

**FACTORS INFLUENCING IMPLEMENTATION OF DONOR
FUNDED PROJECTS: A CASE OF NON GOVERNMENTAL
ORGANIZATIONS' PROJECTS IN KIBRA, NAIROBI COUNTY,
KENYA**

BY

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**A research project report submitted in partial fulfillment for the
requirements of the award of the degree of Master of Arts in Project
Planning and Management of the University of Nairobi**

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DECLARATION

This research project report is my original work and has not been presented before for the award of any degree in this or any other University or Institution whatsoever.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this research project report to my late father for his contribution to who I am in life: Sospeter Ochieng Okumu rest in peace.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
CEES	College of Education and External Studies
CSOs	Civil Society Organizations
DANIDA	Danish International Development Agency
EC	European Commission
FBO	Faith Based Organizations
FGD	Focused Group Discussion
GDP	Gross Domestic Product
GTZ	German Technical Cooperation
KYSG	Kibera Youth Self Help Group
NGOs	Non Governmental Organizations
PCM	Project Cycle Management
PM&E	Performance Monitoring and Evaluation
PMs	Project Managers
POs	Project Officers
M&E	Monitoring and Evaluation
ODA	Official Development Assistance
RBM	Results Based Management
SAPs	Structural Adjustment Programmes
SIDA	Swedish International Development Cooperation Agency
UK	United Kingdom
UN	United Nations
USAID	United States Agency for International Development
USA	United States of America

ABSTRACT

Donor funding have significantly influenced the course of development process globally and has also been essential in cases of natural disasters. Be that as it may, most donor funded projects either collapses midway or do not benefit the intended beneficiaries raising questions as to what factors affect the implementation of these projects. This study's purpose examined the factors influencing the implementation of donor funded projects in Kenya with specific reference to Non Governmental Organizations in Kibra, Nairobi County. The study's objectives were to examine the influence of the level of funding on the implementation of donor funded projects in Kibra; to determine the influence of involvement of target groups on the implementation of donor funded projects in Kibra; to assess the influence of Monitoring and Evaluation on the implementation of donor funded projects, and; to establish the influence of participation of project staff on the implementation of donor funded projects in Kibra. A descriptive survey design was used to collect data that appraised and interrogated the subject in Kibra. The targeted population in this study was project members of staff and target groups of donor funded Non Governmental Organizations in Kibra. Stratified random sampling technique was used to sample 99 respondents for the study. Five Focus Groups Discussions with target groups was also held across Kibra's five wards. The Focus Group Discussions targeted 10 respondents in each of the wards. The data was collected through questionnaires administered to the concerned parties. Secondary data was also collected from documented records and internet searches. To enhance validity of the instruments, the questionnaires and Focus Group Discussions checklists was subjected to expert review with the help of the supervisor on their relevance to the topic under study. A pilot test was also done before full administration of the questionnaires to determine the consistency, stability and reliability of the data collected. The data collected was edited and coded. Quantitative and qualitative techniques were used to analyze the data. The analyzed data was presented in form of tables. In determining the influence of the level of funding on the implementation of donor funded projects in Kibra the study established that inadequate and insufficient resources can impede the implementation of donor funded projects. In determining the influence of involvement of target groups in the implementation of donor funded projects, the study's findings are that the target groups' level of involvement to be to a small extent. In assessing the influence of monitoring and evaluation on the implementation of donor funded projects, the study established that inappropriate monitoring and evaluation also influences the implementation of donor funded projects. The study ascertained that adequacy of technical skills or lack thereof plays a key role in the development of appropriate results-based project implementation strategies. The study recommended that there is need to encourage more involvement of target groups in the project planning and implementation in order to increase the probability of sustaining the projects since there will be little resistance from the target groups. The study also recommends that project staff should be trained and/or given in-service courses on project implementation to give them the requisite skills and knowledge in project implementation. The study finally recommended that other studies ought to be done to establish whether there are other factors that influence the implementation of donor funded projects in Kenya as the study only considered four factors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Donor funded Non-Governmental Organizations (NGOs) are now recognized as key third sector actors on the landscapes of development, human rights, humanitarian action, environment, and many other areas of public action, from the post-2004 tsunami reconstruction efforts in Indonesia, India, Thailand, and Sri Lanka, to the 2005 'Make Poverty History' campaign for aid and trade reform and developing country debt cancellation (Riddell, 2007). As these two examples illustrate, NGOs are best-known for two different, but often interrelated, types of activity – the delivery of services to people in need, and the organization of policy advocacy, and public campaigns in pursuit of social transformation (Lewis, 2009). NGOs are also active in a wide range of other specialized roles such as democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis, research, and information provision. NGOs have existed in various forms for centuries, but they rose to high prominence in international development and increased their numbers dramatically in the 1980s and 1990s.

The world of NGOs contains a bewildering variety of labels. While the term NGO is widely used, there are also many other over-lapping terms used such as nonprofit, voluntary, and Civil Society Organizations (CSOs). In many cases, the use of different terms does not reflect descriptive or analytical rigor, but is instead a consequence of the different cultures and histories in which thinking about NGOs has emerged. For example, nonprofit organization is frequently used in the United States of America (USA), where the market is dominant, and where citizen organizations are rewarded with fiscal benefits if they show that they are not commercial, profit-making entities and work for the public good. In the United Kingdom (UK), voluntary organization or charity is commonly used, following a long tradition of volunteering and voluntary work that has been informed by

Christian values and the development of charity law. But charitable status in the UK depends on an NGO being non-political, so that while Oxfam is allowed the formal status of a registered charity (with its associated tax benefits) because of its humanitarian focus, Amnesty International is not, because its work is seen by the Charity Commission as more directly political. The acronym NGO therefore tends to be used in relation to international or developing country work, since its origin lies in the formation of the United Nations (UN) in 1945, when the designation non-governmental organization was awarded to certain international non-state organizations that were given consultative status in UN activities.

While the idea and practice of community development existed within the colonial period, voluntary bodies did not present themselves or their work in terms of development until much later when the US Government and international agencies began to distinguish half the world as “underdeveloped” and to describe development as a universal goal. The post independence Africa economy did at least sustain a social infrastructure that, while not comparable to the conditions in the west nevertheless served a wide population. The impact of these interventions was reflected in the subsequent dramatic changes in average life expectancy, infant and child mortality rates, improvements in nutritional status of the young, literacy levels and educational enrolment. These achievements were observed up to the 1970s as a result of these social programmes (Manji and O’Coil, 2002). Consequently, the role of NGOs in the early post independence period remained marginal as the state provided most of the social services. With most developing countries increasingly becoming indebted to the west, the neo-liberal policies became the political –economic ideology by the west over the developing countries demanding a minimalist role of the state in delivering social services, and rather concentrate on providing the enabling environment for growth (Manji and O’Coil, 2002). These policies that were implemented by the Breton Woods institutions like the World Bank, resulted in a raise in unemployment and decline in real incomes of the majority, the social basis and structure was restructured and transformed thus strengthening the forces or alliances that would be sympathetic to the situation. Externally imposed

constraints on health, education and welfare measures and social programmes, liberalization of price controls and the dismantling of state owned enterprises contributed to widening of internal disparities. Structural Adjustment Programmes (SAPs) were linked to the deteriorating health conditions in Africa, leading to increases in the incidence of child malnutrition, growth in infectious diseases and in infant and maternal mortality rates. The bilateral and multilateral institutions set aside significant volumes of the funds aimed at mitigating the social dimensions of the adjustments. These acted as palliatives to minimize the more glaring inequalities that their policies had perpetuated. These funds went to the NGO sector (Manji et al, *ibid*).

The west has spent 2.3 trillion on donor funding over the last five decades and had not managed to get twelve-cent medicines to children to prevent half of all malaria deaths. A typical African country received more than 15% of its income from foreign donors in the 1990s (Easterly, 2006). Donor agencies spends 100 billion US dollars seeking to help the world's poorest people, however most of this funding goes to projects with poor accountability mechanisms (Easterly and Pfitze, 2008). In addition, the past two decades have witnessed an increase in the official donor funding to NGOs, with the US contributing nearly 50% of the funds to NGOs. Between 10 -15% (approximately 6 billion us dollars) was provided in support to development projects to NGOs. Support to NGOs was as a result of the Washington consensus that focused on good governance and democratization and donors uncritically embraced anything calling it self-civil society, NGOs inclusive (ODI, 1996). From 1975 to 1988, the level of total overseas development assistance increased by 43% from US \$ 27.3 to 48.2 billion, 11% growth from US\$ 27.3 to 30 billion and between 1980 to 1988, and the amount of aid allocated to NGOs rose from US\$1.04 to 2.13 billion. However, this official donor funding to NGOs also presents a number of negative quality aspects, namely; the project mode of funding and NGO autonomy, and project funding relies on a mechanical cause and effect paradigm that many observers argue not to be fully participatory (Fowler, 1997).

Donor funding has a positive impact on growth in projects with participatory and accountable systems and policies but has little impact on projects whose such policies are poor. Donor funded projects are likely to have little or no substantial impact in poor sector-policy environment and where projects are not well integrated. Fortunately donor agencies today hardly ignore potential weak project implementation systems (Knack, 2006). The enhanced role of NGOs in the development process is their presumed efficiency and effectiveness in terms of project delivery and meeting the needs of the target group. This is compared favorably with the failures of the state, the private sector and multilateral efforts to promote development. Presumably, NGOs possess development capacities and capabilities that states and governments lack and are acceptable as a necessary part of the development process (Atack, 1999). Although scholars like, (Steinberg, 2003) argue that NGOs aren't democratic institutions and have no democratic accountability, literature also suggests, NGOs have a comparative advantage in; local accountability, independent assessment of issues and problems, expertise and advise-reaching important constituencies, provision and dissemination of information, awareness raising and proximity to their clients (Atack, 1999). The challenge that stands in the way for most of these organisations are the fact that the cost of development services they provide is not met by the incomes from the clients they serve- the target groups (Fowler, 1997).

Globally, donor funding has increased but lacks ability to reach out to the poor. Concerns have been voiced about the impact of donor funding to NGOs. Although their funding has increased enormously, their visibility with the general public has never been higher. Their legitimacy and relationship with funding agencies is in question. There is increasing debate that NGOs have become implementers of donor policies and their relationship with donors compromises their work (Gilles et al, 2006). Be that as it may, donor funded NGOs have played a unique and largely a successful role in assisting and strengthening the capacities of local target groups (Fowler, 1997).

