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COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
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**ASSESSING COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS: A
CASE OF HARAMBEE PRIMARY SCHOOLS IN KEIYO DISTRICT, ELGEYO
MARAkwET COUNTY**

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DECLARATION

I, Kibire Irene declare that this project paper is my original work and has not been submitted to any other institution for academic award.

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ABSTRACT

Due to its bottom-up approach, community involvement has been recognized as an essential component in the development process of the society since it increases the likelihood that the project will be conducted in a culturally appropriate context making the resulting program easily sustainable and reproducible. Using a descriptive research design, the main objective of this research was to study the involvement of the local people in development projects in Harambee primary schools, Keiyo district. In order to achieve this, the specific objectives were: to identify and analyze factors that facilitate and inhibit community involvement in harambee primary schools; to investigate the nature and level of participation by different stakeholders in harambee primary schools, and; to assess the impact of community involvement in harambee primary schools. A survey of sixty households was conducted through the use of systematic random sampling technique. Also, primary school Head Teachers and head of religious organizations were purposively selected as key informants. Data was collected through face to face interviews from all the respondents using questionnaires and interview guides. Key informants' data were thematically analyzed using Microsoft Word Tables while data from households were coded and entered into SPSS for analysis.

The study established that most households get involved in Harambee primary school development activities for the reason that their children attend the particular schools or simply to develop the community. Conversely, some respondents did not participate in harambee primary school development for among other reasons, time unavailability and lack of funds. On the nature and level of participation, the study found that households participate in school activities ranging from funds contribution, event organizing, attending school barazas, and providing manual labour. Whereas there are key organizations or individuals who participate in school activities, religious organisations are found to be the main and most trusted entity. Community involvement has had impact on schools, mostly resulting in construction of more school facilities, purchase of stationery, reduced pupils' dropout cases and provision of employment opportunities to households.

The study concludes that household characteristics determine whether or not a child goes to school in the sampled households. Primary school participation in the households is low with the main reason being lack of school fees and time for most respondents. This study recommends a structured framework of sponsorship of pupils from needy households, supported by relevant policy infrastructure by relevant government departments.

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ABBREVIATIONS & ACRONYMS

AGMs-	Annual General Meetings
CBOs-	Community based organizations
CI -	Community Involvement
DFRD -	District Focus for Rural Development
EPA -	Entry Point Activities
FAO-	Food and Agricultural Organization
FGM -	Female Genital Mutilation
FPE -	Free primary education
IFAD-	International Fund for Agricultural Development
ILO-	International Labor Organization
IM F-	International Monetary Fund
PCD-	People Centred Development
PPP-	People's Participation Programme
PTAs-	Parents-Teachers Associations
SAPs -	Structural Adjustment Programmes
SFDP-	Small Farmer Development Programme
SPSS-	Statistical package for social sciences
UNESCO-	United Nations Educational, Scientific and Cultural Organization
UPE -	Universal Primary Education
WHO-	World Health Organization

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Community schools are currently an important part of education systems in sub-Saharan Africa, with education being a key frontier by the continent in its development aspirations. On the other hand, community involvement (CI) has been recognized as a critical factor in the development process of the society and reflects a grassroots approach to problem solving and a key ingredient of an empowered community. This is because CI increases the likelihood that the project will be conducted in a culturally fitting manner and that the end result will better fit the cultural context of the community, making it sustainable (Israel *et al.*, 2003). The guiding philosophy in this approach is that the resources of the community are mobilized by the community for the good of the community, implying that CI should be anchored on the cooperative effort of the people with or without any outside incentive (Ikeji, 2003). Indeed, a community's sustainable development heavily depends on its ability to sustain the delivery of development projects like schools and having local communities being involved in this process as primary stakeholders is crucial. As Anyanwu (1981) noted, men have sought to improve their lot from the earliest periods of human history and CI is the tool for doing so.

It is worth noting that the goal of this unity of effort in CI is to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of a nation, and thereby enabling them to contribute fully to national progress (Ekong, 2003). The principle of CI then gives assurance of the success of any project if the effort of a local people is supplemented by the direction of government authorities. For instance, in Kenya, Chepkwony (2009) posits that at independence in 1963, social services especially education and health were inadequate and thus inaccessible to most citizens. To remedy the situation, the leadership resorted to a traditional approach of resource mobilization, a concept of pulling together resources both physical and human, in order to build the new nation. This came to be known as the Harambee movement. In many African countries, community schooling has been a tradition for a long time and to this extent, it can be said that schools are communities unto themselves; they reside within the communities they serve and must cultivate relationships with them. One sense in which schools

are linked to homes and communities is the developmental dimension, especially in a devolved system of government like in Kenya.

Thus, community involvement is a process through which community members influence and share control over development initiatives and the decision and resources which affect them. Therefore, unless the poor are given an opportunity to participate in the development of initiatives designed to improve their livelihood, they will continue to miss the benefits of any intervention. The rural areas in most parts of the African society generally exhibit high poverty, poor health conditions and ignorance as a result of varying degrees of geographical, social and political isolation (Ekong, 2013). Kenya is not an exception. In Keiyo district, majority of the people live in the rural areas, depending mainly on subsistence farming and livestock-rearing (Kiplang'at & Rotich, 2008). Thus, it is through participatory rural development which seeks to improve the social, economic, political, and capacities of the Keiyo people that can give them the opportunity and means to fully participate in development projects so as to be included in its benefits. Community schools are one such area, which consists of construction of school buildings, salaries for non-teaching staff and other operational costs.

1.1.1 Concept of Community Involvement

Community involvement can be loosely regarded as the participation of people in a community in development projects to solve their own problems. Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Zenter (1964) points out three aspects of communities, namely: community is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space; members of the community have some degree of collective identification with the occupied space, and; the community has a degree of local autonomy and responsibility.

According to Freire (1985), at a community level, there is a separation of community participation into two distinct approaches: the community development movement and community involvement through conscientization. Community involvement is thus the process of engaging in dialogue and collaboration with community members but with varying application and definition, depending on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Community participation can also be regarded as a means to educate citizens and to increase their competence (Brager, *et al.*, 1987); a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. Armitage (1988) defined citizen involvement as a process by which citizens act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. Yet still, Westergaard (1986) defined involvement as collective effort to increase and exercise control over resources and institutions on the part of groups and movements of those up till then excluded from control.

In social work, community participation and involvement refer to the active voluntary engagement of individuals and groups to change problematic conditions and to influence policies and programs that affect the quality of their lives or the lives of others (Gamble and Weil, 1995). Arnstein (1969) contends that community involvement is citizen power, but that there is a critical difference between going through the empty ritual of involvement and having the real power needed to affect the outcome of the process. Oakley and Marsden (1987) posit that community participation and involvement is the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and the community's development. In the context of development, community involvement refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits.

1.1.2 The Origin of the Harambee Philosophy

The Kenyan government's efforts to improve rural development in all parts of the country have been significant both in its level of commitment and its participation in the development process ever since independence (Republic of Kenya, 1996). Considerable amount of finance, manpower and material resources have been committed to rural development projects. Indeed, 1965 is the

defining moment in Kenya's political economic development, with the approval of the Sessional Paper No. 10 on African Socialism and its Application to Economic Development which defined the values that continue to influence the political and economic development philosophy in Kenya. According to section 134 of the Sessional Paper, if an area is deficient in resources, this can best be done by investing in education and health, and encouraging some of the people to move to areas richer in resources. However, Syagga (2008) notes that the sessional paper was essentially a case of winner-takes it all capitalism disguised as African socialism. Even so, for many years, the planning and implementation of rural development programs was basically the responsibility of the national government, with this top-centre-down approach to planning being carried out from Nairobi.

This approach to planning continued until 1983 when the District Focus for Rural Development (DFRD) strategy was introduced after it was realized that the spread and trickle down effects of the centre-down approach had proven over the years to be less effective than was initially expected (Kiplang'at & Rotich, 2008). The DFRD strategy was, for that reason, to encourage grass root participation in the identification, planning and implementation of development projects at the district level. Nonetheless, Juma (2005) argues that one of the problems the country faced in the execution of the DFRD was the role of community participation since DFRD was still centrist and elitist in its orientation with little or no actual community participation. Also, the five-year plans have been instrumental in shaping Kenya's development path, with the country pursuing a mixed economy policy in the first 10 years; essentially a pro-capitalist development path aimed at taking full advantage of economic growth (Mwega and Ndulu, 1994). In the late 1980s through the 90s, Kenya's development was to a great extent hinged on the Structural Adjustment Programmes (SAPs).

The SAPs are economic policies for developing countries that have been promoted by the World Bank and International Monetary Fund (IMF) through provision of loans conditional on the adoption of specific policies. These structural adjustment programmes have had numerous effects on the economy, such as inflationary pressures, the marginalization of the poor in the distribution of educational and health benefits and a reduction in employment (Mwega and Ndulu, 1994; Swamy, 1994). The SAPs generally reduced relative expenditures on basic needs

and social services, mainly education and health costs with the poor being exposed to severe socioeconomic risks such as unemployment and retrenchment. However, the communal pulling together of resources for development purposes has been and still remains a key development strategy even before the dawn of colonialism. This has come to be known as harambee.

The term harambee originated from the word *Halambee* which was used by the Bantu speaking people of the Kenyan Coast (Ombudo, 1986), meaning "Let us all pull together" and is normally pronounced *haa-raam-bay*. However, the term has also been adopted as a political slogan to symbolize unity and solidarity and therefore aims to encourage citizens to support either financially or in kind the undertaking of a certain call, task or project for the benefit of the community and the nation. It is noted that the spirit of Harambee is not a new concept but a traditional principle which existed in all indigenous Kenyan communities and was known by various names such as *Konyir* (the Luo), *Kip-agenge* (the Kalenjin), *Mwethia* (the Kamba) *Ngwatio* (the Kikuyu), *Obwasio* (the Luhya), and *Ematonyok* (the Maasai), among others. Indeed, each Kenyan society had co-operative work by which groups of women on one hand and men on the other organized common work parties to cultivate or build houses for each other, clear bushes and to harvest (Chieni, 2001). The security and prosperity of the group was therefore dependent upon each member being mindful of the other's welfare.

Akong'a (1989) argues that the term harambee is used in the discussion of economic and social developments in Kenya just as similar concepts are used in many other developing countries all over the world, including *Ujamaa* in Tanzania and *humanism* in Zambia. He also notes that harambee embodies ideas of mutual assistance, joint effort, mutual social responsibility and community self-reliance, implying that harambee is an informal development strategy by the people in partnership with other stakeholders like the government and non-governmental organizations in order to speed up development. Akong'a (1989) summarizes the principles of harambee as: bottom-up approach to development, participation is guided by the principle of collective good rather than individual gain, the choice of the development project is guided by the felt needs of the majority members of the community rather than by a minority, and the project implementation should maximize the utilization of local resources such as labor, skills

and capital in all areas such as education, healthcare, infrastructural development and social engagements.

It is perhaps the education sector that has been the single most important beneficiary from the harambee movement from the era of independent schools to the modern times including higher education. A feature of Kenya's formal education and training systems since the attainment of independence has been the rapid growth in enrolment at all levels of educational institutions, resulting in corresponding increase in educational expenditure. One of the most striking aspects of harambee has been the growth of harambee schools, with many of the government sponsored schools having started on harambee basis. This has helped free parents from the stress of seeking for education for the children to engage in other more productive work (Kilemi, 1999). At independence, education in the new nation was seen as a prerequisite necessary for the overall development of the country; the government emphasized the need for citizens to team up and build schools to educate children. Education was therefore integrated in the five year government development plans.

For instance, the share of recurrent expenditure on education in Kenya more than doubled from about 15% in 1960s to 30% in 1980 to 35% in 1987 and 40% 1995, becoming a major burden on the taxpayer (Republic of Kenya, 2013). Also, literacy levels improved significantly due to accessibility and proximity to educational facilities. Under Presidential Circular Number 1/1980, the pre-school education program was transferred from the then Ministry of Culture and Social Services to the Ministry of Education, Science and Technology. In as much as attaining Universal Primary Education (UPE) has been a national goal in Kenya, enrolment rates declined from 95% in 1989 to 76% in 1999 (Republic of Kenya, 2013) with the net enrolment rate in primary education being 69.9% by 2011 (EFA Global Monitoring Report, 2012). Thus, in spite of the impressive progress the government of Kenya has made in the field of education, significant educational issues, which have not been adequately addressed, remain and new ones have emerged that warrant immediate attention, one of them being inequality in the provision of education due to education financing issues (Rono, 2002).

Financing of education was long shared by the government, parents and communities, even before the cost sharing policy (Kamunge Report, 1988) took effect in which the government continued to pay the salaries of teachers and education administrators and fund some limited school facilities while parents paid for private tuition, textbooks, materials and examinations as well as provide land for building the schools, physical facilities and ensure their maintenance. However, in the Kenyan context of community schools and prior to free primary education (FPE) in 2003, the government provided no financial support to harambee schools. In some instances, people identified from the community provide supervision services to the schools while some other schools have outside sponsors such as churches and NGOs which participate in the financing and, at times, in the management of the schools. Other schools entirely rely only on the contribution of local communities and hence they are built and maintained by communities. In the latter case, the communities are also responsible for paying teachers' salaries, teaching learning materials and other running costs.

1.2. Statement of the Problem

Due to its bottom-up approach, community involvement has been recognized as an essential component in the development process of the society since it increases the likelihood that the project will be conducted in a culturally appropriate context making the resulting program easily sustainable and reproducible (Israel *et al.*, 2003). The Kenyan government's effort to improve education development in all parts of the country has been significant both in its level of commitment and its budgetary allocations, with the education sector taking the lion's share of the 2013/14 financial year budget (Republic of Kenya, 2013). However, in spite of the many benefits of Community involvement(CI) as well as the government's push to universal free education, there are distinguishing aspects of livestock rearing and migrant communities that make some rural households exclude themselves from involvement in harambee schools, though they would like their children to have good education in these same schools. These character traits serve to kill the spirit of harambee.

While a rights-based approach to education implies that governments are the ultimate duty bearers, parents and communities are first-line duty bearers, responsible for accessing available opportunities for their children and for supporting quality education in their community. Despite

the fact that economic reasons and structural rigidities may partly account for the poor performance of local projects and hence of rural development, other factors have been overlooked, among them being the level of community involvement (Rono and Aboud, 2003). In addition, devolved political systems as recently implemented in Kenya, call for reduced school oversight by the central government and for strong local control and active community involvement in which case teachers and school authorities are likely to be accountable to their local communities.

The philosophy guiding this approach is that the resources of the community are mobilized by the community for the good of the community and development should be anchored on the cooperative effort of the local people (Ikeji, 2003). In all the categories of public schools, community involvement in the financing and management of the schools takes the form of participation in school committees. This includes parents' associations in primary schools, and Board of Governors in secondary schools; involving construction, management, funding and operation of schools through the provision of teaching-learning resources. As Onsomu *et al.*, (2004) noted, CI has greatly contributed to the achievement of the goal of basic education for all in the country though many challenges still exist. Thus, many researchers, policy makers and scholars have studied various aspects of community involvement in various sectors, but this study intended to deepen this rich literature by delineating the self-exclusion of some households from involvement in harambee schools, in Keiyo district of Kenya.

