FACTORS INFLUENCING SUSTAINABILITY OF DONOR FUNDED PRIMARY SCHOOLS PROGRAMME IN KIBRA, NAIROBI COUNTY, KENYA.

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROGRAMMES 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 for any award of a degree in any other University.

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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 parents Mr. and Mrs. Moses Wachira who inspired me to continue attaining my academic potential not forgetting their moral support. To my siblings; Martha, Watson, Hannah, and James for their unfailing support and motivation.

My sincere gratitude.

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ABBREVIATIONS AND ACRONYMS

APBET	Alternative Provision to Basic Education and Training
APHRC	African Population and Health Research Centre
BOM	Board of Management
CBO	Community Based Organization
DFID	Department for International Development
FBO	Faith Based Organization
FPE	Free Primary Education
GOK	Government of Kenya
KKV	Kazi Kwa Vijana
KMT	Kenya Essential Education Programme Management Team
M&E	Monitoring and Evaluation
MoEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition Party
NGO	Non-Governmental Organization
SDP	School Development Plan
SPSS	Statistical Package for Social Sciences

ABSTRACT

The right to education is a must to every human being as it is a key determinant of health, population dynamics and economic development. Regardless of where we come from, ethnicity, age, economic status, and sex, we all have equal rights to access quality basic education. The Basic Education Act of 2013 has categorized the education institutions as public institutions and private institutions. The primary schools may access the Free Primary Education (FPE) funds enabling provision of learning materials, purchase and maintenance of school infrastructure, payment of teachers salary and other expenses is a challenge to the schools which eventually affects the quality of education been offered in the schools but this funds may not be sufficient for the projects that need to be implemented in a school. Donors partner with the schools so as to address the gap through implementation of schools programmes. Little or no involvement of the stakeholders in the implementation process, lack of sustainability of the programmes may lead to the abandonment of the programmes the donor funding withdrawal. The purpose of the study was to establish the factors influencing the sustainability of donor funded primary schools programme in Kibra, Nairobi County. The objectives established how leadership structures influence the sustainability of donor funded primary schools programme in Kibra, to examine the extent to which stakeholders are involved in sustainability of donor funded primary schools programme in Kibra and to establish how monitoring and evaluation influences the sustainability of donor funded primary schools programme in Kibra. The study employed descriptive survey design. The study used questionnaires to collect data from sampled respondents. Stratified random sampling method was used to generate a representative sample size. The data collected was analyzed using descriptive statistics and Statistical Package for Social Sciences aided in generation of results. Frequency tables and percentages were incorporated to present data. The study established that donor funded primary schools programmes were sustainable after donor withdrawal. Factors found to influencing sustainability of donor funded primary schools programmes were mainly leadership structures and strategic plans, stakeholders' involvement and M&E of programmes. The findings of the study showed the leadership of the schools were committed to achieve the objectives of ongoing projects, the stakeholders' involvement in the project stages, monitoring and evaluation was carried regularly by the teachers and representatives of the board of management. The study recommended that the target beneficiaries and other stakeholder should be involved in the implementation process right at the initial stages, enabling them to own the programmes as they would effectively run the programmes after withdrawal of the donor funding as their participation would greatly contribute to sustainability of the programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Kibra constituency is an informal settlement and its history dates back to the colonial period when the urban layout was based on a government sanctioned population. It's one of the electoral constituency in the Nairobi County, Kenya. It is the largest slum in Nairobi, characterized by extreme poverty, high unemployment rates, high population, and most residents cannot afford education for their children. Kibra is divided into several villages they consist of; Kianda, Soweto, Gatwekwera Kisumu ndogo, Lindi, LainiSaba, Siranga/Undugu, Makina and Mashimoni. Its environs are characterized by poor infrastructure, poor drainage, sanitation and nutrition thus leading to illnesses and diseases, lack of water and electricity. The study focused on Kibra as it is the largest informal settlement and it will be a good representation of all the other informal settlements which include Mukuru kwa Njenga, Mukuru Kayaba, Korogocho, Huruma. Fuata Nyayo, Kiambiu and many others.

Majority of the residents live in extreme poverty conditions thus provision of the basic care for the children is a difficult task to undertake. Most of the parents lack skills to enable them get well-paying jobs thus they rely on manual jobs to sustain their livelihood and may also be sick and cannot work, some households are headed by grandparents who are old and therefore do not have the strength to work and earn a livelihood, others are child headed households arising from the death of both parents and in the case where there are no guardians or relatives to take over the responsibilities of providing basic needs such as education, food, clothing, shelter, and health care facilities. This issues have greatly affected the education sector are children in Kibra may lack the opportunity of getting basic education.

This has gradually improved over the years as the Government has established programmes to improve the living conditions of the people of Kibra. In April 2009, the Government of Kenya (GOK) launched Kazi Kwa Vijana (KKV), the Work for Youth programme. It aimed at employment of youth in rural and urban areas in the labour intensive public works

programmes, focusing on projects that would be rapidly implemented. The improvements efforts are evident as roads and a drainage system has been built within the slum, waste collection, toilets and bathroom facilities and also improvement of the housing conditions. According to Kenya National Bureau of Statistics (2009), reported that Kibra's population was at 170,070 after the completion of the 2009 Kenya Population and Housing Census.

The Ministry of Education Science and Technology (MoEST) in 9th February, 2001 launched the policy on Alternative Provision to Basic Education and Training (APBET). According to APBET report (2001) defines APBET as an innovative strategy that is designed to reach the unreached communities to provide education and training services. APBET institutions include Vocational Training Centres, Adult and Continuing Education Centers, Non Formal Education Learning Centres and Alternative Basic Education Programmes which include primary schools, home schools, mobile schools and night schools. There are guidelines that provide the basis for establishment of APBET programme.

According to the registration rules for Alternative Provision of Basic Education and Training (2015) ensures effective operationalization of APBET's policy framework, regulation and to facilitate the establishment, registration and provision of quality education been offered in the informal settlements. The policy states that all the APBET institutions must be registered with MoEST, however, schools must have attained the minimum standards of quality as stipulated by law. According to Education sector report by the National Treasury (2016) the number of registered APBET institutions in the country is 430 with an enrolment of 129,448 learners. According to Map Kibera Trust Education Survery (2014) the number of primary schools in Kibra is almost 186 with over 38,700 pupils.

Free Primary Education (FPE) in Kenya was introduced in 2003, this was after 2002 general elections when the National Rainbow Coalition Party (NARC) made a provision of FPE in its election manifesto. FPE resulted in an immediate and dramatic increase in the primary school enrollment increased from 5.9 million in 2002 to currently over 8 million mark. It was a great increase in children enrollment in the public schools as the country had a great number of children who were out of school due to many reasons, one been

economic factor as many parents could not afford school fees. The school head teachers had very high enrolment numbers and this was more than the capacities of the schools could hold. The great achievement however had a down-side to it in that the abolition of levies in the primary schools made parents and community members disengaged themselves from school development matters. Many of them argued that the Government of Kenya (GOK) was providing was providing or should provide for all of the school requirements and that the community's input was neither required in running of the school nor in its development. In some extreme cases, the parents left the head teachers to manage the schools on their own.

The introduction of FPE led to an increase of the informal schools that were established especially in the Informal settlement areas so as to cater for the great number of children who could not all be enrolled in the public school. The schools established did not fall on the category of private or public institutions. The Basic Education Act, 2013 categorized Education Institutions as either private or public institutions so with the establishment of the Alternative Basic Education Programmes the schools were now categorized under primary schools. Primary schools charged affordable school fees that seemed to favour the parents' economic status. However, the school fees charged in the schools could not sustainably cover the schools expenses and this become a challenge in the primary schools as the head teachers needed more money to effectively run the schools and also hindering the schools from implementing any programmes.

To address this gap that had been created MoEST, other local and international partners took the opportunity to begin programmes that were designed to improve the education sector aiming to empower and increase community participation and the ownership of the school development planning in a holistic manner and developing homegrown and sustainable ways of handling school development needs. According to African Population and Health Research Centre annual report (2010) communities in Kenya are mainly concerned with the school physical infrastructure at the expense of other core functions and needs of the school. Issues of overseeing access, governance and quality of education were left to the head teachers and education officials to enforce. This had a great influence on the enrollment, retention in school, performance and transition.

According to African Population and Health Research Centre report (2015) the Department for International Development (DFID) took up the opportunity to improve the quality of education in the schools. They worked alongside the Kenya Essential Education Programme Management Team (KMT) so as to manage a three-year funded programmes to attempt to mitigate the challenges that primary schools experienced. The challenges faced include low school attendance, poor pupil retention, and high teacher turnover, accountability and equity, lack of learning equipment, poor infrastructure, poor health, sanitation and nutrition in the schools. KMT partnered with Aga Khan Foundation and Concern World Wide who were the implementing donors. This programme in the primary school had two components in order to bring change and impact in the schools which were the school fee funding for the pupils at a high chance of dropping out of the schools, management training for head teachers and Boards of Management (BoM).

Donors can influence how other stakeholders adhere to the accountability and standard mechanisms at each stage of funding from proposal appraisal, M&E, narrative reporting and financial. Donor should ensure that the programmes are monitored regularly in order to enhance efficiency and accountability, and periodic evaluation of the programmes carried out even after the programmes funding has ceased (Bamberger et al 1996).

