

**INFLUENCE OF COMMUNITY INVOLVEMENT ON SUSTAINABILITY OF FREE  
PRIMARY EDUCATION FUNDED PROJECTS: A CASE OF OLEKASASI PRIMARY  
SCHOOL AND NAKEEL PRIMARY SCHOOL ONGATA RONGAI DIVISION IN  
KAJIADO COUNTY**

**By**

**HARRISON GAKURE NUNGARI**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF ARTS IN  
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**2011**

## DECLARATION

This project is my original work and to the best of my knowledge and has not been presented to any other university or institution for award of a degree.

Name: GAKURE HARRISON NUNGARI

Registration Number: L50/70920/07

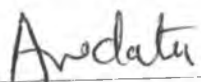
Signature:  Date: 28-6-11

This proposal has been submitted for examination with my approval as university supervisor

Name: ANNE NDERITU

Lecturer: University of Nairobi

Department of Distance Studies

Signature:  Date: 28-6-11

## DEDICATION

This research is dedicated to my mother Mary Nungari Wamiti for her sacrifice and patience to get me through post graduate studies.

## ACKNOWLEDGEMENT

First, my gratitude goes to my Supervisor, Anne Nderitu, Lecturer, University of Nairobi, for her time, wise input and academic counsel and guidance throughout the entire project. I would also wish to thank all the lecturers and support staff in the Master of Arts in Project Planning and Management program.

Secondly, I wish to convey my sincere gratitude to all key informants and other respondents who have spared time to contribute towards the success of this study.

Thirdly, I am grateful to my mum Mary Nungari Wamiti. Thank you mum for your continuous efforts and sacrifices in making it possible for me to acquire, realize and recognize the value and importance of education. I would also wish to thank my beloved brother and aunts for their endless encouragement throughout my studies.

## ABSTRACT

The objective of this study was to investigate the influence of community involvement in sustainability of the Free Primary funded projects. This research was to explore community involvement in the FPE funds usage since the topic has never raised attention before. The research will use descriptive survey design so as to obtain a general overview of the Free Primary Education Funds usage. The sample size of this study will be 272 respondents.

Data analysis involved checking the data for accuracy, entering the data into the computer, transforming the data, developing and documenting a database structure that integrates the various measures.

The target population in this study constitutes of pupils of the two primary schools and the parents respectively. The study will use semi-structured questionnaires to collect data on the respondent's perception of performance contracts each respondent was given a questionnaire to fill.

The study established that that the FPE funded projects in Nakcel primary school involved the community in projects identification and implementation choices whereas in Olekasasi primary school the community did not have enough representation in projects identification and implementation choices.

The findings indicates that most of the respondents of Nakeel primary school agreed that they were actively involved in the selection of the PMC which resulted to the sustainability of Free Primary Education funded projects whereas for Olekasasi primary school, majority disagreed that they were involved thus resulting to lack of sustainability.

The study established that the Nakeel primary school community was involved in the projects' monitoring and evaluated, there was a residence monitoring and evaluation, that the projects were sustainable and that the projects were successful whereas in Olekasasi primary school community did not have a chance to participate in monitoring and

evaluation results to successful completion of the project in Nakeel primary school whereas lack of community involvement in M & E resulted to unsustainable projects in Olekasasi primary school.

The Free Primary Education fund management needs to strengthen Free Primary Education funded projects committees and the PMCs capacity building initiatives on community involvement. In the implementation and management of Free Primary Education funded projects there is need to increase the current allocation of 2% which is not enough to meet continuous training needs.

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## ABBREVIATIONS AND ACRONYMS

<b>BoQ</b>	Bill of Quantities
<b>CDF</b>	Board The Board of Management of the Constituencies Fund.
<b>DA</b>	District Accountant
<b>DDO</b>	District Development Officer
<b>DPC</b>	District Project Committee
<b>ESP</b>	Economic Stimulus Program
<b>FAM</b>	Fund Account Manager
<b>FPEF</b>	Free Primary Education Fund
<b>FPE</b>	Free primary education
<b>FPEC</b>	Free Primary Education Fund Committee
<b>GoK</b>	Government of Kenya
<b>LATF</b>	Local Authority Transfer Fund
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MP</b>	Member of Parliament
<b>NGO</b>	Non-Governmental Organisation
<b>PMC</b>	Project Management Committee
<b>PWD</b>	People With Disabilities
<b>REPF</b>	Rural Electrification Programme Levy Fund
<b>RIVILF</b>	Roads Maintenance Levy Fund
<b>SEBF</b>	Secondary School Education Bursary Fund

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

As countries in Africa are heading towards achieving universal basic education and as part of scaling up poverty reduction Free Primary Education have become increasingly popular. Free primary education is found in a growing and diverse set of African countries, such as Kenya, Lesotho, Malawi and Uganda (J Ole Tulana, 2010).

Operations of free primary education Funds remain controversial in donor communities because they raise fundamental questions about democratic theory, the efficacy of government service delivery, the extent to which such service delivery can be made accountable, the role of legislators in selecting development priorities, and how public participation in policy making can be made more meaningful ( W Maina, 2010).

Free primary education is increasingly becoming a popular vehicle for politically-centered development that seeks to build relationships between local and central stakeholders, and between stakeholders in government institutions and those in civil society instead of it being a step toward achieving universal basic education and as part of scaling up poverty reduction.

Makerere University of Uganda workshop on “universal primary education at the Makerere university business school discussed that free primary education represent a form of distributive politics and policy making, the workshop raised four central issues concerning the identification of free primary education as a broader set of policy tools aimed at decentralized development. The issue was, do free primary education primarily

a political project or do they represent efforts to spur good, locally-based development? It appears that they are politically driven development initiatives (Avenstrup et al 2004).

The removal of school fees contributes to poverty reduction by ensuring universal access to basic education for all, which in turn helps break the cycle of poverty. It is a significant intervention in achieving universal primary education (UPE) but is lagged behind by a common set of political and social values in support of the existing system ( Dorleans, 2010).

The Kenyan government, like any other developing country has been haunted by the issue of equity in resource redistribution especially in terms of provision of education facilities. Kenya made educational strides in 2003 when the Ministry of Education (MOE) launched Free Primary Education. In January 2008 Free Secondary Education was introduced. As a consequence of these two important initiatives, millions more children from the poorest areas of Kenya have joined school despite unequal distribution of the Free Primary Education fund (D. N. Sifuna, 2008).

**Free Primary Education Fund Allocations for the Year (2005/2009/2010)**

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**Allocation for Free Primary Education**

<b><u>2008/2009</u></b>	<b><u>kshs 1.6 Billion</u></b>
<b><u>2009/2010</u></b>	<b><u>kshs 980 Million</u></b>
<b><u>2010/2011</u></b>	<b><u>kshs 7.4 Billion</u></b>

**Figure1.0.1 Source:** GOK — Free Primary Education Fund Board: <http://www.fpef.go.ke>

The number of pupils enrolled in pre-primary institutions increased from 5.9 million in 2002 to 8.9 million in 2010. The government has increased the number of teachers by

44.7% to 72,1% over the period. The pupil to teacher ratio stands at 23:1 from 48:1 (GOK, 2010).

The Free Primary School Education (FPE) scheme has led to increased pupil enrolment from 5.9 million in 2002 to over 9.6 million in 2010. Gender parity has been realized, with girls constituting 49% of the total primary school children in the country. Since the inception of the FPE in 2003, the Government has paid out Ksh. 31 billion has been to public primary schools for purchase of learning materials (Kimani et al 2009).

More children are joining secondary schools, with the transition rate from primary to secondary schools rising from 43.3% in 2000 to 57% in 2005. Extra financial support to boarding primary schools for learners with special needs and those in hardship areas is being provided. The Government has intensified provision of learning materials to integrated primary schools to increase enrolment of learners with special needs.

The Government, in collaboration with development partners such as the Organization of Petroleum Producing Countries (OPEC), the African Development Bank (ADB) and the United States Agency for International Development (USAID), has put in place infrastructure investment programme to coordinate the construction and rehabilitation in physical facilities in learning institutions. In 2005/06 financial year, a total of Ksh.199 million was paid out to needy primary schools for the construction of physical facilities through infrastructure development programme (IDP). 99.1 per cent of primary school teachers are now trained. The number of untrained teachers has declined from 2,245 in 2002 to 1,469 in 2010 (Awiti, 2007).