In Africa donor funded NGOs have been seen as organizations whose primary role was to provide humanitarian aid and protection on the outskirts of violent conflicts since the 1980s. Western donors who had become frustrated by bureaucracy and ineffectiveness of government to government projects saw NGOs as an alternative and a flexible funding channel with a high chance of local level implementation and grassroots participation (Lewis, 2009). In recent years, and particularly the past two decades, there has been a rapid growth in number and size of donor funded NGOs, consequently bringing an increased focus on the impact of the donor funding in general. NGOs play a large role in this and it is apparent that their role is developing and rapidly changing. A survey done in one of the Eastern Africa countries which is Uganda and Rwenzori region in particular indicates that despite the increase in donor funding to NGOs in Africa towards poverty reduction programs, the poverty is on the increase (Busiinge, 2008).

In Kenya, the well-documented *Harambee* self-help movement was a system based on kinship and neighborhood ties, and was incorporated by President Jomo Kenyatta as part of a modernization campaign to build a new infrastructure after independence. Overtime what constituted an NGO quickly became bound up with external donor agendas, and the opportunities these presented to local activists and entrepreneurs. In being not governmental the donor funded NGOs in Kenya have constituted vehicles for people to participate in development and social change in ways that would not be possible through government programmes. They have also constituted a space in which it is possible to think about development and social change in ways that would not be likely through government programmes (Lewis, 2009). The fact that NGOs have now become the focus of criticism from many different political perspectives is both a reflection of the wide diversity of NGO types and roles that exist, and of their increasing power and importance in the twenty-first century. The large volume of donor funding that they receive combined with the fact that NGOs receive a higher level of public exposure and scrutiny than ever before, speaks to their continuing importance.

In Kibra, donor funds through NGOs have been used since 1980s (Lewis, 2009). There is wide variation in the levels of participation of target groups and project staff in project implementation. Although the widely held view of the ideal project implementation involves a participatory approach, many NGOs still find that it is very difficult to put into practice. For some the first challenge is to establish ownership of the process internally – especially where it is seen as an external imposition. It is upon this background that this study sought to interrogate the factors that influence the implementation of donor funded projects. A case of NGOs' projects in Kibra, Nairobi County, Kenya.

1.2 Statement of the Problem

Project implementation has over the years increasingly become a participatory process that give due recognition to project target group and staff (Word Bank, 2007). Level of funding and Monitoring and Evaluation (M&E) ensures that donor funded projects are implemented to term. Donor funds recipients have often accorded M&E, level of funding, involvement of target groups and participation of project staff minimal prominence and as a result projects take longer time to be completed, others do not achieve the intended objectives. Other projects end up not being able to sustain themselves beyond the grant period because the requisite ownership by the target group was hardly instituted at project inception all through to completion (Word Bank, 2007). Previous studies on project implementation challenges have unearthed deficiency in expertise and capacity in M&E skills as well as reporting skills as the main challenges (Kelly & Magongo, 2004). The study did not show how other factors such as the target group involvement and project staff participation influences implementation of donor funded projects. M&E and level of funding are other factors worth looking at. This gap prompted this study to examine the factors influencing the implementation of donor funded projects: a case of NGOs' projects in Kibra, Nairobi County.

1.3 Purpose of the Study

The purpose of this study was to examine the factors that influence implementation of donor funded projects in Kenya with specific reference to NGOs in Kibra, Nairobi County.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the influence of the level of funding on the implementation of donor funded projects in Kibra
2. To determine the influence of involvement of target groups on the implementation of donor funded projects in Kibra;
3. To assess the influence of Monitoring and Evaluation (M&E) on the implementation of donor funded projects in Kibra, and;
4. To establish the influence of participation of project staff on the successful implementation of donor funded projects in Kibra.

1.5 Research Questions

- a) To what extent does the level of funding influence the implementation of donor funded projects in Kibra?
- b) How does the involvement of target groups influence the implementation of donor funded projects in Kibra?
- c) How does Monitoring and Evaluation (M&E) influence the implementation of donor funded projects in Kibra?
- d) How does the participation of project staff influence the implementation of donor funded projects in Kibra?

1.6 Significance of the Study

The results of the study may add to the knowledge in project implementation. It may also aid in provision of more literature that can guide in policy formulation for project management policies. The beneficiaries of the findings of the study may be policy makers, government institutions, Project Managers (PMs), Project Officers (POs), project

target groups and the donor community. The results of the study will be availed to aid them in understanding the factors that influence the implementation of donor funded projects in Kenya. The study findings may also augment accountability in project management.

1.7 Delimitation of the Study

The study was carried out in Kibra, Nairobi County. Kibra is situated in Nairobi's South-Western Peri-urban zone approximately seven kilometres from the Nairobi City Centre. The Sub County is divided into 5 wards, namely Laini Saba, Lindi, Makina, Sarang'ombe and Woodley/Kenyatta Golf Course (IFRA-Keyobs Field Survey, 2009). The targeted populations in this study were project staff and target groups. The respondents were targeted because they are at a vantage position to enumerate the factors that influence the implementation of donor funded projects.

1.8 Limitations of the Study

Scantiness of documented information specifically on factors that influence the implementation of donor funded projects in Kenya and limited resources for doing the research were a barrier in this study.

1.9 Basic Assumptions of the Study

The study was based on the assumption that Kibra is home to many NGOs and therefore it would be easy to access targeted respondents who are sufficiently informed about the concept of project implementation, and were in a position to cooperate and respond adequately and accurately to the research questions. The data collection instruments were also valid and reliable.

1.10 Definition of Significant Terms Used in the Study

Donor Funded Projects	These are projects that rely on an external financial supply, provided by its sponsor in order to pay for consumable materials, workforce, equipment, overhead costs, and other items to be acquired for a successful project accomplishment.
Influence	This is the capacity to have an effect on the development, or behavior of something, or the effect itself. It is also the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc. of others.
Level of Funding	This is the projected level of budget set aside to ensure that the project expenditures are met during implementation.
Monitoring and Evaluation	Monitoring and Evaluation is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact.
Non Governmental Organization (NGO)	An NGO is an organization that is neither a part of a government nor a conventional for-profit business.
Project	This is a temporary endeavor undertaken to create a unique product or service. A project has a beginning and end, defined resources, and creates a unique product or service.
Project Staff	The selected and trained individuals for specific job functions and charged with associated responsibilities.
Project Staff Participation	Engaging the project staff in all aspects and components of the project implementation process.
Project Target Groups	A target group describes a group of people with common characteristics and / or similar life situations at which the goals and measures of a project are aimed.
Implementation of a Project	This is a process whereby project inputs are successfully and timely converted to project outputs. It means putting in action the activities of the project or putting into practice what was proposed in the project document for instance transforming the project proposal into the actual project.

1.11 Organization of the Study

The study is organized in five chapters. The first chapter gives an introduction of the study area taking into account the background information, statement of the problem, objectives of the study, research questions, significance of the study area, limitations, delimitations and assumptions of the study. The second chapter looks into the various literatures that are available on the study area. The third chapter looks into the methodology and approaches that were employed to collect data and the analysis techniques have been used. The fourth chapter has detailed the findings emanating from the data collected. The fifth chapter discusses the summary of the study, the recommendations and the conclusion of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter on literature review focuses on the various literature on the factors influencing the implementation of donor funded projects in Kenya with specific reference to NGOs in Kibra, Nairobi County. More specifically this chapter discusses the level of funding, M&E, how target groups involvement and project staff participation influences the implementation of donor funded projects in Kibra. This chapter also highlights the theoretical framework, conceptual framework and the knowledge gap that guided the study.

2.2 The Level of Funding and Implementation of Donor Funded Projects

Implementation of a project entails four criteria namely; the project's scope being delivered on schedule, it is delivered within budget and, once delivered, it meets the quality expectations of the donor and beneficiaries (Gyorkos, 2003, McCoy, 2005). For project managers to be truly successful they must concentrate on meeting all of those criteria. The reality is that most project managers spend most of their efforts on completing the project on schedule. They spend most of their time on managing and controlling the schedule and tend to forget about adequate funding allocation for all project activities.

Project level of funding is determined at the initial stages of project planning and usually in parallel with the development of the project schedule. The steps associated with funds allocation or budgeting for project activities are highly dependent on both the estimated lengths of tasks and the resources assigned to the project (Frankel and Gage, 2007). Project budgeting therefore serves as a control mechanism where actual costs can be compared with and measured against the budget. The budget is often a fairly set parameter in the execution of the project. When a schedule begins to slip, cost is proportionally affected. When project costs begin to escalate, the project manager should revisit the project plan to determine whether scope, budget, or schedule needs adjusting.

To determine the project level of funding, the applicable cost factors associated with project tasks are identified. The development of costs for each task should be simple and direct and consist of labor, material, and other direct costs. Cost of performing a task is directly related to the personnel assigned to the task, the duration of the task, and the cost of any non-labor items required by the task. A number of constraints, financial, political, and organizational, may dictate the level of funding for personnel, equipment, services and materials are allocated. The PM needs to be aware of existing funding acquisition policies, guidelines, and procedures. In addition, the preferences of the beneficiaries and/or the donor representatives may influence acquisition decisions. Information from similar past projects can be used to gain an understanding of funding strategies; those that were successful and applicable may be considered for implementation on the project.

As the funding estimate is being developed, additional tasks may be identified because the work is being further defined. It may be necessary to update the project schedule to include the activities identified during budget estimating, such as equipment, materials, and other non-human resources. The most appropriate basis for determining the level of funding for a project is the nature and scope of the project. A key function of planning for successful implementation of a project is to estimate the costs, staffing, and other resources needed for the project work (Frankel and Gage, 2007). It is important to weigh in on project budget needs at the project design stage so that funds are allocated specifically to key project tasks. For instance planners must build a realistic budget that incorporates the full costs of project activities, including operational monitoring and the assessments. The budget for the project should list all tasks and overall responsibilities; analyze the necessary items associated with each task, and determine their cost; budget for staffing, including full-time staff, external consultants, capacity building/training, and other human resource expenses (Frankel and Gage, 2007). More importantly, beyond donor accountability, project fund allocation should be considered as an opportunity for organizations and their partners to improve project delivery, win over reluctant decision makers and possibly leverage additional interest and investment for scaling-up or replicating activities (Frankel and Gage, 2007).

Applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore the effective and efficient allocation of scarce resources in project activities within phases is a realistic management opportunity for improving project schedule performance (Frankel and Gage, 2007).

2.3 The Involvement of Target Groups and Implementation of Donor Funded Projects

Implementation of donor funded projects entails wider planning procedures of problem analysis, the development of objectives and indicators which feed into the overall project plan hence the process should be a participatory one, involving key stakeholders in order to reach consensus on an intervention. Target group involvement is an essential ingredient in project implementation because it helps build the necessary level of understanding and, whenever possible, consensus (Narayan, 2000).

The level of target group knowledge of project purpose is hence indicative of to what extent they participate in the overall project implementation process. Their involvement is therefore best used to empower target groups to set strategic objectives; define a chain of expected results, and; select appropriate performance indicators to measure progress towards the expected results. Developing a sense of ownership among project target group and a commitment to continuous performance self-assessment from the very beginning will pay dividends in terms of improved implementation later in the project cycle and empowerment of the target group (Narayan, 2000).

One of the grounds of enhancing ownership of a project implementation process (involvement) by the target group is that it fosters empowerment and social capital formation – both regarded as a means to poverty reduction. Moreover, some recent World Bank documents (World Bank, 2008) argue that empowerment is not only a means to poverty reduction, but also an end in itself as it provides for expansion of freedom of choice and action to shape one's life. Various mechanisms through which involvement

empowers the primary stakeholders of development intervention can be drawn from participatory theory. (Oakley, 1991) contends that involvement empowers the target groups by helping break the mentality of dependence, promoting self-awareness and confidence, by leading the poor to examine their problems and to think positively about solutions. Involvement also empowers the target groups by helping the poor to acquire new skills and abilities which could enable them to better defend and promote their livelihoods (Oakley et al., 1997). Involvement helps in building up the capacity of people to generate and influence development at various levels, increasing their access to and influence over resources and institutions (Karl, 2000). (Karl, 2000) also asserts that involvement helps in building social capital, promoting networks and facilitating better management of risks by households through reciprocal self-help, sharing information and strengthening local institutions. (World Bank, 2001) further avers that involvement of primary stakeholders in project implementation strengthen the poor's voice.

Involvement of target groups in project implementation is therefore a core feature in Results Based Management (RBM) (Kusek and Rist, 2004). In particular, RBM involves bringing people at the grassroots and other stakeholders to actively participate in all stages of a project. RBM has emerged over the past 30 years based on the use of participatory methods in research and development. The recognition of the importance of RBM arose from the trend in many agencies towards transparency, performance-based accountability and the requirement to demonstrate success. Hence, participation has become a buzz word in development intervention (Kusek and Rist, 2004). The concept of involvement has become critical in assessing the needs of target groups and in implementation of donor funded projects by NGOs. The reasons for target group involvement in project implementation therefore include the desire to effect change in individuals, in projects, or organizations, and, in some cases, in society at large, as well as building the capacity of a group or an institution. (King, 2005). In addition, the participatory approach also constitutes a learning experience for the project stakeholders, increasing their understanding of the project strategy, and contributing to improved

communication between project actors who are working at different levels of project implementation (Kusek and Rist, 2004).

Recognition of the benefits of RBM is inspired from the dissatisfaction with top-down oriented conventional project implementation strategy which is oriented to the needs of donors and policymakers rather than the project's target group (Estrella and Gaventa, 1998). In response to the problems associated with the conventional top-down approaches to project implementation, new approaches to project implementation evolved. These approaches aim to make project implementation more responsive and appropriate to people's needs and real life contexts. As the foregoing review reveals, target group involvement in project implementation as a factor that influences the implementation of donor funded projects has not been tackled by researchers. This present a knowledge gap on what influence target groups involvement in project implementation may pose on the implementation of donor funded projects thus a need to study the same in Kenya.

2.4 Monitoring & Evaluation and Implementation of Donor Funded Projects

The need for greater accountability in project management has made M&E to gain traction in implementation of donor funded projects. Consequently many donor agencies are adopting results-oriented management approaches aimed at changing the way NGOs conducts their business operations, with performance (achieving results) as the central orientation (Mackay, 2007). These results-focused approaches and systems typically encompass M&E in project design and implementation. M&E has therefore become an important tool to assist with management planning, tracking progress towards goals, influencing policy and practices and achieving the hitherto elusive sustainability of projects (Mrosek, Balsillie & Schleifenbaum, 2006). M&E is viewed as a key element in the transformation of project management to be efficient, effective and responsive to target groups.

Project monitoring is the continuous and periodic review and overseeing of the project to ensure that input deliveries, work schedules, target output and other required actions proceed according to project plan (Mulwa, Kyalo et al, 2012). Evaluation attempts to determine as systematically and objectively as possible the worth or significance of an intervention, strategy or policy. Evaluation findings should be credible, and be able to influence decision-making by programme partners on the basis of lessons learned. For the evaluation process to be objective, it needs to achieve a balanced analysis, recognize bias and reconcile perspectives of different stakeholders (including project target groups) through the use of different sources and methods (Guijt and Hilhorst, 2006). According to (Guijt and Hilhorst, 2006), Monitoring and Evaluation is assessing actual change against stated objectives, and making a judgement whether development efforts and investments were worthwhile or 'cost-effective'.

Participatory Monitoring and Evaluation (PM&E) refers to a process where target groups are active participants, take the lead in tracking and making sense of progress towards achievement of self-selected or jointly agreed results at the local level, and drawing actionable conclusions (Guijt and Hilhorst, 2006). The effectiveness and sustainability of Participatory Monitoring and Evaluation requires that it be embedded in a strong commitment towards corrective action by target groups, project management and other stakeholders in a position to act. Monitoring and Evaluation, is particularly important to project implementation since it allows an on-going review of project effectiveness through performance indicators (Hodgkin, 1994). Such indicators must be established early in the project and used in monitoring activities to assure that actions are carried out when needed. Monitoring and Evaluation should involve project target groups, giving them the opportunity to decide on the criteria of success. Evaluations should be used as a management tool to identify any deficiencies and to establish a course of action to remedy problems which results to sustainability.

According to (UNDP, 1997a) ‘Monitoring enables management to identify and assess potential problems and success of a program or project. It provides the basis of corrective actions, both substantive and operation to improve the program or project design, manner of implementation and quality of results (Karanja, 2013). In addition it enables the reinforcement of initial positive results’. It is a major aspect that cannot be overlooked because it determines the sustainability of any venture or project. According to Standish Group Project Chaos Report (2005), one of the reasons for project failure is lack of project monitoring and control. The success and sustainability of any project or program largely depend on constant feedbacks about project on going activities (Mark, Henry and Julnes, 2000).

Monitoring and evaluation is important in the sustainability of a project and therefore the frequency of monitoring and evaluation should be enhanced in all the project stages (Gitonga, 2013). This is also supported by views of (Patton, 1997) who argued that, monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively. Stakeholders analysis which is a common tool to enable development facilitators to evaluate how well they intend to respond to different interests of key stakeholders in Monitoring and Evaluation, stakeholders analysis is usually used to identify different types and forms of monitoring and evaluation information demanded by different stakeholders who place varying degree to different types of information in relation to their needs and interests (Gitonga, 2012). This study shows how M&E has influenced the implementation of donor funded projects in Kibra Sub County, Nairobi County.

2.5 The Participation of Project Staff and Implementation of Donor Funded Projects

Another aspect of project implementation is deciding who will participate and how. At project inception, the project staffs are recruited and the project is inaugurated, often by a start up workshop during which project management requirements are clarified for all

parties concerned. In practice, this means that the project team identifies the information needed to guide the project strategy, ensure effective operations and meet project implementation requirements. By involving staff at this point, chances of creating a learning environment are increased. The effectiveness of project implementation often relies on involvement of all staff in the implementation process. Being involved in project implementation therefore means participating in the decision making and implementation process of the project (Vanessa & Gala, 2011).

Staff participation in project implementation is therefore critical for the implementation of donor funded projects. Staff should be skilled and dedicated in project management. The staff entrusted with implementation should have required technical expertise in their areas. Where necessary, skill levels should be augmented to meet the project implementation needs and with ongoing investments in developing such capacity within the project as necessary (Vanessa & Gala, 2011). Investing in sufficient supply of technical capacity is a continuous process during the life of a project and is very critical for the effective implementation of a project and contributing to a culture of responsibility in an organization (Vanessa & Gala, 2011). It helps to make sure that all staffs are kept informed of project plans, being clear on what is expected of them and how it will fit in with their other work. Showing staff how the information collected is used, and the impact it has, is particularly important. This reflects the idea that project implementation should be participatory (Gladys et.al. 2010).

Adequate and competent staffing for a project is critical for the implementation of donor funded projects. Both formal training and on-the-job experience are important in developing a pool of expertise on project management. Project management professionals with the necessary skill can also play a key role in providing functional advice and guidance on the design and development of appropriate results-based performance systems (Gladys et.al. 2010). (Mukhererjee, 1993) avers that meeting capacity needs can be ensured by acquiring the right people, by hiring already trained people, training your staff, hiring external consultants for focused inputs and also through removing

disincentives and introducing incentives for learning, keeping track of staff performance through regular evaluation, striving for continuity of staff and finding a highly qualified person to coordinate.

Human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For projects with staff that are sent out in the field to carry out project activities on their own there is need for constant and intensive on-site support to the outfield staff (Ramesh, 2002). One of the larger aspects of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention by the organization coupled with increased expectations following the opportunity can lead to a self-fulfilling enhanced output by the employee (Pearce & Robinson, 2004). Taking a micro and macro look at capacity building suggests that capacity development goes beyond a simple technical intervention. To a great extent focused on inducing behavior change, a process that involves learning, moderating attitudes, and possibly adopting new values at individual, organization, and system levels. Therefore, the focus of capacity building interventions must capture related conditions and concepts such as motivation, culture, and commitment, as well as changes in resource availability, skill levels and management structure (Morgan, 1997). As the foregoing discussion notes, project staff are core to successful implementation of donor funded projects. This study shows how participation of project staff has influenced the implementation of donor funded projects in Kibra Sub County, Nairobi County.

2.6 Theoretical Framework

This study is hinged on (Pawson and Tilley, 1997) 'realist evaluation theory' which stresses the components of a good project theory to be Context (C) and Mechanism (M), which account for outcome (O). Pawson and Tilley aver that project implementation is based on the CMO configuration. Mechanisms describe what it is about projects that bring about any effects. Mechanisms are often hidden. Mechanisms thus explicate the

logic of a project; they trace the destiny of a project theory, they pinpoint the ways in which the resources on offer may permeate into the reasoning of the subjects.