The way donor structure their policies is very crucial to the implementation and sustainability of a programmes, the development programmes established in the primary schools promote growth and provision of effective education. Policies and procedures used by the donors are essential and contribute to the sustainability of the programmes thus efficiency and effectiveness of programme delivery meets the needs of the schools. According to OECD report (1989) states how donor policies affect the sustainability of a programme and how contracts are prepared, involvement of the stakeholders, funding duration, programmes been funded and procedures to be followed in order for a programmes to be successful and sustainable during and long after the funding has ceased.

Donor policies funding should concentrate on new ways of capital investments, support of maintenance and operation budgets. Failure to do this has serious effects on sustainability, especially in economies experiencing severe internal budget deficit problems. New capital programmes need additional operational and maintenance funds that are drawn from the

same limited source of funds that finance extra commencing programmes. Resulting to either a new investment that is not been preserved or existing infrastructure or services undergo fund reduction. A longer-term based and a more transitional method to operational and maintenance cost funding is essential, based on a rigorous and genuine assessment of the local capability to meet these costs. In programmes management one needs to contemplate whether or not some assets should be preserved or substituted and whether depreciation funds should be availed. This is an important part in cost maintenance and ensures the programmes success and sustainability (Hewitt, 1982).

Donor imposition of programmes ideas without the full support of the other stakeholders, Involvement of all the stakeholders should be emphasized in the policies to ensure participation of all the parties of the programmes and that there clear goals and objectives from the initial stages of programmes implementation. Short programmes periods also affects the sustainability of the programmes. Three to up to five year planning period for development programmes is often not enough in terms of promoting sustainability, institutional and behavioral change. A programmes should be given adequate time for it to self-sustainable before funds withdrawal. It's a management strategy to phasing implementation over a longer period which supports sustainable benefits (Long, 2001).

1.2 Statement of the Problem

According to African Population and Health Research Centre annual report (2010) many programmes have been initiated in Kibra constituency especially in the educational sector by the government and other local and international partners who have aided programmes focusing on development of the schools in the categories of provision of text books and learning materials, infrastructure, water, health and sanitation and many others There are a number of Non- Governmental Organizations(NGO), Community Based Organizations (CBO), , Faith Based Organizations (FBO) and other Government sponsored education programmes to ensure that all the children in the slum area can access education, stimulate growth and development in the schools. Most of these donor funded programmes have a duration after which the funding comes to an end and the community has to come up with ways to sustain and grow the programmes long after the donors have stopped funding the programmes, regardless of their importance and positive impact experienced in the primary

schools. For example the school fee funding programmes in primary schools, funded by DFID (APHRC report, 2015). However, most of this programmes come to an end soon after the funding stops. Most of these donor programmes have been abandoned and mismanaged by the schools management or the programmes established during the funding programmes are not sustainable by the time the programmes is coming to an end thus they fail since they were not self-sustaining without the donor funding. Hence, the importance of the study was to establish factors influencing sustainability of donor funded primary schools programmes in Kibra, Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

1.4 Objectives of the Study

The objectives of the study were;

1. To establish how leadership structures determine the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.
2. To examine the extent to which stakeholders' are involved in the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.
3. To establish how monitoring and evaluation determines the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

1.5 Research Questions

The study sought after the subsequent research questions;

1. How does leadership structure determine the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?

2. To what extent does stakeholders' involvement contribute in the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?
3. To what extent does monitoring and evaluation determine the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?

1.6 Significance of the Study

The study findings might be used by donors to evaluate their existing policies and further establish policies that promote programme sustainability. The findings may benefit the school administration and Board of Management with information on how to effectively run the schools and to be accountable. It was hoped that the stakeholders would be able to understand the importance of the active role they play in implementation of successful programmes.

1.7 Limitation of the Study

The researcher encountered a limitation in respondents' truthfulness. In some cases the respondents were not completely honest, and may possibly have provided information that they alleged the researcher needed to hear as compared to what the exact situation was. The researcher guaranteed the respondents privacy, confidentiality and reassured them the feedback was for academic purposes. The researcher also faced financial constraints in collecting the information from all the respondents. This is because the study needed a lot of finances to cover scope. The researcher engaged research assistants to assist in distributing the questionnaires and data collection in one day hence avoiding extra bus fares costs in other trips.

1.8 Delimitation of the Study

The study was carried out in one of the informal settlements area, in which the results may not be generalized to the other informal settlements as there other more informal settlements in Nairobi county.

1.9 Basic assumptions of the Study

The study anticipated that respondents filled in the questionnaire truthfully thus the data given would be accurate and correct.

1.10 Definitions of Significant Terms used in the Study

Sustainability of donor funded programmes:	This refers to the ability of programmes to go on with its operations, achieving its purpose over time beyond the funding duration or after the donors withdraw their support.
Stakeholders:	Individuals or organizations who are actively involved in the implementation of a programmes right from the beginning.
Monitoring and Evaluation:	A process that progresses performance and achieves results . Its goal is to increase current and future managing of outputs, outcomes and also impact. It is mainly used to assess the performance of projects. It looks at the long-term effects of the project analyzing what functioned, what did not, and what should be done in a different way in the upcoming projects.
Programmes:	This is an undertaking, a community initiative geared towards promoting of growth within that community.
Funded programmes:	These are programmes that receive financial support from organizations, donors or individuals in order to implement them.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one comprises of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance, limitations and delimitations of the study. Chapter two reviews relevant literature of the study, summary of literature review, theoretical and conceptual framework. Chapter three focuses on the methodology which explains and describes the methods and procedures which used in conducting the study. In chapter four data is analyzed and interpreted using descriptive findings as per the objectives. Chapter five provides summary of the findings, discussions, conclusion and recommendation.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review for this study, gathered from journals, policy papers, the internet and other relevant material to the study. The literature review was thematically reviewed under the following subtitles; leadership structures and sustainability of donor funded primary schools programme, stakeholders' involvement in sustainability of donor funded primary schools programme and monitoring and evaluation and sustainability of donor funded primary schools programme. Finally, the chapter presents a conceptual framework on which the entire study revolves.

2.2 Leadership Structures and Sustainability of Donor Funded Primary Schools Programme.

An effective and efficient leadership structure in the primary schools is very crucial in sustainability of the donor funded development programme that was implemented in the schools. The school management is involved in strategic forecasting, directing, co-ordination and controlling decision-making procedure. Management necessitates acquisition of managerial proficiency and effectiveness in the following key areas: administration, organizational leadership structures, problem solving and human resource managing are in place ensuring the school operations can run effectively (Gary, 2014). The school has individuals who have different roles that they undertake, they include the head teachers, school directors, and Board of Management (BOM), teachers and parents are accountable in management of the school. In accordance with the Education Act cap 211 their role is to ensure effective school operations, transparency and accountability in resources usage in the provision of education in the private and public schools. School management team holds a higher position in conceiving infrastructural programmes ideas, involving the other educational partners and coordinating the implementation process until completion. Funding donors needs to involve them in the programmes processes. The school management contribution is important in any programmes as it may determine how sustainable the programmes is even after the donors have left.

The Board of Management (BOM) ensures that the school administration conforms to the relevant authority such as handing in information returns and audited accounts as may be required by the donors. Ensures the head of the institution is accountable for the effective operations of the school and information provision to the board enabling them to make current and informed decisions in the school. It is responsible for the expansion of the effective and accountable use of resources. The school board should ensure that the school provides educational services in agreement with the necessities of the education laws and guidelines that might be in existent by holding regular meeting as planned by policy to discuss the school's agendas. It is also the responsibility of BOM in the overall running and control of the school and maintenance of standards, maintenance of all buildings and grounds. They are responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the school, as the accounting officer of the school responsible for all revenue and expenditure and the secretary (World bank, 2008).

Donors funding programmes in the primary schools should strive for the support of the school management as they influence the way funds are utilized as they are responsible of sourcing and managing of the school funds including reception of fees, grants, donations and any income to the school. The board to prepares, approves implements both the recurring and development budgets. It guides, inspects, organizes and monitors permitted programmes in the school (Mwanzia, 2002). This puts checks and measures in the way funding is utilized in the programmes been implemented. Capacity building and knowledge transfer through new training programmes for the school management board is very important to strengthen the sustainability of the programmes. This will enhance their understanding on the importance of their participation (Oxford, 2014).

According to Fidler (2000) he emphasizes on the importance of strategic plans in the schools as they provide direction to the stakeholders of the programmes thus having a clear school vision to achieve and understanding the strategies. The development plans enable the school to be able to stay focus on the programmes been implemented and also are able to prioritize according to the school needs. The programmes goal should be integrated into the school's development goal to ensure the school is still on track to achieve its goals. For

sustainability of the programmes the school stakeholders would be able to continue using the resources available to run the programmes. The school should understand its strengths, weakness, opportunities and threats that are found within the school to be able to plan and set goals that are realistic to the abilities of the school.

