at the tutorial. I also benefited from the "Big-Brother" – "Big-sisiters" program. I used to complete my home works at the tutorial. There was a difference in provision of supports among sponsored children and as the staffs said *"there are some donors/sponsors who want to benefit their sponsored children in different way than the already types of the project's provisions"*. I as a sponsored child used to think we all are under the sponsorship program of the project, so we should benefit the same way.

63

Among the above mentioned benefits, all of them were my needs since I was from a very poor family without regular and sufficient income. But after some years, there was a reduction on the quality of the food. There were times that I was not happy with its availability of the meal though my mother didn't understand me if I refused to go and eat there.

As I understand the main objective of the program is to support children from poor family with the provision of basic needs. This enables us to attend our education so, among the provisions, the daily meal, educational materials and school uniforms were essential to meet the objectives because I did not stay home due to lack of school uniform and educational materials. I believe most of the benefits were necessary but the project lacks sustainability and improvement. There was some irregularity on some provisions. The staffs used to tell us about budget shortage, raise of living cost and discontinuation of some donors after supporting for some years.

Besides the provision of school uniforms, educational materials and cover school fee, the "yellow girls" used to come to our school, discuss to our teachers and check our school attendance. If they get student with "bad behaviour" from the teacher's information and saw a lot of absent on the attendance, they come to our home and talked to us and our family. Though it was a good input for sponsored children in having someone to follow-up and monitor, it did not last long. The project used to have a good working relationship with our school that benefited us in many ways as the school administration gives us equal respect with the non-sponsored children.

The service deliverers' delivery system varies from time to time. During the beginning of the program, they were very concerned about us. They were like a family. But as the number of children increases, they behavior also changed. They do not treat us properly. There were name-

calling, unclear punishments and unfair treatment among service providers at the feeding center. These days, most of the service deliverers are not concerned about the humanly treatment of all sponsored children as they are engaged in the same work for more than a decade.

I think the long term impact of child sponsorship program would be changing the socio-economic status of the community members. At the beginning of the program, the founder used to tell us that *"you, sponsored children are the future of this community"* but as far as I know, there is no promising change being observed due to the sponsorship program. It is getting weak and I do not know how our community would be changed at this time. If it continues as it's beginning, many children lives may be changed. But the irregularity of programs and lack of follow-up made us to dislike the program and divert our focus from education to other income generating means. I think child sponsorship program helps poor children though it does not totally change our life.

In my opinion, as AHISDO has strong parts like selecting poor children, it has also many weaknesses that accelerate its failure. Regarding eradicating urban poverty, I am not sure if sponsorship program could eradicate poverty. It may reduce the poverty level due to its basic needs provisions.

Case 2

(24 years old, female, Accountant)

I was a grade 2 student when I joined child sponsorship program. There were a group of selecting committee comprised of the Neighborhood groups our village elders and "yellow girls". One of the Neighborhood group informed my mother to come to the project's office. The staffs took my picture and wrote some information. They gave me pens, pencils and exercise

books and told me to come to the feeding center at lunch time. My mother was very happy and thankful for their support because she was responsible to feed me and my 3 elders. As she told me I was picked because I am the smaller from my siblings. I have benefited in the child sponsorship program until I completed my education. I informed the staffs when I left the program and wrote a "thank you" letter because they helped me all those years without knowing me. I would not have been reached to my current status if I and my mother did not get any support from my sponsor through the facilitation of AHISDO. I had a regular communication with my sponsor. I have many pictures of them and their family. The project staffs used also used to take my picture whenever they sent me a picture. They sent me a gift when I graduated. Thanks to them, now I am hired at a private company and continued my BA study in evening shift at a college.

Though due to young age, I expect many things from the project. There were times that I wished to go to my sponsor's country due to the exposure from the pictures they sent me. I expected to eat a variety of foods, wear fashionable clothes, get new bag and other good stuffs every year. But my mother's advice made me to be thankful for the project's provisions whether it has variety or quality. My mother used to command me to pay my full attention to my study as an educated person could eat, wear ad do anything he wanted.