1.3. Research Questions

In order to gain insights into community involvement in harambee schools in Keiyo district, the following were the guiding research questions:

- (i) What are the factors that facilitate and inhibit community involvement in harambee primary schools?
- (ii) What is the nature and level of participation by different stakeholders in harambee primary schools?
- (iii) What is the impact of community involvement in harambee primary schools?

1.4. Objectives of the Study

The general objective of this research was to study the involvement of the local people in harambee development projects especially in community schools, in Keiyo district. The specific objectives were:

- 1) To identify and analyze factors that facilitate and inhibit community involvement in harambee primary schools
- 2) To investigate the nature and level of participation by different stakeholders in harambee primary schools
- 3) To assess the impact of community involvement in harambee primary schools

1.5. Significance of the Study

This study's findings are of great importance to education policy makers, scholars and development experts as well as communities faced with community involvement challenges in the quest for high quality community schools. Firstly, although CI literature proliferates, there is a recurring criticism that it lacks academically proven empirical support, especially from rural communities of the third world; thus weakening its validity. Secondly, there is limited research on the topic of community involvement in schools in Keiyo district, which without doubt, weakens the good stories of community involvement. Thirdly, there is the problem of how to deal with community participation for livestock-rearing and highly migrant communities. Thus, this study adds to the body of knowledge on community involvement by the local people in rural-based development projects. The findings of this research, acting as reference material, as well as any emerging gaps, can be used by other researchers to expound on areas not yet addressed in community involvement in rural-based development projects, and specifically in community schools. Similar studies may then be replicated in other geographical regions or at some other point in time, as confirmatory studies.

1.6. Scope of the study

This study is specific to Keiyo district, Metkei Division; a Kalenjin community, speaking a language called Keiyo. The Keiyo people practice mixed farming and they are bordered by the Tugen, the Nandi and the Marakwet. This study was confined to community members in Metkei

Division who are involved in harambee schools (Men, women, youth) and other stakeholders (government leaders and community based organizations).

In order to identify and analyse factors that have facilitated and inhibited community involvement in harambee primary schools among the people of Metkei Division, the research focused on social, cultural and economic factors. Under social factors, the focus was on parental literacy level (primary, secondary and tertiary), household size in relation to school going children, the channels of communication to community members like village meetings on involvement. Economic factors were confined to household income as measured by monthly salary if employed, land, livestock and farm produce in order for household individuals to contribute in harambee schools and the expenditure on other needs apart from school (food, clothing and medical care) required in the process of community involvement.

Cultural factors centred on gender of household head (male or female), single parent family, gender of school going children (boys or girls) and cultural practices like Female Genital Mutilation (FGM) on school going girls in the process of involvement in issues pertaining to harambee schools.

Also, the research endeavoured to understand the nature and level of participation by different stakeholders like religious organizations, politicians and community based organizations (CBOs). The research focused on active and passive involvement, governance structures and systems (transparency and accountability) in terms of community's contribution of financial resources (in hard cash, livestock or any other medium of exchange), labour, time and raw materials (furniture, utensils, electronics). For the level of involvement, the researcher focused on when the stakeholder comes in to assist community members, at planning stage, extent of participation as sharers of both costs and benefits or passive beneficiaries where they do not expect anything in return.

In assessing the impact of community involvement in harambee schools, emphasis was placed on child enrolment rates, school performance in national exams and number of children transitioning from lower levels to higher levels of class yearly (high or low), and cases of school dropouts. On the management front, the issues assessed were school parents' meetings attendance and maintenance of school facilities (buildings, fences and stationeries), while on financial stability; the attention was on schools' self-sustenance into the future, and community member's employment in harambee schools for pay rather than volunteer work as the indicators. The above area of study was chosen so as to understand the community's involvement in their education endeavours especially now that there is a devolved system of government in place. The respondents were drawn from across the district but the specific target population were from Metkei Division which included village elders, Religious leaders, school head teachers, education officials and individual household members.

CHAPTER TWO: LITERATURE REVIEW & THEORETICAL FRAMEWORK

2.1. Introduction

This chapter reviewed relevant literature related to the topic of community involvement in harambee development projects focusing on schools. In particular, past studies carried out in the field were considered together with other works relevant to the subject of study. Further, official documents and reports on the subject were evaluated, together with past theses and journal articles.

2.2 Empirical Literature

2.2.1. Overview of Involvement

It is imperative for this study to gauge where its ideas fit, what can inform them, what others think and have discovered, and to define wherein what ways the study area could contribute to existing knowledge by identifying gaps in knowledge. The term involvement and participation in this study have been used synonymously. Indeed, the concept of community participation and involvement in development gained prominence in the 1970s and since then literature on the subject has grown considerably (Brohman, 1996). Stiefel and Wolfe (1994) hold that the term popular participation emerged in the international discourse on development during the 1960s and became most common in the 1970s, in the field of rural development. It was through the influence of Paulo Freire's work on the concept of conscientisation and analysis of the structural obstacles to the development of Latin American peasantry which stressed the dialogical approach to project work. Freire's argument was that the peasant should be the subject and not the object of development, and this orientation helped affirm the importance of community participation.

Around 1970s, local participation became a major concern for United Nations agencies such as International Fund for Agricultural Development (IFAD), International Labor Organization (ILO), Food and Agricultural Organization (FAO), World Health Organization (WHO), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Oakley and Marsden, 1994). For instance, FAO saw participation as central to future strategies to tackle rural underdevelopment and in particular, to realize the achievement of the Small Farmer

Development Programme (SFDP) in Nepal which included the People's Participation Programme (PPP) (BorteiDoku, 1991). For the past few decades, therefore, community involvement in rural development has been investigated from various angles, including community participation in local schools. Some of these dimensions are outlined below.

2.2.2. Factors Affecting Community Involvement

Policymakers, educators, and others involved in education are constantly seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality. This is not to say that community participation is something new in the education delivery, however. In fact, not all communities have played a passive role in children's education. Indeed, Williams (1994) stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community involvement in education hasn't been fully recognized nor extended systematically to a wider practice.

In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms. Several related studies have been undertaken towards this endeavour.

In South Africa, community involvement is examined in the context of the up-and-coming form of society; its challenge to the roads industry is how to involve the "community" in the process of making choices in order to better ensure effective implementation of development initiatives in the roads arena (Markham, 1993). Key issues for instance, dealing with varying levels of authorities, and the nature of the development should be considered with the growing increase in

the demand for community participation in development projects is not questionable, and the roads industry, which is at the forefront of development in South Africa today, needs to face up to and accommodate this demand. According to Watermeyer and Davis (1993), the application of labour based construction within the framework of traditional engineering systems is now being understood to be inadequate from the community's viewpoint. For example, the Initial Programme by the Soweto City Engineer's Department using labour based construction in Services Upgrading was termed a failure from the community's viewpoint even though it was engineering correct since the expenditure retained within the community was negligible (Davis, 1993).

Through a study of seven public works programs implemented in Western Cape Province, Adato *et al.* (2005) examined the benefits and challenges of pursuing community involvement, together with the effects of participation on meeting the other objectives of the programs. They note that although aspects of South Africa's experience are unique to its political economy, they reveal insights, dilemmas, and possibilities of considerable relevance in the wider context of participatory and community-driven development programs, which have increasingly become integral to the development agenda throughout the world. Matowanyika (1998) confirms that in the history of failed development efforts in Lesotho and the region, a major blunder is that development programs were not rooted in local values, institutions and local people's committed responses.

Maraga *et al.* (2010) studied factors determining community participation in afforestation projects in River Nyando basin, Kenya using data collected from 150 respondents who were selected from a sample population of 1,928 households using systematic random sampling technique. Using a standardized questionnaire, focus group discussions and key informant interviews, they concluded that for conservation projects to succeed, socio-economic benefits must be tangible to the project participants and beneficiaries for effective community participation.

Brahmi and Thakur (2011) investigated the key socio-economic factors influencing people's participation in community projects. The main factors were lack of awareness about

programmes, illiteracy, poor economic conditions, lack of faith in government programmes, subsidy culture, village politics, lack of exposure visits, low interest in money contribution, lack of demonstrations and transparency. Programme related factors were lack of Entry Point Activities (EPA), lack of flexibility in expenditure according to field conditions, variation in wage payments and lack of provision of advance payments.

Awortwi (2013) argues that much emphasis has been placed on designing development projects to include community involvement, which is normally seen as a way of ensuring project effectiveness, but less attention has been directed to identifying households that exclude themselves and their reasons for doing so. Using household-level survey data from twenty-nine African and Latin American communities, Awortwi (2013) concludes that income levels and housing status have positive correlation with factors influencing community participation but educational level, household size and family type have no significant correlation. Thus, efforts to promote community participation as a useful approach to community development require a sociological study of household characteristics to develop realistic expectations. Further, the findings that certain groups of households do not participate while others are more likely to play a leading role, have implications in terms of the distribution of the benefits of community intervention programmes. Those who play leading roles will not only capture the benefits but will also translate their dominance into unequal power relations at the community level.

2.2.3. Stakeholder Involvement in Community Projects

Muthuri (2012) studied reasons why Kawiru, a local community living around Meru National Park in Kenya does not play an active role in tourism development despite being a key stakeholder in the conservation and tourism agenda of the park, concluding that for local people to benefit from tourism development in their neighbourhood, there is great need for aggressive awareness campaigns to educate the community on the importance of tourism as a viable economic option at the local level.

Yoi (2003) investigated stakeholder management and incorporation of communities in the preservation of the marine protected areas in Kenya and the Philippines and recommended for increased community participation in management processes. To increase community

involvement, Yoi advocates for several steps to be taken, starting with the fact that it is paramount that stakeholders begin holding regular meetings, in which all parties are represented. If this means increasing efforts to organize community groups, then all stakeholders need to take part in doing so, as it is ultimately the sustainability of the marine protected areas that rests upon such action.

On the schools front, it is worth mentioning that the most successful school leaders are those who have been able to transform their schools into centres of deep and on-going learning by managing relationships (Kaser & Halbert, 2009). Consequently, strong levels of trust are preconditions for successful school improvement initiatives. Indeed, no cooperation strategy works in schools without sufficient attention being paid to the quality of relationships and the level of trust in those schools (Kotter, 2002). When adult relationships as those between parents and principals in schools are characterized by trust, stories about change and failure shift from indifference and negativity to possibility and hope (Kaser & Halbert, 2009).

In a training manual developed by the Ministry of Education for the Rwandese Republic (2008) on roles, duties and responsibilities of school management teams, the manual states that effective school management depends on the efforts of a number of agencies that are interlinked including the administrative offices, the local community and the school staff. However, the manual puts a lot of emphasis on the role of the head teacher, as the pivotal link in the complex stakeholder set up. The current study will go a step further and examine the involvement of the local community in harambee primary schools.

In Kenya, the Parents-Teachers Associations (PTAs) were created as a result of the 1980 presidential directive and are elected on a yearly basis by parents during Annual General Meetings (AGMs). They are charged mainly with the responsibility of ensuring the quality of education offered in the school. In particular, PTAs are responsible for the development of school projects on behalf of the parents besides overseeing the academic performance of the students (World Bank, 2007). In Kenya, secondary school management is participatory in the sense that various stakeholders are involved. Thus the principals' participatory leadership management styles have a great impact on the overall school achievement.

In their study of the role of Community in the Management of Free Primary Education in Kenya, Serem and Kipkoech (2012) assert that that Free Primary Education (FPE) was hastily implemented hence there was no time to prepare the school management as well as sensitize stakeholders on the requirements and expectations of FPE. Most of the head teachers have, as a result, had difficulties in planning and managing the schools funds among other managerial challenges. The study examined role of parents in the management of free primary schools in Keiyo District, Kenya, and found that the parents did not assist the school management in the implementation and the public should be sensitized further to support the government efforts in the provision of FPE if this noble initiative is to succeed. A further investigation into the involvement of the entire community is, however, of the essence.

Mwai (2012) studied parental involvement in education in Kenya, noting that this involvement is largely limited to financial contributions and teacher-parent meetings. He further argues that given the high cost of education and the need to improve quality of education, parental involvement is important. The effectiveness of educational restructuring initiatives therefore would depend on more comprehensive parental involvement in schools. The current study would further this agenda by looking at the entire community and not just the immediate parents alone.

Ondieki (2011) investigated how secondary school principals build trust in Kenyan secondary schools. This qualitative multi-case study sought understanding and describing how secondary school principals in south western Kenya build trust with the communities in which their schools are located by carrying out multiple interviews with six high school principals. The interview data was triangulated with extensive observation data collected in naturalistic settings in the schools. Ondieki (2011) notes that due to the instability present in the study area coupled with the need to secure resources from the community while meeting parental expectations and demands, data gathered indicated an urgent need on the part of principals to build trust with parents. To achieve this, principals had to close the gap between the community and the school and the community and the self in addition to sustaining high levels of competence, professionalism and morals. Through modelling, mediation, genuine interest and participation in community activities and issues, good instructional leadership, balanced management practices, free and open communication with the parents were found out to be some of the methods used by

the principal to close these gaps and consequently build trust with the parents. This was instrumental in better managing the schools.

2.2.4. Impact of Community Involvement

Community schools are currently an important part of the educational landscape in sub-Saharan Africa and are frequently held up as successful educational interventions in developing countries trying to reach universal access to basic education and improve education quality. They increase access to education where the government does not have the resources to do so and are often seen as more relevant to local development needs than public schools. Miller-Grandvaux (2002) posits that community schools are seen as cost-effective (comparable or even better instructional services for less money) and community involvement is expected to improve educational quality and increase student achievement. Another goal of community schools focuses on improving governance and developing local democratic organizations such as school management committees. The study further indicates that school personnel become accountable to communities when communities manage schools. Finally, Miller-Grandvaux (2002) notes that community schools are seen as one way to implement educational decentralization, especially in developing countries.

While emphasizing on the factors affecting community involvement in rural transport infrastructure in Uganda as well as the project steps for community participation, Wattam (1998) notes that projects and programmes must focus on the development of more sustainable and realistic approaches to road maintenance with greater emphasis being placed on the maintenance of communal resources. Not only would this be more cost effective but it would have important developmental spin-offs. Wattam (1998) further concludes that the factors affecting community involvement include existence of large homogeneous groups within the community that accrue a benefit from the project; the project must match the needs of the community; ability of the community leaders to influence members; impact of previous related projects; and the methodology employed in delivering the project.

In Kenya, Onsomu *et al.*, (2004) examined community involvement in funding and managing community schools. They revealed that the community schools are constantly expanding their contribution to the achievement of the goal of basic education for all in Kenya, despite the many challenges facing them. For instance, dropout rates are low and many students remain in schools until Standard eight, the last year in primary education. Some of the schools offer lunch to students, which help to keep them in school. While the majority of teachers are poorly paid, they remain in the job because of their commitment to the learners and their parents. So as to further these benefits, Onsomu *et al.*, (2004) recommend better supervision from the government and opportunities to upgrade the teachers' levels of competency.

On a longitudinal study in 39 schools in Kenya on rates of chronic absenteeism and on specific family and community involvement activities that were implemented to reduce this serious problem for student learning, Sheldon and Epstein (2005) found that school, family, and community partnership practices can significantly decrease chronic absenteeism, even after school level and prior rates of absenteeism are taken into account. In particular, communicating with families about attendance, celebrating good attendance with students and families, and connecting chronically absent students with community mentors measurably reduced students' chronic absenteeism from one year to the next. This study underscores the significance of community involvement in local projects.