2.3 Stakeholders' Involvement and Sustainability of Donor Funded Primary Schools Programmme.

One of the main critical contributing factors influencing sustainability of donor funded primary schools programme is the role played by stakeholders. These are beneficiaries of the programmes. These are the individuals that are directly involved with the programmes and they would benefit in the success. The stakeholders have varying interests in the programmes and have the ability to influence the outcome of the programmes thus consideration of their views, exchanging of ideas, beliefs, and cultures are very important in the programmes implementation process (Obanya, 2014).

The primary schools stakeholders' include Ministry of Education Science and Technology (MoEST), school administration, parents, pupils and the community. For the sustainability of the programmes implemented in the school, the stakeholders' involvement and participation is very vital. All stakeholders should be actively involved from the initial stages of the programmes implementation; this gives them the ability to influence the direction of design and implementation. Ownership of the programmes is an important factor that contributes to the effectiveness of the programmes. For succession of the programmes, the programmes must foster ownership by the people for whom the programmes were intended for (Kanbur and Lustig, 2000).

According to World Bank & World Bank (1996) to improve participation from the stakeholders', resources and time allocation for participatory analysis and to respond to demand-led methods should be prioritized. In the school setting, the beneficiaries of the programmes are the ones who understand and know their pressing needs and know how to prioritize them. It is necessary to improve on ownership, build consensus and institutional capacity. Slum dwellers should be increasingly aware of the socio-economic reality around them, keeping them in poverty and of the possibility to bringing change through collective

action. Direct involvement to people in the local affairs affects their lives thus pivotal ensuring sustainability of the programmes. It is therefore necessary for the success of the programmes to involve the intended beneficiaries at every stage of the programmes duration, from identifying the programme to evaluation. The programmes introduced in the primary schools should receive acceptance from the school administration and especially from the parents. As they become involved in every aspect and process of the programmes development. The programmes should have been derived from their needs so conducting a needs assessment is important.

Warren (1984) indicates that through project ownership the stakeholders participates fully, consents and owns outcome of the programme period long after the donors have left. Acceptance and ownership gears the projects to sustainability. This would reduce any resistance that may arise during implementation of the projects thus increasing efficiency which impacts the sustainability positively as the projects are able to achieve its objectives and reach its goals. Stakeholders' participation in the development of the programmes create a sense of shared responsibility as there is more understanding on the importance of the roles played by all the stakeholder that contributes to the sustainability. Sustainability in the programmes been implemented in schools cannot be achieved without stakeholders full involvement and support. They ought to actively participate thus having a chance to actively contribute to the direction and aspect of design and execution as a programmes cannot stand on its own. The level of support will determine whether or not the programmes become established and how successful it adapts to meet the changing needs, impact the lives of its beneficiaries and its sustainability (Bigio, 1998).

According to Sisia (2010) he discusses the factors contributing to the success or failure of programmes. He pointed out that sustainability of any programmes depended on genuine stakeholder participation, planning for financial feasibility, ownership and control, transparent, accountablity in governance, leadership and decision making processes, M&E so all the stakeholders usually share and learn from the experience. These factors when taken into consideration to guarantee the susseccion of failure of the programmes. Checks and balances of donor funded programmes are crucial for programmes sustainability. Lin-Chin (2012) advices that there is need to increasingly encourage more stakeholders

involvement in the programmes from the initial stages of programmes planning and implementation as it increases the probability of sustaining the programmes. This can be done by encouraging stakeholder or beneficiaries to elect the leaders in the programmes and been actively involved in the task of management along side the donors or the sponsors.

Therefore an essential factor contributing to the sustainability of programmes is the open association of the stakeholders involved as active participants at the same time equal partners whose interests and experience are inherent to the programmes's achievement. The level of stakeholder involvement regulates whether or not a programme becomes reputable, its successfulness and sustainability and its response and adaptability inorder to encounter the changing prerequisites. It is vital that all stakeholders are involved from the beginning of the forecasting stage, where decisions are been made about the type of programmes that are needed. Sustainability cannot be attained without the stakeholders involvement and upkeep. Stakeholder analysis is important to enable one to classify the major participants who need to be involved in each phase of programme managing process (Gary, 2014).

2.4 Monitoring and Evaluation and Sustainability of Donor Funded Primary Schools Programmes.

Programmes monitoring and evaluation process are very vital in any programmes, it plays a major contribution as it helps determine the successful implementation and sustainability of a programmes. According to Martin (2010) Programmes monitoring and evaluation (M&E) are two distinct term that are be defined differently but they are processes that complement each other in programmes implementation process. Monitoring provides data on where a programme is proceeding at any specified time relatively to the respective targets and results. Evaluation on the other hand gives confirmation to why the targets and results are not been accomplished. Schwarz (2009) states that effective monitoring of donor funded primary schools programme determine a lot on whether the programmes will continue after the donor support is over which is important to sustain the programmes.

Mulwa (2008) states that programmes monitoring is continuous and periodical review that oversees the programmes which is very essential as it ensuring input deliveries, work plans,

target outputs and other essential actions continue as to the programmes strategy. He also refers to programmes evaluation as a process that involves systematic collection, analysis and interpretation of programmes related data that can be used to understand how the programmes is functioning in relation to programmes objectives. M&E goal is to establish programmes implementation relevancy and fulfilment of objectives, effectiveness, impact, efficiency, and sustainability, providing trustworthy and beneficial information, ensuring the assimilation of learnt lessons in the decision-making process of both beneficiaries and donors. UNICEF (2009) indicates that M&E is critical in the success of a development programmes. Donors and other stakeholders need the generated information from M&E to ensure there is answerability of resources and improving overall effectiveness of their policies thus facilitating for programmes sustainability.

World Bank (2004) recommends the incorporation of participatory methods in M&E as it provides an active involvement in decision making with all the stakeholders and generating a sense of ownership. Frequent communication to the stakeholders on how the programmes is progressing, challenges and positive outcome of the programmes this will improve on donor and other stakeholders' accountability. In this case, M&E can be used to indicate programmes compliance within the required parameters and a clear demonstration to funding agencies, donors, or the public indicating how and if the resources have been used appropriately. Programmes monitoring and evaluation skills and knowledge is important. This include M&E strategy skills predominantly log frame design, indicator setting: both qualitative and quantitative, design of data collection instruments including questionnaires, focus group, and discussion guides. M&E also involves the process of data collection expertise such as conducting of interviews, creating questionnaires, guiding focus group discussions, data analysis and report writing skills (Mulwa, 2008).

Effective and efficient monitoring throughout the programmes is essential and should be undertaken frequently. It has been shown that blueprint of programmes which have been finalized at preparation are likely to be less successful and sustainable than flexible programmes which can adjust to the experience gained along the process as the programmes develop (Oakley et al, 2008). This implies that there must be a regular and reliable system that is used to measure, record and report the programme progress.

Involvement of the programmes stakeholders and defined indicators of performance are important in programmes sustainability. Various factors need to be addressed during the cycle of the programmes to ensure that the programmes meets the desired change or impact in the targeted schools. One of the main factors that need to be addressed is the flexibility of the programmes to new or emerging ideas. Effective monitoring and evaluation will advise on whether it is necessary to introduce new technology and help in the emerging issues concerning the sustainability of the programmes (Mulwa, 2008).

Evidently, the importance of conducting M&E is progressively been recognized as an essential tool for programme management, it also provides the foundation for accountability in the usage of development resources during the process. The programmes implementers are able to identify areas within the programmes that need to be resolved in the early stages of the programmes as it facilitates for provision of management information; both to support the implementation of programmes and give feedback into the design of new initiatives which consequently leads to sustainability of the programmes. It is paramount that the primary schools to continue monitoring and evaluating the programmes, therefore, the role of M&E can never be overemphasized and should be understood for the sustainability of these programmes. (Roudias, 2015).

2.5 Theoretical Framework

Theoretical framework presents and discusses the theory clarifies why the research problem underneath which this study occurs. It is used to challenge to what extend knowledge exists within the bounds of critical bounding assumptions. Theoretical framework is useful in supporting area of research study as it specifies the key variables may influence the study area and also emphasis on the need to examine them (Swanson, 2013). In the study, the theoretical framework is used to validate an understanding of structural functionalism theory and management theory and the concepts that are relevant and relate to the comprehensive areas of knowledge thus contributing to factors influencing the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

This study was anchored by two theories.

2.5.1 Structural Functionalism

The study was guided by the theory of structural functionalism by Talcott Parsons (1902-1979). This theory seeks to understand the relationship among the different parts and the whole system of a programmes and to identify how stability for the most part is achieved. According to Treviñe (2001) Structural functionalism perceives a society as a system composed of differentiated and interrelated structures. The sub systems in the social system come together in order to satisfy it needs thus bring about a strong sense of harmony or equilibrium within the society. It is like an integrated system made up of distinct structures, performing specialized tasks that should work together thus enable the system to maintain an orderly equilibrium.

Programmes implementation requires different stakeholders who all working together harmoniously common goal. All the stakeholders of a programmes have a shared interest in the success and sustainability so they should willingly be obligated to be committed to the implementation of the programmes processes. Conflicts or challenges that may arise during programmes implementation should be efficiently resolved for the programmes to proceed successfully. Structural functionalism advocates for analysis of the foreseen conflict of interests evident amongst the stakeholders. In this study the system is the school programmes been implemented and parts of the system are the school management, parents, donors, and the government through MoEST. For the success and sustainability of the programmes, the parts of the system must work harmoniously. Involvement and participation of the stakeholders is crucial as their different interest in the programmes lead towards the achievement of a common goal (Dillon, 2010).

