

**INSTITUTIONAL DETERMINANTS OF SUSTAINABILITY OF
EARLY CHILDHOOD DEVELOPMENT PROJECTS: A CASE OF
BABY FRIENDLY COMMUNITY INITIATIVE PROJECT IN
DAGORETTI, NAIROBI COUNTY, KENYA**

OBULEMIRE KEPHA EMMANUEL

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
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DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND
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DECLARATION

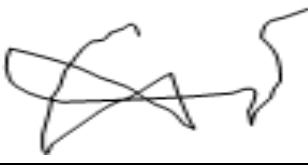
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Signature:  _____

Obulemire Kepha Emmanuel

L50/21665/2019

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

Signature  _____

Prof. Evans Vidija Sagwa

Associate Professor

Technical University of Kenya

DEDICATION

This project is dedicated to my mother Bilhah Nandwa Ong'ayo, my grandmother Peninah Tsisiche Obulemire and my uncle Joseph Atulo Obulemire. May you all rest in power.

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ABBREVIATIONS AND ACRONYMS

- AIDs:** Acquired Immune Deficiency Syndrome.
- BFCI:** Baby Friendly Community Initiative.
- BFHI:** Baby-Friendly Hospital Initiative
- CHA:** Community Health Assistant
- ECD:** Early Childhood Development.
- ECDE:** Early Childhood Development and Education.
- HIV:** Human Immunodeficiency Virus.
- SDGs:** Sustainable Development Goals.
- SPSS:** Statistical Package for Social Sciences.
- UN:** United Nations.
- UNICEF:** United Nations Children Education Fund.
- WASH:** Water, Sanitation, and Hygiene.
- WHO:** World Health Organization.

ABSTRACT

The pursuit of sustainable projects has been the goal of many stakeholders implementing various projects. This quest has to a large extent been elusive. This can be attributed to the scarcity of literature on how various determinants in different contexts influence sustainability. The study was conducted on the backdrop of observed trends whereby many projects in the Early Childhood Development sector collapse once the donors or the government withdraw their support toward the implementation of these projects. The study aimed to examine how various project aspects determine the sustainability of early childhood development projects with a case of the baby-friendly community initiative project in Dagoretti North Constituency, Nairobi County, Kenya being investigated. The determinants investigated were; project resources, project champions, project leaders, and project staff. At the time of the study, the Baby-Friendly Community Initiative project was being implemented in Dagoretti North Constituency, Muslim Sub location targeting three villages; Muslim, Kanungaga, and Precious. The target population was made up of 507 BFCI project stakeholders while the sample size was 211. The target population was made up of 500 project beneficiaries, two lead mothers in charge of the mother-to-mother groups, two government officials, two Ministry of Health staff, and one staff from the implementing partner of the project. The sample size of the project beneficiaries was derived using the Yamane formula. Stratified sampling was used to get study participants from each village representing a stratum. Proportionate stratification was used to get the sample size of each stratum. This means that each stratum had the same sampling fraction. The other study participants were not sampled due to their low number. The study made use of a descriptive survey design that helped get data from a large number of participants who took part in the study. The researcher used self-administered questionnaires to collect quantitative data while an interview guide was used to collect qualitative data in this research. Percentages, frequencies, mean, and standard deviation are the descriptive statistics used while correlation and regression analysis were used in inferential statistics. Data collected from this study was analyzed with the help of the Statistical Package for Social Sciences (SPSS V 23.0) and triangulated qualitative data that was analyzed through themes and content analysis. The results show that there is a moderate relationship between project resources and sustainability of ECD projects with correlation value of ($r=0.433$, $P<0.000$). Hence, it was recommended that project stakeholders should put on place resource mobilization strategies to ensure that projects do not lack resources. The study also found out that there is a strong relationship between project champions and sustainability ECD project with correlation value of ($r=0.655$, $P<0.000$) Consequently, the champions should be involved in planning and designing project activities as this increases the chances of project sustainability. Additionally, the study established that there is weak relationship between project leaders and sustainability of ECD projects with correlation value of ($r=0.384$, $P<0.000$). This was dependent on their skill set, the training the leaders receive, ability to mobilize resources for the project and also how committed they are to the project. Considering that the relationship between project staffing and sustainability had a moderate correlation value of ($r=0.428$, $P<0.000$), the study recommends that the recruitment of staff should be objectively carried out so as to get competent and highly qualified staff who will contribute to the sustainability of the project. Lastly, the study recommends for studies to be done to look at wider geographical areas, encompass more indicators, and also look at determinants of sustainability of projects that target other age groups that are not ECD projects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Sustainable projects may be seen as those projects whose actions enable implementers to meet current needs without interfering with the ability of the future generations to meet their own needs (Silvius & Schipper, 2019). The third goal of sustainable development goals aims at ensuring healthy lives and encouraging well-being for all. This precise goal by the UN recognizes the critical role good health has to play in the attainment of the Sustainable Development Goals 2030. It is pertinent to note that this goal is directly linked to other goals – poverty obliteration, ending of hunger and nutrition improvement (Agbedahin, 2019).