While investigating government-community partnerships in selected countries, Bray (1996) states that the decade following the 1990 World Conference on Education for All brought some major changes in patterns of educational provision, bringing along with it, significant shifts in general perceptions of the role of the state. Governments are still generally seen, and see themselves, as the dominant agencies with responsibility for basic education (Bray, 1996). However, the non-government sector has grown significantly, and now occupies a much more widely accepted place. Nevertheless, the emphasis on partnerships in the 1990 World Declaration has been proven wise and generally appropriate. In the continuing quest to achieve high quality basic education for all, partnerships will remain a key ingredient. In many settings, governments and communities have found ways to work together harmoniously and

productively. To indicate the importance of community involvement, the study concludes by stating that if past lessons are built upon, the goals will surely be achieved more effectively.

2.3. Theoretical Literature

2.3.1. Concept of the Community

According to Wattam (1998), the concept of a community varies between projects, sectors, regions and countries. Three different types of community can be identified in terms of their legal/administrative, social and resource characteristics. For instance, legal or administrative communities are usually defined by each country's local government's legislation, which recognises a hierarchy of communities and codifies their administration in terms of traditional or political structures. On one hand, social communities are defined by the members themselves and reflect the differentiation of the rural population by prevailing social, economic and cultural norms, which may be reinforced by residential segregation, e.g. traders, farmers, and local administrators. Finally, geographical communities might be defined in geographic or planning terms and for example natural features or levels of demand and supply might be used to identify communal interests or catchment areas.

Thus, communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Zenter (1964) points out three aspects of communities, namely: community is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space; members of the community have some degree of collective identification with the occupied space, and; the community has a degree of local autonomy and responsibility.

On the other hand, community involvement is the sociological process by which residents organise themselves and become involved at the level of a living area or a neighbourhood, to improve the conditions of daily life (water, sanitation, health, education, etc.). It comprises various degrees of individual or collective involvement (financial and/or physical contributions,

social and/or political commitment) at different stages of a project. Participation is a rich concept that varies with its application and definition, depending on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Often the term participation is modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. However, at a community level, there is a separation of community participation into two distinct approaches, the community development movement and community involvement through conscientization (Freire, 1985).

2.3.2 Stakeholder Management in Community Projects

Successful stakeholder management can alleviate the pressures that the constantly changing social environment poses on community project managers (Savage *et al.*, 1991). Considering the different aspects, community project managers should identify and adopt approaches to stakeholder management that at the same time suit the stakeholders and serve the interests of the community in the best way. Stakeholder management has been a part of mainstream academic field of debate since Freeman (1984) published his book "Strategic Management: A Stakeholder Approach". Scholars generally agree on what kind of entities can be qualified as stakeholders, including persons, groups, neighbourhoods, organisations, institutions, societies and even the natural environment (Mitchell *et al.*, 1997); the power that the stakeholders have may or may not be based on legitimate claims. According to Freeman (1984), a stakeholder is any group or individual who can affect or is affected by the achievement of the specified project objectives.

Mitchell *et al.* (1997) explained the "stake" of the stakeholder to be either a claim that a stakeholder has on the project or ability of a stakeholder to influence the project. On the other hand, Savage *et al.* (1991) considered both the claim and the ability to influence, as the requirement for an entity to be identified as a stakeholder. However, Clarkson (1995) allows either one or two of these two components for a stakeholder, defining a stakeholder to have, or claim ownership, rights, or interests in a project and its activities. Further, the definitions differ considerably on whether a broad or narrow view on which entities should be included with the rationale behind broad definitions being that the definition should not exclude any possible stakeholders since community projects can be affected by or can affect almost anyone. In

contrast to broad definitions, narrow definitions are based on the reality of scarce resource of project management attention to external claims and constraints. Thus, narrow definitions try to answer the question of what are the relevant stakeholders the community project should pay attention to in order to achieve its goals (Donaldson & Preston, 1995).

The start of any stakeholder engagement process in the education sector is stakeholder mapping. Stakeholder mapping identifies the target groups and pulls together as much information as possible about them. Stakeholders are by definition people who have a stake in a situation. Stakeholder management is about making complex decisions based on stakeholder expectations and economic benefits to create shareholder value (McWilliams & Siegel, 2001). An individual stakeholder refers to a single stakeholder entity as distinct from a stakeholder group, which refers to a classified group of several individual stakeholders as “stakeholder group”, and can be further divided into “stakeholder subgroups”. On the other hand, stakeholder salience refers to the degree to which community project managers give priority to competing stakeholder claims (Mitchell *et al.*, 1997). Donaldson & Preston (1995) presented a framework suggesting that stakeholder theory can be divided into three main types, each having their own nature and purpose. These are descriptive, instrumental and normative stakeholder theories.

While the current state of stakeholder theory has originated from its normative school of thought, the aim of the descriptive theory is to describe and explain specific community project characteristics and behaviour related to stakeholders (Donaldson & Preston, 1995), aiming to find theoretical concepts that correspond to the observed reality. Donaldson & Preston (1995) further posit that instrumental stakeholder theory attempts to identify connections between stakeholder management and the measures of project objectives. Conversely, normative stakeholder theory focuses on interpreting community project management in moral terms. Quinn & Jones (1995) advocate normative stakeholder theory and argue that it is logically superior to instrumental theory. Jones & Wicks (1999) suggest that a new converged stakeholder theory should be created by combining instrumental and normative stakeholder theories. The new theory would demonstrate how to manage community projects with morally sound approaches and how to make them work.

2.3.2.1. Classification of Stakeholders

Harrison and Freeman (1999) point out that each stakeholder group could have its own typology and stakeholder relationships should be regarded as multifaceted, multi objective and complex in nature. Furthermore, Wolfe & Putler (2002) concluded in their empirical studies, that the internal homogeneity or heterogeneity of each group should be identified for successful stakeholder management. As such, stakeholder classification can assume various bases as follows. Firstly, stakeholders can be Internal or External (Savage *et al.*, 1991). In the education sector, the internal stakeholders include teachers and education officials while the external stakeholders include local communities, government, suppliers and clients. However, Savage *et al.* (1991) note that some stakeholders cannot be classified as internal or external, but should be considered interface stakeholders.

Secondly, stakeholders can be Primary or Secondary (Hillman & Keim, 2001), where primary stakeholders have a direct and necessary economic impact on the community project with examples being owners, employees, clients, suppliers, communities, the natural environment as well as creditors and labour unions. Secondary stakeholders are those that can affect the community project or can be affected by it, but are not in direct contact with the economic activities of the project (Savage *et al.*, 1991). These include, for example, government institutions, insurance companies and other interest groups (Savage *et al.*, 1991).

Thirdly, stakeholders can be divided into market and non-market stakeholders (Stevens *et al.*, 2005). Market stakeholders are highly salient to project managers because they are in an economic transaction relationship with the community project, and they have the ability to influence the competitive environment of the project directly. Non-market stakeholders, on the other hand, include regulatory agencies, court system, government bodies and special interest groups. Non-market stakeholders are in interaction with the firm on a non-economic basis and are not directly involved in the activities of the project. Additionally, their claims tend to be less urgent and frequent compared to market stakeholders' claims.

2.3.2.2. Role-Based Stakeholder Groups

Stakeholders can also be classified based on their role in the community project environment. For instance, competitors generally try to win local communities from other projects competing in the same area by providing better activities. From the stakeholder management point of view, Rindova *et al.* (2004) found a way for projects engaged in aggressive competition to improve their performance. The highest economic rents are generated for those projects that are able to acquire and leverage scarce resources more efficiently than others (Lado *et al.*, 1997). Instead of competitive behaviour, collaborative behaviour is characterised by joint production and shared value through pooling resources (Lado *et al.*, 1997). The collaborative strategy enables community project managers to focus their attention on the long-term goals and finding positive sum gains.

Secondly, stakeholders could be clients. Ogden *et al.* (1999) studied the water companies in the United Kingdom and found that increases in customer service levels had a negative impact on short term gains due to the increased costs associated. However, increased customer service was also linked to significantly increased shareholder value because of the ascertained long-term benefits for the project owners. Thirdly, we have personnel stakeholders who are employees of the community project being undertaken. Employees demand the community project managers to follow certain practises such as progressive labour relations policies, occupational safety regulations and financial security requirements and to implement workplace benefits (McWilliams & Siegel, 2001).

Fourthly, owners of the community project are stakeholders. This means that in addition to traditional economic value, some owners expect community projects to create social and environmental value. This leaves the project managers of such community projects in a setup where they are not only expected to optimise the economic value, but they should find a balance in optimising economic, social and environmental values in order to satisfy their shareholders needs. Fifthly, we have the top Management as stakeholders. Mitchell *et al.*, (1997) suggest that the judgement of community project managers affect their perception of stakeholders' salience, may it be correct or not. Furthermore, they propose that the characteristics of managers affect the relationships that are formed between the project and its stakeholders. Additionally, Donaldson

& Preston (1995) suggested that there is no guarantee that community project managers would pay attention to their stakeholders even though it would be prudent for them to do so. Finally, other role-based stakeholders include Boards of Directors, media, NGOs and trade unions.

2.4 Theoretical Framework

2.4.1 People Centered Development (PCD) Theory

This research will be informed by the People Centred Development (PCD) theory as propounded by Chambers (1992). The People Centred Development (PCD) approach stresses the participation of the majority, especially the previously excluded components such as women, youth and the illiterate in the process of development (Roodt, 2001). According to Swanepoel and Beer (2001), the people centred development strategy builds on the participatory and learning process approaches. The components integral to a people centred approach include popular participation in development, the need for sustainable development, the support and advocacy of the people's role in development by the bureaucracy, NGOs and voluntary organizations.

In light of this, people's roles become clear and the empowerment strategy can be better defined. Swanepoel and Beer (2001) describe the process of people centred development as the members of society increase their potential and institutional capabilities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life consistence with their own aspirations. The PCD approach, therefore, places the community at the centre stage of development unlike the classical western approaches. Within this context, development practitioners simply play the role of facilitators, while the communities take control of the implementation of their own projects. It is a bottom-up approach, views the communities as people with potential and with the capacity to manage their own development. Above all, it encourages involvement of all stakeholders relevant to the development process (Fitamo, 2003). It further recognizes the skills and resources of the local people as well as the utilization of external resources. Eventually the ultimate goal is empowerment, self-reliance, and community ownership and project sustainability.

Thus, PCD creates incentives for the responsible stewardship of resources that is essential to sustainability. According to Korten (1990), three principles are basic to a people-centred development. Firstly, sovereignty resides with the people, the real social actors of positive change and the legitimate role of government is to enable the people to set and pursue their own agenda. Secondly, to exercise their sovereignty and assume responsibility for the development of themselves and their communities, the people must control their own resources, have access to relevant information, and have the means to hold the officials of government accountable, and the government must protect these rights.

Thirdly, those who would assist the people with their development must recognize that it is they who are participating in support of the people's agenda, not the reverse. The value of the outsider's contribution will be measured in terms of the enhanced capacity of the people to determine their own future. These principles converge well with the objectives of this study on community involvement in harambee schools in Keiyo district as they are supposed to take their own education initiatives, own them and decide on their success.

2.5 Conceptual Framework

There are several variables involved in this study. These include gender, household size, household income, culture, schools' count and their distribution, parental literacy levels, and government policies. The variables may influence the community involvement in harambee schools.

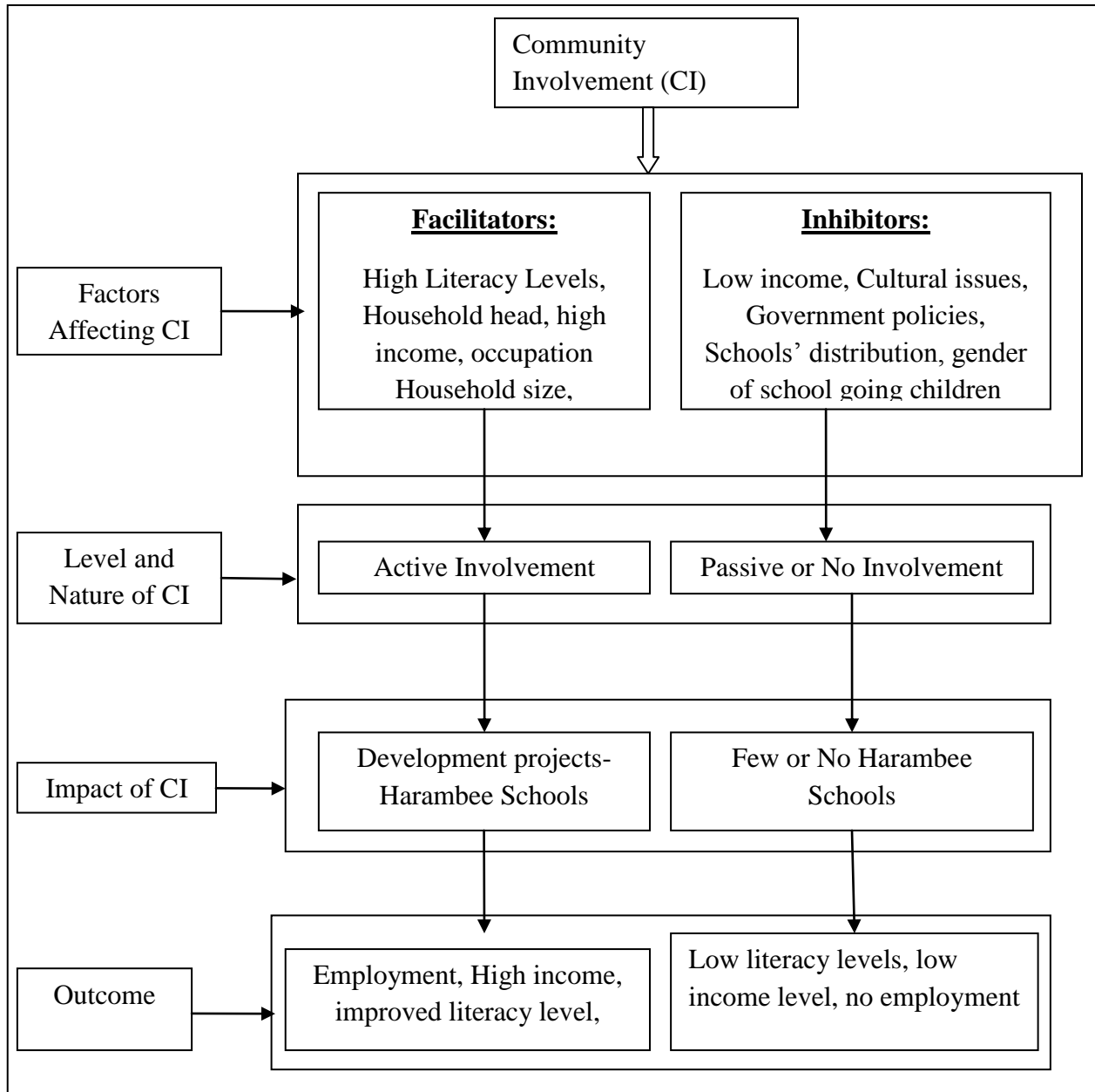
The First Box at the top shows the process of community involvement which has factors that are likely to influence it. The factors are classified into two: facilitators and inhibitors. The facilitators in this case are factors which are likely to promote community involvement and they include: High Literacy Levels of parents with school going children, Household head whether male or female, high income, good occupation of the parents and small Household size.