Context describes those features of the conditions in which projects are introduced that are relevant to the operation of the project. Realism utilizes contextual thinking to address the issues of 'for whom' and 'in what circumstances' a project will work. It is obvious that certain contexts will be supportive to the project theory and some will not. Context must not be confused with locality. Depending on the nature of the project, what is contextually significant may not only relate to place but also to systems of interpersonal and social relationships, and even to technology and economic conditions. Contextual knowledge is absolutely crucial to the policy maker and project implementer and that informs the need for a baseline survey that is participatory at project inception. The best projects are well targeted projects and the notion of context is a crucial entry point to that goal (Pawson and Tilley, 1997).

Projects are almost always introduced into multiple contexts, in the sense that mechanisms activated by the interventions will vary and will do so according to saliently different conditions. Because of relevant variations in context and mechanisms thereby activated, any project is liable to have mixed outcome patterns (Pawson and Tilley, 1997). Outcome-patterns comprise the intended and unintended consequences of projects, resulting from the activation of different mechanisms in different contexts. Realists do not rely on a single outcome measure to deliver a pass/fail verdict on a project. Nor does it make a hard and fast distinction between outputs (intermediate implementation targets) and outcomes (changes in the behavior targeted). Outcome patterns can take many forms and projects should be tested against a range of output and outcome measures. Much is to be learned by monitoring projects across a range of such measures. Policy makers are often besotted and sometimes bewildered by performance measures. This notion of 'outcome patterns' allows for a more sensitive evaluation of complex projects (Pawson and Tilley, 1997).

The cornerstone of the realist theory is a distinctive viewpoint on how intervention brings about change. According to the theory, projects are ‘theories’, they are ‘embedded’, they are ‘active’, and they are parts of ‘open systems’. Projects are theories incarnate since they begin in the heads of policy architects, pass into the hands of practitioners and, sometimes, into the hearts and minds of project subjects or target groups. Interventions are always inserted into existing social systems that are thought to underpin and account for present problems. Changes in patterns of behavior, events or conditions are then generated by bringing fresh inputs to that system in the hope of disturbing and re-balancing it. Therefore the successful implementation of projects will depend on the synergy and participation of donor agencies, policy architects, project staff and target groups (Pawson and Tilley, 1997).

The theory recognizes that as they are delivered, projects are embedded in social systems. It is through the workings of entire systems of social relationships that any changes in behaviours, events and social conditions are effected and therefore project implementation process must take heed of the different layers of social reality which make up and surround projects. For instance, a project of prisoner education and training may offer inmates the immediate resources to start on the road to reform. Whether the ideas transmitted will cement depends upon a further four I’s; the individual capacities of trainees and teachers, the interpersonal relationships created between them, the institutional balance within the prison toward rehabilitation or containment, and; the wider infra-structural and welfare systems that support or undermine the return to society. The theory holds that project resources can be the spur promoting change, but whether and to what extent that transformation will hold is contingent on the social circumstances of that society (Pawson and Tilley, 1997).

The theory also takes cognizance of the fact that projects are active. The triggers of change in most projects are ultimately located in the reasoning and resources of those touched by the project. Effects are thus generally produced by and require the active engagement of individuals. Active projects only work through the stakeholders’

reasoning meaning that an understanding of the interpretations of project participants is integral to project outcomes (Pawson and Tilley, 1997).

The theory's other principle states that projects are open systems that cannot be fully isolated or kept constant. Unanticipated events, political change, personnel moves, physical and technological shifts, inter-project and intra-project interactions, practitioner learning, media coverage, organizational imperatives, performance management and innovations make projects permeable and plastic. This makes it mandatory that M&E is integrated in project implementation to review project progress towards its objectives.

Therefore according to Pawson and Tilley, the realist approach is based on a 'generative' theory of causality meaning it is not projects that make things change, it is people, embedded in their context who, when exposed to projects, do something to activate given mechanisms, and change (Pawson and Tilley, 1997). The theory is alive and alert to the importance of stakeholders to project development and delivery.

2.7 Conceptual Framework

The Figure 1 shows conceptual framework that has the major variables and their relationship to each other. Conceptual framework clarifies relationship among independent and dependent variables. It provides a clear concept of the areas in which meaningful relationships are likely to exist (Cargan, 2007). It is linked to the problem statement and sets the stage for presentation of the specific research questions that guided the study. In this research, the researcher found out the influence that the level of funding, target groups, M&E and project staff have on the implementation of donor funded projects.

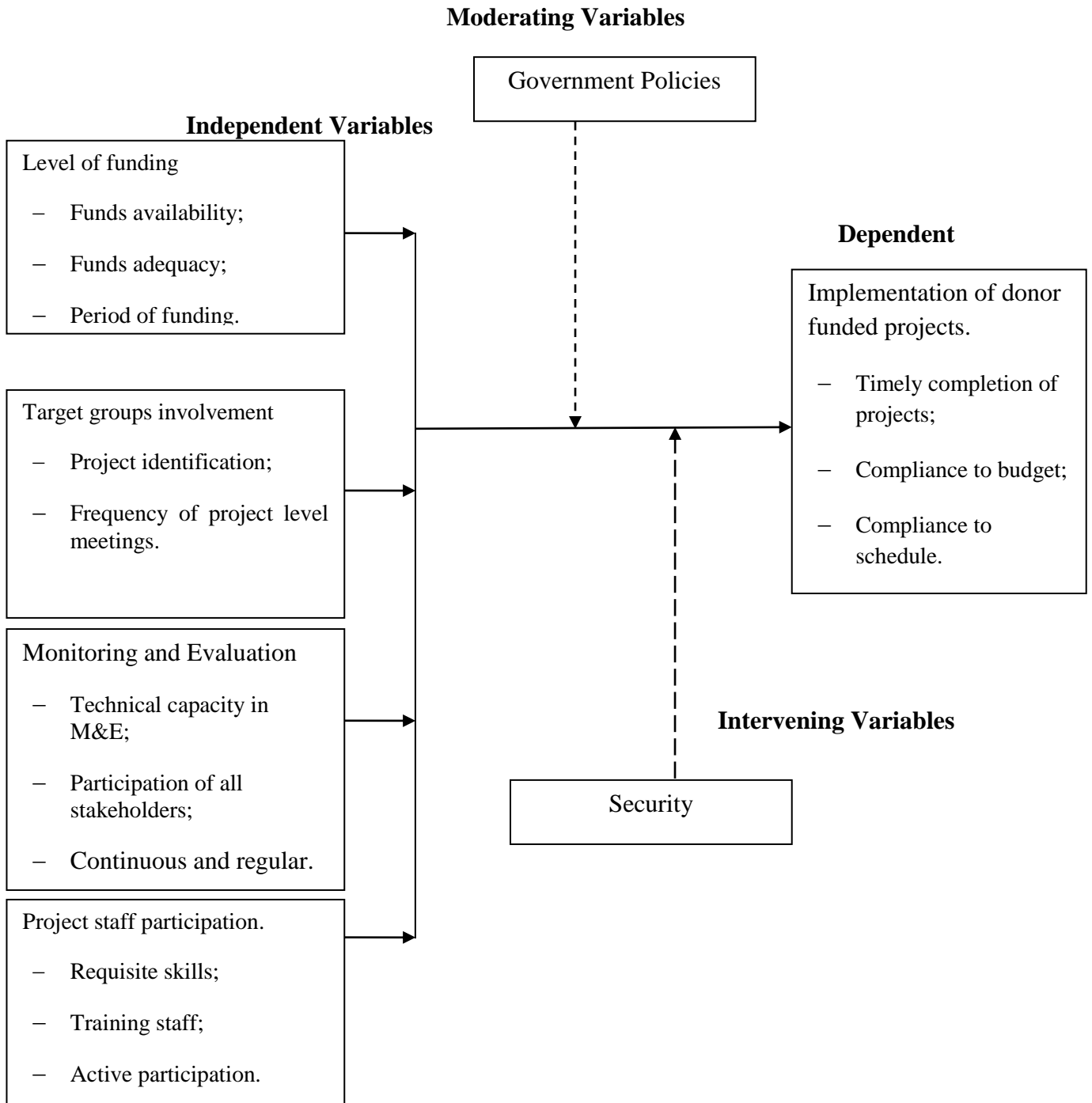


Figure 2.1: Conceptual Framework

2.8 The knowledge gap

The following section interrogates in depth the gap that informs the study and thus the objectives discussed above.

Table 2.1: Summary of Research Gap

Study by	Main focus of the study	Methodology	Findings	Gaps in knowledge	Focus of the current study
(Kelly & Magongo, 2004)	Project implementation challenges.	Descriptive Survey KIIs and FGDs were also conducted with purposively selected population	Project implementation challenges include deficiency in expertise and capacity in data collection skills, analytical as well as reporting skills.	The study did not show how the project staff participation influences the implementation of donor projects.	The current study established how the staff participation influences the implementation of donor funded projects.
(Ekodeu, 2009)	Challenges of PME of Development Projects in Uganda Lira District.	Descriptive Survey KIIs and FGDs were also conducted	Implementation of projects ignores target groups involvement.	This study did not show how ignoring target groups' in projects affects the implementation of donor funded projects.	The current study focused on how the involvement of target groups influence the implementation of donor funded projects in Kenya.
(Tearfund, 2007)	Challenges and opportunities for international development agencies and the church in the response to Acquired Immuno Deficiency Syndrome (AIDS) in Africa.	Descriptive Survey KIIs and FGDs were also conducted with purposively selected FBOs	Challenges facing Faith Based Organizations (FBO) is the weaknesses of M&E, which is aggravated by lack of documentation which hinders the quality and good practice thus preventing international donors to intervene.	Most FBOs are also donor funded, the study did not look at donor funded NGOs hence the gap.	This study focused on donor funded NGOs.
(Sida, 2005)	The use and abuse of M&E	Descriptive Survey KIIs and FGDs were also conducted with selected NGOs	Monitoring and Evaluation is not integrated in project implementation by some NGOs.	The findings of the study did not establish how M&E influences the implementation of donor funded projects in Kenya.	This study established how M&E when used correctly influences the implementation of donor funded projects in Kenya.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, the target population, the sampling procedure and size, data collection and analysis procedures followed by validation of the data for reliability then ethical consideration and operational definition of variables. This chapter therefore examines the approach that was used in this study to illuminate its central questions about the factors that influence implementation of donor funded projects. The adopted approach enabled exploration of perceptions in sample groups composed of different stakeholders in the sector of study.