I benefited from daily meal from Monday to Friday; educational materials twice a year, school uniform every year, medical treatment as I got sick and medical check-up annually, tutorial service during summer time and after school study and transportation fee. There were some sponsored children who were provided with additional benefits than us. They benefited from recreational visits at different parts of the country. Some children benefited from additional food provisions. They used to take wheat, "teff" (Ethiopian stable food), "mitin" (flour made of mixed

grains) and edible oil. There are other groups who benefited from additional clothes, shoes and dictionaries. Those differences in provision created some bad feelings among sponsored children. We and our family used to complain about it but the project's response regarding handling the difference was above its level. I remember in one of the annual review meetings this question was raised by a parent and the project coordinator replied *"yesetota feres tirse alew teblo ayeteyekim"* – *"accept gifts as the way the giver provides"*. She told us the project cannot do anything about it unless accepting with thanks. The unfair treatment continues till today.

Putting my family living status in to consideration, I found every provision of the project as valuable. I believe the project is being sharing the burden of families. In fact, there were some irregularities on the provisions. I remember times that I went back to school without eating my lunch at the feeding center as they did not prepare our lunch due to the shortage of water and fire woods to cook our food. I was very disappointed since my mother was not at home at the time and I went back to school empty stomach. Sometimes the center discontinues food provision due to its lame excuse during the eve and next days after major holidays. They did not consider how many of sponsored children were able to spend the holiday with special dishes.

I have benefited from the after school study program. There were some clever students who helped us to do our home works and prepare for examinations. The "yellow girls" used to visit us both at our homes and school. It was good since many of us used to respect them as our family member. They used to encourage us to deal with our school to become responsible individuals but all the encouragement and follow-up stopped after some years. This created a gap for many children to develop absenteeism and then school drop-out. I believe as children from very poor family, parents who strive to fulfill the minimum basic needs of the family, it is difficult to get

proper educational support and close follow-up. In addition, the highly motivated activities of the project leads family members to think their children are the project's full responsibilities.

The service deliverers were concerned and treated us with warmth and love. As time goes by and the number of children increases, their treatment also changed. Some of them insult us, punish us and also mistreat us as something unworthy. In fact, there were misbehaved children who do not obey for the rules and regulation of the project. There were regular parents' meetings for some years but it also discontinued. It was a good opportunity for discussion regarding the program improvement. Though the regular meeting discontinued, we and our families did not stop communicating the service deliverers at different times. But I did not notice any progress on it rather it declines.

I think child sponsorship program contributes some positive effect on the lives of sponsored children and their families. Its impact might not be seen boldly due to the high rate of school dropout among sponsored children or poor school performance leads to score poor scores. Many of us were not able to score a passing mark due to many reasons so; we are not able to join university. But there are some children who joined university and engage themselves in a professional works after benefiting in AHISDO child sponsorship program. Their engagement in professional works may change their own life as well as their families in the future.

Case 3

(Aged 23, male, Photographer)

I was selected and joined AHISO's child sponsorship program when I was grade in 5. It was a critical time for me and my grandparent as both my mother and father passed away one after another without leaving us any wealth and resource. We used to lead a stable life due to the

income of my parents. Both of them used to try their best to earn some money to raise me and pay back my grandparents tribute. But when they died, almost everything dies at our home. All the happiness, hope and hard work went to my parent's grave as their bodies lies there.

The project used to give priority for orphaned children. After my parent's death, a representative from my late sponsor organization visited me and my grandparents at home. They have asked my grandparents about our major problems. My grandmother was very sad about the loss of her son and she told them to take me away to their organization through adoption as she never wanted to see me suffer. The representatives explained the situation and told her they would not take me away rath.er they would support me with different provisions at my home. My grandparents were very grateful for my inclusion in the sponsorship program.

I benefited for about 6 years from the program. All my school costs including school uniform, school fee and educational materials were fulfilled until I reached grade 10. I used to study hard but unfortunately, I was not able to score a passing mark when I sat for High School Leaving Examination. I only scored a mark that enabled me to join TVET program. I studied a year video-graph and photography program at one of the TVETs. The project supported me with transportation fee and training related expenses. Currently, I am working at a private photograph studio.

The project has encouraged us to study our lessons at the community library built for a study center as it was believed most sponsored children live in a very small/narrow rooms that does not allow us to study our lessons and do our home works. Since my grandparents did not disturb me, I preferred to study at home.