These facilitating factors are likely to promote the active involvement by members of the community and in turn there is possibility of a positive impact which is the harambee development projects and schools. In harambee schools, there is a possibility of the outcomes,

improved literacy level of a community, high income level of households and likelihood of community development in general.

The inhibitors in this study are factors that are likely to discourage the spirit of involvement and they include: low income of parents, cultural practices like FGM, government policies, schools' distribution (scarcity of schools), and gender of school going children (boy/girl) and in turn these factors are likely to result to passive or no involvement by the community members. When there is passive or no involvement, there is the likelihood that the communities will lack employment opportunities, have low incomes and low literacy level, thus reduced community's development levels.

Figure 2.1: Conceptual Framework of the study



Source: Author's conceptualization 2013

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used in this study. Research methodology is of great essence as it gives a clear description of the procedures to be followed in conducting a study. This chapter therefore presents the research design, study site, study population, sampling procedure, data sources and data collection methods and analysis procedure.

3.2 Research Design

This study adopted a descriptive survey design. Hopkins (2000) argues that descriptive studies aim to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population, establishing the associations between variables and the causality. The present study sought to determine factors that influence community involvement in harambee primary school projects in Keiyo District.

In this study, there was a combination of both quantitative and qualitative research methods in order to deeply understand the research problem and also to ensure that any bias inherent in particular data sources, investigator, and method could easily be neutralized by combining both quantitative and qualitative research methods. Quantitative methods were used to collect and analyse hard data (numeric data) while qualitative data was used to collect non-numeric data which gave more information on the study objectives and hence strengthened the quantitative data collected.

3.3 Research Site

Keiyo District is one of the seventeen Districts in Rift Valley Province of Kenya. Currently, Keiyo District is part of Elgeyo-Marakwet County. The District was formed in 1994, when Elgeyo-Marakwet District was split into two; the other half being Marakwet District of today. It borders Baringo to the East, Koibatek to the South, Uasin Gishu to the West and Marakwet to the North. It is bound by Kerio River to the East which forms the boundary with Baringo District.

Keiyo District has a population of 182,875 with 92,728 being female and 90,147 male (Government of Kenya, 2012). Keiyo District extends from Latitude 00 10" to 00 52" North and Longitude 350 25" to 350 45" East. The total area of the District is 1,439.30 Square Kilometres. The District has two local authorities namely Keiyo County Council and Iten-Tambach Town Council. Local people are mostly of the Keiyo tribe. There are two constituencies in the District; Keiyo North and Keiyo South constituencies with five administrative divisions: Tambach, Kamariny, Soy, Metkei and Chepkorio.

Topographically, the District is divided into two regions namely the Highlands and the Kerio Valley. Average temperature at the Valley is about 26⁰C and between 6⁰C and 18⁰C in the Highlands. The rainy seasons are mainly between March and May, and July and October for the late seasons. These rainfall patterns vary vastly in the District and as a result affect economic activities in the region. It is reported that the area sometimes experiences severe droughts which may lead to migration, livestock thefts and raids.

Households in Keiyo District are highly differentiated on demographic as well as other socio-economic attributes. Specifically, Kerio Valley region of the District experiences high poverty level as compared to the Highlands since its drier and receives unreliable rainfall. The communities in the Valley also suffer from livestock theft/rustling which worsens the poverty situation making the inhabitants rely on relief food. The most poverty stricken groups include squatters, the aged poor, orphans, handicapped, unskilled casual labourers, female household heads, and small-scale farmers. The main reported causes of poverty in the District include insecurity, inadequate and poor infrastructure, HIV/AIDs, low agricultural productivity, poor marketing systems, illiteracy, inadequate educational facilities, and other socio-cultural factors. Economic income in the District is derived from sales of livestock and agricultural products. However, these incomes are sometimes affected by cattle rustling and vagaries of nature such as droughts. The main industrial activity in the area is mining of fluorite by Kenya Flourspar Company. Wage earnings are mainly from formal sector and have been increasing over the years.

Over the years, population growth rate of the district has been increasing whose effects on area's development is manifested by increased unemployment, high dependency ratio, high demand for agricultural land, and over-crowding in educational facilities. Interestingly, it is documented that more girls than boys have access to education in Keiyo District. This is attributed to a lot of affirmative action favoring the girl-child which has led to increased school enrolment, retention and attendance rates among them. However, this study specifically focuses on community involvement in Harambee primary school projects in the District.

3.4 Target Population and Sampling Procedure

For this study, the unit of analysis was community involvement in harambee schools development projects while the unit of observation was household heads. Taking into account the nature of the households (the society being patrilineal) the male heads of households was given priority if they were available. However, in the absence of the male head, the spouse was interviewed. Where both the male head and the spouse are absent, the eldest member of the household was interviewed. The target population was all households in the sampled locations; whether or not they have children in the Harambee primary schools. Identification of the households was done with the help of area chiefs, assistant chiefs or village elders who are likely to have more information about the households under their jurisdiction.

As earlier discussed, Keiyo District has five administrative Divisions namely: Tambach, Kamariny, Chepkorio, Metkei and Soy. These divisions are further divided into twenty-six locations. Metkei Division has been chosen purposively because it has a fairly diverse population among the five divisions and has the highest number of harambee schools development projects and therefore converges well with the agenda of the present study. Metkei Division has six locations namely: Kocholwo, Metkei, Kamwosor, Kapkwony, Maoi and Tumeiyo. However the limited resources available for the current study did not allow the researcher to obtain data in all the six administrative locations and hence only two locations were selected. To eliminate the selection bias simple random sampling procedure was used to pick two out of the six locations. With the simple random sampling each of the six locations had an equal and known non-zero probability of being selected. To get the two locations a number was assigned to each of the six locations and placed in a container and then two numbers were picked randomly hence the

locations corresponding to the numbers picked therefore became the ones from which the study sample was drawn.

The locations selected randomly for this study were Metkei and Kamwosor which implied that they comprise of the household which will be sampled for the survey. According to the Keiyo District records the average number of households in Metkei and Kamwosor are 450 and 390 respectively. Therefore, the total sample frame for the study was 840 households whereby only a sample size of 63 households was selected through systematic random sampling. A desired sample size of 63 households was chosen due to financial and time constraints that could not allow the researcher to cover the entire population of 840 households. To get a representative sample from the two locations the researcher employed proportionate stratified sampling by using the formula:

$$\text{Proportion: } \frac{\text{ClusterSample}(\text{Location}) \times \text{DesiredSampleSize}}{\text{TotalPopulation}}$$

For this study, this becomes:

$$\text{Metkei Location: } \frac{450 \times 63}{840} = 34 \text{ Households}$$

$$\text{Kamwosor Location: } \frac{390 \times 63}{840} = 29 \text{ Households}$$

Thereafter, the researcher employed systematic random sampling procedure to select households to be interviewed from each Location. Under systematic sampling, there is need to calculate an interval of identifying particular households to be interviewed from the sampling frame. In this case the following formula was used:

$$Kth = \frac{\text{Universe Size}}{\text{Sample Size}}$$

$$\text{Metkei Location: } = \frac{450}{34} = 13th \text{ Household}$$

$$\text{Kamwosor Location: } = \frac{390}{29} = 13th \text{ Household}$$

After identifying the first household with the help of a chief/assistant chief or village elder, the researcher systematically interviewed every 13th household from each of the two locations until 63 households were interviewed in total.

Driven by the objectives of this study, the key informants consisted of Harambee primary head teachers, Chiefs/Assistant chiefs, and (head of) religious organizations in the two locations. This group of key informants was purposively sampled because they have adequate information on community involvement in Harambee primary school development projects.

3.5 Data Sources and Data collection Methods & Tools

The data for this study was collected from both primary and secondary sources. The primary data was obtained from the respondents who are the household heads and key informants. Secondary data was collected from newspaper articles, journals, books, government publication and reports based on the literature gap of the current study. Secondary data provided relevant literature on what has been studied regarding community involvement in harambee schools development projects.

The research methods which were used in this study are face-to-face interviews of the key informants and households sampled. Face-to-face interviews provided opportunities for clarifying the questions asked and allowed the researcher to give explanations to the respondents if necessary. Interview schedule questionnaires with both open and closed ended questions were used to collect data from the households while Interview guide was used for the key informants. Both of these tools were administered by the researcher and were structured based on the specific study objectives. The information gathered from the key informants was meant to enrich the data collected from the households sampled. In addition, simple observational techniques were applied where the researcher observed the general environment/surrounding and non-verbal communication of the respondent.

3.6 Data Analysis & Presentation of Findings

The data collected was both quantitative and qualitative in nature. After fieldwork, there was transcription of qualitative data, after checking for completeness and consistency as well as for various omissions, incomplete or otherwise unusual responses. Data analysis involved editing, cleaning, transformation and tabulation of the data collected. There was coding of open ended questions where responses were sorted as per emerging themes. The themes (thematic areas) were coded and entered into statistical package for social sciences (SPSS) ready for analysis. Data analysis used descriptive statistics such as charts, tables, measures of central tendency and cross tabulation of various variables such as household head's level of education, household's level of involvement in harambee school activities, among other variables.

CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses findings of the data collected on Community Involvement in Harambee Primary school development projects in Keiyo District. The findings are presented in reference to the study objectives outlined in chapter one. Among the themes discussed include basic demographic characteristics of the respondents, facilitators and inhibitors of community involvement, nature and level of participation of households and other stakeholders as well as the impact of community involvement on pupils, schools and households. In order to illustrate the study findings, figures and tables have been used.

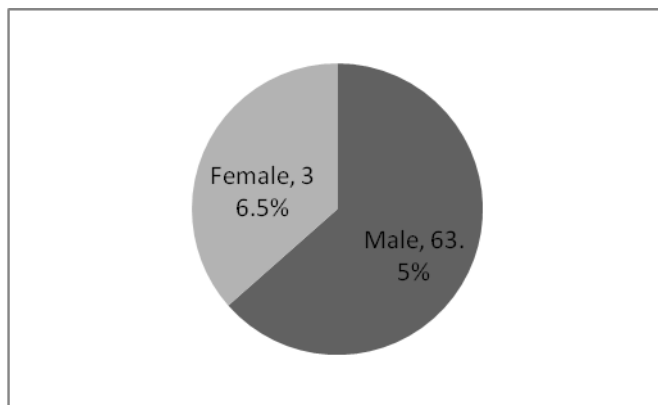
4.2 Demographic Characteristics of the Respondents

The characteristics of the respondents studied include sex, age, position of the respondent in the household, level of education and marital status. These household heads' characteristics were important since they are likely to influence decision making on household participation in school development activities.

4.2.1 Respondents' Sex

As discussed earlier on in chapter three, the respondents interviewed were sampled from two locations (Metkei and Kamwosor) of Keiyo district. The data presented in figure 4.1 shows that out of the total respondents interviewed, 63.5 percent were male while 36.5 percent were female.

Figure 1: Sex of the Respondents



Source: Survey Data (2014)

From the findings above it is evident that the female were fewer than males, a finding that is contrary to the national average for Keiyo district which is 50.5 per cent female and 49.5 per cent male as reported in the Kenya National Population Census (2009). However, according to Rao, Stuart and Kelleher (1999), one factor that hinders women participation in development is their reproductive roles and lack of exposure, since they are largely responsible for care of the family, itself a deeply held value. The authors further argue that as a result of these reproductive roles, many women are not exposed socially, intellectually and even politically leading to low confidence levels and lack of self-esteem. This situation denies women the experience they need to be able to authentically participate in development projects, a finding replicated in this current study.

UNDP (2002) report shows that in most traditional African communities, especially those dominated by patriarchal systems, women were only involved in decisions at household level; their power was limited to controlling production, storage and preparation of food and child care, while men controlled decisions relating to outside environment and sale of produce. Despite the shift in modes of production and development, a vast majority of women still remain in this traditional position thus limiting their participation in decision-making.

In the same report, it is indicated that although there have been efforts by the government to improve women's situation, they still continue to occupy a disadvantageous position socially, economically and politically and therefore women's power to influence policy decisions is limited, a fact that has got to do with the African traditional socialization process.

4.2.2 Marital Status of the Respondent

Household head's marital status was another attribute which the study sought to find out. Table 1 shows the distribution of various categories of household marital status.

Table 1: Marital status of the Respondents

Marital Status	Frequency	Percent
Single	4	6.3
Married	45	71.4
Divorced/Separated	6	9.5
Widowed	8	12.7
Total	63	100.0

Source: Survey Data (2014)

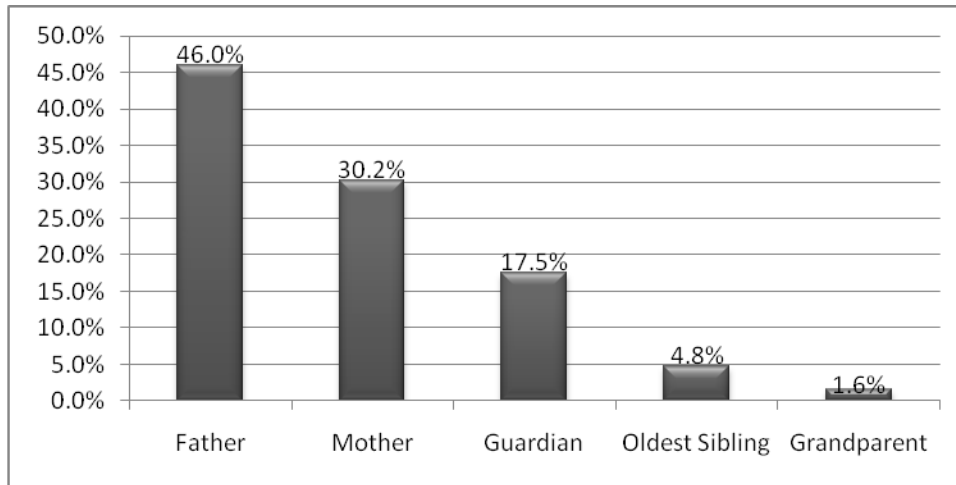
The study established that a majority (71.4 %) of the respondents were married, about 6.3 percent were single and 9.5 percent were either divorced or separated. In addition, around 12.7 percent revealed that they were widowed.

The study established that there were more respondents from married households, a finding that can be linked to the belief in division of labour among family members in the household (Becker, 1981; Waite, 1995; Waite and Gallagher, 2000; Wilmoth and Koso, 2002; Lupton and Smith, 2003). These studies generally argue that the institution of marriage involves long-term commitment in which division of labour enables each spouse to specialize in specific skills and duties. This specialization increases the productivity and the efficiency of the household. It is also evident from the finding that fewer respondents were from single headed households and can be supported by the findings of Booyesen and Arntz (2002), Sishana (2004) and Booyesen (2004) who asserted that many single parents experience a great deal of difficulty with raising their families alone, given the many family responsibilities that they have to shoulder. Single parents feel very restricted in terms of lack of time and tend to be least responsive to invitations and requests from school (Anning 2000, Standing 1999).

4.2.3 Position of the respondent in the household

The position of the respondent in the household was an attribute which the research sought to find out. Figure 2 summarizes the findings of the respondents' position in the household.