3.2 Research Design

This study collected information on projects staff and target groups of donor funded NGOs in Kibra, Nairobi County. This study adopted a descriptive survey design because it is suitable in gathering data whose intention is to describe the nature of the existing condition. It attempted to describe characteristics of subjects, opinions, attitudes, preferences and perceptions of persons of interest to the researcher (Borg 1989 and Orodho 2005). The chosen design is also advantageous in the sense that data collection provides a multifaceted approach for instance case studies, observation that can give several angles on the information sought (Borg 1989 and Orodho 2005). The study appraised and interrogated the subject in Kibra. To realize this, the research design that was employed involved a desk top study to generate documented information, the administration of questionnaires and field visits to carry out Focus Group Discussions (FGDs) with project target groups. This research sought to obtain information that describes the existing phenomena by asking concerned staff and target groups about their perception, which was used to help explain the status of the subject under investigation. The design used enabled the researcher to probe and obtain in- depth understanding of the issue under study.

3.3 Target Population

Population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda and Mugenda 2003). This study targeted project staff and target groups of donor funded NGOs in Kibra's five wards namely Lindi, Laini Saba, Sarang'ombe, Makina, Woodley/Kenyatta. Three members of staff are targeted per NGO (Programme Coordinators, Programme Officers and Programme Assistants/ Interns- that is senior, middle and lower management levels respectively). Kibra is home to 111 donor funded organizations (Population Council, 2015) therefore in terms of exact target population, a total of 3 respondents were sampled from each NGO hence 333 respondents. 30% of the total number of respondents or 99 members of staff were targeted. According to (Mugenda and Mugenda 2003) a sample size of between 10% to 30% is appropriate. The respondents were then evenly distributed across the wards depending on the number of NGOs per ward. The study also conducted 1 FGD per ward. The FGD targeted a maximum of 10 respondents per FGD per ward. Therefore in total the study targeted 149 respondents. The FGDs realized a varied number of respondents.

3.4 Sampling Procedures and Sample Size

3.4.1 Sample Size

According to (Neuman, 1997), a researcher may use stratified random sampling to obtain a sample population that best represents the entire population being studied. Its advantages include minimizing sample selection bias and ensuring certain segments of the population are not overrepresented or underrepresented. The biggest advantage of stratified random sampling is that it reduces selection bias. Stratifying the entire population before applying random sampling methods helps ensure a sample that accurately reflects the population being studied in terms of the criteria used for stratification. Stratified random sampling is also ensures each subgroup within the population receives proper representation within the sample. Based on the above criteria, respondents were sought from 5 different wards as detailed in Table 3.1. A sample size of 149 respondents was selected for the study as shown in Table 3.1.

3.4.2 Sampling Procedure

Stratified random sampling technique was applied. The respondents were stratified based on the wards in the area. Then, a sample was selected from each of the stratum as shown in Table 3.1 based on the number of NGOs per ward. The number of respondents per ward was based on proportionate NGOs distribution. Stratified Random sampling was used because the research was being done in five different wards which have to be stratified by NGOs size before selecting the final subjects proportionately (Patton, 1990 and Neuman, 1997).

Table 3.1: Sampling Matrix

Ward	No of NGOs per ward, (Population Council, 2015)	Sampled NGOs	Sampled respondents	No. of FGDs with target groups
Lindi	26	8	24	1
Laini Saba	23	7	21	1
Makina	18	5	15	1
Sarang'ombe	24	7	21	1
Woodley/ Kenyatta	20	6	18	1
Total	111	33	99	5

3.5 Data Collection Instruments

Data was collected through questionnaires administered to the concerned parties. Questionnaires are useful instruments of collecting primary data since respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho, 2004). Both open ended and closed ended questionnaires were used to collect data for the study. The questionnaires were divided into different sections whereby each section addressed questions to achieve each of the specific objectives of the study on level of funding, target group involvement, monitoring and evaluation and project staff

participation. The researcher conducted FGDs using FGDs checklists. The instruments also focused on each of the specific objectives of the study.

3.5.1 Pilot Testing of the Instruments

Pilot testing means finding out if the research instruments will work in the real world by trying it out first on a few people (Polit et al., 2001). The test is done to make sure that everyone in the sample not only understands the questions, but understands them in the same way. It is also done to find out how long it takes to complete the survey in real time (Polit et al., 2001). The researcher administered the instruments in the same way and under similar conditions and recorded the start and end time to tell how long it took to complete each instrument. The researcher paid attention to instances when respondents hesitated to answer or asked for clarification, as this would have been an indication that questions or answers were too vague, difficult to understand or have more than one meaning.

3.5.2 Validity of the Instruments

Validity is the degree to which evidence supports inferences based on the data collected using a particular instrument to check whether the information obtained will be relevant to the study or not (Kerlinger, 1986). To enhance validity of the instruments, the questionnaires and FGDs checklists were subjected to expert review with the help of the supervisor on their relevance to the topic under study.

3.5.3 Reliability of the Instruments

Reliability is a measure of the consistency of results or scores obtained. A pilot test was also done before full administration of the questionnaires (Kothari, 2006). A split half reliability method was then carried out to determine the consistency, stability and reliability of the data collected. This method is a procedure for estimating test reliability by which a test is divided into two comparable halves and the scores on the halves are then correlated (Kothari, 2006). A reliability coefficient was then calculated to indicate the relationship between the two sets of scores obtained. A correlation coefficient of more

than 0.7 implies that the instrument is more reliable and if less, then the instrument will be subjected to further review (Mugenda & Mugenda, 2003).

3.6 Data Collection Procedures

The researcher sought a letter from the University of Nairobi to be presented to relevant authorities to aid data collection process. A research assistant was engaged to collect primary data through questionnaires. The researcher conducted FGDs and recorded the information for analysis. These interviews were done using a structured questionnaire and interview checklists attached as under appendix II and III. This therefore entailed collection of both qualitative and quantitative data. The qualitative data (non-numerical data) were collected using the questionnaire. This data was collected from the open ended questions where the responses were recorded verbatim. The quantitative data was collected using closed questions where the responses were scored on a numerical scale. These instruments were developed to contain the items that helped in achieving the objectives of the study. The first set of interviews was with the sampled members of staff. The second set of interviews was FGDs with purposively selected target groups in the wards targeted by the donor funded NGOs.

It is important to address the implications of qualitative data, which was applied to arrive at the main findings of the study. While quantitative data uses large sets of numerical data to quantify broader predictions, qualitative data aims at “depth rather than breadth” (Harrison, Lisa 2001). According to (Brockington and Sullivan, 2003) qualitative data tries to “understand the world” by collecting data in natural settings and interpreting actions and perceptions of the relevant actors. It does not test theory in practice but works inductively to arrive at assumptions or even theories through empirical observation (Brockington, Dan and Sullivan, 2003). Instead of strong emphasis on measuring concepts to describe an external reality, qualitative data asks questions of ‘why’ and ‘how’. Additionally, by being in the subject’s natural environment and become knowledgeable about what is researched it is possible to gain a larger reliance upon the actions and perceptions of the research subject. However, this also constrains

generalizations as it is only possible to explore a particular perspective. Apart from somewhat limited data, a certain proximity to the research subject bears the risk of becoming too involved and too sympathetic towards particular actors. Another downside of qualitative data is that similar results could be interpreted differently by other researchers (Harrison, 2001).

3.7 Data Analysis Techniques

The data collected were edited and coded. In the editing process the questionnaires were scrutinized to check for any inadequate or out rightly irrelevant responses. In coding the information, a code book was prepared as a reference to facilitate entry of the data into data entry sheets. Both qualitative and quantitative data analysis technique was used to analyze the data. Quantitative data collected was analyzed, presented and interpreted using descriptive statistics while thematic analysis techniques was used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. The analyzed data was presented in the form of tables (Kombo, 2013).

3.8 Ethical Considerations

All comments were treated with respect and confidentiality. Perspectives of the respondents were used solely for the purpose of this research. Where there was a necessity to quote respondents on points raised by them, the consent of the respondent was sought first, or the quotes were blinded (made anonymous). Consent was also sought from relevant authorities responsible for the areas in which the research took place.

3.9 Operational definition of variables

Table 3.2: Operationalization of variables chart

Objective/Research Question	Variables	Indicators	Measurement	Measurement Scale	Research Design	Data Collection Method	Data Analysis
To what extent does the level of funding influence the implementation of donor funded projects in Kibra?	Independent: Level of funding Implementation of donor funded projects	*Funds Availability; *Funds Adequacy; *Period of funding. *Timely completion of projects; *Compliance to budget and schedule.	*Availability of funds; *Adequate funds; *Adequate funding period. Project final reports	*Ordinal *Ordinal	*Survey *Survey	*Questionnaire *Document reviews *FGDs	*Descriptive *Content analysis
How does the involvement of target groups influence the implementation of donor funded projects in Kibra?	Independent: Target groups involvement Dependent: Implementation of donor funded projects	*Project identification; *Frequency of project level meetings. *Timely completion of projects; *Compliance to budget and schedule.	*Participation of target groups in project implementation Project final reports	*Ordinal *Ordinal	*Survey *Survey	*Questionnaire *Document reviews *FGDs	*Descriptive *Content analysis
How does Monitoring and Evaluation influence the implementation of donor funded projects in Kibra??	Independent: M&E Dependent: Implementation of donor funded projects	*Technical capacity in M&E; *Participation of stakeholders; *Continuous and regular. *Timely completion of	*Reports of review meetings. Project final reports	*Ordinal *Ordinal	*Survey *Survey	*Questionnaire *Document reviews *FGDs	*Descriptive *Content analysis

projects;
Compliance
to budget and
schedule.

<p>How does the participation of project staff influence the implementation of donor funded projects in Kibra?</p>	<p>Independent: Project staff participation</p> <p>Dependent: Implementation of donor funded projects</p>	<p>* Requisite skills; *Training staff; *Active participation.</p> <p>*Timely completion of projects; *Compliance to budget and schedule.</p>	<p>*Availability of requisite skills; *Continuous training of project staff.</p> <p>Project final reports</p>	<p>*Ordinal</p> <p>*Ordinal</p>	<p>*Survey</p> <p>*Survey</p>	<p>*Questionnaire *Document reviews *FGDs</p>	<p>*Descriptive *Content analysis</p>
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CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. The focus of this chapter is to discuss the analysis and interpretation of the findings guided with the objectives of the study. The data that was obtained is presented in tabular form using percentages and frequencies.