**Table 1 .0.1 Distribution and use of the Fund**

<b>SECTORS</b>	<b>(%) OF ANNUAL ALLOCATION</b>
Food provision to pupils	15
Textbook Reserve	5
Administration and offices	3
Classroom building	77

**Source:** GOK — Free Primary Education Fund Board: <http://www.fpe.go.ke>

A look at the implementation of free primary education in recent years reveals that ideas are initiated by the public in the location meetings called by the Member of Parliament where prioritized projects are forwarded to the free primary education funds for funding. The public have equal rights to be informed and accounted to. Lack of information on the implemented projects by the public, is an indication of poor information flow and apathy among the public to find out how the education funds are implemented. Implicit in freedom of expression is the public's right to open access to information and to know what government is doing on their behalf, without which truth would languish and people's participation in government would remain fragmented (Ludeki, 2007).

Communities all around Kenya have used their Free primary education Fund allocation for projects such as the construction of classrooms, health facilities, water projects, sports facilities and also free food for the pupils including breakfast and lunch. The communities have not been able to on the use of the funds in the schools and the information remain confidential to the headmasters therefore the communities becomes unable to monitor the free primary education fund (Ludeki, 2007). Lack of awareness by community members and fund managers of their roles and responsibilities in the

governance of funds has contributed to poor performance and in some cases a complete failure of the funds. Secondly, results in poor prioritization of projects leading to poor utilization of the funds through implementation of no priority projects. The criteria for allocating free primary education fund, for example has been found to be unfair to orphans, whose multiple roles undermine their academic performance. No mechanisms exist to deal with projects such transportation of children from poor families who walk for miles everyday to access school, water systems, and class rooms that are incomplete, children from the poor who walk to school bare feet or even tree shade classrooms all entailing shared benefits.

No clear mechanisms exist to avert duplication of functions. Both Free Primary Education Funds and the Ministry of Education offer education bursaries. There are also reported instances of a single project claiming support from different funds, with no checks to prevent 'double' accounting. Finally, there are challenges to ensuring that all decentralized funds reach all public primary schools of the county in adequate quantities, and that all funds allocated are actually utilized instead of being returned to the source so as to ensure good quality and non questionable education is funded. Second, the capacity of free primary education fund Committees makes public participation in the early (and late) stages of project planning and implementation difficult.

## **1.2 Statement of the Problem**

The free primary education was introduced in Kenya for Creating opportunities for advancement in education for children of poor background and those in remote regions. A study conducted in August 2010 by the counties Accountability project an NGO which

conducted research in Nairobi's public primary schools revealed several key deficiencies in Free Primary Education practices. Among the issues outlined involves the flow of information about the Free Education Fund usage. Access of information remains difficult, preventing the ability of the public to monitor how the government uses their tax money, beneficiaries that is the parents and the pupils not involved in projects implementation (UNESCO, 2010). Among the various issues raised, this research will analyze two projects in Ongata Rongai: Construction of facilities at Nakeel primary school which are all successfully complete and funding in Olekasasi primary school which was abandoned as the funding has failed and is characterized by incomplete classrooms, no running water and no kitchen.

### **1.3 The purpose of the Study**

The purpose of this study is to establish the influence of community involvement on sustainability of Free Primary fund projects in Nakeel Primary school and Olekasasi Primary School in Ongata Rongai.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To establish the extent to which influence of community involvement in Free Primary Education funds usage influence sustainability of Free Primary Education Funded projects.
- ii. To examine whether influence of community involvement in project management committees influence sustainability of Free Primary Education Funded projects.

- iii. To assess whether level of community involvement in the Monitoring and Evaluation influences the completion of Free Primary Education funded projects.

### **1.5 Research Questions**

The following are the research questions that guided the study:

- i. To what extent does the influence of community involvement in the Free Primary Funds usage influence sustainability of the free primary education funded projects?
- ii. To what extent does the influence of community involvement in selection of the project management committee members influence projects sustainability in the schools receiving the funds?
- iii. To what extent does the level of community involvement in monitoring and evaluating influence sustainability of projects at the primary schools that benefit from the funds?

### **1.6 Significance of the Study**

The study will be of importance to researchers as it will add to the existing body of knowledge in the area of free primary education fund in general and community involvement in particular. The findings will also assist government in rethinking policy issues pertaining to free primary education fund management.

The study will assist stakeholders of free primary education which include partners such as OPEC and USAID to fund projects that are relevant to the beneficiaries.

### **1.7 limitation of the Study**

The researcher expects to meet the following obstacles during the study: Financial constraints due to the distance between the two primary schools with a bigger population

target. Thus the population will be reduced using the formula provided in the sample size to overcome the limitation. The illiteracy of the respondents to give correct or full information is an obstacle expected. The research assistants will be picked from the community so as to easily interpret the questionnaire to the respondents. The distance to be covered in data collection is diverse between the two schools. The research assistants, two for the unsuccessful project and two for the successful project, will be picked from those specific locations.

### **1.8 Delimitation of the Study**

The researcher has the advantage of knowledge of the area covered and thus will be able to access the information and trust of the community and the opinion leaders. The location of the two primary schools chosen is important as they are within Ongata Rongai and the researcher can access information on the allocation accorded to each school. Projects in Nakeel Primary School are fully complete and operational unlike Olekasasi primary school which has not yet completed even a single classroom and the school lacks a very basic commodity for primary school pupils that is clean drinking water considering the heat from the scorching sun.

### **1.9 Basic assumption of the Study**

The researcher assumes that the sample and choice of the projects at Nakeel Primary School, and the projects at Olekasasi Primary School, , will bring out representation of the entire population of Free Primary Education Funds projects in Ongata Rongai. The researcher expects that the respondents answer the questions correctly and truthfully.

## 1.10 Definition of significant terms used in the Study

**Community:** Means residents of a particular geographical area or region defined as a constituency, location, or sub location and having common interests

**Free Primary Education Fund Board:** The National Board of Management of Free Primary Education Fund overseeing national policy and monitoring; formerly known as the National Management Committee (NMC).

**Free Primary Education Fund Committee:** The Free Primary Education Fund Amendments Act 2007 defines it as a committee constituted and convened by the elected member of Parliament within the first sixty days of a new Parliament or a by election and have a maximum of fifteen members. Free Primary Education Fund Committee deliberates on project proposals from all the locations in the constituency and any other projects which the committee considers beneficial to the constituency, including joint efforts with other constituencies. The Committee determines the quantum of installments to various projects in the constituency, taking into account the disbursement received and the requirements of different projects.

**Influence:** Defined as the active process by which community manipulate the direction and execution of a project rather than merely be consulted thereof or receive a share of the benefits.

**Monitoring:** It is a process of systematically reviewing progress against planned activities to ensure that implementation is on schedule.

**Project Management Committee:** The Free Primary Education Fund Amendments 2007 recognize the project management committee and define it as persons elected or

nominated to implement a project or institution, including one existing prior to the establishment of the fund, which assumes the responsibility of implementing a project funded under the Act.

**Project:** A project is an undertaking that has a beginning and end and it is carried out to meet established goals within costs, time schedule and quality dimensions.

**Sustainability:** This has to do with the success rate in terms of completion rate, ownership and project identification that the participating community has with a Free Primary Education Funded project due to either its successful completion or project failure.

### **1.11 Organization of the study**

This research project will cover aspects of community involvement towards sustainability of projects. In chapter one, the global perspective about FPE will be covered. The chapter also discussed the legislation enacting the Kenyan free primary education funds. Allocation and distribution of funds, statement of the problem, and objectives of the study, research questions and significance of the study. The chapter will also elaborate on the purpose of the study, limitation of the study, delimitation of the study and basic assumption of the study.

Chapter two will cover the literature review. The theory of Community involvement and democratic decision making will be looked at. Public involvement in rational policy making, involvement of community in project conception, access to information and how to improve on accessibility to information, monitoring and evaluation will be discussed. The chapter will also illustrate the conceptual framework.

Chapter three will cover the research methodology that will be used to collect data and a means of analyzing it for all logical and systematic conclusions. It will contain the research design, study population and includes the sample selection criteria, methods of data collection, and methods of data analysis.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers the following: The theoretical framework, Democratic decision making, the policy analysis process, Project conception and the conceptual framework.

#### **2.2 Theoretical Framework**

Experience has shown that top down resource and development transfers to developing nations are themselves rarely sufficient to eliminate illiteracy and alleviate poverty. Indeed, they may actually accelerate economic inequities and sociopolitical injustice. In addition to natural resources and capital goods, education is essential to achieve sustainable development that enlarges the range of choices ordinary people can make about their own lives (Robinson & Todaro, 1994). Moreover, even politically and economically deprived groups can reject agendas set for them by others. For reasons of development and justice, these deprived people, particularly women, youths, ethnic minorities and the destitute must have more power to shape their own lives and this power can only be achieved through being the chance to make decisions. The important criterion for ethical policy-making is by involving the community.