Figure 2: Position of the Respondent in the Household



Source: Survey Data (2014)

The study established that 46 percent of the respondents were fathers of primary school going age children, while 30.2 percent were mothers and 17.5 percent were guardians. A further 4.8 percent were oldest sibling and only 1.6 percent were grandparents.

This study shows that fathers were more, a finding that concurs with studies by Peters *et al.* (2008) who suggest that fathers' involvement has increased since the 1970s. According to Mason and Palan (1981), child care responsibilities demand a substantial amount of wives and mothers time which otherwise could be spent in gainful participation. Further studies have also shown that lack of time and childcare difficulties seem to be significant factors, predominantly for women and those working full-time (Anning 2000, Standing 1999). From the findings it is also evident that grandparents have a small percentage and can be supported by the findings of Rajcoomar & Roper (2006) who argued that grandparents are emotionally, physically and financially unprepared for the task of rearing children. Further, Booyesen and Arntz (2002) argued that children in the care of grandparents were more likely to suffer neglect and double orphan-hood when the grandparents themselves die.

4.2.4 Age of the Respondents

Respondents varied in age with the youngest being 19 years, and the oldest 78 years as shown in Table 2 below. The age bracket with the highest percentage (50.8%) was found to be 35-54 years followed by the age bracket of 19-34 years (33.3%). The study also found that 12.7 percent were in the age bracket of 55-74 years and a small percentage (3.2 %) fell within the age bracket of 75-94 years.

Table 2: Age of the Respondents

Age (Years)	Frequency	Percent
19-34	21	33.3
35-54	32	50.8
55-74	8	12.7
75-94	2	3.2
Total	63	100.0

Source: Survey Data (2014)

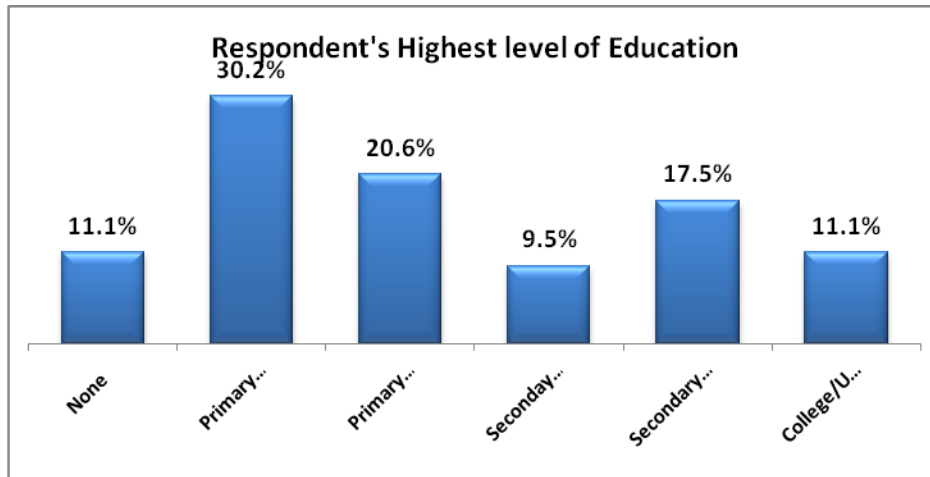
The mean age of respondents was 42 years which implies that half of the respondents interviewed were of the active middle age and therefore could participate in *Harambee* primary school development activities, a finding that concurs with a study by Victor and Bakare (2004), that most farmers within the age bracket of 35 to 54 years participated more in Taungya forestry activities than other categories. However, these finding contrasts with the finding of Maskey *et al.* (2003), who argued that older people tend to participate more in community afforestation activities than younger people though they attributed their findings to the fact that older people have retired and have free time to participate in meetings.

4.2.5 Level of Education

The study established that the majority of the respondents (30.2%) had the highest level of education as primary school incomplete and this was followed by 20.6 percent with the highest level of education as primary school complete. A further 17.5 percent were found to be

secondary school complete while 9.5 percent were secondary school incomplete. The respondents who reported their highest level of education as college/university and none were both 11.1 percent. Figure 3 below demonstrates the distribution of the respondents along various categories of education level.

Figure 3: Respondent’s Level of Education



Source: Survey Data (2014)

It is expected that household heads who are highly educated and therefore understand the value of education should be on the forefront of participation in school activities. It is evident from the study that majority of the respondents had little or no education a finding that conversely contrasts with Symeou (2003) who pointed out that poorer communities with low levels of education tend to be generally less involved in their children’s education. Further, the study established that more men than women had formal education implying that there is low literacy levels among women and this is not unique to women in keiyo but across the country. A survey by UNESCO 1982, shows that 64 percent of Kenya’s non-literate population are women (Chitere and Mutiso 1991). Further the Kenyan Human Rights Commission (KHRC) report shows that female literacy was 65 percent while that of men was 84 percent in 1998 (Moraa, 1999). These indications call us to explore further the relationship between women’s participation in development activities and their educational attainment.

4.3 Facilitators and Inhibitors of Community Involvement

In analysing the inhibitors and facilitators of community involvement in Harambee primary school projects, the respondents were asked whether they had children of primary school going age. The research found that out of the sixty three households interviewed, an overwhelming majority (96.8%) had children of primary school going age while only 3.2 percent stated otherwise. As such, household involvement in school development projects is expected to be high. The research also established that the minimum number of children of primary school going age per household was one child while the maximum was 9 children and the mean was 4 children per household. This is summarized in table 3 below.

Table 3: Number of Children of Primary School Age

No. of Children	Frequency	Percent
1 – 3	32	52.5
4 – 6	26	42.6
7 – 9	3	4.9
Total	61	100.0

Source: Survey Data (2014)

The research also established that majority (93.4%) of the households had all the children of primary school going age attending school, while 6.6 percent stated that their children were not attending school. Probing further, the research established that the households (6.6%) whose children did not attend school gave their main reason as lack of school fees. This in reality is against the spirit of *Harambee* and with the existence of Free Primary Education (FPE), it is expected that at least every household would send their children to school. On the contrary, still some households did not afford other costs related to sending their children to school, including expenditure on school uniforms and food. This is supported by the words of one Key Informant who said:

“We usually see some children accompanying their parents to farms and when you ask the parents why the children are farming while they are supposed to be in school, some say they have to get food and later think of school...Unless you take them and cater for their education”. There are other reasons beside poverty for instance ignorance, lack of time and gender related issues, but the main reason remains poverty....”

(K11, 28th May 2014)

This concurs with the Daily nation (2010) that even with FPE, six million children of school going age dropped out of school before the expected time and there was a need for school management committees (SMCs) to meet regularly with the parents to enlighten them on the importance of education and what was needed to sustain FPE. Regarding the same, Chikama (2011) suggested that to improve this situation, schools need to reach out to parents through the SMCs to engage low income families especially who might not feel comfortable with the school. The responses on the types of primary school that the children attend were 96.7 percent public primary schools and 3.3 percent private schools. As a result, we expected more participation in *Harambee* primary school development activities, the main focus of the study.

The research also sought to find out if households knew about the existence of *Harambee* primary schools in the area and the response was 100 percent implying that whether their children attend the schools or not, they were aware of the existence of *Harambee* schools. Some of the schools they mentioned from the two locations were in Metkei Location: Kabirirus, werep and Kipsaos, while in Kamwosor Location the schools mentioned included: Kiptenden, Kapchorwa and Kombatich.

Among the 63 households interviewed, the research established that 95.1 percent of the children attend *Harambee* primary schools while 4.9 percent did not attend the *Harambee* primary schools. One possible explanation for this is that most of the schools found in the area are public schools and therefore most households would send their children to these schools. Also, with FPE in public schools, most households would send their children to these schools. Indeed, one respondent with children in a public school indicated that it was difficult to send children to far-

away and expensive private schools while the majority of the cheap schools in the area are *Harambee* primary schools. They also needed these children to help work at home after school.

4.3.1 Households’ Participation in Harambee Primary School Activities

Participation in *Harambee* primary school development projects is thought to have an impact on schools, pupils and households. The study sought to establish the reasons for or against households’ involvement in these school projects. Respondents were asked whether they do participate in *Harambee* primary school activities or not. Most households (87.3 %) reported that indeed they do get involved in *Harambee* primary school development activities while 12.7 percent said that they do not participate in school activities.

4.3.2 Reasons for Participation in Harambee Primary School Activities

The research established that majority of the households participated in *Harambee* primary school development projects because of various reasons (see table 4).

Table 4: Reasons for households’ involvement

	Frequency	Percent
The children from this household attend the <i>Harambee</i> primary Schools	48	87.3
Funds availability	2	3.6
To Develop the community and Improve the School Education	5	9.1
Total	55	100.0

Source: Survey Data (2014)

A vast majority of 87.3 percent reported that they participate in *Harambee* primary school development activities because their children attend the particular schools and therefore participating in school activities was the easiest way to regularly check on the progress of their children. One respondent said:

“...I did not complete my primary school studies and that’s why you see me in this miserable state.....If I do not participate and actively give my contribution in the school activities where my children are schooling, then, what is the meaning of life? No!”

Other respondents (9.1%) stated that they participated in *Harambee* primary school projects because they wanted to develop the community and improve the quality of education. This argument can be supplemented by the words of a respondent who affirmed:

“I have a passion for education issues and developing our community. Look at how our location is so much behind in education, many pupils drop out of school while their parents do not care but only drink ‘Busaa’...then in future, there will be poverty and we will all suffer as a community. Look at me, I have 3 months old twins right now(at the time of study) but I do participate regularly in matters of school, attending meetings and even contributing funds when there is need... My children are not yet of age to attend school...”

This is in line with the finding by Shatki & Gershberg (2007) who argued that when parents participate actively in school decision making, they can foster improvements on school/community relationships and can contribute more effectively to community development. A further 3.6 percent of the respondents interviewed stated that they do participate because of availability of funds. They argued that when schools have events like fundraising or when called upon to sponsor needy pupils, their main way of participation was through contributing funds. A study by Kreider (2000) affirms that parents need to be involved in school partnerships so that teachers can benefit from their resources and advice in order for both parties to pursue their common mission of prosperity and posterity of the children. This partnership may include supplementing school items such as building new classrooms and toilets for pupils. In fact, the Kenya National Commission for UNESCO (2005) contends that parents should pay for extra tuition to help improve the quality of learning.

4.3.3 Reasons for Non-Participation in Harambee Primary School Activities

The study also sought to understand reasons why 12.7 percent of the households interviewed do not participate in *Harambee* primary school activities. Table 5 below gives a summary of reasons for household's non-involvement in *Harambee* primary school activities.

Table 5: Reasons for Households non-participation

Reasons for Non-participation	Frequency	Percent
Time unavailability	3	37.5
lack of funds	4	50.0
Personal decision not to attend	1	12.5
Total	8	100.0

Source: Survey Data (2014)

Half of the respondents who said they did not participate in *Harambee* primary school activities gave their main reason as lack of funds. Essentially, it is anticipated that with the spirit of *Harambee* among Keiyo community, people would voluntarily participate in school activities. Also, being a mixed farming community, it is expected that households would have high farm output thus high income and may for that reason not lack funds to contribute to schools. Contrary to this belief, the study established that the minimum household income per month was KShs. 1,500 while maximum was KShs. 30,000 and the mean KShs. 6,551. Table 6 below illustrates the distribution of income across the sampled households.

Table 6: Estimated Monthly Household income

Income (KShs.)	Frequency	Percent
10000 and below	55	87.3
11000-20000	5	7.9
21000-30000	3	4.8
Total	63	100.0

Source: Survey Data (2014)

The study further established that over three quarter (87.3%) of all households interviewed stated that their estimated monthly income was KShs. 10,000 or less, followed by 7.9 percent who ranged between KShs. 11,000 and Kshs.20, 000 while a small percentage (4.8%) had an income of between KShs. 21,000 and KShs.30, 000. This could be attributed to the general terrain of the area for most of the households, poor infrastructure, and lack of a ready market for their farm produce. This can be reinforced by the words of one head teacher, who said:

“People in this area are so poor, that even paying for community teachers goes to the extent of generating a conflict between them and the teachers. As you can see, poverty is evident in the clothes children wear, the houses people live in and most residents of this area have little or no income at all to sustain the basic household necessities... therefore, talking about contribution of funds is a far-fetched dream...also, there is a lot of inequality between the rich and the poor”
(KI 3, 29th, May 2013)

Most key informants argued that there was rampant poverty in the area and that most households’ priority was food and not school activities. This is consistent with the finding of Rono (2002) in his article on the impact of the structural adjustment programmes on Kenyan society who found that in the provision of education, one educational matter which needed to be addressed was inequality in the provision of education due to financing issues. The area chief further reported that poverty was high in the area that people cannot afford three meals a day or even pay other school funds. In spite of FPE, there are other requirements for children to attend school including school uniforms. In addition to this, Oketch & rollerston (2007) found that parents still have to provide funds for desks, uniforms, books and building funds which place a heavy burden on them resulting in most pupils being taken out of school. Further, Kenya National Commission for UNESCO (2005) reports that, the introduction of FPE provides a great relief to the people, many of whom lacked money and food, but many children still did not attend school because of poverty.

Furthermore, about 37.5 percent of the respondents interviewed who said they did not participate in *Harambee* primary school development activities stated their main reason as lack of time. This

can be attributed to the varied occupations of households. The study sought to know the main occupation of households to better understand the cause of unavailability of time. The study found out that 63.5 percent of the respondents stated their main occupation as farming and 23.8 percent indicated their main occupation as business (off-farm). About 7.9 percent are salaried and only 4.8 percent were unemployed as summarized in Table 7 below.

Table 7: Respondents main occupation

Main occupation	Frequency	Percent
Unemployed	3	4.8
Salaried	5	7.9
Farming	40	63.5
Business (off-farm)	15	23.8
Total	63	100.0

Source: Survey Data (2014)

These findings show that most of the sampled households were farmers and therefore spend most of their time in their farms and could not participate in school projects. This finding is supported by Konzal’s argument that, time constraints and inflexible work schedules are the most significant barriers to parental involvement in school activities (Konzal 2001). Most of the respondents acknowledged that farming was their main occupation but most difficult and time consuming task and therefore could not get time to participate in *Harambee* primary school projects. One key informant said:

“People in this area have not fully embraced education, they take it as a by-the way...but have attachment to property like land and livestock. For instance, when we call for a meeting in this school, around 10 parents out of 200 are likely to attend the meeting”.
 (KI 3, 29th, May 2014)

Furthermore, out of the total households interviewed who said they did not participate in *Harambee* primary school activities, around 12.5 percent stated that it was a personal decision not to attend. One possible explanation for this could be ignorance in the sense that parents did not care about their children and school welfare in general, as well as cultural factors. One key informant, a Catechist, avowed:

“There is so much male dominants in this area and men are the sole decision makers. Therefore, women do not see the need for participating in school projects which then affects the general contribution to school activities”. (KI 2, 28th May 2014).

