



# Sponsorship Evaluation & Redesign Guidance

## Part 1: EVALUATING CHILD SPONSORSHIP IN AN ADP EVALUATION

### QUALITY FRAMEWORK FOR CHILD SPONSORSHIP

There are four high level Child Sponsorship outcomes for an ADP. These can be used to shape the overall evaluation TOR.

#### 1. Impact on children, including all Registered Children

*Assess the degree to which registered children are amongst the primary beneficiaries of the programme? To what extent does the ADP practice a Shared Direct Benefits approach to Child Sponsorship?*

In practice, this should be identified by disaggregating sponsorship data from the evaluation data on all children as well as conducting focus groups to assess the participation of children and families.

Also evaluate against **Minimum Standards for Sponsorship Programming**, which is a clear set of indicators for *minimum* standards only.

The **RC Inclusion Tool** is a useful tool to identify whether all RC are participating in programming activities.

## 2. Contribution to TD process with the community

*Assess the degree to which sponsorship complements the community development processes.<sup>1</sup> What is the perception of Child Sponsorship by children and community groups, and what positive and negative effects does it create?*

The suggested focus group questions and household survey below can contribute to this.

## 3. Contribution to TD of donor

*What is the quality of communication to the donor?* [Copies of Introductory Letters, correspondence & completed Annual Progress Reports to be randomly selected and reviewed – by evaluation team, and cross-verified by the SO if possible. The sponsorship service standards and Key Performance Indicators (KPIs) are also an important measure of contribution to TD of donor.]

## 4. Efficiency<sup>2</sup>

*To what extent have sponsorship practices been integrated with other development activities? What challenges are occurring in Child Sponsorship that require better management?*

### Prerequisite

ADP team, evaluation team members, and relevant community members should complete Sponsorship Basic Training (SBT) prior to the evaluation. This will set the paradigm change to allow them to rethink aspects of their approach to Child Sponsorship and child focused development.

### Methodology

#### DESK REVIEW:

The first step is to identify any areas of Child Sponsorship that may require stronger management in redesign. Using team reflection (include the NO sponsorship team if possible), key reports and the headings in the ***Sponsorship Feasibility and Risk Management*** tool, identify any issues or problems with sponsorship that occur within the ADP. Reports may include:

- ***RC Inclusion*** tool<sup>3</sup>. Reflect on the results and identify any major steps that need to be taken using the reflection questions in the tool. ***Note carefully:*** *In some ADPs it may become apparent that the programme budget is insufficient to cover all the areas where RC are located, and that the population density may not be sufficient to support work in primary focus areas.* If so, use the Economy of Scale section of the Sponsorship Feasibility tool to examine further.
- KPI database. Identify areas of strength and areas that may point to inefficiencies that can be improved or need further investigation.
- Run an Reason for Leaving (RFL) report from STEP to identify any trends in the ages children leave the programme and reasons such as migration, high dropout at younger ages, early marriage, child labour, unhappy with WV...
- Census reports will offer insights into child monitoring practices, eg, are there high numbers of unaccounted children?

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<sup>1</sup> This may deserve its own evaluation objective.

<sup>2</sup> This should form part of the overall efficiency review within the evaluation.

<sup>3</sup> If this has not been done recently, you should conduct it during the evaluation.

- RC death report can give insight into the impact of preventable diseases on child mortality. This can serve as a proxy for child well being and the responsiveness of programming to presented health challenges of children, including RC.

Some of the issues that emerge may be explored during the evaluation, such as focus groups or KIIs, as frontline staff, volunteers or community members may give important insights into the issues raised. All issues should be recorded in the Sponsorship Risk Management Matrix (from **Sponsorship Feasibility and Risk Management** tool) and included in the evaluation report, to be addressed with appropriate management strategies during redesign.

#### **EVALUATION:**

Integrate Child Sponsorship questions into household survey and focus groups. See below.

Conduct specific focus groups of Registered Children and families, and non-registered children and families. Develop questions based on TOR and any emerging themes from desk review.

Interview staff, volunteers, or others to explore any issues raised in the desk review.

Children and youth should participate in the evaluation process. Children and youth should also be included in a workshop at the end of the evaluation to process the findings. Participation in the reflection is key to helping the community understand for themselves the reasons for change.



## Focus groups

Questions about sponsorship should be given to all focus groups.

### A. Focus group questions:

Here is a sample set of Focus Group Questions (for more general focus groups) that includes a sponsorship question. The placement of the question in this sample is designed to see whether the perceptions of sponsorship are aligned with the concepts of development.

1. In your opinion, what has been the most significant change in recent years? Why do you consider this change is the most important?
2. What is the role of the ADP?
3. *Describe your understanding of sponsorship. Are there any problems with sponsorship? What changes in your life or the community have resulted from sponsorship?*
4. If another NGO began a program here, how should they do things differently?
5. What is your vision for the community over the next five years? How do you think that this vision could be achieved?

### B. Focus groups with children:

Focus groups of children should be included, and there should be at least one group of RC and one group of non-RC. These groups should explore the issues associated with sponsorship in more depth. Focus groups with children should adopt child-friendly approaches. Use of PRA tools such as 10 seed are useful ways to involve the whole group. Generally, children <11 lack the abstract thought necessary to explore the themes (cf. Piaget).

For younger children, consider play-based evaluation techniques or mothers/primary caregivers for proxy feedback.

Amongst other issues, these groups should allow children to explore how sponsorship has affected their lives both positive and negative (e.g. stigma, jealousy) and whether they are able to connect changes in their life with sponsorship.