#### **The Theory of Community Involvement**

Community involvement is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. Community involvement can be traced to ancient Greece and Colonial

New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external participation. Community involvement was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs (Cogan & Sharpe, 1986, p. 283).

Community involvement is a means to ensure that community directs its voice in public decisions. The terms "community" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which community have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe. Mize reveals that the term "community involvement" and its relationship to public decision making have evolved without a general consensus regarding either its meaning or its consequences (Mize, 1992).

Many agencies or individuals choose to exclude or minimize public involvement in planning efforts claiming community involvement is too expensive and time consuming. Yet, many community involvement programs are initiated in response to public reaction to a proposed project or action. However, there are tangible benefits that can be derived from an effective community involvement program. Cogan and Sharpe (1986:284) identify five benefits of community involvement to the planning process as; Information and ideas on public issues, public support for planning decisions, avoidance of protracted conflicts and costly delays, reservoir of good will which can carry over to future decisions and the spirit of cooperation and trust between the agency and the public.

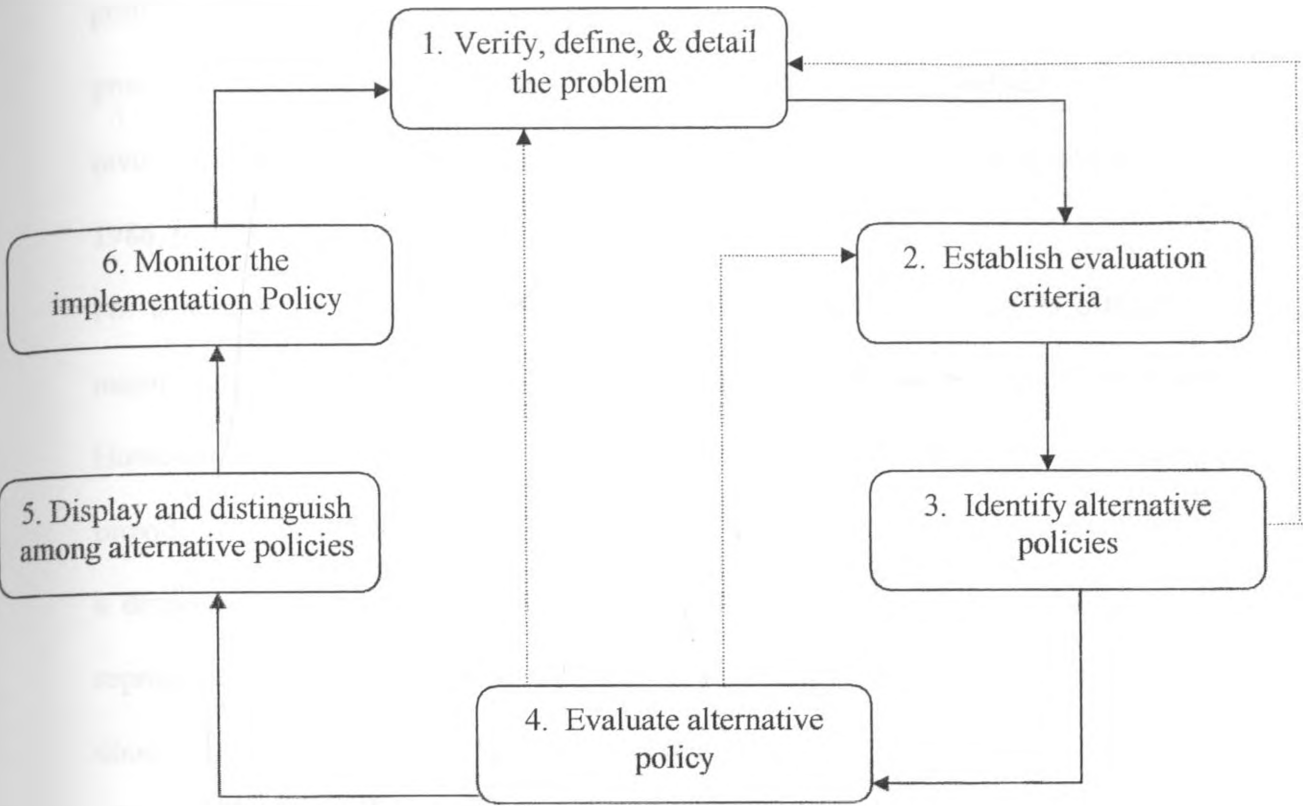
## **2.3 Democratic Decision Making**

Democratic decision-making is based on the assumption that all who are affected by a given decision have the right to participate in the making of that decision. Involvement can be direct in this classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model. They go on to point out that criteria for evaluating policies in a democratic process are the accessibility of the process and/or the responsiveness of the policy to those who are affected by it, rather than the efficiency or rationality of the decision (Kweit and Kweit. 1986).

### **a) Community Involvement in Rational Policy Making**

Many “rational” policy decisions are made using the policy analysis process. According to Lang, (1986) a decision is rational to the extent that it is shown empirically to match the best available means of achieving a given end. Traditional rational planning and policy analysis processes typically have five or six steps. Patton and Sawicki (1986) outline six steps in the policy analysis process: (1) problem definition; (2) identification of goals and objectives; (3) development of alternatives; (4) development of evaluation criteria; (5) Identification of the “best” alternative; and (6) monitoring and evaluation of the outcome.

This is well elaborated in figure 2.1



**Figure 2.1: The Policy Analysis Process**

Source: Patton and Sawicki (1986)

The policy analysis tends to concentrate power in the hands of a few experts and that policy analysis is most compatible with bureaucratic decision-making which is

“antithetical to citizen participation” (Kweit and Kweit, 1986, p. 21). Because the policy analysis process relies on specialized techniques, expertise is an inherent component of policy analysis. As such, the role of citizen participation in the traditional policy analysis process is minimized. Community often lack technical expertise and can be emotionally involved in issues of concern rather than being detached and rational (Kweit and Kweit, 1986, p. 22).

For a number of reasons, a purely rational decision-making process is difficult. One major limitation inherent in the process is the lack of comprehensive information. However, input from community groups outside organizational boundaries can help provide more comprehensive information on all aspects of the policy analysis process. In a democracy, it is the public that determines where it wants to go, and the role of its representatives and bureaucratic staff is to get them there. In other words, ends should be chosen democratically (Kweit and Kweit, 1986, p 25).

#### **2.4 involving the Community in the Conception of FPE Funded Projects**

Chandler (1988) defines community involvement as the direct participation of the community in policy formulation, administrative decision making and programme implementation. Hence the decision made involves and become acceptable to those affected by them.

##### **Project conception**

Harrison (1992) writes that the conception phase of the project cycle involves taking an idea and converting it into a formal project proposal. Project conception thus refers to that phase whereby the project is defined in conceptual terms; objectives of the project are identified; and requirements to complete the project are roughly defined. According

to Goodman and Love (1980, p. 49), the first task of the entire project cycle is to identify the project area. These authors are of the opinion that, ideally, projects should be a response to a readily apparent community need or a deficiency in the development of the local environment. Projects therefore begin as ideas which contemplate movement via concrete actions towards new or improved situations to meet identified community needs. According to Baum and Tolbert (1985, p. 339) projects originate from a multiplicity of sources. In practice, project ideas often result from the identification of unsatisfied community demands needs and possible means to meet them; problems or constraints in the development process caused by shortages of essential facilities and material and human resources; unutilized or underutilized material and human resources and opportunities for their conversion to more productive purposes; and the need to complement other investments (such as providing roads and sanitation to a housing project). Once a development project has been identified, it is necessary to develop a statement in broad terms which indicates project objectives and outputs, as well as estimates of the resources required by the project. This stage of project conception is referred to as project formulation and preliminary design.

Conyers and Hills (1984, p. 132) assert that various aspects of the proposed project demand mention during project formulation, namely the nature and extent of resources to be utilized and extent of the product/service to be provided; target group of the project; duration of the project; and relationship between the resources used and the outcome of the project. With an overview of the nature and requirements of project conception as the first phase of the project management cycle, it is possible to analyze the necessity.