2.5.2 Theory of Management

The study was also steered by the theory of management under the category of Classical Organizational Theory School that comprise of Henri Fayol's administrative theory works. According to Koontz (1962) Administrative theory emphases on the personal responsibilities of management. Fayol indicated that management had five principle roles: to prediction and plan, to command, organize, control and co-ordinate. Forecasting and scheduling is where we anticipating the future and acting accordingly to what we foresee.

Organization focuses for progress of the institution's material and human resources. Commanding keeps the institution's activities and process in succession. In Co-ordination we align and harmonize the efforts of the group. Control ensures all the above actions are achieved in line with the suitable guidelines and measures.

Fayol established fourteen principles of administration accompanying the management five primary roles that are used as a process, focusing on the entire organization not only the work and workers. Managers require specific roles in order to deal with the work and workers. This became known as the administrative school of management. These principles consist of specialization/division of labor, discipline, and authority with responsibility unity of command, subordination of personal interest to the overall interest, unity of direction, remuneration of staff, centralization, and line of authority, command, equity, and stability of tenure, esprit de corps and initiative. Fayol alleged that individual effort and team dynamics are very importance to any organization (Koontz and Weihrich, 1990). It is the obligation of the school administration and BOM to design and preserve an environment which all stakeholders are working together in an efficient way to accomplish selected aims and objectives ensuring the sustainability of the programmes. Fayol's five principle roles (Plan, Organize, Command, Co-ordinate, and Control) of administration are still experienced now and contributes widely to the factors influencing the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

2.6 Conceptual Framework

The conceptual framework presented in Figure 1 is a diagrammatic presentation of the interrelationship among variables hence shows some selected indicators to each variable. The study investigated the factors influencing the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

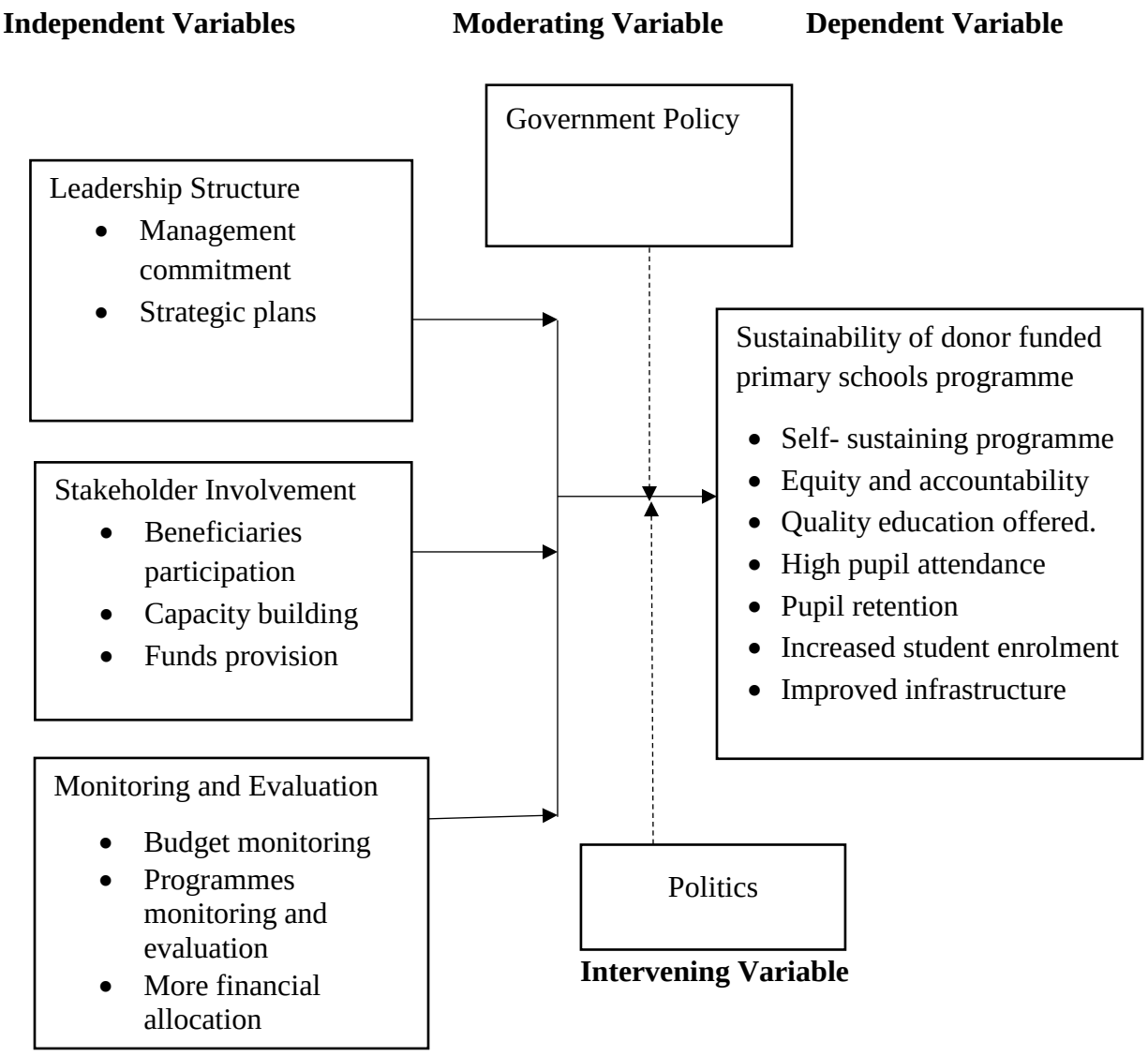

Figure 1: Conceptual Framework

Conceptual framework assumed that sustainability of programmes is dependent on effective and functional leadership structure, participation of all the stakeholders and monitoring and evaluation of the programmes ensuring that it on track and achieving that desired goal thus promoting programmes sustainability (self-sustaining programmes, equity and accountability, quality education offered, high pupil attendance, pupil retention, increased student enrolment and improved infrastructure).

2.7 Summary of Literature

The chapter reviewed existing literature on sustainability of donor funded primary schools programmes in Kibra, Nairobi County, Kenya. Literature review enabled the researcher to look at the relevant and existing knowledge on this area of study enabling deeper understanding and references from existing researches. It guides the donor agencies, target beneficiaries and stakeholders to achieve sustainability of the donor funded school programmes long after the donor funding has ceased. (Swanson, 2013). A programme is usually sustainable when the beneficiaries are independent without the support of external development donor partners and enabling it to continue generating results for their advantage for as long as their issues exists. For programmes to achieve sustainability, a strategic approach needs to be put in place. It integrates four key features; future orientation: presumptuous things are different and planning to exhaust the possibilities resulting during and from that change; external emphasis: distinguishing diversity of programmes environment and the many scopes which would have an influence on programmes conclusions, including technology, society, politics, economics; environmental fit: planning for a continual fit between the programmes and its environment, entailing of mission, objectives, structures, strategies, and resources; and process orientation: planning and priorities management evolve in an iterative cycle of intentional learning from the experiences as reality alterations (Morfaw, 2011).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research methodology of this study under the following areas; research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of research instruments, data collection procedure and data analysis techniques.

3.2 Research Design

The study employed descriptive survey design. According to Cressey (1982) this survey is the endeavor to gather information from participants of a population to determine the existing status of that specific population with detail to the variables.

Research design may be referred to as a master strategy specifying methods and procedures to collect and analyze data (Zikmund, 2003). It specifies the framework for the research and provides guidance on the way the study should be carried. The study embraced a descriptive survey design which shows ways things are in a systematic collection of data from participants of a specified population Mugenda and Mugenda (1999). The survey will help to determine sustainability of donor funded primary programme in Kibra, Nairobi County. According to Orodho (2005), a survey method is allows a researcher to collect data with the intent of describing the nature of the existing circumstances. Also consents the researcher to collect data, condense, present and interpret for the purpose of creating clarifications. The choice for using descriptive was because the research design was founded on researcher's concern on existing state of matters and it also ensures a large amount of data is collected.

3.3 Target Population

Target population is a set of objects, persons or items considered in a field of study. A sample is taken from a larger group which is the target population. Target population is the people and items under consideration Orodho (2004). The targeted population of this study comprised of 186 head teachers and 372 executive BOM members.

3.4 Sample Size and Sampling Procedure

Sampling is the process of choosing a given sample of subjects from a definite population as the representative of that population creating any statement from the sample ought to be factual of the population (Orodho, 2002).

3.4.1 Sample Size

The study sample size was determined by the number of respondents under each category of the respondents where the study through stratified random sampling method settled for the following sample size. Half of the population in each department was selected to represent different strata of the population. Coopers and Schindler (2006) stated that half of the target population can be selected when the target population is of a lesser number. The sample size is drawn from the target population of the large population. The study focused on the executive BOM members' representatives from each school, consisting of the chairman and the secretary of the board. The sample size constituted of 93 head teachers and 186 executive BOM members.