4.4 Nature and Level of Participation of Households and other stakeholders

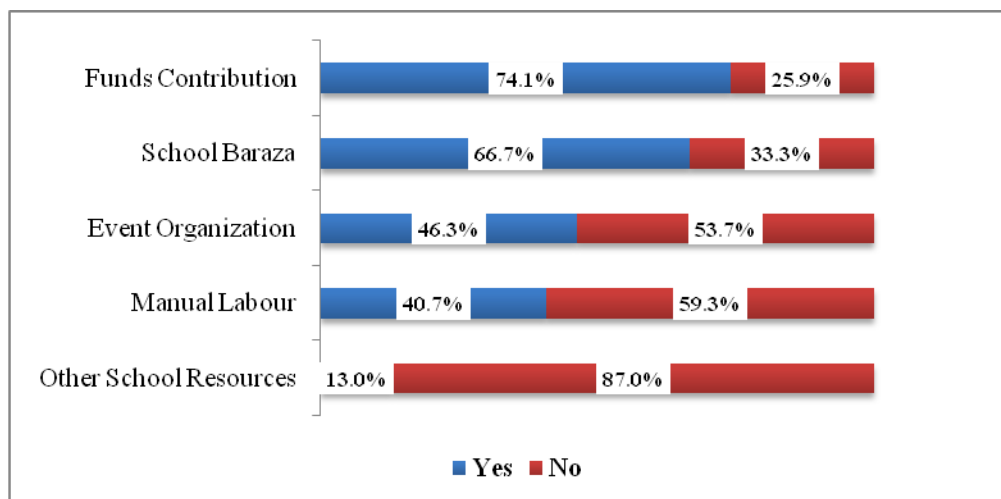
Many countries are still grappling with how to involve parents as active stakeholders in education and their non-involvement serves as a barrier to quality education (Mestry and Grobler, 2007). In examining the nature and level of participation in *Harambee* primary school activities, households were asked whether they had participated in school activities in the last school year. Almost all households (98.2%) reported that they had participated in school activities in the last school year while few of the respondents (1.8%) stated otherwise. This overwhelming response can be attributed to the fact that most primary schools in the locations sampled are *Harambee* primary schools and that most households had sent their children to these schools. To support this argument, one of the respondents who had participated in the last school year stated that it was the duty of every parent who has decided to send their children to school to support them morally, socially and even materially while in school and one way according to him was to participate in *Harambee* primary school activities. The study further found out that the maximum number of times participated by a household per year was 24 times, the minimum being once while the mean was 5 times per year. As can be seen, there is a huge variation between the minimum and maximum number of times participated by households as one respondent argued:

“.....you can be involved in school activities as many times as you can, depending on the amount of committment you have for the school or pupils but there are people who did not or only participated once last year...but people like me have volunteered to help the school and the pupils as a motivator and a role model. Since I am the chairman of the Parents Teachers Association (P.T.A), I have participated uncountable number of times...on average 24 times ”
 (Respondent 30, 29th,May 2014)

4.4.1 Activities involved by households in the last school year

The study sought to know the activities which households were involved in the last school year and the respondents were allowed to state multiple activities that they were involved in. The research established that of all the households sampled, majority (74.1%) had contributed funds, while 46.3 percent were involvd in event organizing (fund-raising, closing day). On manual labour, about 40.7 percent reported that they participated and two-thirds of the respondents (66.7%) had attended school barazas, while a further 13.0 percent was established to have contributed school resources. This is shown in fig. 4 below.

Figure 4: Nature of Contribution



Source: Survey Data (2014)

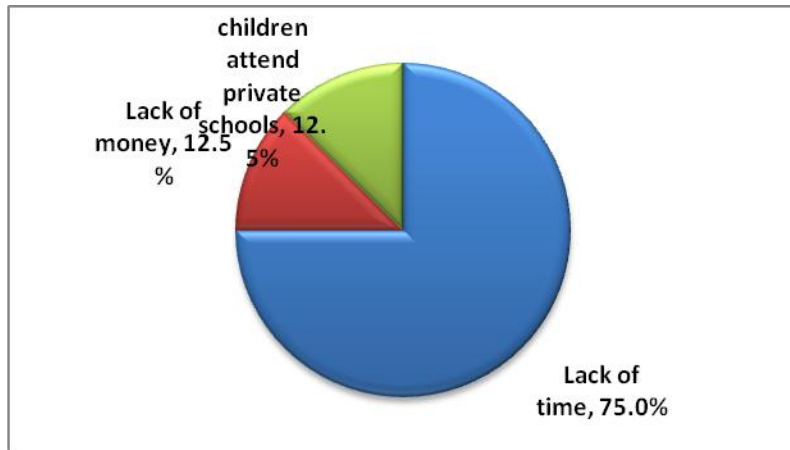
The study further established that the minimum, maximum and the mean amount of funds contributed by households in the last school year were Kshs.100, Kshs. 10,000 and Kshs. 2,269 respectively while minimum, maximum and the mean for the number of hours spent on event organizing were 2 hours, 22 hours and 216 hours respectively. The time spent on manual labour was minimum 1 hour, maximum 144 hours and the mean was 26 hours, while attending barazas the minimum time taken by the respondents was 2 hours while maximum time was 72 hours and a mean was 13 hours. These findings show that, on average, a household contributed little amount of funds in the last school year and this can be attributed to low income levels of many households which is also used to cover the costs of other household needs and wants such as food and health care.

This study findings also show that many households dedicate very little time per year to participation in *Harambee* primary school development activities and this can be explained by the affirmation of many respondents who said their main occupation was farming and that they spend most of their time on the farm. As was observed, the area has escarpments, highlands and valleys, and almost if not all households farm from the valley where it is believed to be more fertile than the highlands. The farming process is itself cumbersome since they use cattle to cultivate, if not human labour. The main mode of transporting farm produce is by using donkeys since the poor physical infrastructure does not favour road transport. This state of affairs could confirm the reason why respondents do not have time to participate in harambee primary school activities. Indeed, Jennifer (2004) indicates that time and money are seen as a major challenge to participation in development.

4.4.2 Reasons for households non-participation in the last school year

Out of the total households sampled, 8 respondents reported that they did not participate in school activities in the last school year because of varied reasons as shown in figure 5 below.

Figure 5: Reasons for households' non-participation in the last school year



Source: Survey Data (2014)

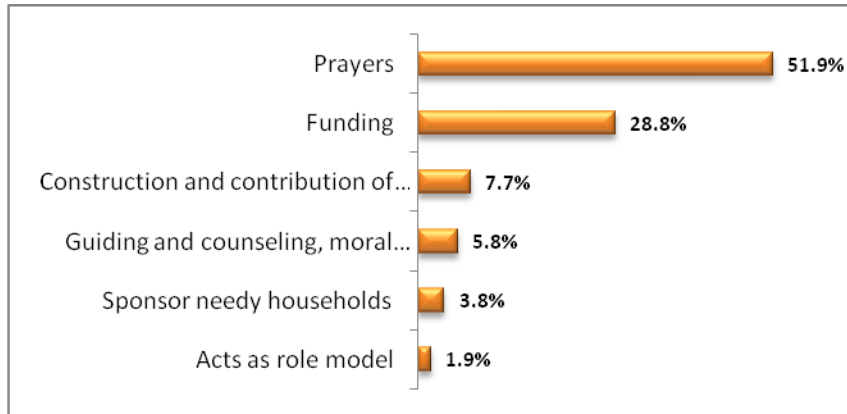
About 75 percent stated their reason for non-participation in the last school year as lack of time. This could be because the main occupation of most respondents was farming. Around 12.5 percent listed their reason as lack of money, and this too can be explained by affirmation of most respondents that poverty was rampant in the area, while another 12.5 percent said that their children attended private schools and hence they did not see the reason for participating in harambee primary schools. In addition to these reasons, most key informants mentioned other grounds for households' non-participation in harambee school development projects as apathy in their childrens' education, single parenthood and alcoholism in the area. This finding concur with those of Sishana (2004), Booysen & Arntz (2002) and Booysen (2004) who assert that many single parents experience a great deal of difficulty with raising their families alone and that such households expose their families to vulnerability and poverty.

4.4.3 Existence of key organizations/individuals that participate in *Harambee* primary school projects

The study sought to know the existence of key organizations/individuals who participated in *Harambee* primary school projects. Almost all respondents interviewed (91.5%) reported that there were key organizations or individuals who participated in school activities while 8.5 percent of the respondents interviewed stated that there were no key organizations or individuals who participated in *Harambee* primary school development activities. The study further sought

to know these organizations/individuals and a majority of the households (88.9 %) mentioned religious organizations while few of the respondents (11.1 %) said that politicians were the main individuals who participated in *Harambee* primary school activities/projects. The study further established that these key organizations and individuals were involved in various activities/projects as summarized in figure 6 below.

Figure 6: Activities/projects that the organizations/individuals are involved in



Source: Survey Data (2014)

Over half of the respondents (51.9 %) who stated that there were key organizations pointed out the organizations’ main role as prayers. This could be attributed to the many religious institutions in the area, the main one being the Roman Catholics who are the main sponsors of *Harambee* primary schools in addition to the African Inland Church (A.I.C). As can be supported by the pronouncement of most respondents, a key informant from a religious institution said:

“...if you look around the neighborhood, you can see many schools written ‘Sponsored by Catholic’....There is religious or interdenominational conflict among AIC, Seventh Day Adventist (SDA) and Catholics in this area because we as Catholics have built many primary schools and do sponsor many children...there is need for coexistence among community members because catholic is still and will continue to sponsor the needy in the community through education ..”(KI2, 28th, May, 2014)

A further 28.8 percent detailed that the activity/project involved in by the Key organizations/individuals was funding of various school projects, again as admitted by many respondents who said that many projects in *Harambee* primary schools are owed to the contribution of various individuals and organizations which otherwise would not be possible with the effort of the community alone. Construction and contribution of school resources was another activity reported by about 7.7 percent of the respondents interviewed. We observed in most of the *Harambee* primary schools visited, that there was at least one ongoing construction or a newly completed structure sponsored by various organizations or individuals. A further 5.8 percent believed that guiding and counselling/moral support was the activity involved in by the key organizations/individuals in the area.

These findings can be attributed to the many religious organizations in the area. Many respondents acknowledged that churches played a big role in guiding their children spiritually and morally through pastoral programs held at least once per week. Among the respondents interviewed, 3.8 percent said that the key organizations/individuals in the area sponsor needy households. A small number of respondents (1.9%) said that these organizations acted as role models to the school and pupils in general. Figure 4.6 was believed to summarize the activities that the key organizations/individuals were involved in.

Further, the study sought to know the average number of times in the previous school year that the aforementioned organizations/individuals participated in *Harambee* primary school activities. It was established that the minimum number of times participated was once, maximum 40 times while the mean was 7.5 times. The research also established that, among the two key organizations/individuals in the area, religious organizations had played a big role in *Harambee* primary school projects while to some households politicians had not played much role.

Findings by Miller *et al* (1979) shows that current community participation theory suggests that politicians and beaurocrats have exploited ordinary people as they are exclude them from community development process. In this study, according to households, politicians only held rallies in schools or shopping centres to have a pool of supporters in the next election season.

This argument can be strengthened by the words of a respondent from one of the households who alleged:

“Politicians are people who can never be trusted, they promise but do not fulfill. Look at our community schools and even roads...they are very poor and they only come when they need our votes... The churches still play a big role in this area”. (Respondent 23, 29th, May 2014)

A further discussion with the school head teacher revealed that the church and specifically the Roman Catholic had done a lot in education sector in *Harambee* primary school activities in the area. This can be strengthened further by his words:

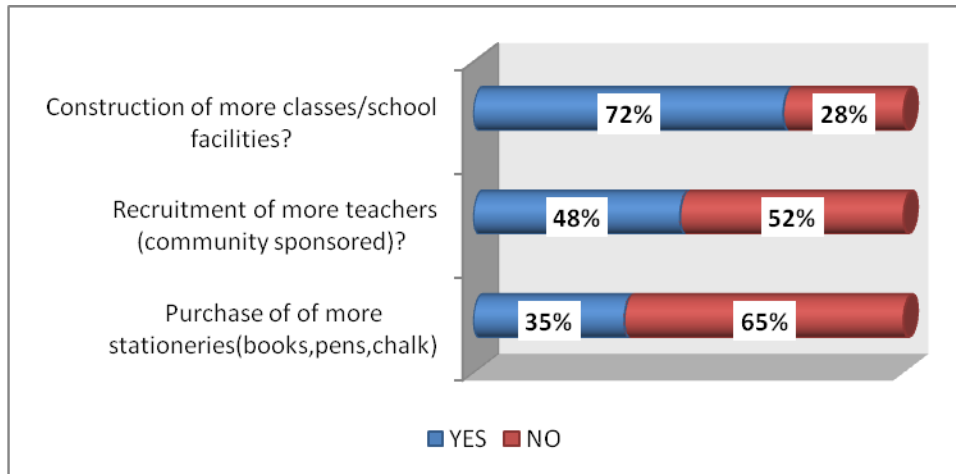
“I may differ with others’ opinions but I can say without fear that politicians can be seen once/twice per year in this area, giving unfulfilled pledges. Look at our infrastructure-roads and schools for example; you can only sympathize with us. It is through the catholic church that we have this new classroom you can see over there....”
(KI1, 28th, May 2014).

4.5 Impact of Household Involvement in *Harambee* primary schools

One of the objectives of this study was to assess the impacts of community involvement in *Harambee* primary school development activities/projects. In regard to this, households were asked whether their involvement in *Harambee* primary school development activities had an impact on pupils, schools and households. All respondents (100 percent) interviewed felt that there was impact in households’ involvement in *Harambee* primary school activities.

It was of great importance to understand if there was impact to schools on households’ involvement in *Harambee* primary school development projects as this could determine their involvement or not in these projects. Figure 7 below summarizes the findings of the impact on schools

Figure 7: Impact on Schools



Source: Survey Data (2014)

In regard to impacts on schools in construction of more classes/school facilities, about three-quarter of the respondents interviewed (72%) reported that there was impact while 28 percent said there was no impact in regard to construction of more school facilities). Most key informants interviewed reported that there were new school infrastructures sponsored by some key organizations or individuals. The main infrastructures were classrooms, desks/lockers, new staffrooms, latrines, libraries and geography lesson stations. This was also confirmed by the researcher through observation and certainly there were good and quality infrastructures in most of the schools visited. One head teacher said that they had shifted from desks to using lockers through the sponsorship of the Roman Catholic Church.

There was expectation that, the first priority of those teachers to be offered employment opportunities were from that community. On recruitment of more teachers (community sponsored), less than half (48%) of the respondents sampled reported that there was impact. This was affirmed by the words of a respondent from one household who said:

“...when most of our children finish their college studies, they do not remain idle nowadays because they are given teaching jobs in our public primary schools and therefore this amounts to improving our community....this is also community participation....”

Another key informant added that:

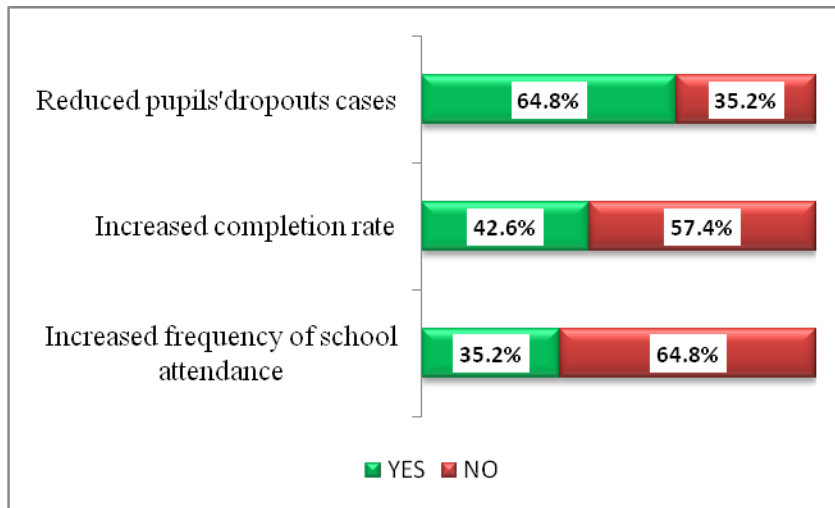
“.....In this school, we now have three community sponsored teachers (parents-teachers association, P.T.A) and we are planning to add more because we have shortage of teachers....” (KI1, 28th, May 2014).