Involving the community in the conception of projects at the local primary schools lead to community involvement in the conception of projects that will solve their needs directly thus creating high ownership from the community. Reddy (1996, p. 102) writes that one of the challenges confronting democratically elected local authorities was to reconcile conflicting local interests, taking due regard for national and provincial policies and, within this context, developing their own strategic direction. Botha (1991, p. 6) asserts that the underlying philosophy of a democratic system of local government is maximum effective involvement in the political process by all local inhabitants. This principle dates back to the Greek city-states of Plato and Aristotle whereby the citizens were directly involved in the making of decisions relating to their own welfare. Chandler (1988, p. 175) defines community involvement as the direct engagement of the local community in the processes of policy formulation, administrative decision-making, and programme implementation.

It furthermore implies that decisions made should involve and be acceptable to those affected by them (Scruton 1982). Thus, the making and implementation of decisions relating to development in the local government sphere should not be done in isolation of the local community being served. In this respect, Brown (1995) adds that community involvement can be defined as the active process by which beneficiary or client groups influence the direction and execution of a project rather than merely be consulted thereof or receive a share of the benefits. This definition has some important implications for the project management cycle and project conception in particular.

Picciotto and Weaving (1994) add that project conception could be termed the 'listening' phase of the project cycle since it involves an open-ended but systematic inquiry into the concerns and views of all relevant stakeholders, particularly the beneficiary community.

In addition to the above arguments in favor of community involvement, especially during the initial phases of the project cycle, Salmen (1987) is of the opinion that many 'people-oriented' development projects fail to realize their potential, or to sustain their achievements, for lack of knowledge or understanding of the concerns and beliefs of beneficiaries. It is stressed that project managers need to take record of the socio-cultural context of projects the history of a place and its people, their traditions, values, and forms of organization and seek to enlist the cooperation of the beneficiaries. Ludeki et al., (2007) says that Beneficiary communities tend to react negatively to proposals which affect them and have been identified and formulated without heir involvement.

The result is skepticism on the part of the community in respect to the motives and intentions of municipal officials, especially when it appears that all the important decisions have already been made. Ludeki et al., (2007) argue that decentralization has many virtues. Competence in local knowledge and information resides in the hands of local officials thus decentralization of authority to local officials' results in realistic planning and action.

## **2.5 Access to Information**

Information is power. Community involvement is based on shared power. Citizen who have current information in economic and environmental, social and cultural issues are better able to respond to community concerns.



Kimani, Nekesa and Ndungu (2009) in a study on enhanced awareness on Free Primary Education Fund among local communities, assessed the community's levels of awareness of Fund and the opportunities available to them in the free primary education fund. Given the fact that Free Primary Education Fund was introduced as a means of realizing community based development, it was encouraging to learn that nearly 60% of the respondents knew where the Free Primary Education Fund office was located. This implies that they could engage in Free Primary Education Fund activities or access Free Primary Education Fund resources. Further analysis on the gender distribution of those who knew where the Free Primary Education Fund office was located revealed that 42.2% were female. About 50% of the respondents stated that they had visited the Free Primary Education Fund office.

Information for development is a tool for empowerment, for example through making the planning figures of budgets available to all, through transparent and competitive bidding processes, through increased accountability of the schools offices on the funds usage. It is also a tool for increasing opportunities and livelihood security. The central underlying issue is the need to stress not only the importance of access to information, but also the relevance and usefulness of information. The value of developing human capacity and in providing access to information and knowledge for development is well recognized, but more effort is required to explain and demonstrate the benefits of investing in these resources (unesco.org).

The evaluation report argues on the need to have a standard "project query" policy should be established. The policy should require that the Free Primary Education Fund Committee maintain a readily available "project information packet" that includes

photocopies of the project proposal, tendering documents, bills of quantity, (Free Primary Education Fund Case File Report, 2008)

## **2.6 Monitoring and Evaluation**

Kimani et al (2009) emphasise the critical for all categories of the society to be involved in monitoring the Free Primary Education Fund activities. With regard to the involvement of valuable groups in monitoring, Free Primary Education Fund 15.6% of the parents was reported to be involved. 12.6% (44.2% females, 55.8% males) of the Pupils were reported to be involved in monitoring the use of Free Primary Education Fund which is very low. Involving the parents and \pupils in monitoring is important because they also have a right to know what's going on with the Free Primary Education Fund in their constituencies since they are the direct beneficiaries and are taxpayers just like the rest of the Kenyans and therefore contribute to the Free Primary Education Fund kitty.

### **a) Transparent tendering procedures**

Transparency in tendering for the various Free Primary Education Funded projects has been instrumental in reducing conflicts within the Free Primary Education Fund Committees and between the people and the Free Primary Education Fund Committees. In Dagoretti, advertising openly for the tenders to the members of the public and opening the tenders on the same day by Free Primary Education Fund Committees in front of all bidders has reduced corruption in tendering processes giving credibility to the Free Primary Education Fund Committees . The fact that the successful bidder is selected on the basis of quality and price eliminates favoritism (Kimani et al, 2007).

This has enhanced interaction between the successful bidder and community members with the members of the public giving support to the successful bidder in implementing

the particular project. This also promotes ownership of the project by the people. It has also reduced divisions within the Free Primary Education Fund Committees due to conflict of interest. The public opening of the tenders limits internal machinations since the successful bidder is selected on merit only. This ensures that there is cohesion within the Free Primary Education Fund Committees and eliminates hostility by members of the public against the Free Primary Education Fund Committees and the successful bidder. Unity within the Free Primary Education Fund Committees has been identified as one of the key pillars for successful implementation of Free Primary Education Funded projects. South Imenti and Kabete, giving priority to local bidders/tenderers has reduced conflicts between successful bidders and community. This has enhanced sense of ownership of the projects funded. The project committee members are in charge of procurement and the award of tenders is based on the standard procurement guidelines issued by Free Primary Education Fund Committees. The guidelines require that tenders be publicly advertised and that at least three quotations be obtained for a particular tender. Quality and price are the key criteria in awarding tenders. The clear procurement guidelines seals loopholes for conflict of interest or nepotism in awarding tenders. However, if there is any such suspected case, the Free Primary Education Fund Committees launches investigations immediately on the suspected project committee. These primary schools make information on tenders. Kimani et al., (2009).

### **B) Involvement of communities in identification and prioritization of Free Primary Education Fund projects**

According to the Free Primary Education Fund Act, each location is expected to develop a list of priority projects to be submitted to the Free Primary Education Committee. It was

established that involving parents and pupils in Free Primary Education Funded projects and programmes creates ownership of the Free Primary Education funded projects and the people look at it as their own project and utilize it optimally while at the same time taking care of it and safeguarding it against vandalism and destruction since it is their property. Samburu West, Kikuyu, South Imenti, Nyando, and Kajiado South counties are good examples of how to ensure involvement of local men and women in Free Primary Education Fund activities right from the sub-location level (GOK 2010).

Monitoring and evaluation need not be expensive or complicated, nor do they require specialist's grand calculations. The complexity and extent of the studies can be adapted to fit the program needs. The job of the project manager in this process is to point out those areas in need of monitoring or evaluation.

X= Community involvement=Sustainability of Free Primary Education funded projects