As the time was critical for me, I didn't expect much to benefit from the project. I was also aware of its provisions as there were my neighbors who joined the program before me. All the provisions were essential for me. I was not in time to like and dislike the project's support. Luckily, I joined one of the most wanted donor/sponsor; Dorcas AID International. Sponsored children under this sponsor have a special privileges and special benefits. The sponsor benefited us from additional food items, additional clothes, additional shoes, school bags and cleaning materials. There was also a recreational tour out of Addis Ababa once a year. I was very happy to benefit from all those in addition to the normal provisions. But after I start to realize, I was not comfortable about it because my friends were unhappy about the difference. Most children used to pray to become Dorcas's sponsored children.

The staffs of the project were very caring and hard working. The "yellow girls" used to do many things at the elderly home. They were energetic and cooperative. With unclear understanding of mine, all these changed through times and they became the opposite. I think it might be due to the hard work that does not compensate by a fair salary.

As far as I remember, there were meetings regarding the overall performance of the activity. Parents raised many ideas and discuss on points rose. But the practicability of the discussion was not visible in the continuing activities of the project.

If child sponsorship program continues with regular follow-up and monitoring, it would change the lives of many poor children and their family. I believe we all are actors of the change. We should not make the project the only responsible body to alleviate our problems. We should be thankful for what it has been doing as it is totally a charitable organization that tries to contribute

something for the betterment of the community. It could contribute to the reduction of urban poverty though I do not believe it would totally eradicate the existing poverty.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1. Summary

The study aims to assess child sponsorship programme to identify the socio-economic gain of the program to the sponsored children and their families, to examine whether the program goes with the felt needs of the target community, to investigate the aspect of the program method that worked best and to investigate the aspect of the program method that did not work best

In the study's demographic assessment, the majority 25(55.5%) of the respondents were male population while a significant number of respondents 20(44.4) are female population. It was found out that majority 18(40%) of the respondents are in the age group of (13-15 years), followed by a considerable number 17(37.8%) in the age group of 16-18 years and 10(22.2%) of the respondents are found in the age group between 10 -12 years.

Findings showed that the majority of the respondents have joined the child sponsorship program before 7 – 10 years that accounts 22(48.9%) of the respondents. Number of respondents who joined the program before 4-6 years made 16(35.6%) of the population. 5(11.1%) of the respondents have joined the program before 1- 3 years ago.

Regarding the role of the project in education all of the respondents 45(100%) responded that they are provided with educational materials and school uniforms. This shows that the project is regularly providing school uniforms once a year and educational materials like exercise books, pen, pencils, school bags and others twice a year to sponsored children.

Regarding the effective service in fulfilling the felt needs of respondents the majority of the respondents 23(51.1%) take access to education that includes provision of educational materials, school uniforms and school fee as the most effective support of the project in fulfilling their felt needs. Due to the interwoven socio-economic problems of the target area, the majority of the respondents highly need this provision as it requires a lot of money from their families. Provision of daily meal at the feeding center is the second most felt needs of the respondents that accounts for 13(28.9%). Whereas 5(11.1%) of the respondents replied the provision of medical service fulfill their felt needs through annual medical check-up and medical treatment as their need arise.

Findings showed that 13(28.9%) of the respondents replied the tutorial service of the project is not effective as it is discontinued some years ago. 11(24.4%) of the respondents take the provision of the daily meal as ineffective service of the project. They said the meal lack variety and quality. 10(22.2%) of the respondents take the services at the youth center as ineffective because it has only limited variety of services with payment. 3(6.7%) of them takes the school fee is not effective as it is stopped due to the government policy.

16(35.6%) of the respondents take the inclusion of the right clients in to the program and provision of regular and diversified support as its strength. Proper treatment of service deliverers is responded by 4(8.9%) of the respondents and 3(6.6%) of the respondent implied there is a presence of regular follow-up and monitoring.

Regarding the weakness of the project, improper treatment of service deliverers takes the highest share of the respondents. The respondents are not happy with the unfair and poor treatment of the service deliverers. Some said they experienced inhumane treatment and feel down about their

socio-economic status. 8(17.7%) of the respondents take irregularities on provision and lack of diversity as the project's weakness whereas 8(20%) of the respondents showed there is an ignorance of their ideas and suggestions though they tried to forward their ideas to the project. As far as the findings showed 34(75.6%) of the respondents do not know their sponsor by any means.24.4 percent of the respondents know their donors through the project's facilitation.

Regarding the respondents perception on the program, 13(28.9%) of the respondents think child sponsorship program is an important activity as it helps those who are found in the low socio-economic status. 11(24.4%) replied they need a similar provision as they are under the same project.