## Questions to be adapted/added to Household Surveys

Does this household have one or more sponsored children (Please circle)?      **Yes**              **No**

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

Would you say that:

Statements (tick the correct answer for each statement) <sup>4</sup>	Agree	Disagree	Comments
The child sponsorship practice here has helped in the development of this community.			
Child sponsorship makes some families feel jealous.			
Child sponsorship divides rather than unites the community.			
Child sponsorship is putting in place community structures capable of looking after the community when WV leaves.			
When WV leaves, the community will need to find another organization to help the community.			
The community understands child sponsorship, and is well informed about its practice and its purpose.			
WV should spend more money for families who are registered in child sponsorship rather than developmental programs.			
The selection process for sponsorship is not fair			
The families with sponsored children would not cope with life if the children were no longer in sponsorship.			
Child sponsorship is linked to other programs in the community and the community’s vision for the future.			
Child sponsorship practice is built on community initiatives and demands.			
The community genuinely participates in sponsorship initiatives.			
Child sponsorship practice motivates people and transfers skills to the community.			
Child sponsorship is aligned with local and regional government policies.			
Child sponsorship is built on local community structures rather than creating parallel structures.			

<sup>4</sup> This questionnaire can be done on a Likert scale of 1-5 if appropriate. Interviewers may probe on some of the responses and capture specifics in the comments section.



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

## Part 2: Principles of re-design for Child Sponsorship

**Important references:** The Handbook for Integrated Programming Annex 6, Sponsorship Programming Guidelines, Sponsorship Minimum Programming Standards, IPM Sponsorship Programming Tools, Sponsorship service standards.

1. **Evaluate to determine degree of alignment:** Use the sponsorship evaluation tools to review the programme alignment with sponsorship programming principles.
2. **Sponsorship Integration Project:** Use and adapt the guidance in the Step 5 of the Critical Path and the Sponsorship Integration Project to guide the redesign process for sponsorship.
3. **Address the critical gaps:** During redesign, you will need to consider the following –
  - a. **Walking with the community:** In repositioning Child Sponsorship, including Shared Direct Benefits and moving away from ‘benefit packages’, there is a risk that families may not fully understand, and may be disillusioned. Adopt the following principles:
    - Don’t change old practice until you replace it with better practice.
    - All changes in Child Sponsorship is discussed and negotiated with community members.
    - Changes are made on the basis of the community’s realisation of a better approach. Negotiate and take steps, but make sure that the community members see the reason. Conduct meetings where you discuss any challenges with Child Sponsorship identified by the community, and discuss the advantages of alternative approaches.
    - Try to begin building in a ‘community contribution’ component to any existing ‘hand-out’ type interventions, and decrease WV contribution over time, building a strong base for the community to continue the activity beyond the project lifetime.

In Bunurong ADP, WV used to pay school fees for registered children only. They discussed with the community the evaluation findings that many other children missed out and it had created jealousy. In terms of efficiency, many of the poorest had not been helped whilst some registered children receiving school fee assistance didn’t even really need this help. The evaluation also raised this as a question of sustainability - when WV leaves, who will pay these fees? They discussed better ways to use these same funds that would help everyone. They agreed to put those resources into the new Credit with Education project to help to raise the income of the most vulnerable so that they can pay the fees themselves. But it was decided to do it gradually. Next year, community members would pay 25% school fees next year, 50% following year, and so on.

- b. **Child focused development, Sponsorship Minimum Programming Standards and Sponsorship Programming Guidelines:** Within IPM, Child Sponsorship is designed to support development that is child-focused. The development priorities that are identified with the community need to, at a minimum, address the issues identified in the Sponsorship Minimum Programming Standards.

**c. Revise Child Selection:**

- i. Use the **RC Inclusion** tool: (should have been completed already, if not it should be part of the evaluation). You will need to identify any children are not able to participate in or benefit from the programme.
  - ii. Redefine geographic area and programme focus with children: This may include defining primary focus areas, to focus interventions for greater impact. For children living outside focus areas, there will be some areas that can be managed with natural attrition with plans for participation.
  - iii. Manage implications of introducing Primary Focus Areas: Use the **RC Projection and Allocation** tool to ensure the population is sufficient to manage the RC numbers. Develop a transition plan for children living outside focus areas, according to the guidance in the **RC Inclusion** tool.
  - iv. Redefine child selection: Redefine child selection process to include community in process using the Child Selection Tool. Redefine child selection criteria to ensure children are participating in programme activities. Plan for higher saturation in areas with more programme activity.
- d. Sponsorship Feasibility and Risk Management tool** – The evaluation will identify problems experienced with child sponsorship in this ADP under efficiency, and record them in the sponsorship Risk Management Matrix from the Sponsorship Feasibility & Risk Management Tool. Include issues identified in the risk management matrix to guide the redesign.
- e. Sponsorship Community Engagement plan**– Use a communication plan to reposition sponsorship with the community (see **walking with the community**). Manage ongoing community understanding of Child Sponsorship and development.
- f. Monitoring toolkit** – Develop an integrated monitoring plan, positioning sponsorship around fun activities and learning and experiences for children, and integrating contact with children with development activities from partners or other projects where possible. This can reduce duplication of effort, and increase efficiency.
- g. Most Significant Change** – Introduce as a participatory monitoring tool for the entire ADP. It will also help families see how Child Sponsorship changes their lives through the programme as they hear stories of change; and strengthen quality of communication to sponsors.
- h. Sponsor engagement and transformation** – Strengthen processes for sponsor engagement and transformation.
- i. Any other issues**

**CONCLUSION:**

Sponsorship evaluation is required to be part of the periodic ADP evaluation, and should be part of a single process. The idea is to look beyond the achievement of traditional KPI's to the achievement of the high level outcomes outlined in page 1. Programme, sponsorship and Ministry Quality/DME staff need to be part of the evaluation.