Table 3.1: Sample Size

Respondents	**Target Population**	**Sample size**	**Percentage**
Head Teachers	186	93	33.33
BOM Representatives	372	186	66.67
Total	**558**	**279**	**100%**

3.4.2 Sampling Technique

The sampling technique to be enacted at sampled respondents is representative sampling that is commonly used by the survey based research, there is need to make inferences from the sample about a population enabling one to respond to the research questions or encounter the research objective (Mugenda, 2008). The research used stratified random sampling because the population is heterogeneous. The respondents in this research were categorized into head teachers and executive BOM members.

3.5 Data Collection Methods

This study used questionnaires which were administrated to the respondents. Questionnaires assisted the researcher to collect hefty amount of data within a large area within a short period of time (Orodho, 2003). The questionnaire was intended to aid capture the different variables of the study. Questionnaires increased the chances of getting honest responses since respondents were assured of anonymity. The questionnaire used both open-ended and closed ended questions covering issues on programme sustainability of donor funding in the primary schools. Use of open ended questions offered flexibility for the respondent to provide more details without having to provide suggestions or any structure on how to reply and also simplicity for the respondents to be able to understand the questions asked. Closed ended questions allows for quantitative analysis done by the researcher this made data analysis easier. The use of both enabled for a comprehensive analysis by the researcher.

3.6 Data Collection Procedure

The main instrument of the study is a structured questionnaire which forms the basis of data collection meeting the objectives of the study. Questions were both open ended and closed ended. Closed ended questions aim to gather quantitative information whereas open ended questions will provide qualitative information. According to Mugenda and Mugenda (2003), questionnaires are mainly used in attaining significant data from a population been studied. It makes it easy and convenient to address each item and develop specific themes of the study. The questionnaires were circulated to the selected participants of the sample in the overall population. The questionnaires were overseen by the researcher. The researcher assured the respondents in the study about the confidentiality of their feedback and the information was for academic purpose only. This encouraged the respondents to be honest. The respondents were given a time frame of one week within which they respond to the questionnaires afterwards were collected and verified by the researcher on the agreed time.

3.6.1 Piloting of the Research Instruments

A pilot test was done before the actual survey was done to the whole sample of the respondents. Pilot study enabled researcher to detect questions needing editing and those with ambiguities. Final questionnaire was then printed, forwarded to the field for data gathering. Pilot study is significant in order to assess the clarity of items, validity and reliability of the instruments therefore it assists researcher detect weaknesses in the instrument which will be corrected before the main survey (Mugenda and Mugenda 2003).

3.6.2 Validity of the Research Instruments

According to Mugenda & Mugenda (2003), Validity is the meaningfulness, accuracy of inferences, based on research outcomes. Shows how well a test measures what it is purported to measure. At first, pilot study was done ensuring the language and the way questions are structured were simple enough for the respondents to comprehend, helped to reduce the possibility of misinterpretation of the items, thus improving the overall quality of the study. All the respondents were given similar questions to ensure that the instruments are standardized. The questionnaires had alternative responses which respondents will choose, this is included so as to reduce ambiguity. Items found vague were replaced by relevant items to improve the quality of the instrument.

3.6.3 Reliability of Research Instruments

According to Mugenda & Mugenda (2003) defines reliability as a measure of the degree to which an instrument captures consistent results after several repeated trials or it's the degree to which an assessment tool yields stable and consistent results. A random error influences the reliability in research. It is the deviation from the true measurement due to factors not efficiently addressed by researcher. Reliability aided the researcher to identify ambiguities and inadequate objects in the research instrument; ensures the instrument reliability is dependable, consistent and trustworthy of the test.

3.7 Data Analysis Techniques

The study explained the degree to which the independent variables impact the dependent variables. It was appropriate to analyze data using descriptive analysis. Kothari (2004)

stated that descriptive analysis is the study of the distribution of one variable, providing researcher with profiles of the study population such as their composition, size, efficiency and preferences.

This stage entailed the actual procedure for data processing into useful information which researcher used for discussion and interpretation. Data quality control and cleaning started at the field when the researcher collected the completely filled questionnaires from respondents, then verified them and ensured that all the anomalies were detected and corrected, checked for completeness of data and internal consistency. This was done immediately before the questionnaires were taken from the respondents. Data analysis started once all the data had been captured. Statistical Package for Social Sciences (SPSS) aided in generating descriptive statistics. The researcher analyzed information through production and interpretation of frequencies counts, tables and graphs that assists to describe and summarize the data.

3.8 Ethical Considerations

Respondents were notified involvement was voluntary and guaranteed all the data obtained is treated privately as the data collected will be used only for research purposes. The participants were informed they that names would be omitted and that only numbers will be used for statistics.

The researcher clearly clarified the purpose and procedures of the research to the respondents. The importance of the respondents' participation to this study was emphasized as it contributed to understanding the sustainability of donor funded primary schools programme.

3.9 Operationalization of the Variables

This section identified the behavioral dimensions, indicators or properties of the main variable under the study which made them measurable. The measurement was both objective and subjective. The table below shows the operational indicators were used during the investigation on the factors influencing sustainability of donor funded primary schools programmes in Kibra, Nairobi County, Kenya.

Table 3.2: Operationalization of the Variables

Objectives	Type of Variable	Indicators	Measurement Scale	Method of Analysis
How does leadership structures and strategic plans determine the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?	**Independent variable:** Management structures	- Management commitment - Strategic plans	Nominal	Descriptive
To what extent does stakeholders' involvement contribute in the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?	**Independent variable:** Stakeholders involvement	- Beneficiaries participation - Capacity building - Funds provision	Nominal	Descriptive
To what extent does monitoring and evaluation determine the factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya?	**Independent variable:** Monitoring and Evaluation	- Number of participatory M&E carried out. - Frequency and mode of feedback	Nominal	Descriptive

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

This chapter argues the analysis of information, interpretation and presentation of research outcomes. (Cooper & Schindler, 2003) defined data analysis as the procedure of decreasing large amount of collected information to data, addressing the primary proposition of the study. The outcomes of the research are interrelated to research questions that guided the study. The purpose of the study was establishing the factors influencing influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

4.2 Questionnaire Return Rate

Targeted population of this study comprised of 93 head teachers and 186 BOM representatives within the area of study. Out of the total of 88 head teachers and 180 BOM representatives targeted filled and gave back their questionnaires.

Table 4.1 presents return rate of questionnaires of target population and this shows the response rate which is the most important indicator of how much confidence can be placed in the results.

Table 4.1: Return rate

	Frequency	**Percentage**
Returned questionnaire	268	96
Non returned questionnaire	11	4
Total	**279**	**100**

4.3 Demographic Data

It captures the general data of respondents, issues of gender, age, level of education and years worked were sought.

4.3.1 Gender of the Respondents

Table 4.2 presents the gender of respondents for the research thus the researcher is able to get an idea of the gender with the highest percentage. The respondents were asked to indicate their gender thus establishing gender sensitiveness of the study. Results were shown in Table 4.2.

Table 4.2 Gender Distribution of Respondents

Gender	**Frequency**	**Percentage**
Male	156	58.2%
Female	112	41.8%
Total	**268**	**100**

Table 4.2 it shows gender composition of respondents. Out of 268 respondents; 156 (58.2%) were males while 112 (41.8%) were females. Indicates that the study involved both male and female and was not biased.

4.3.2 Age of the Respondents

Researcher sought to establish the age distribution of respondents. This was to determine age of the respondents was distributed.

Table 4.3: Respondents by Age

Age	Frequency	Percentage
18-25 years	56	21
26-35 years	79	29
36-45	77	29
Above 45 years	56	21
Total	**268**	100

Table 4.3 shows age composition of respondents. Out of respondents sampled; 56 (21%) were between 18-15 years, 79 (29%) were between 26-35 years, 77 (29%) were between 36-45 years, 56 (21%) were above 45 years. This indicates that the respondents in the study were energetic, innovative in thinking thus able to facilitate sustainability of the programs.

4.3.3 Highest Level of Education

The study required to discover the level of education of head teachers in the study.

Table 4.4 Education Level of the Respondents

	Frequency	Percentage
Secondary	83	31
Certificate	95	35
Diploma	80	30
Bachelor	10	4
Total	**268**	**100**

Table 4.4 shows education qualification of respondents. Out of all respondents sampled; 83 (31%) had secondary certificate, 95 (35%) had certificate, 80 (30%) had diploma and 10 (4%) had bachelor degree. Majority of the respondents are highly educated thus are knowledgeable and capable to manage programs.

4.3.4 Numbers of Years Worked

The study required to know number of years the head teachers have worked in the schools.

Table 4.5: Years Worked

Years	Frequency	Percentage
Between 1- 2 years	4	5%
Between 2 - 4 years	25	28%
Between 4 - 6 years	32	36%
Over 6 years	27	31%
Total	88	100%

Table 4.5 shows the number of years worked. Out of the 88 head teachers sampled; 4(5%) have worked between 1-2 years, 25 (28%) have worked between 2-4 years, 32 (36%) have worked between 4-6 years and 27 (31%) have worked for over 6 years. This shows that the head teachers have worked for a significant number of years and they are more experienced and are able to give credible information on the donor funded primary programmes in the schools.

4.4 Leadership Structures and Sustainability of Donor Funded Primary Schools Programme

The study sought the existing leadership and strategic plans that are adopted in the schools and how they influence sustainability of donor funded primary schools programme.