4.2 Response Rate

A total of 149 respondents were targeted from Kibra in Nairobi County out of which 112 responded by completing and returning the questionnaires. This gave a response rate of 75% which according to Mugenda and Mugenda (2003) any response rate above 50% is appropriate for generalization of the findings.

4.3 Demographic Information of the Respondents

This section presents background information of the respondents' gender, age, education level, and duration of service. These are as presented in the following sub-sections.

4.3.1 Respondents by Gender

Respondents were asked to state their gender to ascertain whether gender had any influence on implementation of donor funded projects. The findings of the study are as presented in Table 4.1.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	62	56.4
Female	48	43.6
Total	112	100

The results show that most of the respondents (56.4%) were male. The female were 43.6%. The findings mean that there were more male than female. However, the

distribution was near equal. Therefore, it can be concluded that there is gender equality in the implementation of donor funded projects.

4.3.2 Respondents by Age

The study sought to determine the respondents' age bracket. The findings of the study are as presented in Table 4.2.

Table 4.2: Distribution of Respondents by Age

Age	Frequency	Percentage
25 Years or below	51	45.5
26-30 Years	24	21.4
31-35 Years	22	19.6
36-40 Years	9	8.0
41-45 Years	3	2.7
Above 45 Years	3	2.7
Total	112	100

The findings of the study revealed that majority of the respondents (45.5%) interviewed were aged between the 25 years and below. It was also found out that (21.4%) were aged between 26-30 years. (19.6%) of the respondents were aged between 31-35 years. Only (2.7%) of the respondents were aged between 41-45 years and above 45 years respectively. From the findings, it can be said that majority of the respondents are youths who can be engaged in active project implementation. This could be an indication that more youths participated in the implementation of the donor funded projects.

4.3.3 Level of Education

Respondents were asked to state their highest level of education to ascertain the influence of level of education on the implementation of donor funded projects. The findings of the study are as presented in Table 4.3.

Table 4.3: Distribution of Respondents by Education

Level of Education	Frequency	Percentage
Primary education	18	16.1
Secondary education	28	25
College	27	24.1
University education	39	34.8
Total	112	100

The findings of the study show that most (34.8%) of the respondents had University degree. The study also found that (24.1%) of the respondents had college education, (25%) of the respondents had secondary education while (16.1%) of the respondents had primary. From the findings of the study it can be said that most of respondents are learned therefore they have knowledge on project implementation. This is also an indication that there are more graduates in the market whose skills have been tapped into donor funded projects implementation.

4.3.4 Duration of Service

The respondents (project staff) were asked the duration of service to ascertain the influence of experience on the implementation of donor funded projects. The findings of the study are as presented in Table 4.4.

Table 4.4: Distribution of Respondents by Duration of Service

Duration of Service	Frequency	Percentage
Less than 3 Years	29	25.9
4 – 5 Years	48	42.9
6 – 10 Years	35	31.3
Total	112	100

The findings of the study revealed that most of the project staff (42%) interviewed had 4-5 years of service. It was also found that (31.3%) had 6-10 years while (25.9%) of the respondents had less than 3 years experience. From the findings it can be said that most

of the staff had experience and were therefore considered to have information with regard to implementation of donor funded projects. Experience enables project staff to tactfully execute their mandates.

4.4 Level of Funding

This section of the study sought to determine the influence of level of funding on the implementation of donor funded projects. The findings are presented in the subsequent sections.

4.4.1 Availability of Funds

The respondents were asked to indicate whether there is funding to ensure the implementation of donor funded projects. The findings of the study are as presented in Table 4.5.

Table 4.5: Frequency of Availability of Funds

Availability of Funding	Frequency	Percentage
Yes	71	63.4
No	41	36.6
Total	112	100

The findings shows that majority (63.4%) of the respondents indicated that there was funding to ensure the implementation of projects, while (36.6%) of the respondents indicated that there was no funding to ensure the implementation of projects. From the findings it can be concluded that implementation of projects requires funding. This analysis was interpreted to imply that the fundraising initiatives should target resources for the implementation of projects.

4.4.2 Adequacy of funds

The respondents were asked to indicate the adequacy of funds. The findings of the study are as presented in Table 4.6.

Table 4.6: Frequency of Adequacy of funds

Adequacy of Funding	Frequency	Percentage
Adequate	37	33
Inadequate	75	67
Total	112	100

According to the findings, whereas 33% of the respondents indicated that the funds were adequate, 67% of the respondents indicated that the funds were inadequate. From the findings it can be interpreted that inadequate allocation of funds can impede the implementation of projects. These findings are supported by John (2007) that applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore the level of effective and efficient level of funding in project implementation phases is a realistic management opportunity for improving project schedule performance.

4.4.3 Estimation and Actual Expenditure

The respondents were asked to indicate to what extent they agreed that project implementation funding budget should certainly be more carefully estimated and actual expenditure on implementation more carefully monitored. The findings of the study are as presented in Table 4.7.

Table 4.7: Frequency of Estimation and Actual Spending on Project Implementation

Variable	Frequency	Percentage
Very large extent	59	52.7
Large extent	27	24.1
Moderate extent	11	9.8
Small extent	8	7.1
Very small extent	7	6.3
Total	112	100

The study findings show that 52.7% of the respondents agreed that that project implementation level of funding should certainly be more carefully estimated and actual expenditure on the implementation more carefully monitored whereas 7.1% of the respondents indicated that implementation funding should certainly be more carefully estimated and actual expenditure on the same more carefully monitored to a small extent. This is an indication that the level of funding influences the implementation of project implementation. The reason why estimation and actual expenditure should be monitored is to avoid poor allocation of resources during project implementation and avoid under-funding of other activities.

4.4.4 Donors Emphasis on Budgeting for Project Tasks

The respondents were asked to indicate to what extent they agreed that donors put emphasis on ensuring that project implementation is budgeted for before approving any proposals for funding. The findings of the study are as presented in Table 4.8.

Table 4.8: Frequency of Donors emphasis on budgeting for project tasks

Variable	Frequency	Percentage
Very large extent	67	59.8
Large extent	31	27.7
Moderate extent	8	7.1
Small extent	6	5.4
Very small extent	-	-
Total	112	100

According to the findings, 59.8% of the respondents agreed that donors put emphasis on ensuring that project implementation is budgeted for before approving any proposals for funding to a very large extent. The study also found that 27.7% of the respondents agreed that donors put emphasis on ensuring that project implementation activities are budgeted for before approving any proposals for funding to large extent. This can be interpreted that funding allocation influences the implementation of projects. The respondents were asked to mention other influences of funding on project implementation. The following

were mentioned: inadequate resources and underestimation of budget can lead to failure in the implementation of donor funded projects.

4.5 Target Groups Involvement

In this section the study sought to determine the influence of target groups' involvement on the implementation of donor funded projects. The findings are presented in the subsequent sections.

4.5.1 Target groups involvement in project identification

The respondents were asked to indicate whether target groups are involved in project identification. The findings of the study are as presented in Table 4.9.

Table 4.9: Frequency of Target groups involvement in project identification

Variable	Frequency	Percentage
Yes	70	62.5
No	42	37.5
Total	112	100

The study findings show that 62.5% of the respondents indicated that target groups are involved in project identification, while 37.5% of the respondents indicated that target groups are not involved in project identification. From the findings it can be interpreted that target groups' involvement is effective in the implementation of projects. These findings are furthermore, supported by Jones (2009) that best practice example demonstrates that a central factor facilitating successful project implementation is stakeholder involvement. This involvement must be brought in at the early stages of project planning process, include the support of high profile champions and attract political agents interested in learning or using instruments to demonstrate effectiveness.

4.5.2 Level of target groups' involvement in project implementation

The respondents were asked to indicate the level of target groups' involvement in project implementation. The findings of the study are as presented in Table 4.10.

Table 4.10: Frequency of Level of target groups' involvement in project implementation

Variable	Frequency	Percentage
Very large extent	14	12.5
Large extent	9	8
Moderate extent	10	8.9
Small extent	61	54.5
Very small extent	18	16.1
Total	112	100

The study findings show that 54.5% of the respondents indicated that target groups' level of involvement to be to a small extent, while 8% of the respondents indicated that the involvement was to a large extent. From the findings, it can be said little attention is paid on the level of target groups' involvement. These findings are also contradicted by Proudlock (2009), who found out that the whole process of project implementation can be greatly improved by the involvement of project target groups who are after all the primary beneficiaries in their own development and the best judges of their own situation. However, target groups involvement ought to be guided and structured to mitigate undue influence and domination of the project.

4.5.3 Unstructured target groups' involvement influence on project implementation

The respondents were asked to what extent they agreed that unstructured involvement of target groups in project implementation could influence project implementation. The findings of the study are as presented in Table 4.11.

Table 4.11: Frequency of unstructured target groups' involvement influence on project implementation

Variable	Frequency	Percentage
Strongly Agree	47	42
Agree	15	13.4
Neutral	27	24.1
Disagree	13	11.6
Strongly Disagree	10	8.9
Total	112	100

According to the findings, 42% of the respondents strongly agreed that unstructured involvement of target groups could impede project implementation while 24.1% of the respondents were neutral. From the findings it can be interpreted that target groups' involvement in the implementation donor funded projects must be structured right from project inception. The representation by majority of the respondents implies that unstructured involvement of target groups in project implementation could affect implementation in one way or another.

4.5.4 Reflection of community needs

The respondents were asked to indicate to what extent they agreed that involvement of target groups reflects the community needs and stimulate people's interest in the implementation of donor funded projects. The findings of the study are as presented in Table 4.12.

Table 4.12: Frequency of Reflection of community needs

Variable	Frequency	Percentage
Strongly Agree	45	40.1
Agree	45	40.1
Neutral	4	3.6
Disagree	10	8.9
Strongly Disagree	8	7.1
Total	112	100

According to the findings, whereas 7.1% and 8.9% strongly disagreed and disagreed respectively that of target groups' involvement in project reflects the community needs and stimulate people's interest in the implementation of donor funded projects. 40.1% of the respondents strongly agreed and agreed respectively that target groups' involvement in projects reflects the community needs and stimulate people's interest in the implementation of projects. From the findings it can be interpreted that reflection of the community needs in projects is effective in implementation of projects. Failure to facilitate the involvement could imply that projects would not get support from the target groups which can lead to the rejection of the project.