More than half (52%) of households sampled reported that there was no impact in regard to recruitment of more teachers (community sponsored). One of the head teachers confirmed that some parents were not in a position to pay the teachers the community employs and in effect there are constant wrangles between teachers and parents thus poor relationship among them. Further, the study sought to know if there was impact to schools in regard to purchase of more stationery which included books, pens and chalks. Few households (35%) reported that there was purchase of such stationery and therefore had an impact on schools. These respondents said that the book-to-pupil ratio currently had improved and one can find some schools having a ratio of 1:4 and some schools are 1:2. This can be strengthened by the words of one respondent who said he had been a member of the committee for several years in one of the *Harambee* primary schools visited and he reported that he had witnessed the move from about twenty pupils sharing one text book to currently one book being shared by about three pupils. He continued by saying that this improvement gives him more reasons to get involved in school development projects. Majority (65%) of the respondents felt that there was no impact in regard to purchase of more stationery in *Harambee* primary schools.

4.6 Impact of Household Involvement on Pupils

The study sought to know if there was impact of households' involvement in *Harambee* primary school development activities on pupils. Respondents were asked to state whether there was reduced pupils' dropout cases, increased frequency of school attendance and pupil completion rate. Figure 8 below summarizes the findings of the impact to pupils.

Figure 8: Impact on Pupils



Source: Survey Data (2014)

Most of the households sampled (64.8 %) felt that there was reduced pupils' dropout cases. This could be attributed to the lunch programme in schools which motivates pupils. A respondent from one household confirmed that due to the lunch programme introduced in schools, three of her children had not dropped out of school. This is in agreement with the finding by Onsomu *et al.* (2004) who observed that community involvement reduces dropout rates and many pupils remain in schools until Standard Eight, the last year in primary education. Some of the schools offer lunch to students, which help to keep them in school. Few respondents (35.2%) still felt that pupils' dropout cases had not reduced. One respondent argued that due to rampant poverty in her household, her children were forced to drop out of school in order for them to work as casual labourers within the community to get food.

These findings show that despite the introduction of FPE in 2003, poverty was still the main reason for pupils dropping out of school. Most of the key informants felt that most of the parents lacked interest in their children's education due to illiteracy and therefore pupils could drop out of school easily. One of them revealed that due to the cultural practices such as male and female circumcision believed to be a rite of passage in this community, contribute to lack of interest in school which in effect leads to school drop-out cases. After circumcision, one key informant reported, boys and girls are assumed to be ready for marriage hence dropping out of school. This statement is consistent to Ondiek (2010) findings in Kuria District in Kenya that after circumcision, boys and girls dropped out of school because they believed they were mature enough to marry and start a family.

Most key informants and some respondents however felt that regular absenteeism, alcoholism, child abuse and single parenthood were other reasons associated to pupils dropping out of school in the area and that they need to be addressed soonest possible. One of the essential conditions for a learning process is regular school attendance as a means of completing school with a good education. In regard to frequency of school attendance, households were asked if their involvement had an impact on pupils increased frequency of school attendance and few respondents (35.2%) reported that there was increased frequency of school attendance while a majority of households sampled (64.8%) stated that there was no impact. These findings suggest that most pupils from these households do not attend school regularly. To expound on this, one key informant stated that children are burdened with responsibilities and therefore cannot attend school frequently as expected. He further estimated the number of days a pupil can attend school per week as three days and miss two days. Another key informant stated that due to the climatic conditions of the area and the terrain, during rainy season children cannot attend school as often as required. More still, majority of the key informants felt that poverty in most households, ignorance about education issues (value for property than education), and early pregnancies were other reasons for pupils irregular school attendance.

We also sought to establish the households' impact on pupils' completion rate in the area. Around 42.6 percent stated that there was impact while over half (57.4%) reported that households involvement had no impact on pupils' completion rate. Some respondents who stated

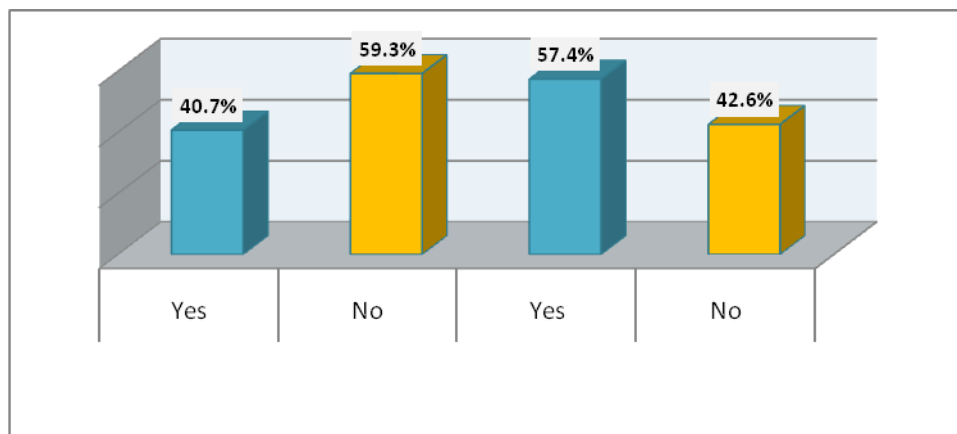
that there was impact held that it was because of their frequent involvement in *Harambee* primary school activities that made the children from their households to complete standard eight. This also can be supported by the assertion of one key informant who said:

“Some parents in this area are so active in school activities and their wish is for their children to complete class 8....We as a school try to encourage the completion of pupils even if they are weak...” (KI3, 29th May, 2014).

4.7 Impact of Involvement in *Harambee* primary school activities on Households

Furthermore, households were required to indicate whether there was impact in their households for being involved in *Harambee* primary school activities. They were asked to indicate the impact on household in regard to reduced amount of money that households were required to pay for school activities and also the provision of employment opportunities to the household. This is summarized in Figure 9.

Figure 9: Impact on Households



Source: Survey Data (2014)

Of all the households sampled, 40.7 percent felt that the amount they are required to pay for school activities had reduced. Some respondents argued that they would provide manual labour/volunteer to work as a household and the school construction materials such as timbers

and they felt that the amount of money to be paid for school activities had consequently reduced. About 59.3 percent said that the amount of money that households are required to pay for school activities had not reduced. This can be attributed to other school requirement including activity fee, examination fee, paying community teachers and uniforms which are not catered for by the community schools or even the FPE program.

Lastly, respondents were required to state if there was impact on households in regard to provision of employment opportunities. Majority of the respondents (57.4%) stated that there was impact on households' provision of employment opportunities to households. Most households reported that at least thrice per school year they had been given some work to do in *Harambee* primary schools for payment. Some of the respondents said that they had frequently been offered employment and that their households' income had improved. They attribute this to their full commitment to participation in *Harambee* primary school activities. Some of the activities households mentioned were construction of classrooms/latrines, grazing school animals, work on school farms, carpentry, organizing school events (fundraising, prize-giving day, prayer day), school management committee (SMC) and mobilizing certain events within the community.

Less than half of the respondents (42.6%) reported that there was no impact in their involvement in regard to the provision of employment opportunities. Some respondents who fell in this category believed that they did not have time to participate in school projects and therefore it was obvious they would not be given employment opportunities while others stated that they did not have the expertise required, say, for carpentry. However, one key informant confirmed that most of the school employment opportunities are given to household on merit but some households do not even attend school *barazas* and therefore it becomes difficult to offer them school jobs. He explained further that some household members would only participate in school activities if they would be given free food to eat after work commonly termed as *food-for-work*, which in his explanation would not warrant one to be given employment. Another key informant said:

“Many households in this locality have benefited from the school projects, some have been awarded tenders and therefore their households’ living standard have improved.....some households may not have benefited from such because they do not participate in school activities and as such we cannot offer them” (KI5,29th, May, 2014).

4.8 Impacts of the organizations’ or individuals’ involvement

The research sought to know if households thought there was impact of the organizations/individuals involvement in harambee primary school activities. An overwhelming majority (94.4 percent) thought that their involvement had an impact in *Harambee* primary school development projects. Only 5.6 percent felt that their involvement had no impact.

4.8.1 Impact on schools

Most households (67.4%) reported that there was impact regarding to construction of school facilities. One respondent indicated that the organizations/individual who participated in school projects were very important as they give their support in terms of funding and other resources for better structures in the schools. Another respondent pointed out that:

“...were it not for the Catholic Church who came to our rescue and built the new latrines in this school, by now our children would probably have sunk into the old latrines....”

About (32.6%) reported that there was no impact in organizations/individuals’ involvement in *Harambee* primary school activities. Some of the respondents pointed out that some key individuals in that area were politicians who could give unfulfilled promises in development issues such as schools or even roads and therefore they could not pin down a thing to attribute their contribution. In regard to purchase of more stationery, less than a quarter of the respondents (23.9%) stated that there was impact of organizations/individuals involvement while a good number of the respondents (76.1%) reported that their involvement had no impact in relation to purchase of more stationery such as books, pens and chinks. Some key informants reported that these organizations/individuals, especially the politicians, would come by once/twice a year and

give some little money which may not help to cater for the high population of pupils in schools. As such, their involvement is negligible.

Interestingly, the study established that most respondents (55.6%) reported recruitment of more community teachers (community sponsored) owing to the fact that the organizations especially the churches were partly paying their salaries and the promise that the volunteers will be sponsored in the future. About 44.4 percent of the respondents sampled felt that the organizations had not had an impact on recruitment of more community teachers.

4.8.2 Impact on pupils

From the sampled households, around 65.2 percent reported that the involvement of key organizations/individuals in the area had played a crucial role in reducing the pupils' dropout cases. A respondent from one household reported that the churches available in the area had done a lot in praying for, motivating and acting as role models to the pupils and consequently reduced dropout cases.

Conversely, about 34.8 percent felt that the available key organizations/individuals had not done much in reducing pupils' dropout cases. Some respondents reported that it was the responsibility of teachers to check on cases of dropouts and not the organizations contrary to Comer, Haynes and Joyner's (1996) school development model which provides a framework within which teachers, parents and community members can work together.

Further, the research established that 42.2 percent of the sampled households reported increased completion rate. Over half of the respondents (57.8%) felt that there was no impact. On increased frequency of school attendance, 47.7 percent felt that there was impact. Majority of the households sampled (52.3%) argued that there was no impact. This was strengthened by the words of most respondents who attributed this to too much home responsibilities placed on children especially from single parent families thus miss school some days in a week.

4.8.3 Impact on households

In regard to the amount of money that households were required to pay for school activities, nearly 46.7 percent said that there was no impact while 53.3 percent of the respondents reported

that there was impact. Some respondents attributed this impact to some religious organizations within the community who contribute funds at times for school projects and therefore households pay lesser amounts of money for school activities or do not pay at all. Over half of the respondents (56.8%) reported that there was impact on household provision of employment opportunities. One respondent confirmed that he had been offered a job in one of the *Harambee* primary schools for closer to five years which was seconded by a religious organization within the area. About 43.2 percent reported that there was no impact to households in regard to employment opportunities. Some respondents claimed corruption hence some people from outside the community would get the jobs.

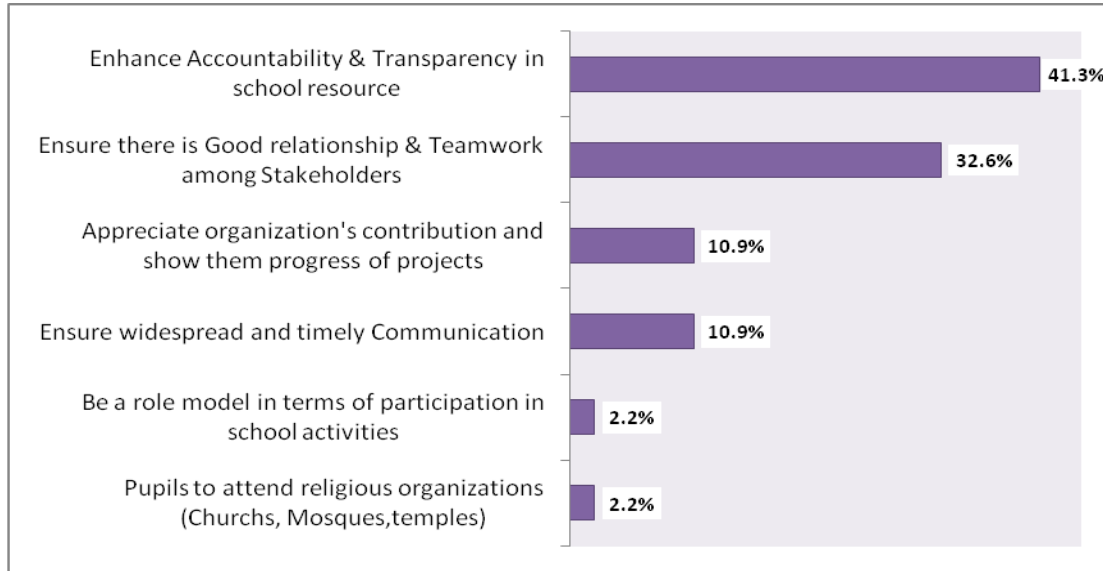
4.9 Households' measures to ensure involvement in *Harambee* school projects

According to the Daily nation (2010), there was need for the SMC to meet regularly with the parents to enlighten them regarding the importance of education. On measures to ensure households involvement, majority of the respondents 40.8 percent stated that they should be educated on the benefits of education. About 30.6 percent said that participation in school activities should be made compulsory while 16.3 percent stated that there should be widespread awareness creation and communication. For this to be realized Society for the advancement of Education (2008) suggests that a regular schedule of useful notices, memos, phone calls newsletters, e-mails, conferences, parents forums and open houses can be used. Around 8.2 percent said there should be teamwork and a minority 4.1 percent felt that needy households need to be sponsored.

4.9.1 Households' measures to ensure involvement of Key organizations and individuals in harambee primary school projects

On how to ensure organizations/individual involvement in *Harambee* primary school activities, Figure 10 summarizes the measures discussed below.

Figure 10: Households' measures to ensure involvement of other key organizations and individuals



Source: Survey data (2014)

Majority of the respondents 41.3 percent said that accountability and transparency should be enhanced in school resources. According to Machen *et al* (2005) the move towards higher standards and greater accountability in schools requires a commitment from school personnel, families and communities. Around 32.6 percent said there should be good relationship and teamwork amongst stakeholders while 10.9 percent said there should be widespread and timely communication. A further 10.9 percent mentioned that they should appreciate organizations' contribution and update them on the progress of projects. Acting as a role model in terms of participation in school activities and children to attend religious organizations were each 2.2 percent.