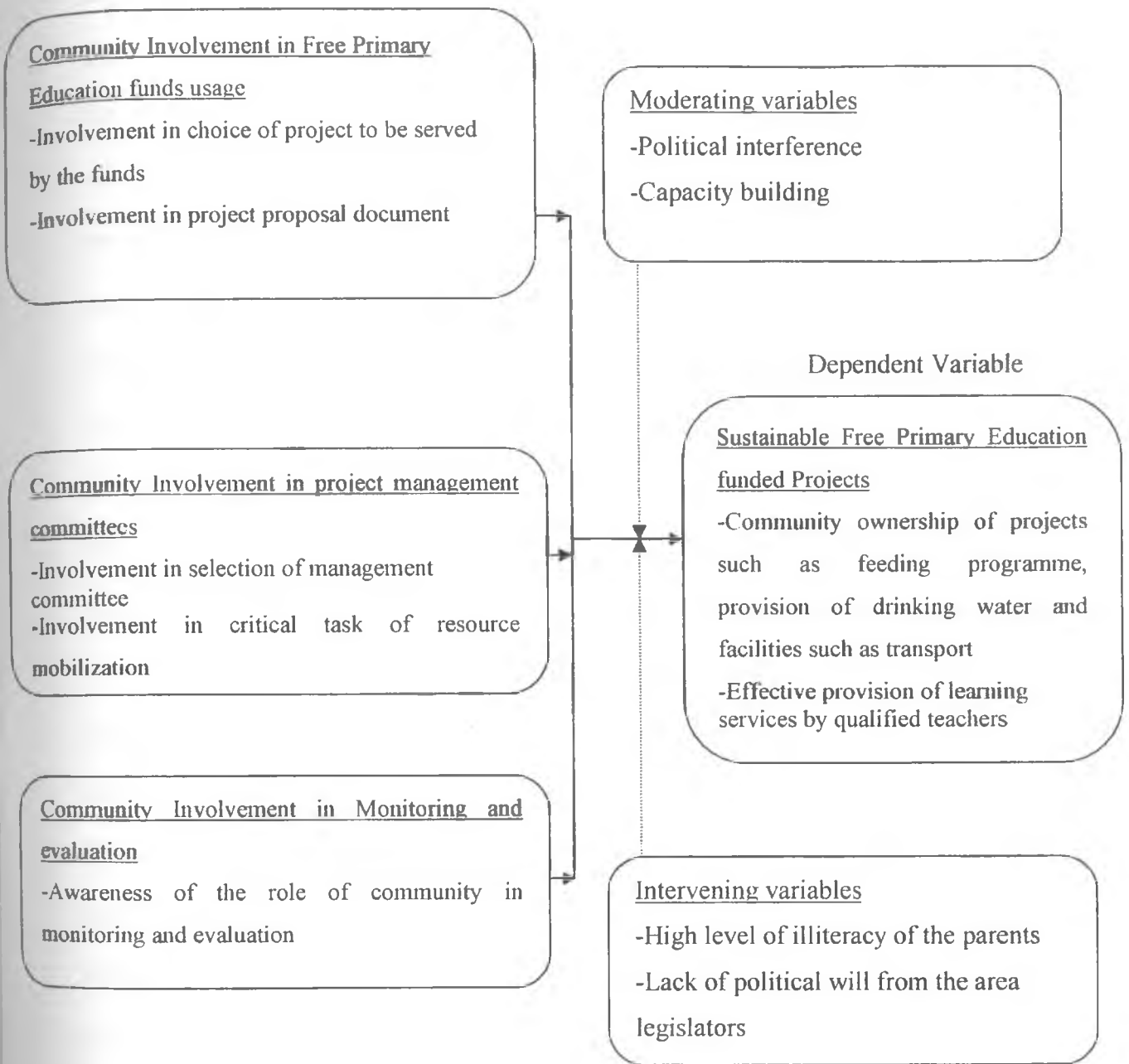


FIGURE 2.2 CONCEPTUAL FRAMEWORK

Figure 2.2 shows the flow of the research variables. The independent variables are; the community involvement in project identification, community involvement in project management committees to manage the projects and community involvement by the PMC in monitoring & evaluation of projects while the dependent variable is the project sustainability. Project sustainability can be measured if the implemented project possesses the following characteristics; adequate capacity to mobilize funds, adequate human capacity to operate, reduced poverty levels among the community and adequate community support. Complete project with community ownership can also be a measure of sustainability.

## **2.7 Chapter Summary**

The chapter has reviewed various literature studies carried out on community involvement. The chapter first explored various situations around the globe and eventually narrowed it to the local scenario. In the last part, the literature focused on participation and involvement of communities in identification and prioritization of Free Primary Education funded projects.

The communities which have current information in economic and environmental, social and cultural issues are better able to respond to community concerns. Access remains difficult, preventing the ability of the public to monitor how the government uses their tax money. And the information that is available about local Free Primary Education funded projects is often inconsistent or inaccurate.

The chapter finally says that Monitoring and evaluation need not be expensive or complicated, nor do they require specialists or grand calculations. The complexity and

extent of the studies can be adapted to fit the program needs. The job of the project manager in this process is to point out those areas in need of monitoring or evaluation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, target population sample selection criteria, methods of data collection, and methods of data analysis.

#### **3.2 Research Design.**

This study will use a descriptive survey design in the communities of Nakeel Primary school and Olekasasi primary school. This research design method will be used so as to obtain a general overview of the Free Primary Education Funds usage. Prudent comparison of research findings will be analyzed especially of the successful and the unsuccessful projects.

#### **3.3 Target Population**

The target population is the project management committees of Nakeel Primary school and Olekasasi Primary school respectively. The parents of the pupils of the two schools and pupils living around the two schools are also part of the target populatio.

Rongai's population as per the national population census of 1999 was 77,650 people, a figure that has significantly grown over the years. A survey conducted in all the locations in October 2010 by CEPED in collaboration with the chiefs estimated the population in the county to be at 209,397 people. The influx of people was as a result of the peaceful trend during the post election violence period. With an average of 10 people per household, the population of Nakeel sub- location is approximately 20,376 people (approximately 5,838 households) while the population of Olekasasi sub-location is 16,980 people (approximately 3,698 households).



### 3.4 Sampling Technique and Sample Size

Purposive sampling was used to select the project management committee to be interviewed. The households to be interviewed were selected through systematic sampling techniques. The form to be used for systematic sampling is an equal-probability method, in which every  $k^{\text{th}}$  element in the frame is selected, where  $k$ , the sampling interval (the skip), is calculated as:

$$K = \frac{N}{n}$$

Where  $n$  is the sample size, and  $N$  is the population size.

To get the sample size, the following formula was used to calculate the sample size.

$$N \frac{p\% \cdot q\% \cdot [z/e\%]^2}{n}$$

Where  $n$  is the minimum sample size required

$p\%$  is the proportion specified category which is 30%

$q\%$  is the proportion not belonging to the specified category which is 70%

$z$  value corresponding to the level of confidence. 95% level of confidence is used which corresponds to 1.96  $z$  value.

$e\%$  is the margin of error required which is 5%

$$\text{Therefore; } n = 30 \cdot 70 \cdot (1.96/5)^2$$

$$n = 2100(0.14)$$

$$n = 323.4$$

The adjusted minimum sample size was used to calculate the sample size since the total population is less than 10,000 i.e. 1536 as the formula below

$$n^1 = n/1 + (n/N)$$

Where,  $n^1$  is the adjusted minimum sample size

$n$  is the minimum sample size as calculated above and

$N$  is the total population i.e. 1536

$$\begin{aligned} n^1 &= 323.4/1 + (323.4/1536) \\ &= 323.4/1 + 0.21 \\ &= 272.3 \\ &= 272 \end{aligned}$$

Therefore the sample size for the whole location was 272 which constitutes of 172 pupils and 100 parents.

The sampling fraction using 272 is;  $K=1536/272$  is 6

The sampling interval or the skip was 6 households. Field data (2011).

**Table 3.0.1: Target population for the successful and unsuccessful projects**

Particulars	Population	Sample size % of population	Sample size
Successful	136	50%	0.5
Unsuccessful	136	50%	0.5
<b>Totals</b>	<b>272</b>	<b>100%</b>	<b>1.0</b>

### 3.5 Research Instruments

The research questionnaire that will be used is an open ended aimed at collecting data on the community involvement in the usage of the free primary education funds from households of Nakeel sub location and Olekasasi sub location respectively. The questionnaire is made up of 5 sections as follows: Section 1, Section 2, Section 3, Section

4 and Section 5. The filling of the questionnaire is expected to take about 15 minutes. The contents of the sections are as follows:

Section 1 will seek personal information of the respondent

Section 2 will gather data on Community involvement in Free Primary Funds usage

Section 3 will gather data on selection of the PMC in management of the Free Primary Education Funds

Section 4 will gather data on community involvement through the PMC in Monitoring and Evaluation of Constituency Development Fund projects

Section 5 will gather data on project sustainability

### **3.5.1 Validity of Instruments**

Mugenda & Mugenda (2003) refer to validity as the accuracy and meaningfulness of inferences which are based on research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. In this study, the research used a questionnaire that guided the researcher to conduct the interview; this was the one that captured all the variables under in the study.

The validity method that will be used is the content-related evidence of validity. The content-related type of validity refers to the content and format of the instrument. The questionnaires will be given to the experts to evaluate if they test the community involvement in the funds usage, selection of project management committees and sustainability of the FPE funded projects.

### **3.5.2 Reliability of instruments**

M'Mugambi, (2002) says that reliability is concerned with estimates of the degree to which a research instrument yields consistent results data after repeated trials. This study

used a standard questionnaire administered to household heads and the project management committees.

The split half method will be used to test the reliability of the instruments. This involved scoring two-halves of a test separately for each item and then calculating a correlation coefficient for the two sets of scores.