4.5.5 Reinforcement of synergy between project implementers and target groups

The respondents were asked to indicate to what extent they agreed that involvement of target groups in project implementation reinforces the synergy between project implementers and target groups. The findings of the study are as presented in Table 4.13.

Table 4.13: Frequency of Synergy between project implementers and target groups

Variable	Frequency	Percentage
Strongly Agree	75	67
Agree	19	17
Neutral	7	6.3
Disagree	9	8
Strongly Disagree	2	1.8
Total	112	100

Whereas 8% of the respondents disagreed that involvement of target groups in project implementation reinforces the synergy between project implementers and target groups, majority of the respondents (67%) strongly agreed. From the findings it can be interpreted that consultation of involvement of target groups in projects influences the implementation of the same. The responses given by the majority of the respondents was an indication that for the sustainability of donor-funded projects, involvement of the

target groups improves the synergy between implementers and project target groups and therefore increasing acceptability of projects by those targeted by the intervention.

4.6 The influence of M&E on the implementation of donor funded projects

In this section the study sought to determine the influence of M&E on the implementation of donor funded projects. The findings are presented in the subsequent sections.

4.6.1 M&E in Project Implementation

The respondents were asked to indicate if their organization has an existing M&E system for project implementation. The results were provided as shown in the Table 4.14.

Table 4.14: Frequency of Existing M&E system

Variable	Frequency	Percentage
Yes	75	67
No	37	33
Total	112	100

According to the findings 67% of the respondents indicated that their organizations at least had an M&E system and function to track results for the donor funded projects while 33% did not. Williamson (2010) indicated that lack of professional capacity and high staff turnover affected the M&E system to track project results.

4.6.2 Usefulness of M&E

The respondents were asked to indicate the level usefulness of M&E to the implementation of donor funded projects. The findings of the study are as presented in Table 4.15.

Table 4.15: Usefulness of M&E in project implementation

Variable	Frequency	Percentage
Very large extent	29	26
Large extent	33	29.4
Moderate	18	16.1
Small extent	17	15.2
Very small	15	13.4
Total	112	100

The findings shows 26% of respondents indicated M&E was useful to a very large extent, 29.4% to a large extent and 16.1% to a moderate extent. This confirms the value project implementers and target groups attach to M&E in the implementation of donor funded projects.

4.6.3 Importance of M&E trainings and capacity building

The respondents were asked to indicate to what extent trainings and capacity building in M&E is important during the implementation of donor funded projects. The findings of the study are as presented in Table 4.16.

Table 4.16: Frequency of Importance of M&E trainings and capacity building

Variable	Frequency	Percentage
Very large extent	16	14.3
Large extent	27	24.1
Moderate	34	30.4
Small extent	21	18.8
Very small	14	12.5
Total	112	100

From the results in Table 4.16 below on the importance of training and capacity building on M&E for assessing project progress and outcomes, 30.4% of the respondents indicated that training and capacity building was useful to a moderate extent while 24.1% indicated it was to a large extent and 14.3% to a very large extent.

4.6.4 Frequency of M&E

The respondents were asked to indicate how often monitoring and evaluation was conducted during the project implementation process. The results were provided as shown in the Table 4.17.

Table 4.17: Frequency of M&E

Period	Frequency	Percentage
Annually	17	15.2
Quarterly	60	53.6
Monthly	25	22.3
Weekly	10	8.9
Total	112	100

According to results shown in Table 4.17, 53.6% of the respondents indicated that the monitoring and evaluation exercise was conducted quarterly. The findings therefore revealed that the frequency of conducting monitoring and evaluation was insufficient because a lot of operations could have taken place without supervision in between a period of 3 months or one year.

4.6.5 Utility of M&E feedback for improvement of project implementation

Respondents were asked to rate to what extent they thought feedback from M&E was used to improve the implementation of donor funded projects. The findings from the responses obtained were illustrated as shown in Table 4.18.

Table 4.18: Frequency of Utility of M&E feedback on project implementation

Variable	Frequency	Percentage
Strongly Agree	28	25
Agree	32	28.5
Neutral	19	17
Disagree	18	16.1
Strongly Disagree	15	13.4
Total	112	100

According to results in Table 4.18 over 50% percent of the respondents agreed that monitoring and evaluation process feedback was fully utilized for improvement of the implementation of donor funded projects.

4.6.6 Participatory M&E on project implementation

Respondents were asked to rate to what extent they thought the M&E was participatory and involved all project stakeholders during the implementation of donor funded projects. The findings from the responses obtained were illustrated as shown in Table 4.19.

Table 4.19: Frequency of Participatory M&E on project implementation

Variable	Frequency	Percentage
Strongly Agree	15	13.4
Agree	18	16.1
Neutral	10	9
Disagree	41	36.6
Strongly Disagree	28	25
Total	112	100

According to results in Table 4.19 over 60% 80 percent of the respondents disagreed with the fact that monitoring and evaluation was fully participatory and involved all the stakeholders.

4.7 Staff participation in the implementation of donor funded projects

In this section the study sought to determine the influence of staff participation on the implementation of donor funded projects. The findings are presented in the subsequent sections.

4.7.1 Staff technical skills in project implementation

The respondents were asked to indicate if they have technical skills in project implementation. The results were provided as shown in the Table 4.20.

Table 4.20: Frequency of Technical skills in project implementation

Variable	Frequency	Percentage
Yes	77	68.8
No	35	31.3
Total	112	100

The findings of the study revealed that majority of the respondents (68.8%) indicated that they have technical skills in project implementation, while 31.3 of the respondents indicated that they don't have staff technical skills in project implementation. This analysis was interpreted to imply that the employees did have skills to influence the implementation of donor funded projects. The respondents were asked to explain their answers. The following were mentioned: appropriate skills are needed in the development of appropriate results-based project implementation systems, technical skills affect the ability to carry out duties, training and on-the-job experience are important in developing staff skills hence affecting their effectiveness in project implementation.

4.7.2 Adequacy of staff technical skills in project implementation

The respondents were asked to indicate the adequacy of staff technical skills. The findings of the study are as presented in Table 4.21.

Table 4.21: Frequency of Adequacy of staff Technical skills in project implementation

Variable	Frequency	Percentage
Yes	35	31.3
No	54	48.2
Not sure	23	20.5
Total	112	100

The study findings revealed that 48.2% of the respondents indicated that the technical skills are not adequate, 31.3% of the respondents indicated inadequate while 20.5% of the respondents were not sure. This could be interpreted that technical skills are not sufficient. These findings contradicts the statement by Gladys, Katia, Lycia & Helena (2010) which states that building an adequate supply of human resource capacity is critical for the sustainability of the donor funded projects and generally is an ongoing issue. It needs to be recognized that project staff requires far more technically oriented project implementation training and development than can usually be obtained with one or two workshops. Both formal training and on-the-job experience are important in developing project staff. Two key competencies for project staff are cognitive capacity and communication skills.

4.7.3 Technical skills as a determinant in project implementation

The respondents were asked to indicate whether they agree that technical skill is a huge determinant in project implementation. The findings of the study are as presented in Table 4.22.

Table 4.22: Frequency of Technical skills as a determinant in project implementation

Variable	Frequency	Percentage
Strongly Agree	38	33.9
Agree	33	29.5
Neutral	28	25
Disagree	6	5.4
Strongly Disagree	7	6.3
Total	112	100

The study findings show that 33.9% of the respondents indicated that they strongly agreed that technical skills is a key determinant in project implementation. The study also found that 29.5% of the respondents agreed that technical skill is a determinant in project implementation while 25% of the respondents were neutral about technical skill being a determinant in project implementation. From the findings it can be said that technical skills are important in project implementation. This is an indication that without the right technical skills conducting project implementation becomes difficult.

4.7.4 Donors emphasis on qualification of project staff

The respondents were asked to indicate to what extent they agree that donors pay a lot of emphasis on the qualifications of project staff during the approval for funding. The findings of the study are as presented in Table 4.23.

Table 4.23: Donors emphasis on qualifications of project staff

Variable	Frequency	Percentage
Strongly Agree	68	60.7
Agree	11	9.8
Neutral	15	13.4
Disagree	11	9.8
Strongly Disagree	7	6.3
Total	112	100

The study findings show that 60.7% of the respondents strongly agreed that donors pay a lot of emphasis on qualifications of project staff during approval for a funding for a project while 13.4% of the respondents were neutral that donors pay a lot of emphasis on qualifications of project staff. The responses given by the majority of the respondents is a clear indication that donors also put emphasis in the qualifications of the staff that implements donor funded projects. This analysis can be interpreted to mean that the qualifications of the project staff is effective in project implementation and therefore hiring staff who are not qualified can impede project implementation activities.

4.7.5 Trainings on project implementation

The respondents were asked to indicate whether they need regular trainings in project implementation. The findings of the study are as presented in Table 4.24.

Table 4.24: Frequency of Trainings of project implementation

Variable	Frequency	Percentage
Very large extent	30	26.8
Large extent	44	39.3
Moderate extent	17	15.2
Small extent	15	13.4
Very small extent	6	5.4
Total	112	100

According to the findings, 81.3% of the respondents' agreed that they need regular trainings in project implementation to a very large, large and moderate extent, 13.4% and 5.4% agreed that they need regular trainings to a small and very small extent respectively. From the findings, it can be interpreted that regular trainings on project implementation are effective in the course of implementation of donor funded projects. The trainings increase the knowledge and skills in project implementation.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of the study findings, conclusion, recommendations and the suggestions for further studies on factors influencing the implementation of donor funded projects in Kenya.

5.2 Summary of the Findings

This study examined the factors that influence implementation of donor funded projects in Kenya with specific reference to NGOs in Kibra, Nairobi County. The guiding objectives included examining the influence of the level of funding on the implementation of donor funded projects in Kibra, determining the influence of involvement of target groups on the implementation of donor funded projects in Kibra, assessing the influence of Monitoring and Evaluation (M&E) on the implementation of donor funded projects in Kibra and establishing the influence of participation of project staff on the implementation of donor funded projects in Kibra. The study applied descriptive quantitative design. The study targeted 99 respondents for the study. Five FGDs with target groups was also held across Kibra's five wards. The FGDs targeted 10 respondents in each of the wards. The study conclusions are that continuous and regular training of various staff involved in project implementation equips them with pre-requisite skills and improves performance, involvement of primary beneficiaries at all stages of the project cycle other than conceptualization in the donor funded projects. The study also recommends that there is the need to look at modalities of strengthening engagement with project target groups in order to optimize their participation in the implementation of the donor funded projects.