Backed by economic proof, it has been observed that early investments in ECD projects offer not only the best shot at the attainment of several SDGs but also the highest rate on investment (Vladimirova & Le Blanc, 2018). With this knowledge, governments and non-governmental institutions around the globe have increased ECD projects to improve the lives of children. Consequently, the death rate of children below five years of age has dropped by an astounding 58 % from 1990 to 2020 (Marczak, O'Rourke & Shepard 2018). The number of children who get immunized has also increased tremendously from a mere 16 % in 1980 to 64 % in 2012. The aforementioned have in return led to a reduction of deaths of children under five from preventable diseases like measles from 480,000 in 2000 to 86000 in 2012 as reported by UNICEF.

Despite the tremendous increase in investments in ECD from non-governmental institutions and governments, (Rittah, 2018) noted that sustainability of this projects is a key challenge in many countries. This denotes that enormous resources are being used in carrying out projects while communities are deprived of the benefits of these projects due to sustainability concerns. This is attested by the large number of children who suffer lurid deprivations that include poverty, malnutrition, violence, and preventable diseases notwithstanding the billions of government and donor funding that have been pumped in this countries to alleviate child suffering (Mbugua, 2020). This dictates that there is an urgent need to study determinant of sustainability of ECD projects.

Several literature reviews show that research on project sustainability can be studied by either focusing on project design elements, organizational setting, or environmental features (Lipman ,2020). This study will be focused on looking at project design elements to study determinants of

sustainability of ECD projects. Narrowing down, the study will focus on four elements; project resources, project champions, project leadership, and project staff.

Commenting on the issue of project resources and sustainability of projects, Lipman (2020), noted that a project can become sustainable if the stakeholders involved in the project plan properly to ensure that the project has a consistent supply of project resources needed for implementation of activities. International development organizations like the International Monetary Fund and the World Bank have come to a near accord that for projects to be sustainable, project resources need to be at the center of planning and management of projects (Amer, 2017). Beach (2008), noted that as a way of balancing and addressing the challenges of lack of resources which had affected the sustainability of many projects, all stakeholders stated being involved in mobilizing resources in social development projects in South Africa. In Kenya, Christens, Speer & Peterson (2018), noted that the civil society and other community based organization have played a key role in empowering stakeholders on the best ways to mobilize for resources so as to help sustain the projects they implement. In spite of this, Christens et al. (2018) noted that the number of projects that fail the sustainability test due to lack of resources is still very high. Out of the 126 grass root projects they studied, 114 projects had collapsed due to lack of resources to continue project activities. Abuya (2020), in his study on the link between resource mobilization and sustainability in ECD projects in Kisumu emphasized that resource mobilization is meaningless if stakeholders have not thought of making projects sustainable. This is so as mobilizing resources is not only about receiving resources for carrying out donor's program but it is also a critical step aimed at improving the organization, and enhancing self-reliance.

Sustainability of ECD projects can also be influenced by the leadership of the projects. According to Katoła (2010), the increased complexity and number of activities in early childhood development, project managers encounter challenge in providing good leadership whether in the health or educational sector to cater for the developmental needs of children. It has been observed that many project leaders lack proper skills and competencies that can enable them to lead sustainable ventures. In addition to this, project leaders also lack the ability to mobilize resources and all these factors lead to many projects being unsustainable (Olutayo, 2010). Vargas-Barón & Diehl (2018), reviewing the role of project leaders in sustaining projects in the Solomon Islands showed that the competency of project leaders in early childhood development is a critical component in helping sustain the projects. The investigators concluded that the failing of 64 percent of the projects they studied could be traced to issues affecting the project leaders. These issues stretched from lack of commitment to the projects, lack of knowledge of the project cycle, to poor risk management in the project. The authors

concluded that for ECD projects to have a chance at sustainability, project leaders should strive to enhance their skills in project management and the science of sustainability of projects.

In most communities, Yamada (2017), noted that for projects to get support of the communities they were being implemented in, it was important to form links with the key people in the community who could be seen as project champions. Melhado, (2003) defined a project champion as a person within the community where the project is being implemented who uses influence enterprisingly to advocate for project success. Yamada (2017), noted that the champions were key to ensuring that projects were accepted and supported in the communities they were being implemented in. lack of there support could easily sabotage the success of the projects. A study conducted on the role of community participation to the sustainability of health projects in Ghana found that as much as the community had a role in sustaining projects, project champions were an emerging issue which played a huge role on how the said communities were able to participate in the projects. As much as many project leaders and even stakeholders have neglected to recognize the role championing has on sustainability, its high time they be actively in implementing projects.