The reliability coefficient is calculated using the Spearman-Brown prophecy formula as indicated here below:

$$\text{Reliability of scores on total test} = \frac{2 \times \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ tests.}}$$

### **3.6 Data Collection Procedure**

The primary data collection method questionnaire, interviews, observation and recorded data will be used to carry out the study. The questionnaire that will be used will be structured (close ended questions) and will be administered to household heads. The focus group interviews will be conducted to the project management committees and the recorded data from the projects file and constituency development fund office file were collected. The structured questionnaire was used to facilitate easier analysis and conserve time.

### **3.7 Data Analysis Techniques**

The descriptive statistical test will be used whereby the respondents around Nakeel primary school and respondents around Olekasasi primary school will be interviewed. Underlying assumptions; the sample data has a normal distribution, observations are independent and scores in different groups have homogenous variances.

## OPERATIONAL DEFINITION OF VARIABLES

**Table 3.O.2 Operational definition of variables**

Research Questions	Variable	Dimensions	Measure(S)	Scale	Data Collection Tools	Tools of Analysis
Does the level of community involvement in the FPE funds usage helps in projects sustainability	Community involvement	Involvement of Community representative 's in budget allocations.	Perceived level of community representation in project funding.	ordinal	Questionnaire/interview	Mode, frequency & percentage
		Existence of community surveys identification of priority projects	Presence or absence of resident opinions in project design documents	Normal		
		Community input in project proposal	Presence or absence of community input project proposals.	Normal		

Does selection of the PMC member from the community to manage the projects assist toward sustainability of the project?	Selection of the PMC members	PMC membership composition PMC membership selection process	Perceived level of adequacy community representation PMCs	Ordinary	Questionnaire/Interview	Mode, frequency & Percentages
		PMC membership role	Whether the selection process is seen as fair or not	Nominal		
			Level of involvement in critical tasks such as resource mobilization, control etc.	ordinal		
Does the level of community involvement by the PMC in the PMC in	Involvement by the PMC in Monitoring	The M&E plan guidelines.	To what extent are the residents Involved in M &E process	Ordinal	Questionnaire / Interview	Mode Frequency and Percentages

Monitoring and evaluation of projections help in project sustainability	and evaluating	Residents awareness importance M & E function	Level awareness public on M&S monitoring of Free Primary Education Funded projects	Ordinal		
FPE funded Project Sustainability	sustainability	Human and financial capacity of projects	Adequacy of human and financial resources to function as expected.	Ordinal	Questionnaire / Interview	Mode, Frequency and Percentages
		Reduced poverty levels	Number of households above one dollar a day	Ordinal	Questionnaire / Interview	Mode, Frequency and Percentages
		Fully complete projects	Fully complete project	Nominal	Questionnaire / Interview	Mode, Frequency and Percentages

		Ownership	Local ownership	Nominal	Questionnaire / Interview	Mode, Frequency and Percentages
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### 3.8 Ethical Considerations

The researcher exercised utmost caution while administering the questionnaires. The researcher sought permission from the respondents before the interview commenced. The respondents were assured of confidentiality and no promises were made or incentives offered to coerce them to provide feedback. They were appreciated for finding time to answer the questionnaires.

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## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the data analysis, presentation and discussion of the study. The data was analyzed using descriptive statistics frequencies, percentages and mode. The descriptive statistics tools were to help the researcher describe the data and the features of the data that was of interest. The mode (measurement of value) was used more so to analyze the response in the questionnaire. Data analysis tools of SPSS were used and gave a deeper insight into the responses from the community into the subject of the research. The generated data was quantitative in nature.

The output was presented using tables, to summarize the findings for further analysis and facilitate comparison each table represents the Pearson's Product Moment Correlation Coefficient ( $r$ ) Computation of the relationship between the various variables and project success of Free Primary Funded projects in Ongata Rongai division. Percentages were used to determine the extent to which respondent's involvement contributes to sustainability of Free Primary Education Funded projects. Mode will be used to determine the highest number of respondents who agreed or disagreed on the various variables towards the success and sustainability of Free Primary Education Funded projects. Questionnaires further structured into demographic section which includes knowing gender, age bracket as well as educational level. Findings on severity of certain factors on community involvement in project implementation will be presented in the

form of a 5 - point Likert scale where mode and percentages will be used to determine the extent of severity.

## 4.2 Response Rate

The researcher had a sample size of 272 respondents which was further subdivided into two set of respondents that included; 136 respondents from Nakeel Primary School and 136 respondents from Olekasasi primary school. A total of 268 questionnaires were collected back giving a total of 98.5% response rate which was significant enough to establish the objectives of the study.

## 4.3 Background characteristics of the respondents

### 4.0.1 Respondents Gender Distribution

The study established that the majority of the household 51.5% (138) were male respondents. Compared to 48.5% (130) who were female respondents including parents and pupils of the two areas respectively (see table 4).

Table 4.0.1: Gender of the respondents both parents and pupils

Gender	Nakeel primary school		Olekasasi primary school		Total	
	Freq	%	Freq	%	Freq	%
Female	71	53	59	44	130	48.5
Male	63	47	75	56	138	51.5
Total	134	100	134	100	268	100

Source: Field Data (2011)

#### 4.0.2: Age of the respondents

The findings reveal that most of the pupils interviewed 51.1% (137) were aged between 10 - 15 years, 24.3% (65) were parents and were aged between 30-50years years, 17.5% (47) who were teachers were aged between 41-50 years and 7.1% (19) above 50 years and for the successful and the unsuccessful projects respondents, their ages are analyzed as table 4.02

**Table 4.2: Age of the respondents**

	Nakeel		Olekasasi		Total	
	primary school		primary school			
Age	Frequency	Proportion (%)	Frequency	Proportion (%)	Frequency	Proportion
< 30	42	31.3	23	17.2	65	24.3
10-15	48	35.8	89	66.4	137	51.1
41-50	32	23.9	15	11.2	47	17.5
> 50	12	9.0	7	5.2	19	7.1
Totals	134	100	134	100	268	100

Source: Field Data (2011)

### 4.3.3: Educational level

The study established that the majority of the respondents who were parents that is 48.5% had acquired secondary education followed by 30.2% who had college education. 19.4% had primary education whereas 1.9% had university education.

**Table 4.3: Educational level of the parents of pupils attending the two schools**

	Nakeel		Olekasasi		Total	
	primary	school	primary	school		
Educational level	Frequency	Proportion (%)	Frequency	Proportion (%)	Frequency	Proportion
Primary	37	27.6	15	11.2	52	19.4
Secondary	54	40.3	76	56.7	130	48.5
College	43	32.1	38	28.4	81	30.2
University	0	0	5	3.7	5	1.9
Total	134	100	134	100	268	100

Source: Field Data (2011)

### 4.4: Community involvement in identification of projects

The first objective of the study was to establish the extent to which community involvement in project identification influence sustainability of Free Primary Education Funded projects. The key variables in this section were: the community representation in project conception, level of community involvement in the identification of needs to be

served by the project and community involvement in the choice of the implemented projects.

#### **4.4.1 Community Representation**

Those that acknowledged community involvement to be high in Nakeel primary school accounted for the majority with 75% whereas those that regarded it as low amounted to 25% an indication of high community involvement. In Olekasasi primary school those who acknowledged lack of community involvement accounted for the majority 80% whereas those that regarded it as high amounted to 20% an indication of very low community involvement.

The study also established that the majority of the successful projects (73%) had the community involved in projects identification compared to (30%) unsuccessful projects where the community was poorly involved in project identification. The majority of the respondents (65.4%) observed that the community was involved in the implementation of projects in Nakeel primary school compared to 36% who observed involvement in project implementation leading to the projects being unsuccessful as analyzed in table 4.04.

**Table 4.4: Community involvement in Project Selection**

Responses	Nakeel primary school %	Oekasasi primary school %	Total %
Community representation	114 (75%)	154(20%)	268(100)
Involvement in identification	196(73%)	72(30%)	268(100)
Involvement in implementation choice	175(65.4)	93(36%)	268(100)

**Correlation Matrix**

	Free education projects.	primary funded	Community involvement.	Project selection	Project success
Free education projects.	1				
Community involvement.	.241		1		
Monitoring evaluation	and .301		.124	1	
Project success.	-.486(**)		-.285	-.146	1

---

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2011)**

The above finding indicated that the FPE funded projects in Nakeel primary school involved the community in projects identification and implementation choices whereas in Olekasasi primary school they did not have enough representation in terms of identification and implementation by the community.

**4.5 Involvement in Project Management Committees**

The second objective of the study was to examine whether community involvement in project management committees influence sustainability of Free Primary Education Funded projects. The main variables considered in this section were: the selection of PMC members from the community to manage the projects, involvement in the critical tasks of resource mobilization and involvement in projects controls.