5.3 Conclusions

From the findings of the study, it can be concluded that the level of project funding affects the implementation of donor funded projects. It can also be concluded that target

groups' involvement influence the implementation of donor funded projects. The study further concluded that inappropriate monitoring and evaluation influences the implementation of donor funded projects. It can finally be concluded that staff participation in projects affect the implementation of donor funded projects in that their technical skills or lack thereof play a key role in the development of appropriate results-based project implementation strategies.

5.4 Recommendations

The study makes the following recommendations based on the findings of the study.

1. There is need to encourage more involvement of target groups in the project planning and implementation in order to increase the probability of sustaining the projects since there will be little resistance from the target groups. The involvement can be achieved through encouraging target groups to organize themselves and elect their group leaders in the projects and not leaving the task of management to the project implementers;
2. Target groups should be also be involved in monitoring and evaluation of donor funded projects in order to build their capacity in directing their own development projects. More training needed to be given to the community representatives to enlighten them on the goals the projects were meant to achieve. This knowledge will help them know whether the projects achieved their goals or not;
3. In terms of accountability, the study recommends that the project implementers should take account of the needs, concerns and capacities of the project target groups and explain its actions and decisions to them. In doing this, the community should be involved by identifying their needs and coming up with a projects in which they will be able to give feedback. The target groups will learn in the process. Organizations that are accountable to the people they serve are committed to improving the quality of their work and this demonstrates that they listen to the community members and take action. (David, 2008);
4. The study also recommends that the project staff should be trained and/or given in-service courses on project implementation. This will give them the requisite skills and knowledge in project implementation;

5. The study recommends that the project managers should provide the necessary resources and facilities for project implementation. This will facilitate effective implementation of donor funded projects;
6. The study further recommends that monitoring and evaluation should be well integrated into project implementation right from inception to completion.

5.5 Suggestions for Further Studies

There is need to carry out more studies on this issue to establish whether there are other factors that influence the implementation of donor funded projects in Kenya as the study only considered four factors.

5.6 Contribution to the Body of Knowledge

This study contributes to the existing body of knowledge by offering a deeper insight on the factors influencing the implementation of donor funded projects. This study has established that level of funding, target groups' involvement, monitoring and evaluation and participation of project staff affect the implementation of donor funded projects.

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APPENDICES

APPENDIX I: Transmittal Letter

Dancan Ochieng

P.O Box 14488-00100,

Nairobi.

9th May 2016

The Programme Manager

Kibera Youth Self Help Group (KYSG)

Kibera Drive Ayany

P.O Box 9157-00200,

Nairobi.

Dear Sir/Madam

RE: REQUEST FOR INFORMATION FOR RESEARCH PROJECT

I am a student at the University of Nairobi currently pursuing a Masters Degree in Project Planning and management. As a requirement for partial fulfillment for award of a Masters degree, I am carrying out a research project on factors influencing the implementation of donor funded projects in Kenya specifically Non Governmental Organizations (NGOs) in Kibra, Nairobi County. Given that your organization implements donor funded projects in Kibra, I believe that you have vital information relevant to my research project. I therefore, kindly request your assistance by filling in the questionnaire attached herewith and collect it in a weeks' time.

I look forward to your very vital response.

Yours Sincerely,

Dancan O. Ochieng

APPENDIX II: Questionnaires for Project Staff

This is a questionnaire intended to examine the factors influencing the implementation of donor funded projects in Kenya. Kindly fill in the information as accurately as possible. The information provided here will be confidential and used only for research purposes.

SECTION A: GENERAL INFORMATION OF THE RESPONDENTS

1. Select the appropriate gender?

Male () Female ()

2. What is your age bracket?

25 years or below () 26-30 years ()

31-35 years () 36-40 years ()

41-45 years () Above 45 years ()

3. What is your highest level of education?

Primary () Secondary ()

College () University ()

4. How long have you worked for this organization?

5-6 years () 7-8 years ()

9-10 years () Over 10 years ()

SECTION B: THE INFLUENCE OF PROJECT STAFF PARTICIPATION ON THE IMPLEMENTATION OF DONOR FUNDED PROJECTS

5. Do you have technical skills in project implementation?

Yes () No ()

Explain your answer

.....

6. Is the availability of project management human resource in your organization sufficient?

Yes () No () Not Sure ()

Explain your answer

.....

7. Please indicate the level of your agreement with each statement.

5- Strongly Agree 4. Agree 3. Neither Agree Nor Disagree 2. Disagree 1. Strongly Disagree

Statements	1	2	3	4	5
Technical capacity is a key determinant of how successful a project is implemented					
Donors pay a lot of emphasis on qualifications of individuals during the approval for funds.					

8. Do you need regular trainings on project implementation?

Very large extent () Large extent ()
Moderate extent () Small extent () Very small extent ()

Explain your answer

.....

SECTION C: THE INFLUENCE OF TARGET GROUPS INVOLVEMENT ON THE IMPLEMENTATION OF DONOR FUNDED PROJECTS

9. Are target groups involved in project identification?

Yes () No ()

Explain your answer

10. What is their level of involvement in project implementation?

Very large extent () Large extent ()
Moderate extent () Small extent () Very small extent ()

Explain your answer

.....
11. What is the frequency of project level meetings with target groups?

Very large extent () Large extent ()
Moderate extent () Small extent () Very small extent ()

Explain your answer
.....

12. Please indicate the level of your agreement with each statement.

5- Strongly Agree 4. Agree 3. Neither Agree Nor Disagree 2. Disagree 1. Strongly Disagree

Statements	1	2	3	4	5
Unstructured target groups' involvement in projects could lead to undue influence on project implementation					
Involvement of target groups reflects the community needs and stimulate people's interest in project implementation					
Involvement of target groups reinforces the synergy between project implementers and target groups.					

13. What are the other ways target groups involvements influences project implementations?
.....

SECTION D: THE INFLUENCE OF LEVEL OF FUNDING ON THE IMPLEMENTATION OF DONOR FUNDED PROJECTS

14. Is there sufficient funding to ensure successful project implementation?

Yes () No ()

15. Are the funds adequate for project implementation?

Yes () No ()

Explain your answer

16. In what ways does the period of funding influence project implementation?
.....

17. Please indicate the level of your agreement with each statement.

5- Strongly Agree 4. Agree 3. Neither Agree Nor Disagree 2. Disagree 1. Strongly Disagree

Statements	1	2	3	4	5
The project funding should have adequate provision for project implementation activities.					
Project planning budget should certainly be more carefully estimated and actual expenditure on project implementation more carefully monitored.					
Donors put emphasis on ensuring that project tasks are budgeted for before approving any proposals for funding.					

18. What are the other influences of funding on project implementation?

.....

SECTION E: INFLUENCE OF M&E ON THE IMPLEMENTATION OF DONOR FUNDED PROJECTS

19. Does your organization have an M&E system?

Yes () No ()

20. How useful is M&E in project implementation?

Very large extent () Large extent ()

Moderate extent () Small extent () Very small extent ()

Explain your answer

.....

21. To what extent are M&E trainings and capacity building important during project implementation?

Very large extent () Large extent ()

Moderate extent () Small extent () Very small extent ()

Explain your answer

.....

22. How often do you review and report on project implementation?

Weekly () Monthly () Quarterly () Annually () No Reviews
()

23. Please indicate the level of your agreement with each statement.

5- Strongly Agree 4. Agree 3. Neither Agree Nor Disagree 2. Disagree 1. Strongly Disagree

Statements	1	2	3	4	5
M&E feedback was fully utilized for improvement.					
M&E was fully participatory and involved project stakeholders.					

24. What would you recommend to be done to improve the use of M&E in project implementation?

.....

Thank you for your co-operation

APPENDIX III: FGD Checklist for Target Groups

This is a questionnaire intended to examine the factors influencing the implementation of donor funded projects in Kenya. Kindly fill in the information as accurately as possible. The information provided here will be confidential and used only for research purposes.

1. How did this project start?
2. How did you participate in this project's inception?
3. What can you say about your understanding of the project?
4. What has been/is the level of your involvement in the designing and implementation of this project?
5. How do you participate in the project implementation?
6. Have you been involved in any project implementation trainings by the organization?
7. How have you as individuals been directly affected (positively or negatively) by these projects?
8. How have these projects addressed the “real” needs of this community?
9. How do you and the rest of the community, and government perceive this project?
10. How have you been involved in the M&E for the project?
11. Who is the driving force behind the M&E – donors, implementing agencies, primary stakeholders? Whose interests is it seen as serving?
12. What are some of the challenges that are associated with this project in the process of implementation in this area?
13. State whether the project has been successful or unsuccessful in achieving its goals and give reasons?
14. What are your suggestions that can enable the effective implementation of such projects in order to benefit you better?
15. Do you have any other comment in relation to the discussion we have just had?

APPENDIX IV: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.
NACOSTI/P/16/57840/11521

Date:

25th May, 2016

Dancan Odhiambo Ochieng'
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing implementation of donor funded projects, a case of Non Governmental Organizations Projects in Kibra Nairobi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **25th May, 2017**.

You are advised to report to **the Directors of selected Non Governmental Organizations, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Directors
Selected Non Governmental Organizations.

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.


National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX V: Research Permit

THIS IS TO CERTIFY THAT:

MR. DANCAN ODHIAMBO OCHIENG
of UNIVERSITY OF NAIROBI, 0-100
nairobi, has been permitted to conduct
research in Nairobi County
on the topic: **FACTORS INFLUENCING
IMPLEMENTATION OF DONOR FUNDED
PROJECTS A CASE OF NON
GOVERNMENTAL ORGANIZATIONS
PROJECTS IN KIBRA NAIROBI COUNTY
KENYA**
for the period ending:
25th May 2017


Permit No. : NACOSTI/P/16/57840/11521
Date Of Issue : 25th May, 2016
Fee Received :Ksh 1000


Director General
**National Commission for Science,
Technology & Innovation**

**Applicant's
Signature**

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
NACOSTI
**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 9324

CONDITIONS: see back page