To summarize this chapter, the study findings indicate that household characteristics to a great extend affected households' involvement in harambee primary school activities. It was found that poverty was the main reason for non-participation for most households. It was also found that time constrains hindered households from involvement in school activities. However, there were other factors which the study found out to be the causes of households' non-involvement in

harambee primary school activities such as single parenthood, alcoholism, illiteracy, ignorance, lack of awareness about the particular school activities and poor stakeholder engagement.

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to assess the participation of the local people in harambee development projects especially in community schools, in Keiyo district. The specific objectives of this study were to (i) identify and analyze factors that facilitate and inhibit community involvement in harambee primary schools, (ii) investigate the nature and level of participation by different stakeholders in harambee primary schools, and (iii) assess the impact of community involvement in harambee primary schools. This chapter gives a synopsis of the main study findings and draws conclusions and recommendations based on the research findings.

5.2 Summary of the Findings

The study found out that male respondents were more than female respondents, a finding that concurs with studies by Rao, Stuart and Kelleher (1999), who argued that one factor that hinders women participation in development is their reproductive roles and lack of exposure, since they are largely responsible for care of the family, itself a deeply held value. On marital status of the respondents, a majority of those who participated in harambee primary school activities were from married households, a finding attributed to the belief in division of labour among family members.

5.2.1 Facilitators and Inhibitors of Community Involvement

The study established that most households (87.3 %) get involved in *Harambee* primary school development activities for the reason that their children attend the particular schools. Another reason mentioned for their participation was to develop the community, which is in line with the finding by Shatki & Gershberg (2007) who argued that when parents participate actively in school decision making, they can foster improvements on school/community relationships and can contribute more effectively to community development. Improving the school education (9.1%) and funds availability (3.6%) were other reasons cited for participation (see table 4).

Conversely, some respondents did not participate in harambee primary school development for among other reasons, time unavailability, which is attributed to the main occupation of most

respondents as farmers. This finding coincides with outcomes by Konzal who argued that, time constraints and inflexible work schedules are the most significant barriers to parental involvement in school activities (Konzal 2001). The other reason alluded to was lack of funds, which is attributed to the rampant poverty in the area as was reported by most respondents. Indeed, Jennifer (2004) indicates that money/ financial resource is seen as a major challenge to participation in development. The study revealed that the minimum household income per month was KShs. 1,500, while maximum was KShs. 30,000. Interestingly, personal decision not to participate in community development projects was mentioned by some respondents (table 5).

While a majority of the respondents had little or no education, they still participated in harambee development projects. Also, a majority (96.8 per cent) of the respondents had children of school going age and 95.1 percent of these children attend *Harambee* primary schools.

5.2.2 Nature and Level of Participation of Households and other stakeholders

On the nature and level of participation, majority of the respondents (98.2%) had participated in school activities in the last one year, in activities ranging from fund contribution, event organizing, attending school *barazas*, providing manual labour to providing other school resources (see figure 4).

Whereas there are key organizations or individuals who participated in school activities, the main one that respondents identified with was religious organizations (88.9%). These key organizations or individuals get involved in various school activities including: funding school projects, guiding and counselling of their children, sponsoring needy children, acting as role models and construction and contribution of school resources (see figure 6). On the other hand, individual/organization that they least had faith in (11.1 %) was the politicians; a finding in line with Miller *et al* (1979) who argued that current community participation theory suggests that politicians and beaurocrats have exploited ordinary people as they exclude them from community development process.

5.2.3 Impact of community involvement in harambee primary schools

On impact of households' involvement, all respondents felt that there was impact. In regard to impact on schools in construction of more classes/school facilities, about three-quarter of the respondents interviewed (72%) reported that there was impact while 28 percent said there was no impact. On recruitment of more teachers (community sponsored), less than half (48%) of the respondents sampled reported that there was impact. Other respondents (35%) reported that there was purchase of stationery and therefore had an impact on schools; the book-to-pupil ratio had improved with some schools having a ratio of 1:4 and others at 1:2.

In regard to impacts on pupils, most of the households sampled (64.8 %) felt that there was reduced pupils' dropout cases, attributed to the lunch programme introduced in primary schools. This is in agreement with the finding by Onsomu *et al.* (2004) who observed that community involvement reduces dropout rates and many pupils remain in schools until Standard Eight, the last year in primary education. Nonetheless, some respondents felt that dropout cases had not reduced with poverty forcing some pupils to drop out of school in order to work as casual labourers within the community. In this case, parents did not participate in school activities. Finally, most respondents (57.4%) stated that there was provision of employment opportunities to households; respondents reported being given menial jobs in the nearby schools for pay as a result of their active participation in school development projects.

5.3 Conclusion

A number of conclusions can be drawn from the findings of this study. First, household characteristics such as household size, marital status, number of children of primary school age and parents' education level, significantly influence community participation in harambee primary school activities in the sampled households. Secondly, economic dynamics like livelihood sources, household vulnerability and physical infrastructure are crucial not only in impinging upon household participation in community development projects, but also in the manner they interweave with various dimensions of participation in school activities, as both of them help reinforce and reproduce each other. In addition, although there is existence of key organizations and individuals that participate in harambee primary school activities, it is evident that the respondents had no faith in politicians and that they believed in religious organization for

support. By admitting that the church played a key role in their children's life by sponsoring the needy households, acting as role models for their children and funding of school projects, the study concludes that religion is impacting positively on achievement of societal aspirations.

5.4 Recommendations

The findings of this study have important implications for the improvement of community participation in harambee development projects in the study area as well as Kenya in general. They also provide directions for further research.

5.4.1 Recommendations for Policy

- (i) Given the apparent link between school attendance by pupils and parental participation in school activities, this study recommends a structured framework of sponsorship of pupils from needy households, supported by relevant policy infrastructure by relevant government departments.
- (ii) This study further advocates for universal free primary education, over and above free primary education. This recommendation is emanating from the realisation that poverty has many direct and indirect links with a pupil's education progress.

5.4.2 Recommendations for Further Research

This research has examined in detail community participation in development projects with a focus on *harambee* primary schools. However, the research does not examine the key themes across other sectors. To further knowledge in this area, a need for additional research is necessary owing to the emerging gaps that were outside this study's scope and agenda. For instance:

- (i) This study established that lack of time among households in the study area was a major reason for their non-participation in school projects. A further study is therefore proposed to investigate ways of how to balance time between domestic chores and participation in community development activities, using empirical data, in order to get a more definitive picture of the individual-community nexus in community development projects.

- (ii) The study likewise recommends a further longitudinal investigation over a few years, of community participation in development projects with a focus on *harambee* primary schools. This will help overcome the weaknesses in the current cross-section case study, as well as afford better impact evaluation.

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Appendix I
Interview Schedule Questionnaire

My name is Irene Kibire, a post-graduate student at the University of Nairobi. I am carrying out a study on community involvement in harambee development projects: a case study of primary schools in Keiyo District. The information collected will be used for research purposes only and will be treated as confidential. I will highly appreciate your participation.

Questionnaire Serial Number _____ **Date of Interview** _____

Name of the Administrative Location _____

PART A: Respondent's Background Information

- 1) Sex of the respondent (head of the household) 1. Male 2. Female
- 2) Age of the respondent (*in complete years*) _____
- 3) Position of the respondent in the family
 1. Father
 2. Mother
 3. Guardian
 4. Other (*Specify*) _____
- 4) What is the respondent's highest level of education?
 1. None
 2. Primary incomplete
 3. Primary complete
 4. Secondary incomplete
 5. Secondary complete
 6. Others (*Specify*) _____
- 5) Main occupation of the respondent
 1. Unemployed
 2. Salaried
 3. Farming
 4. Business (Off-farm)
 5. Other (*Specify*) _____
- 6) Marital Status of the respondent
 1. Single
 2. Married
 3. Divorced/Separated
 4. Widowed
- 7) How many people live in this household? 1. Female _____ 2. Male _____ 3. Total _____
- 8) What is the estimated total monthly income for this household? KShs. _____

PART B: Facilitators/Inhibitors of Community Involvement

- 9) Do you have children who are of primary school going age (5-15 years) in this household?
 1. Yes
 2. No
- 10) If YES, how many? 1. Girls _____ 2. Boys _____ 3. Total _____
- 11) Do all the children of primary school going age in this household attend school?
 1. Yes
 2. No.

12) If NO, what is the main reason for non-attendance?

1. Lack of fees 2. Had to help/work at home 3. Poor quality of schools
4. School is far 5. Other (Specify) _____

13) If YES to question 11, what type of primary school(s) do they attend? (*tick all that applies*)

1. Private 2. Public

14) Are there any Harambee primary schools in this Administrative Location?

1. Yes 2. No

15) If YES, please name the schools _____

16) Do any of the children in this household attend any of these Harambee primary schools?

1. Yes 2. No

17) If YES, how many children from this household attend these schools?

1. Girls ___ 2. Boys ___ 3. Total _____

18) Have you (or any member of your household) been involved in any development activities in these Harambee primary schools? 1. Yes 2. No (*if NO skip to question 20*)

19) What informed your (or your household's members) decision to participate in the Harambee school development projects/activities?

What informed your decision	Explanation (How it informed your decision)
1. Time availability	
2. The children from this household attend the Harambee schools	
3. Funds availability	
4. Other (<i>Specify</i>)	

20) If NO to question 18, why have you (or your household members) not been involved in these Harambee schools' projects/activities?

Reason for non-participation	Explanation (How it led to non-participation)
1. Time unavailability	
2. Lack of funds	
3. Harambee school is far(<i>probe for distance</i>)	
4. Lack of information about the activity	
5. Cultural factors (e.g Gender-related issues)	
6. Personal decision not to attend	
7. Other (<i>Specify</i>)	

PART C: Nature and Level of Participation of Households and other stakeholders

21) If YES to Question 18, did you or any member of your household participate in Harambee school development projects/activities in the last school year? 1. Yes 2. No

22) How many times in the last school year did you (or your household members) participate in Harambee school development projects/activities? _____

23) Please list the school projects/activities that you (or any of your household members) were involved in the last school year.

1. Funds contribution 2. Event organization (fundraising, prize-giving days, general meetings e.t.c) 3. Manual labor (fencing, class room repair/construction e.t.c)
4. Attending school *baraza*/meetings 5. Contribution of school resources (stationeries, desks e.t.c) 6. Other (*specify*) _____

24) Please approximate the total amount of resources (time or money) spent in each of school activities mentioned in Question 23 in the last school year.

25) If NO to Question 21, why did you (or household members) not participate in school development projects in the last school year?

1. Lack of time 2. Lack of money 3. Was not aware that the activities took place
4. Other (*specify*) _____

26) In your opinion, are there other key organizations or individuals that participate in Harambee primary school projects/activities? 1. Yes 2. No

27) If YES, please name these organizations or individuals (*tick all that applies*)

1. Religious organizations (*specify*) 2. Community Based Organizations (*Specify*)
 3. Other (*Specify*) _____

28) What are the school projects/activities that these organizations or individuals are involved in?

Organization/Individuals	Activities/Projects involved in
1. Religious organizations (<i>specify</i>)	
2. Community based organizations (<i>specify</i>)	
4. Other (<i>Specify</i>)	

29) On average, how many times in the previous school year did the aforementioned organizations or individuals participate in the Harambee school projects/activities?

Organization/Individuals	Activities/Projects involved in	Number of times
1. Religious organizations (<i>specify</i>)		
2. Community based organizations (<i>specify</i>)		
4. Other (<i>Specify</i>)		

PART D: Impacts of Community Involvement

30) In your view, do you think your (or your household member's) involvement in Harambee primary school development projects activities has an impact? 1. Yes 2. No

31) If NO, why do you think there is no impact? _____

32) If YES, what are the impacts of your household involvement in Harambee primary school development projects/activities on schools, pupils, and households?

Impacts (<i>tick all that applies</i>)	Explain your response(s)
Impacts on schools	
1.Construction of more classes or school facilities (<i>probe on quality of the facilities constructed</i>)	
2.Purchase of more stationeries e.g. books, pens, chalks (<i>probe on ratio of books per student</i>)	
3.Recruitment of more teachers (community sponsored)	
4. Other (<i>specify</i>)	
Impacts on pupils	
1.Reduced pupils' drop-out cases	
2.Increased frequency of school attendance	
3.Increased pupils' primary completion rates	
4. Other (<i>specify</i>)	
Impacts on Households	
1.Reduced the amount of money that household is required to pay for school activities	
2.Provision of employment opportunities to the household	
3.Other (<i>specify</i>)	

33) In your opinion, do you think the involvement of organizations or individuals (available in this area) in Harambee school development projects/activities have an impact?

1. Yes 2. No

34) If NO, why do you think their involvement has no impact? _____

35) If YES, what are the impacts of the organizations' or individuals' involvement in Harambee primary school development projects/activities on schools, pupils, and households?

Impacts (<i>tick all that applies</i>)	Explain your response(s)
Impacts on schools	
1.Construction of more classes or school facilities	
2.Purchase of more stationeries e.g. books, pens, chalks	
3.Recruitment of more teachers (community sponsored)	
4. Other (<i>specify</i>)	
Impacts on pupils	
1.Reduced pupils’ drop-out cases	
2.Increased frequency of school attendance	
3.Increased pupils’ primary completion rates	
4. Other (<i>specify</i>)	
Impacts on Households	
1.Reduced the amount of money that household is required to pay for school activities	
2.Provision of employment opportunities to the household	
3.Other (<i>specify</i>)	

36) In your view, what should be done to ensure households’ involvement in Harambee school development projects/activities in this Location? _____

37) In your opinion, what should be done to ensure involvement of other key organizations and individuals in Harambee school projects/activities in this Location? _____

38) Is there any other issue regarding community involvement in Harambee primary school projects/activities you would like us to discuss? _____

THE END

THANK YOU SO MUCH FOR YOUR COOPERATION!

Appendix II

Interview Guide for Key Informants

My name is Irene Kibire, a post-graduate student at the University of Nairobi. I am carrying out a study on community involvement in harambee development projects: a case study of primary schools in Keiyo District. The information collected will be used for research purposes only and will be treated as confidential. I will highly appreciate your participation

This Interview Guide is for the Following Key Informants (Target Population)

- a. Harambee Primary School Head Teachers
- b. Chiefs/Assistant Chiefs
- c. Religious Organizations

Background Information

1. Date of Interview
2. Administrative Location
3. Name of the Organization/School
4. Name of the Respondent, Designation, Age, Sex

General Issues about Community Involvement in Harambee Primary Schools in the Area

5. What are the main challenges facing Harambee primary schools in this area?
6. In your opinion, is there community involvement in Harambee primary school development projects in this area? 1. Yes 2. No
*If NO, why do you think there is no community involvement?
*If YES, describe the school activities/projects which the community is involved in.
7. How often is the community involved in these projects/activities?
8. What are the main inhibitors of community involvement in harambee school development projects in this area?
9. In your opinion, how can these inhibitors be reduced?
10. What are the main facilitators of community involvement in harambee school development projects in this area?
11. In your view, how can these facilitators be strengthened? (*Probe on how that specific office/school/organization does to strengthen the facilitators*)

12. In your opinion, what are the main impacts of community involvement in harambee school development projects in this area?
13. Is there any other issue about community involvement in harambee primary school development projects/activities that has not been mentioned and you would like to discuss?

THE END

THANK YOU SO MUCH FOR YOUR COOPERATON!