Regarding the treatment of the service providers, 15.6 percent of the respondents think there should be a refreshing training to them as they are serving many clients and have worked in the area for many years. 6.7 percent of the respondents showed it would be great if the project could include more children as there are still other children who are in need of fulfilling their basic needs and access to education.

14(31.1%) of the respondents believe that they are able to get school materials and uniforms to continue their education. 6(13.3%) of the respondents believed the program is reducing their family's burden. Whereas 5(11.1%) of the respondents said it has a significant contribution in fulfilling their health needs. In contrast to the above points, 2(4.4%) of the respondents believe child sponsorship program does not have any significant role in their life.

5.2. Conclusion

Studies showed that children's psychosocial needs should be fulfilled for their full growth and development. This study tried to assess the child sponsorship program that is being implemented by AHISDO for many years to date. Based on the findings of the study:55

AHISDO is working for the betterment of social and economic status of individuals in its intervention area. It is contributing its portion to the poverty reduction activities of the city by providing its clients with their basic needs that includes provision of meal, clothing, access to education provision of medical service and other support. The support has changed the lives of many children, their family and the community at different levels. The program provides sponsored children with school materials, uniforms, payment of school fee, one meal a day, extracurricular activities, access to community library, provision of medical treatment and home visit. Those provisions are helping beneficiaries and trying to fulfill their basic needs. Findings showed that beneficiaries have some positive attitude for the organization development activities though they are not fully satisfied with.

It can be said that the organization is not fully achieving its goals and objectives due to various internal and external issues. Among them inconsistency of resources at hand and the need of beneficiaries, capacity and attitude of workers at the organization, dependency syndrome of beneficiaries, rising of living cost, partnership with donor agencies, difference in types of provisions/support, poor funding strategy and others. Therefore, it is possible to conclude that AHISDO's activities for the betterment of social, economic and psychological lives of beneficiaries in order to create self-reliant and independent citizen in the near future is not satisfactory.

5.3. Recommendation

The researcher forwards the following recommendations:

- The organization has to develop new funding strategy to ensure its sustainability. All concerned bodies must work together to mobilize internal resources and use appropriately.

- It would be better if the organization tries to make its provisions on a regular basis.

- The organization should provide its beneficiaries with uniform/same support to remove the stereotype and difference between beneficiaries of same organization.

- The organization should capacitate its staffs to serve beneficiaries with positive attitude and love of the work. It would be better if the staffs try to not reflect their internal issues on beneficiaries since it will roughen their working relationship.

- It would be better to assess the current needs of beneficiaries and shape development activities accordingly.

- Since beneficiaries are the major stakeholders of the organization, it would be advisable it the organization creates a conducive environment that allow beneficiaries to raise their ideas, feedbacks and interests. This will help the organization to understand its beneficiary's demands, incorporate in its execution of activities and smoothen its relationship.

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<div align="center">**Annexes**</div>

Data Collection Instruments Used

Questionnaire -------- filled by AHISDO's sponsored children

Interview -------------- conducted with sponsored children parents/guardians

FGD -------------------- discussed by AHISDO's Community Development Unit staffs

Interview -------------- answered by AHISDO's ex-sponsored children

<div align="center">**Indira Gandhi National Open University (IGNOU), School of Social Work**</div>

To be filled by AHISDO's sponsored children

This questionnaire is intended to gather relevant data regarding child sponsorship program of AHISDO. The information gained from this questionnaire shall be used as a primary data in the study that I am conducting as a partial fulfillment of my study at IGNOU for the completion of MSW.

It would be very helpful if you could give some time and fill your honest and genuine answer to the questions since your responses are very important in the meeting the objective of the study.

General directions:-

- There is no need to write your name.
- Circle the alphabets that describe your best response and write (if any) in the blank spaces for items specified by "If others please specify".

- For some questions, you can circle more than one choice.

Thank you for your cooperation.