**4.6: Community Involvement in Project Management Committees**

The study established that the majority of the respondents from Nakeel primary school 73% observed that their community is well represented in the PMC selection process compared to 27% who observed low representation of their community in the PMC selection process, hence the success of the projects. In Olekasasi primary school 47%

acknowledged involvement of their community in PMC selection process whereas 53% acknowledged low involvement of their community in the PMC selection process. From Nakeel primary school majority of respondents 77% observed that the selection process was fair in the school compared to 23% who saw the selection process as unfair hence the projects were successful. In Olekasasi primary school a majority of 44% observed that the selection process was fair compared to 56% who saw the selection process as unfair. The majority of the respondents from Nakeel primary school 70% observed that their community was involved in critical tasks compared to 30% who observed that their community was not involved in critical tasks. In Olekasasi 39% observed that their community was involved in critical tasks while 61% observed that their community was not involved in critical tasks. The majority of the respondents 69% in Nakeel primary school observed that their community was involved in project controls for the school hence success of the projects compared to only 31% who observed that their community was not involved in project controls. In Olekasasi 30% observed that their community was involved in project controls compared to 70% who observed that their community was not involved in the project controls. This is well presented in table 4.6 which presented community involvement in project management committees and the correlation matrix.



**Table 4.6.: Community Involvement in Project Management Committees**

Responses	Nakeel primary school (%)	Olekasasi school (%)	primary	Total (%)
Representation in PMC	195 (73%)	84 (47 %)		268 (100)
In selection process	186 (77%)	82 (44%)		268 (100)
Involvement in critical tasks	190 (70%)	78 (39%)		268 (100)
Involvement in project controls	186 (69%)	82 (30%)		268 (100)

**Correlation Matrix**

	Free education projects.	primary funded	Community involvement.	Project management committees	Project success
Free education projects.	1				
Community	.241	1			

---

involvement.

Project management	.301	.124	1	
committees.				
Project success.	-.486(**)	-.285	-.146	1

---

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### **Source: Field Data (2011)**

Findings in table 4.0.6 showed that the projects in Nakeel primary school had the community well represented in the PMC, the selection process into the PMC was fair, the community were directly involved in critical tasks and that they were fully involved in the project control tasks selections. In Olekasasi primary school community was poorly represented in the PMC, the selection process was unfair, and the community was not involved in critical tasks and project controls hence failure of the FPE funded projects.

#### **4.7 Community Involvement in the Monitoring and Evaluation**

The third objective of the study was to assess whether level of community involvement in the Monitoring and Evaluation influences project sustainability. The key variables considered in this objective were; the role of the community in monitoring and evaluation, residence involvement in monitoring and evaluation, project sustainability and the project status.

The study established that the majority 76% of the respondents from Nakeel primary school observed that their community was well involved in monitoring and evaluation of

the FPE funded projects compared 34% who observed low involvement of community in monitoring and evaluation. In Olekasasi primary school 40% acknowledged that their community was well involved in monitoring and evaluation compared to 60% who observed no involvement in monitoring and evaluation. The majority of the respondents of Nakeel primary school 70% observed that the school projects were sustainable compared to 30% who observed that the projects were not sustainable. 44% in Olekasasi primary school observed that the projects were sustainable compared to 56% who observed that the projects were unsustainable. The majority of the respondents 67% of Nakeel primary school observed that the projects were successful compared to 33% who observed that the projects were unsuccessful. In Olekasasi primary school 44 % observed that the projects were successful compared to 56% who observed the projects as unsuccessful. This is well presented in table 4.7 indicating community involvement in the monitoring and evaluation and the correlation matrix.

**Table 4.7: Community Involvement in the Monitoring and Evaluation**

Responses	Nakeel primary school (%)	Olekasasi primary school (%)	Total (%)
Community involvement in M&E	150 (76%)	117 (40%)	268 (100)
Project sustainability	203 (70%)	65 (44%)	268 (100)

Project status	181 (67%)	96 (44%)	268 (100)
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Correlation Matrix

	Free education projects.	primary funded projects.	Community involvement.	Monitoring and evaluation	Project success
Free education projects.	1				
primary funded projects.		1			
Community involvement.	.241		1		
Monitoring and evaluation	.301		.124	1	
Project success.	-.486(**)		-.285	-.146	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2011)**

The findings on table 4.7 showed that the community was involved in the projects' monitoring and evaluation, that there was a residence monitoring and evaluation, that the projects were sustainable and that the projects were successful.

#### 4.8 Discussion

The survey recorded seven characteristics of respondents in both Nakeel primary school and Olekasasi primary school FPE funded projects namely: gender, age, level of education, community involvement in identification of projects, selection of the PMC members from the community to manage the projects, community involvement by the PMC in monitoring and evaluation towards project sustainability.

As discussed in the literature review, Cogan and Sharpe (1986, p. 284) said that there are tangible benefits that can be derived from an effective citizen involvement program. This is evident as for Nakeel primary school with successful projects where majority of the respondents agreed that they were involved in identification of the projects, majority were involved in the selection of the PMC members to manage the projects, majority were involved by the PMC in monitoring and evaluation of Free Primary Education Funded projects and in project sustainability.

They regard the project is complete; has ownership, have the capacity to mobilize funds, have adequate human capacity to operate, reduced illiteracy levels and have adequate community support. Whereas Olekasasi primary school with the unsuccessful projects majority of the respondents disagree that they were involved in identification of the project, majority were not involved in the selection of the PMC members to manage the project, majority disagree that they were involved by the PMC in monitoring and evaluation of Free Primary Education funded projects and in project sustainability, majority regard that the project is incomplete, do not have ownership over the project, the project do not have capacity to mobilize funds, do not have adequate human capacity to

operate, majority disagreed on the reduced illiteracy levels and the majority disagree that the implemented project possess adequate community support.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND DISCUSSIONS

#### 5.1 Introduction

This chapter summarizes the results of the findings: i.e. compare the objectives and the findings, analyzing the results of each sub-variable and recommend improvements to be made on the observed shortcomings.

#### 5.2 Summary of findings

The study established that the majority of the respondents were male compared to women, a fact that shows that the representation of women in FPE funded projects were still wanting in spite of their large number. The majority of the respondents had acquired secondary education.

The first objective of the study was to establish the extent to which community involvement in project identification influence sustainability of Free Primary Education funded projects. The study established that that the FPE funded projects in Nakeel primary school involved the community in projects identification and implementation choices whereas in Olekasasi primary school the community did not have enough representation in projects identification and implementation choices. The findings indicate that there is a relationship between community involvement and project sustainability where the higher the community involvement the higher the chances of success. There is a relationship between community involvement in project identification and project success where if community involvement in project identification is low or

absent this affects the project success in a negative way. Therefore for the sustainability of FPE funded projects, the community needs to be actively involved in project identification as a factor towards sustainability.

The second objective of the study was to examine whether community involvement in project management committees influence sustainability of Free Primary Education Funded projects. The study established that the projects in Nakeel primary school had the community well represented in the PMC, the selection process into the PMC was fair, the PMC were directly involved in critical tasks and that they were fully involved in the project control tasks selections . The findings indicates that most of the respondents of Nakeel primary school agreed that they were actively involved in the selection of the PMC which resulted to the sustainability of Free Primary Education funded projects whereas for Olekasasi primary school, majority disagreed that they were involved thus resulting to lack of sustainability. There is a relationship between community involvement in project management committees and project success where if community involvement community involvement in project management committees is low or absent this affects the project success in a negative way. Therefore for success and sustainability of Free Primary Education funded projects, the community should be actively involved or they should be involved in project management committees.

The third objective of the study was to assess whether level of community involvement in the Monitoring and Evaluation influences project sustainability. The study established that the Nakeel primary school community was involved in the projects' monitoring and



evaluated, there was a residence monitoring and evaluation, that the projects were sustainable and that the projects were successful whereas in Olekasasi primary school community did not have a chance to participate in monitoring and evaluation. The result reveals that there is a relationship between community involvement in project Monitoring and Evaluation and project success where if community involvement community involvement in project Monitoring and Evaluation is low or absent this affects the project success in a negative way.

Community involvement in the monitoring and evaluation results to successful completion of the project whereas lack of community involvement in M & E results to unsustainable projects. Therefore for attainment of sustainability of, Free Primary Education funded projects the community should be actively involved in the monitoring and evaluation exercise.

