



Beneficiary Educational Performance Evaluation

Project: Kisumu, Kenya

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Program background: The CFCA Kisumu project serves communities in Nyanza Province and Rift Valley in Kenya. Most participating families are engaged in small agriculture, business or domestic chores. Parts of the region have been significantly impacted by HIV/AIDS, drastically reducing the population. This has negatively affected education as many children live under guardianship or in child headed families who do not prioritize education. As a result, the Kisumu project has witnessed increasingly poor academic performance from most sponsored children. Through CFCA's Hope for a Family Program, education is given first priority. Beneficiaries are given an opportunity to budget for their educational needs such as school fees, textbooks, uniforms, and other school supplies.

Purpose of the evaluation: The purpose of the evaluation was to determine the academic performance of sponsored children and the challenges they face in order to learn how to best support them in improving and to examine the effects of the sponsorship program on the education of Kisumu sponsored beneficiaries.

Methods:

Archival data, including student report forms and benefit logs

Self-administered questionnaires for beneficiary households (assisted in cases with reading/understanding challenges) and teachers

Interviews of parents, guardians, beneficiaries, and teachers

Key findings and Conclusions:

- Beneficiaries demonstrated average academic performance.
- 65 percent of beneficiaries in communities of primarily parent headed households prioritize education through attending private schools. 25 percent of beneficiaries attended private schools in communities dominated by guardian and child headed households.
- 80 percent of households indicated a preference to educate boys over girls.
- Most families valued nutrition benefits more compared to education benefits.
- Poor parenting, lack of learning materials, and lack of school fees were the 3 most cited factors related to poor academic performance.

Learnings and Report recommendations:

- Parents, teachers and CFCA need to team up to support children's education.
- Begin career counseling earlier in childhood so that a child may achieve his/her goal.
- Sensitize the communities on guardianship regarding care for orphaned and vulnerable children.
- Prioritize education in benefit budgets, even for primary students in public schools as this is the foundation level and students need uniforms and materials to perform well and go on.
- Empower parents/guardians to be able to financially sustain their families and save sponsorship funds for the education of their children.