4.4.1 Existence of a School Development Plan

A school development plan outlining schools' strategic plans for programmes, resources and achievement targets

Table 4.6: Involvement in Composing a School Development Plan

	Frequency	Percentage
Yes	246	92
No	22	8
Total	**268**	**100**

Table 4.6 shows the head teachers and BOM were aware of the existence of a school development plan their schools as 92 % of them agreed. This implies that most of the schools had a clear vision and strategic plans for the school.

4.4.2 Leadership Structure

The study sought to understand how committed the management were in regard to sustainability of the programmes.

Table 4.7: Management Commitment

	In your opinion does management commitment contribute to sustainability of donor funded programmes?		Does the management team have meetings regularly to review the programmes progress?		Are all other stakeholders involved in the running of the programmes?	
	Yes	No	Yes	No	Yes	No
Frequency	232	36	202	66	150	118
Percentage	87	13	75	25	56	44

Agreeableness within all stakeholders of the programmes has a positive impact on the society as 87% of the respondents agree that present management is committed towards

sustainability of the programmes. While 75% of respondents suggest that there a direction as members meet regularly this shows openness and accountability of management of the programmes this makes the programmes run efficiently. 56% agreed that all the other stakeholders were involved in the school programmes.

4.5 Stakeholders' Involvement and Sustainability of Donor Funded Primary Schools Programme

Promoting programmes ownership are principles of the effectiveness, reliability and sustainability of a programmes. All stakeholders should feel entitled to own and sustain an initiative of a programmes. Ownership is the best strategy to guarantee that a programmes succeeds and expands in the long run.

Table 4.8: Beneficiaries Participation

	In your opinion do the beneficiaries consider the programmes as beneficial?		In your opinion do you think that the programmes has the required stakeholder support?		Are all the parents in the school involved with contributing financially to the school programmes?	
	Yes	No	Yes	No	Yes	No
Frequency	239	29	199	69	250	18
Percentage	89	11	74	26	93	7

According to table 4.8 89% responded that the beneficiaries consider the programmes to be beneficial to the school, 74% saw the need of stakeholder support in sustainability of the programmes and 93% said that the parents contributed financially towards the school programmes.

4.6 Monitoring and Evaluation and Sustainability of Donor Funded primary Schools Programme

The following sections provide an analysis of the data collected with regard to M&E of donor funded programmes. This addresses the impact monitoring and evaluation has on those programmes. Thus, addresses school change i.e., Self- sustaining programmes, equity and accountability, quality education offered, pupils' attendance, pupils' retention, increased student enrolment, improved infrastructure. Tracking the progress of the programmes demonstrates its impact to the school. M&E enables the school to identify areas the programmes that need more financial input, strategies that need to be implemented, gives the school confidence on return of investment and also help them to make right decision for future investment.

4.6.1. Sustainability of Donor Funded Programmes

The study attempted to establish whether monitoring and evaluation contribute to sustainability of donor funded primary schools programmes as shown on Table 4.9.

Table 4.9 Does Monitoring and Evaluation Contribute to Sustainability of Donor Funded Primary Schools Programme

	Frequency	Percentage
Yes	56	64
No	32	36
Total	88	100

Table 4.9 shows head teachers were divide on whether the exercise should be carried out. 64% of the respondents agreed that monitoring should be done. This implies that monitoring and evaluation might contribute to sustainability of donor funded primary schools programme.

4.6.2. How Monitoring and Evaluation of the Programme Conducted

The study established how often monitoring and evaluation was conducted on the donor funded primary schools programme. The results provided are shown in Table 4.10.

Table 4.10: Monitoring and Evaluation Exercise

Monitoring and evaluation	Frequency	Percentage
Quarterly	41	23
Monthly	34	19
Yearly	85	47
Never	20	11
Total	**180**	**100**

Majority of executive BOM representatives' respondents (47%) said that monitoring and evaluation is conducted yearly after the withdrawal of donor funds.

The study was interested establishing if the respondents were aware of who monitors the school programmes as shown in Table 4.11

Table 4.11: Are you involved in Monitoring?

	Frequency	Percent
Yes	122	68
No	58	32
Total	**180**	**100**

Table 4.11 shows majority of BOM were aware if they were involved in programmes M&E as 68% of BOM monitored the programmes. There is further need of capacity building on awareness for programmes monitoring and evaluation especially to the percentage of BOM who were not involved.

4.6.3. Programme Satisfaction

Table 4.12: In your Opinion are the BOM happy with the Monitoring and Evaluation Process and Sustainability of the Programme?

	Frequency	Percentage
Yes	97	54
No	83	46
Total	180	100

As indicated in Table 4.12, 54% of the BOM agrees that they are happy with the progress of the programme.

4.7 Descriptive Analysis

Descriptive analysis was used in analyzing information. Descriptive measure of central tendency mean and dispersion standard deviation were used. This part is organized according to the study objectives. Table 4.13 presents the responses to the likert scale questions given to the respondents.

Table 4.13: Likert Scale Questions

	Head Teachers		BOM	
	Mean	Std. Deviation	Mean	Std. Deviation
Leadership Structure				
Management Commitment	3.5	1.5	3.2	1.4
Strategic Plans	3.4	1.3	3.3	1.4
Stakeholders Involvement				
Beneficiaries Participants	3.3	1.3	3.1	1.4
Capacity Building	3.7	1.4	2.9	1.5
Funds Provision	3.1	1.4	3.3	1.4
Monitoring and Evaluation				
Budget Monitoring	3.4	1.3	2.9	1.4

Programmes Monitoring and Evaluation	2.1	.6	3.2	1.4
More Financial allocation	3.0	1.5	3.2	1.4
Programmes Sustainability				
Self-sustaining programmes	2.9	1.3	3.1	1.4
Equity and accountability	2.9	1.3	3.3	1.4
Quality education offered	3.1	1.4	3.1	1.5
High school attendance	3.9	1.2	3.4	1.3
Pupil retention	3.9	1.2	3.3	1.3
Increased School Enrolment	3.7	1.2	3.0	1.4
Improved Infrastructure	1.9	1.2	3.1	1.2

**VGE-Very Great extent GE – Great extent ME-Moderately extent LE-Little extent NE- No extent*

Table 4.13, leadership structure majority of the head teachers respondents felt that management commitment have not achieved much though has a mean score of 3.5 (moderate) which a forms the bases of the implementation of the mission and vision of the programmes, were of the view that strategic plans by a mean score of 3.4(moderate). BOH respondents showed with a mean of 3.2(moderate) on management commitment and 3.3(moderate) mean on strategic plans, which indicate programmes ownership and sustainability.

Most of the respondents in stakeholders' involvement in the implementation of the programmes indicated that beneficiary participants (moderate) play a great task in stakeholder involvement at all levels and capacity building and funds provision with scoring a mean of 3.7, 2.9 & 3.1 indicated by head teachers' respondents respectively. According to Admassu et.al, (2002) one significant aspect for sustainability of programmes is the complete participation of local people as vigorous and equal partners whose interests and knowledge are fundamental to the programmes accomplishment. However, BOM involved in the implementation of the programmes consolidate towards the successful ownership and sustainability of the programmes with (moderate) beneficiary participants at all levels with a mean score of 3.1, capacity building with a mean score of 2.9 (great extent) and funds provision with a mean of 3.3.

Monitoring and evaluation of the respondents indicated that budget monitoring with a score of 3.4(moderate) and 2.9 (great extent) respectively. Both interviewed head teachers and BOM indicated that more financial allocation with a mean score of 3.0 (moderate) and 3.2 (moderate). Programme monitoring & evaluation with a mean of 2.1(great extent) and 3.2(moderate) by head teachers and BOM respectively.

Most of the head teachers and BOM respondents on programmes sustainability showed that high school attendance with a mean score of 3.9 and 3.4 (moderate), some of the respondents were of the opinion that pupil retention with a mean score of 3.9 and 3.3 (moderate) , also many felt that the programmes were self-sustaining with a mean score of 2.9 (great extent) and 3.1(moderate), they also felt that equity and accountability with a mean score of 2.9 (great extent) and 3.3(moderate), improved infrastructure with a mean score of 1.9(very great extent) and 3.1(moderate) respectively. Lastly, they also felt that quality education presented a mean score of 3.1 (moderate), increased school enrolment with a mean of 3.7(moderate) and 3.0(moderate).

CHAPTER FIVE
SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents key research outcomes and discusses these outcomes against literature, conclusions. It then offers a conclusion, recommendations and suggestions for additional research.

5.2 Summary of the Findings

The purpose of this study was to examine factors influencing sustainability of donor funded primary programme in Kibra, Nairobi County, Kenya. Descriptive survey design was employed. The targeted population included of 186 head teachers and 372 BOM representatives, a sample size of 93 head teachers and 186 BOM representatives was achieved using stratified random sampling method. Out of the total of 88 head teachers and 180 BOM representatives targeted filled and returned their questionnaires with responses and the data was investigated using SPSS to run descriptive statistics.