Part I. Demographic Information

1. Sex   _____

2. Age   _____

3. You are living with_____

   a. Mother and father

   b. Only mother

   c. Only father

   d. With siblings

   e. Grandparent/s

   f. Guardians/close relatives like aunt and uncle

   g. Others, please specify _____

4. Who is the head of the household?

   a. My mother

   b. My father

   c. My elder sibling

   d. Grandparent/s

   e. Other, please specify _____

5. When did you join the program?

   a. Before 1 – 3 yr/s

   b. Before 4 – 6 yrs

   c. Before 7 – 10 yrs

d. Before 11 yrs and above

Part II-Educational and Personal Information

1. Which grade are you attending? _____

2. Who help you with home works and assignments?

    a. I study by myself

    b. My parent/s

    c. My elder siblings

    d. My friends

    e. The project through its "Big-Brothers"- Big Sisters" scheme

    f. Others, please specify _____

3. How does the project support you with your education?

    a. With provision of educational materials

    b. With covering school fee

    c. Provision of school uniforms

    d. Facilitation of tutorial/ summer class

    e. Community library service

    f. Follow-up and attendance supervision

    g. If others, please specify _____

4. Does the project provide you with a place to study and do your homework? If so, where

    do you study and do your home works?

    a. At the school library

    b. At the project's community library

    c. Others, please specify _____

5. Do you participate in extracurricular activities at the Child-Youth Center of the project?

   Yes   No

6. If your answer to Q# 5 is "yes", in which activity do you participate?

   a. Anti-HIV/AIDS club

   b. Art club (like drama, dance, poem, music)

   c. Circus club

   d. Reading//library club

   e. Environmental protection club

   f. Others, please specify _____

7. If your answer to Q#5 is "no", what are the reasons?

   a. The clubs are not active.

   b. I am not interested to participate in any of the clubs.

   c. I do not have time to participate.

   d. I want to focus only on my academy.

   e. Others, please specify _____

Part III- Child Sponsorship Program information

1. Which service of the program did you find effective in fulfilling your felt needs**? (You can circle more than one)**

   a. Provision of daily meal

   b. Access to education (school fee)

   c. Provision of educational materials and uniforms

   d. Provision of tutorial service

   e. Provision of medical service

f. Child-Youth center activities(recreational/educational activities)

g. Other, please specify _____

2. Which service of the program did you find not effective in fulfilling your felt needs**? (You can circle more than one)**

    a. Provision of daily meal

    b. Access to education (school fee)

    c. Provision of educational materials and uniforms

    d. Provision of tutorial service

    e. Provision of medical service

    f. Child-Youth center facilities (recreational /educational activities)

    g. Other, please specify _____

3. What do you think about the program's strength in meeting its objectives?

    a. Inclusion of the right clients

    b. Regular provision of support

    c. Provision of diversified services

    d. Improvement of services on quality

    e. Presence of regular follow-up and monitoring

    f. Proper treatment of service deliverers

    g. Inclusion of clients' ideas and suggestions

    h. Others, please specify _____

4. What do you think about the program's weakness in meeting its objectives?

    6. Inclusion of undeserved clients

    7. Irregularities on provisions

8. Quality reduction on services

9. Absence of regular follow-up and monitoring

10. Improper treatment of service deliverers

11. Ignorance of clients ideas and suggestions

12. Others, please specify _____

5. Do you benefit from additional/supplementary foods?

   a. Yes

   b. No

6. If your answer for Q# 6 is "yes", please explain how and what are the items?

   _____

   _____

7. Do you benefit from additional clothing?

   a. Yes

   b. No

8. If your answer for Q# 8 is "yes", please explain how?

   _____

   _____

9. Does the medical provision of the project fulfill your needs?

   a. Yes, how _____

   b. No, why not, _____

10. How the program does fulfill your health needs?

    a. Through annual medical check-up

    b. Through medical treatment as need arise/when I get sick

    c. As the project gets fund

    d. If others, please specify _____

Part IV. Others

1. Do you know your sponsor?

  a. yes, how, _____

  b. no

2. How do you communicate with your sponsor?

    a. Through personal letter

    b. Through photographs

    c. Through personal visit

    d. Others, please specify _____

3. What is your perception towards the program?

_____

_____

4. How does the program make a difference in your life? (Please explain in detail)

_____

_____

5. What is the benefit of child sponsorship program?

_____

6. Any other comments, please write here.

_____

_____

_____

Thank you for your time!

Indira Gandhi National Open University (IGNOU), School of Social Work

To be answered by AHISDO's sponsored children parents/guardians

This interview is designed to collect data about the effectiveness of Child Sponsorship Program of AHISDO. The information shall be used as a primary data in my assessment research that I am conducting as a partial fulfillment of my study at IGNOU for the completion of my MSW.

I would be grateful if you could give me some time to answer the following questions. Your response has a very important input in the study. Therefore, you are requested to give your honest and genuine response as it is very important for the quality and successful completion of the study.