### **5.3 Discussion**

Community-based and -driven development projects have become an important form of development assistance, with the World Bank's portfolio alone approximating \$7 billion. A review of their conceptual foundations and evidence on their effectiveness shows that projects that rely on community involvement have not been particularly effective at targeting the poor. There is some evidence that such projects create effective community infrastructure, but not a single study establishes a causal relationship between any outcome and involvement elements of a community-based development project. Most

such projects are dominated by elites, and both targeting and project quality tend to be markedly worse in more unequal communities.

Several qualitative studies indicate that the sustainability of community-based initiatives depends crucially on an enabling institutional environment, which requires government commitment, and on accountability of leaders to their community to avoid “supply-driven demand-driven” development.

External agents strongly influence project success, but facilitators are often poorly trained, particularly in rapidly scaled-up programs. The naive application of complex contextual concepts like involvement, social capital, and empowerment is endemic among project implementers and contributes to poor design and implementation. The evidence suggests that community based and driven development projects are best undertaken in a context-specific manner, with a long time horizon and with careful and well designed monitoring and evaluation systems.

#### **5.4 Conclusion**

The study was set to determine the influence of community involvement towards sustainability of Free Primary Education funded projects. A case study was undertaken on two primary schools in Ongata Rongai one with successful projects and the other with unsuccessful incomplete projects. The finding reveals that for Nakeel primary school there was high level of community involvement in identification of projects and the community opinions included in the project proposal. It also indicated that the community were fully involved in the selection of the PMC members to manage the

project and were involved in critical task of resource mobilization and involved in project control tasks. The research also revealed that Nakeel primary schools PMC involved the community in monitoring and evaluation. All the above variables led to the project sustainability. In Nakeel primary school respondents agreed that the implemented project posses adequate human capacity to operate, have reduced illiteracy levels among the community and have adequate community support. The respondents also consider that the successful projects are complete and they have ownership over the project.

On the other hand the findings for Olekasasi primary school with unsuccessful projects reveals that there was low level of community involvement in identification of projects and the community opinions not included in the project proposal. It also indicated that the community were minimally involved in the selection of the PMC members to manage the projects and were less involved in critical task of resource mobilization and in project control tasks. The research also revealed that the Olekasasi primary school project's PMC literally involved the community in monitoring and evaluation. All the above variables led to lack of project sustainability. In Olekasasi primary school respondents disagreed that the implemented projects posses adequate capacity to mobilize funds, adequate human capacity to operate, have reduced illiteracy levels among the community and neither have adequate community support. The respondents also consider that the projects in Olekasasi primary school are incomplete and they have minimal ownership over the project.

Community involement in identification of projects, selection of the PMC members from the community to manage the projects, community involvement by the PMC in monitoring and evaluation; to establish the extent of community involvement in project

identification influence sustainability of, Free Primary Education funded projects. To establish whether community involvement in project management committees influence sustainability of Free Primary Education funded projects and to establish how the level of community involvement in the Monitoring and Evaluation influences project sustainability, The study used a descriptive survey design methodology described in chapter three to carry out the study. The study used one set of questionnaire to collect the data that was analyzed and presented in chapter four. The study was successful in addressing the study objectives and answering the research questions.

Community involvement in project identification, community involvement in project management committee and the level of community involvement in the monitoring and evaluation of projects emerge from the study as highly influential factors in project sustainability.

## **5.5 Recommendations**

The Free Primary Education fund management needs to strengthen Free Primary Education funded projects committees and the PMCs capacity building initiatives on community involvement. In the implementation and management of Free Primary Education funded projects there is need to increase the current allocation of 2% which is not enough to meet continuous training needs.

- i. The Community to be involved in selection of Free Primary Education fund committees at the sub-location, location and at the division level.

- ii. The Community to be directly involved in identifying and prioritizing Free Primary Education funded projects.
- iii. The management to be sourced locally since they understand the values and customs of the locality.
- iv. The Free Primary Education fund Committees to sensitize the local people and ensure adequate publicity of ongoing and completed projects through the local media and adverts on billboards, brochures and pamphlets besides communicating the same information at local barazas, churches, markets, offices etc.
- v. The PMC members to be entitled to some allowance so as to motive them as they implement and manage Free Primary Education funded projects.
- vi. The community to be involved during project identification, implementation, monitoring and evaluation for the sustainability of the projects.
- vii. A mechanism can be established through which Free Primary Education fund Committees and PMCs will be reporting back to communities to enhance transparency and accountability
- viii. Training to be undertaken of community based networks to undertake monitoring and evaluation of Free Primary Education fund through social audit process
- ix. The community to be encouraged to voluntarily carry out social audit of the Free Primary Education fund projects in scrutiny of the records and the physical structures and poorly implemented projects to be reported publicly and the committee changed to safeguard wastage of funds.
- x. The Free Primary Education Fund Management to encourage networking between various Free Primary Education fund Committees through education visits,

seminars, workshops, meetings etc so as to learn on the best management practices.

### **5.6 Suggestions for further studies:**

The study suggests further studies:

First, there is need to carry out a study to assess the influence of society towards sustainability of Free Primary Education funded projects. Second, a training to committees, PMCs and the community towards priority projects and characteristics of successful projects

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## APPENDICES

### APPEDIX I- Letter of introduction

Dear Respondent,

My name is Gakure Harrison, holder of ID card number 22357532, I am currently a second-year Master of Arts in Project Planning and Management (MA - PPM) student at University of Nairobi School of Continuing and Distance Education. I am a resident of Ongata Rongai town for more than 10 years. I would very much appreciate the opportunity to talk with you about your involvement of Free Primary Education funded projects in; funds usage, project management committee and monitoring and evaluation towards sustainability of Free Primary Education funded projects. The information you will give in this questionnaire will highly assist in the shaping of Free Primary Education Fund in Ongata Rongai and other areas. I assure you that the information you give was confidential and used for academic purposes.

## APPEDIX 2- QUESTIONNAIRE

This questionnaire has 5 sections as follows:

Section One (Personal Information)

Respondent Code (Official use)

Your gender: Male [ ] Female [ ]

Respondent Age (Years)

Less than 30 [ ] 31 – 40 [ ] 41—50 [ ] More than 50 [ ]

Your highest level of education

Primary [ ] Secondary [ ] College [ ] University [ ] Others (Specify)

Section Two: Community participation in identification of projects

1. To what extent do you agree or disagree that the community was well represented in

project conception? (Tick as appropriate)

<input type="checkbox"/>	Strongly	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Strongly
	Agree								Agree

2. How can you rate the level of community involvement in the identification of needs to

be served by the project? (Tick as appropriate)

<input type="checkbox"/>	Very low	<input type="checkbox"/>	Low	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	High	<input type="checkbox"/>	Very High
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### APPEDIX 3- QUESTIONNAIRE

3. How can you rate the level of community involvement in the choice of the implemented projects? (Tick as appropriate)

Very low    Low    Neutral    High    Very High

4. Were the community opinions included in the final project proposal document? (Tick as appropriate)

Yes    No

Section Three: Selection of the PMC members from the community to manage the projects.

5. To what extent do you agree or disagree that the community is well represented in the PMC? (Tick as appropriate)

Strongly disagree    Disagree    Not Sure    Agree    Strongly Agree

## APPEDIX 4- QUESTIONNAIRE

6. How can you describe the selection process of the PMC membership? (Tick as appropriate)

Fair

Not Fair

7. Are the community representative's adequately involvement in critical task of resource mobilization? (Tick as appropriate)

Yes

No

8. Are the community representative's adequately involved in project control task? (Tick as appropriate)

Yes

No

### Section Four: Community Involvement by the PMC in Monitoring and evaluation.

9. Are you aware of the role of the community in M&E of Free Primary Education Funded projects?

Yes

No

**APPEDIX 5- QUESTIONNAIRE**

10. How satisfied are you with the level of resident's involvement in M&E process of Free Primary Education Funded projects?

Highly Satisfied     Dissatisfied     Don't Know     Satisfied     Highly Satisfied

**Section Five: Project Sustainability**

11. To what extent do you agree or disagree that the implemented projects posses the following characteristics? (Please tick one).

1- Strongly disagree; 2- Disagree; 3- Neither Agree nor Disagree; 4- Agree; 5- Very strongly agree

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1 2 3 4 5

- 
- Have adequate capacity to mobilize funds
  - Have adequate human capacity to operate
  - Have Reduced poverty levels among the community
  - Have adequate community support
- 

16. Do you consider the implemented projects complete or not complete?

a) Complete       b) Not Complete

Give reasons for your answer.....

17. Do you feel that you own the implemented projects?

a) Yes       b) No       If yes.....      If no.....

Thank you for your time and participation.