5.2.1 Leadership Structures and Sustainability of Donor Funded Primary Schools Programme.

In terms of management commitment 87% of the respondents agreed that present schools management is committed towards sustainability of the ongoing programmes. While 75% of respondents suggest that there a direction as members meet regularly this shows openness and accountability of management of the programmes this makes the programmes run efficiently. 56% said that the stakeholders are involved in running of the programmes.

5.2.2 Stakeholders' Involvement and Sustainability of Donor Funded Primary Schools Programme.

Regarding stakeholders' involvement in the continuity programmes. The study found that 74% the programmes have the required stakeholder support. 89% agree that the

programmes are very beneficial. 93% indicated that the stakeholders contribute financially towards the programmes. Donors have an objective of improving the livelihood of local communities through empowerment in funded programmes; the study found that 56 percent of stakeholders were involved in the running of the programmes. They also participated in programmes planning and they hold meetings regularly.

5.2.3 Monitoring and Evaluation and Sustainability of Donor Funded Primary Schools Programme.

From the study is seen that M&E of the implemented programmes have been on progress, as the institution is still undertaking constructions, after donors funding the assessment have been conducted yearly 47 percent, quarterly 23 percent monthly 19 percent. It shows that majority of the BOM were involved in programmes M&E as 68% of BOM monitored the programmes and 54 percent were satisfied with M&E process and sustainability of the programmes. M&E of the respondents indicated that budget monitoring with a score of 3.4(moderate) and 2.9 (great extent) respectively. Both interviewed head teachers and BOM indicated that more financial allocation with a mean score of 3.0 (moderate) and 3.2 (moderate). Programmes monitoring & evaluation with a mean of 2.1(great extent) and 3.2(moderate) by head teachers and BOM respectively.

In donor-funded development programmes, sustainability may be explained as continuation of benefits after major support from donor withdrawn (Okun, 1999). The assessment of the programmes assess strategic fit of the programmes intervention based on social economic needs for the beneficiary, mission and objective of the schools, and polices strategies and plans of the National Government and NGOs.

5.3 Discussion

Discussing the outcomes of the study and organizing centered on the conceptual framework of the study.

5.3.1 Leadership Structures and Sustainability of Donor Funded Primary Schools Programme.

The study shows that the leadership of the schools has been committed to achieve the objectives of the ongoing programmes. This is seen from the number of meetings and reviews done, their involvement, accountability and transparency level.

Good leadership and management ensures there is adequate local resources and capacity to continue with programmes in absenteeism of donor funding. Institutional and management capacity is important to effective programme implementation as it promotes involvement of all the stakeholders in each stage of programme cycle hence stakeholders tend to own the programmes (McDade 2004),

5.3.2 Stakeholders' Involvement and Sustainability of Donor Funded Primary Schools Programme.

The study established that all the respondents agreed that stakeholder participation is very important for a programmes to be sustainable. The head teachers and member of the board of management were fully involved in every stage of the ongoing programmes and that they had an opportunity to give their views and ideas. As stated by Stein avers (2010) stakeholder participation gives a chance to generate new behavior of control, reporting, and sharing responsibility in programme support and development interventions. The people's involvement also aids in enhancing the understanding the role of stakeholders and restriction of technical and financial resources that may exist.

5.3.3 Monitoring and Evaluation and Sustainability of Donor funded Primary Schools Programme.

The study established that M&E was carried out by the head teachers and members of the board of management. It indicated that M&E was done on a yearly, quarterly and monthly basis. Therefore M&E is a major factor that influences sustainability of donor funded primary schools programme. It is vital for M&E to be undertaken regularly so as to detect and identifying the problems affecting sustainability of the programmes and to provide

solutions that will ensure the programmes is sustainable thus achieving its objectives even without any donor financial support.

5.4 Conclusion

The study shows the stakeholders took part in the management of donor funded primary schools programme. Some of BOM that were involved in these programmes in various capacities were not empowered. Mofayane (2002) notes that regardless of how people start income generating projects, yet they do not become empowered by them.

Capacity building was not fully carried out prior to the implementation and as a result the members of the community lacked management skills, information of policy guidelines on the management of programmes and proper planning.

The study concludes that the programmes M&E process did not actively involve the parents. Monitoring was done by the head teachers and BOM, hence parents in schools were not given a chance to direct participate in M&E of the programmes as ought to be the case. There was no system of reporting the influence of the programmes to beneficiaries.

5.5 Recommendation

The following recommendations were concluded;

There is need to stir more participation of stakeholders in planning and implementation so as to increase probability of sustaining programmes. This would be done by capacity building and encourage members to elect the leaders of the programmes and not leaving the management task to the school management.

i. Introduction of technology and innovation programme to modernize and to improve the services to enhance programmes viability and efficiency. There is need for the stakeholders to generate ideas on resource mobilization, since costs involved in cultivating technology are great. Effective co-ordination aids in cost sharing and standardization of supplies.
ii. With the head teachers and members of the BOM being most supervising programmes, there is a chance of hiding the programme's weaknesses. All

stakeholders should be involved in M&E thus building their capacity to direct their own programmes. More training needs to be facilitated. This knowledge is important as it will aid in knowing whether programmes attained their goals or not.

iii. In terms of liability, the study commends the school management should take in account the needs, interests and capabilities of all the stakeholders, explaining actions and choices. This will help identify their needs and generating programmes that will give feedback and the stakeholders will acquire in the process. Accountable establishments are committed to the people they assist, consistently refining the quality of the work, demonstrating that they are listening to community members and take relevant deed. (Bainbridge, 2008).

5.6 Suggestions for Further Studies

It is important to carry out a research and find out the factors influencing sustainability of post donor funded primary schools programme in Nairobi County, Kenya.

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APPENDICES

Appendix I: Questionnaire for the Head Teachers

Below is a questionnaire you are required to fill read carefully and give appropriate answers ☑ by ticking or filling the blank spaces on the factors that influence sustainability of donor funded primary schools programme in Nairobi County, Kenya.

The information obtained in this questionnaire will be treated with the at most confidentiality.

SECTION I: Background Information for the Head Teacher

1. Gender of the respondent

   Male ☐ Female ☐

2. Age of the respondent

   18-25 ☐ 26-35 ☐

   36-45 ☐ Above 46 ☐

3. What is your level of education?

   Secondary ☐ Certificate ☐

   Diploma ☐ Bachelor ☐

4. How long have you been a Head Teacher in the School?

   Between 1-2 years ☐ Between 2-4 years ☐

   Between 4-6 years ☐ Over 6 years ☐

SECTION II: Leadership structures and Strategic Plans

1. Does the school have a school development plan?

   Yes ☐ No ☐

2. In your opinion does management commitment contribute to sustainability of donor funded primary schools programme.

   Yes ☐ No ☐

3 Does the management team have meetings regularly to review the programmes progress?

   Yes ☐ No ☐

4 Are all other stakeholders involved in the running of the programmes?

   Yes ☐ No ☐

SECTION III: Stakeholder Involvement

1. Are the rest of the parents involved in contributing financially towards the programmes?

   Yes ☐ No ☐

2. How was the BOM involved in the programmes sustainability?

   Brainstorming on programmes ideas ☐ Sharing of information ☐

   Cost sharing ☐ Other (state)…… ☐

3. In your opinion do the beneficiaries consider the programmes as beneficial?

   Yes ☐ No ☐

If yes please explain……...

……

4. In your opinion do you think that the programmes has the required stakeholder support?

   Yes ☐ No ☐

   If yes please explain……

……

SECTION IV: Monitoring and Evaluation

1. What programmes have previously been funded by donors?
   a)……..
   b)……..
   c)……..
   d)……..
   e)……..

2. Are the programmes still existing and sustainable (Please tick ☑ appropriately)
   Refer to the above question

a)	Yes	☐	No	☐
b)	Yes	☐	No	☐
c)	Yes	☐	No	☐
d)	Yes	☐	No	☐
e)	Yes	☐	No	☐

3. Indicate how often monitoring and evaluation is of the programmes conducted after the withdrawal of donor funding.

   Yearly ☐ Quarterly ☐

   Monthly ☐ Never ☐

4. Are other stakeholders involved in the monitoring and evaluation of the programmes?

   Yes ☐ No ☐

5. Are you satisfied with the progress of the programmes so far

   Yes ☐ No ☐

The following are likert scale statements that relate to factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

Using scale 1-5 where 1- Very great extent and 5- No extent. Indicate the extent to which they are effective.

VGE – Very Great Extent GE– Great Extent ME– Moderate Extent LE – Little Extent NE – No extent

Table Likert Table

Leadership Structures	**VGE**	**GE**	**ME**	**LE**	**NE**
Management Commitment					
Strategic Plans					
Stakeholders Participation					
Beneficiaries Participation					
Capacity building.					
Funds Provision					
Monitoring and Evaluation					
Budget Monitoring					
Project Monitoring and Evaluation					
More Financial Allocation					

Project Sustainability					
Self-sustaining project					
Equity and accountability					
Quality education offered					
High school attendance					
Pupil retention					
Increased School Enrolment					
Improved Infrastructure					

Appendix II: Questionnaire for the BOM Members

Below is a questionnaire you are required to fill read carefully and give appropriate answers ☑ ticking or filling the blank spaces on the factors that influence sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya.

The information obtained in this questionnaire will be treated with the at most confidentiality.