Thank you for your cooperation.

List of interview questions:

1. What are the child sponsorship program rules and regulations?
2. What aspects of the program do you think fulfills the basic needs of your child?
3. Which problems of yours are being solved due to the support of the program?
4. Who do you think is responsible to regularly follow-up and supervise your child's academic performance/schooling?
5. How do you participate in the program's activities? What are your contributions to the program?
6. According to you, which services are not effective in meeting the objective of the program?

Thank you for your time!

Indira Gandhi National Open University (IGNOU), School of Social Work

To be discussed with AHISDO's Community Development staffs

This FGD is designed to collect information about the effectiveness of Child Sponsorship Program of AHISDO. The information shall be used as a primary data in my assessment research that I am conducting as a partial fulfillment of my study at IGNOU for the completion of my MSW.

I would be grateful if you could take some time to discuss on these questions. Your response has a very important input in the study. Therefore, you are requested to participate in the discussion and to give your honest and genuine response as it is very important for the quality and successful completion of the study.

Thank you for your cooperation.

List of questions for discussion:

1. What do you think about the relevance of child sponsorship programme in reducing urban poverty? What are the mechanisms for its sustainability?

2. How does the program works in fulfilling the basic needs of the target clients?

3. Which of the program strategies do you find effective and which are ineffective in achieving the objectives set by the project?

4. What are the project's follow-up and monitoring mechanisms for sponsored children? Do you find them effective?

5. What are the major challenges you faced in executing the program? How do you overcome those challenges?

6. How does child sponsorship program relate to dependency syndrome? What are the manifestations?

7. What are the project expectations from sponsored children and their parents/guardians?

8. Does the project try to incorporate clients' ideas and demands in its planning and implementation process?

Thank you for your time!

Indira Gandhi National Open University (IGNOU), School of Social Work

To be answered by AHISDO's ex-sponsored children

This interview is designed to collect information about the effectiveness of Child Sponsorship Program of AHISDO. The information shall be used as a primary data in my assessment research that I am conducting as a partial fulfillment of my study at IGNOU for the completion of MSW.

I would be grateful if you could take a few minutes to answer these questions. Your response has a very important input in the study. Therefore, you are requested to give your honest and genuine response as it is very important for the quality and successful completion of the study.

List of interview questions:

Part I. Demographic variables

1. When did you join AHISDO's child sponsorship program and how?

2. What is your academic level?

3. How long you benefited from the program?

4. When did you leave the program and what was the reason for your living?

5. How did you inform the concerned staff regarding your leaving and what was their response?

6. What do you do for leaving?

Part II. Program expectation and effectiveness

7. What were your expectations before you joined the program?

8. Did you find what you were expecting after you joined the program? Please explain your answer in comparison.

9. What were the services you received during your stay? Please state all of them.

10. Among the above mentioned services, which one of them were your felt needs and which were not?

11. Which services of the program were effective in meeting the program's objectives and how?

12. Which services of the program were not effective in meeting the program's objectives and how?

13. Were the services provisions regular or irregular?

    Yes   No

     If there was irregularity, what were the reasons?

14. How did the project follow-up and monitor child sponsorship activities?

15. As one of the major strategy, what was the project's input regarding your education?

16. How did you benefit from the "Big-Brothers–Big-Sisters scheme in your school performance?

17. How did the service deliverers deliver services?

18. What do you think about child sponsorship program long term impact on the target community?

    Part III. Communication

19. How the staffs did inform your sponsor? What was your sponsor's response when you left from the program?

20. Did you know your sponsor and how did you communicate with your sponsor?

21. How did the program's staffs facilitate your communication with your sponsor?

22. What is your perception towards the program?

23. How did you communicate with the service deliverers to discuss on issues concerning the program status and improvement?

24. In your opinion, what were the strengths and weaknesses of the project in executing child sponsorship program?

25. Do you think sponsorship program eradicate urban poverty in general and create self-reliant citizens in particular? Why?

Thank you very much for your time!!!

PROFORMA FOR SUBMISSION OF MSW PROJECT FOR APPROVAL FROM ACADEMIC COUNSELOR AT THE STUDY CENTER

Enrollment No---

Date of submission --

Name of the study center --

Name of the guide --

Title of the project --

Signature of the student --

Approved/not approved

Signature ------------------------

Name and address of the guide	Name and address of the student
---	---
---	---

Date --------------------------------