SECTION I: Background Information for the Board of Management Member (BOM)

1. Gender of the respondent

   Male ☐ Female ☐

2. Age of the respondent

   18-25 ☐ 26-35 ☐

   36-45 ☐ 46 and above ☐

3. How long have you been a member of BOM in the School? (Please tick appropriate)

   Between 1-2 years ☐ Between 2-4 years ☐

   Between 4-6 years ☐ Over 6 years ☐

SECTION II: Leadership structures and Strategic Plans

1 Was the BOM involved in generating the school development plan?

   Yes ☐ No ☐

2 In your opinion does management commitment contribute to sustainability of donor funded programmes

   Yes ☐ No ☐

3 Does the management team have meetings regularly to review the programmes progress?

Yes ☐ No ☐

4 Are all other stakeholders involved in the running of the programmes?

Yes ☐ No ☐

SECTION III: Stakeholder Involvement

1 Are the rest of the parents involved in contributing financially towards the programmes?

Yes ☐ No ☐

2 How was the BOM involved in the programmes sustainability?

Brainstorming on programmes ideas ☐ Sharing of information ☐

Cost sharing ☐ Other (state)…… ☐

3 In your opinion do the beneficiaries consider the programmes as beneficial?

Yes ☐ No ☐

If yes please explain……...

……

4 In your opinion do you think that the programmes has the required stakeholder support?

Yes ☐ No ☐

If yes please explain……

SECTION IV: Monitoring and Evaluation

1. Is the BOM involved in the Monitoring and evaluation of the programmes?

   Yes ☐ No ☐

   If Yes Please explain how? ----------

   ----

2. Indicate how often monitoring and evaluation is of the programmes conducted after the withdrawal of donor funding.

   Yearly ☐ Quarterly ☐

   Monthly ☐ Never ☐

3. Are other stakeholders involved in the monitoring and evaluation of the programmes?

   Yes ☐ No ☐

4. Are you satisfied with the progress of the programmes so far

   Yes ☐ No ☐

   If No Please explain ----------

The following are likert scale statements that relate to factors influencing sustainability of donor funded primary schools programme

Using scale 1-5 where 1- Very great extent and 5- No extent. Indicate the extent to which they are effective.

VGE – Very Great Extent GE– Great Extent ME– Moderate Extent LE – Little Extent NE – No extent

Table Likert Table

Leadership Structures	**VGE**	**GE**	**ME**	**LE**	**NE**
Management Commitment					
Strategic Plans					
Stakeholders Participation					
Beneficiaries Participation					
Capacity building.					
Funds Provision					
Monitoring and Evaluation					
Budget Monitoring					
Project Monitoring and Evaluation					
More Financial Allocation					
Project Sustainability					
Self-sustaining project					
Equity and accountability					
Quality education offered					
High school attendance					
Pupil retention					
Increased School Enrolment					
Improved Infrastructure					

Appendix III: Letter of Transmittal

University of Nairobi
P.O Box 30197-00100
Nairobi, Kenya.

Primary School,
P.O. Box
Nairobi, Kenya.

Dear sir/ Madam,

RE: Request for participation in a research study

I am Wanjiku Wachira pursuing a master's degree in Programmes Planning and Management at the University of Nairobi.

In partial fulfillment of my degree course, I am undertaking a research on **"Factors influencing sustainability of donor funded primary schools programme in Kibra, Nairobi County, Kenya".**

I therefore kindly request you to spare some time from your busy schedule and participate in providing the required information. All the information provided will be used purely for academic purposes and will be treated with utmost confidentiality. Kindly contact me in case of any queries or clarification on any of the questions.

Thank you for your assistance and cooperation.

Sincerely,

Wanjiku Wachira, MA PPM student.

Appendix IV: Letter from the Institution

UNIVERSITY OF NAIROBI
OPEN DISTANCE AND e- LEARNING CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
NAIROBI LEARNING CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

9th July, 2018

REF: UON/ODeL/NLC/28/403

RE: WACHIRA MARY WANJIKU - REG NO.L50/76111/2014

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

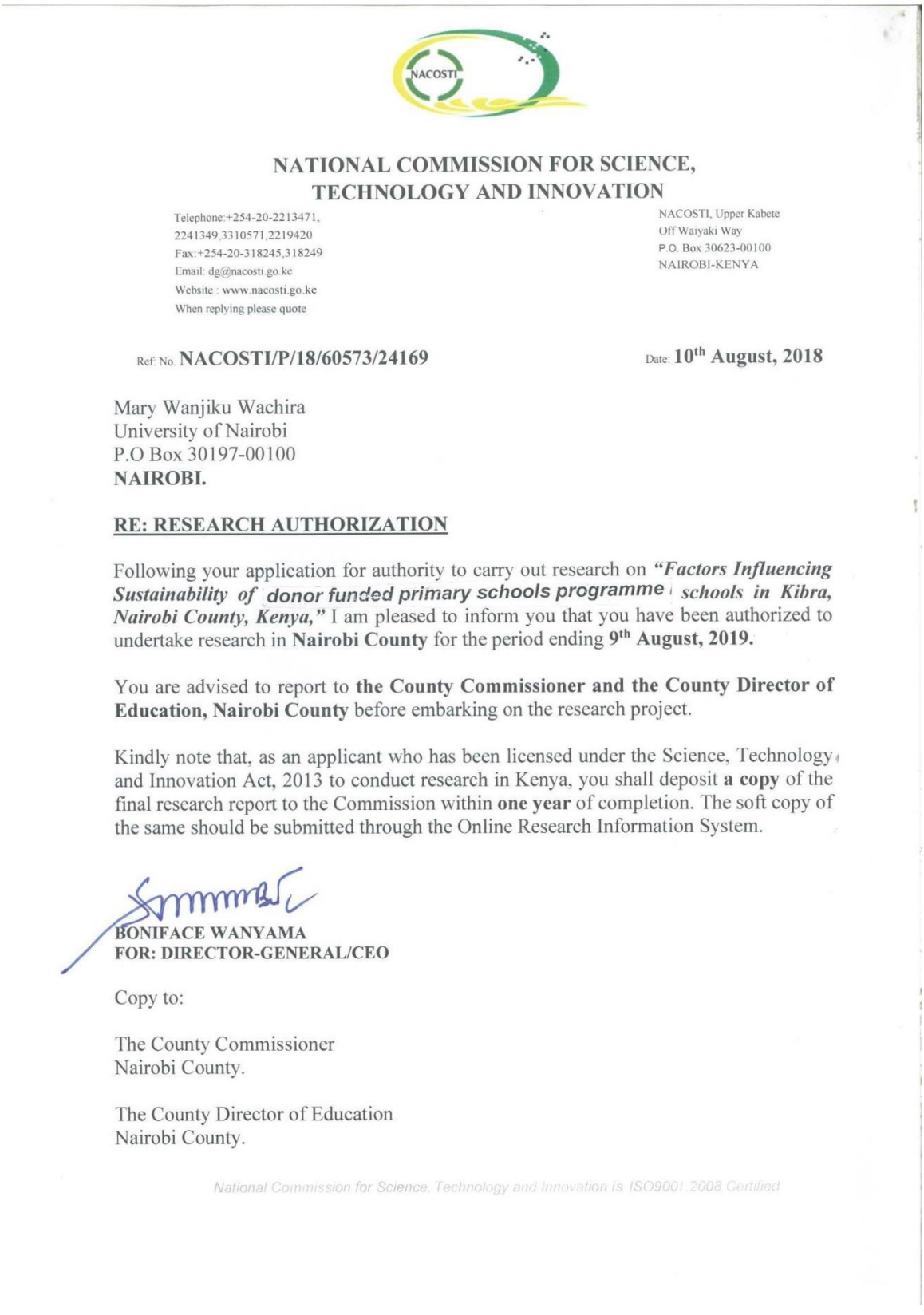
She is proceeding for research entitled **"Factors Influencing Sustainability of Donor Funded Primary Schools Programme in Kibra, Nairobi County Kenya."**

Any assistance given to her will be appreciated.

UNIVERSITY OF NAIROBI ODEL CAMPUS P.O. Box 30197, 09 JUL 2018 NAIROBI NAIROBI LEARNING CENTRE

CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE

Appendix V: Permit Letter from NACOSTI Office



NACOSTI

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/60573/24169**

Date: **10th August, 2018**

Mary Wanjiku Wachira
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors Influencing Sustainability of donor funded primary schools programme i schools 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 **9th August, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/60573/24169**

Date: **10th August, 2018**

Mary Wanjiku Wachira
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors Influencing Sustainability of donor funded primary schools programme schools 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 **9th August, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

THIS IS TO CERTIFY THAT:
MISS. MARY WANJIKU WACHIRA
of UNIVERSITY OF NAIROBI, 25298-625
Nairobi,has been permitted to conduct research in *Nairobi County*

On the topic: FACTORS INFLUENCING SUSTAINABILITY OF DONOR FUNDED PRIMARY SCHOOLS PROGRAMME IN KIBRA, NAIROBI COUNTY, KENYA.

for the period ending:
9th August,2019

Permit No : NACOSTI/P/18/60573/24169
Date Of Issue : 10th August,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

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

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
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RESEARCH CLEARANCE PERMIT

Serial No.A 20013

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