In Kenya, notwithstanding the high number of government, non-governmental, and faith based led projects dealing directly with children, many still face the utmost deprivation. This include lack of nutrition, lack of immunization, various forms of child abuse, natural calamities, and WASH issues (Fotso, Holding & Ezeh, 2009). 44 out of 1000 and 74 out of 1000 children die before their first and fifth birthday respectively in Kenya. Pneumonia, malaria, and diarrhea are considered to account for high numbers of these deaths (Gewa, Oguttu, & Yandell, 2011). This numbers point to low sustainability rates of projects created to tackle this challenges. Hence, the need for the government and other stakeholders in the field of ECD to earnestly increase and or develop sustainable projects that will help salvage the situation of the Kenyan child and in the process achieve the SDGs. For this to be successful, it is paramount to establish the numerous aspects that determine the sustainability of projects explicitly in ECD in where the number of children who need support has been and is on an upward spiral. This study, hence sought to establish factors that determine the sustainability of ECD projects with a focus on the BFCI project that was being implemented in Dagoretti North Constituency, Nairobi County, Kenya.

Due to the inability of the Breastfeeding and the Baby-Friendly Hospital Initiative to cater for caregivers and children after being discharged from the hospital, the Baby-Friendly Community Initiative (BFCI) was added to the Ten Steps of Effective (BFHI) whose aim is to provide continued guidance on breastfeeding to caregivers after release from health facilities after delivery. BFCI is aimed at creating a comprehensive support system with regards to breastfeeding at all community

levels. This is done through the formation of mother-to-mother and community support groups to promote breastfeeding. Proper nutrition is essential for optimal growth and development (Maingi, Kimiywe & Iron-Segev, 2018). With an aim of enhancing optimum nutrition for infants, the World Health Organization (WHO) in conjunction with UNICEF developed the Baby Friendly Hospital Initiative (BFHI) to help tackle poor breastfeeding practices within health facilities. Despite this, the impact witnessed in less developed countries like Kenya has been very limited. Subsequently, Kenya has opted for the adoption of Baby Friendly Community Initiative (BFCI). Unlike the BFHI, the BFCI offers support not only for breastfeeding and optimal infant feeding at the community level but also strives to improve Early Childhood Development in totality at the community level (Maingi, Kimiywe & Iron-Segev, 2018).

In Kenya, BFCI is aimed at promoting, protecting, and supporting breastfeeding at the community level by employing the mother to mother and community support groups strategy, which engage mothers, fathers, grandmothers and community leaders; strengthening maternal nutrition practices for pregnant and lactating women, complementary feeding for children 6- 23 months of age; providing care and support for adolescent mothers on infant and young child feeding (IYCF); and providing a multi sectoral platform for integration of key activities from other sectors (i.e. early childhood development; agriculture; water, sanitation, and hygiene). In Kenya, other government ministries aside from Ministry of Health, including Ministry of Education and Ministry of Agriculture play a vital role in the implementation of the national BFCI program. Successful implementation of the BFCI is mostly pegged on the availability of Community Health Volunteers (CHVs) who act as project champions. After training, the CHVs take a leading role in implementing the BFCI activities. These activities include; supporting mother to mother support groups, doing cooking demonstrations, carrying out home visits to mothers who are breastfeeding, encouraging inclusion of spouses and grandmothers in support groups and introducing of income generating projects such as kitchen gardens which are key constituents of this initiative (Maingi, Kimiywe & Iron-Segev, 2018).

Through the Ministry of Health, Kenya's attempt to enhance breastfeeding among caregivers at the community level using BFCI is amplified on the experience of other nations that have implemented the BFCI. Cambodia witnessed a substantial decline in child death, this was attributed in part to the efforts to promote breastfeeding through BFCI. The project was carried out from 2000 to 2013 in over 7,000 villages, which displayed a 49-point surge in the rate of EBF for 6 months over the course of 5 years (2000–2005), there was also an increase of over two-folds in initiation of breastfeeding within the first hour after delivery, 35% to 65% from 2005 to 2010 (Zanello, Srinivasan & Shankar, 2018).

The main strategy for ensuring the sustainability of the Baby Friendly Community Initiative project in Kenya is anchored on a well-coordinated multi-sectoral tactic with various mechanisms coming into play: enhancing the capacity of healthcare providers mainly community health volunteers, lead mothers who teach other mothers in the communities and other pertinent stakeholders; offering consistent supervision, mentoring, encouragement, monitoring and assessment. This can be done by ensuring appropriate documentation by the Ministry of Health in partnership with other partners.

1.2. Statement of the Problem

The term sustainability has gradually evolved from one domain of environmental space to other spheres like the social and economic space. Blok, Gremmen & Wesselink (2018), state that the challenge of attaining project sustainability can be equated to as a wicked problem. This they attribute to the nature of sustainability which is a multifaceted concept whose attainability faces many challenges. Ranging from inadequate knowledge, high number of stakeholders involved, enormous resources needed, to interconnectedness of variables influencing sustainability. The gaps highlighted above have meant that many projects have failed the sustainability test. Projects in the ECD space are no different. To highlight the magnitude of this problem, in Malawi, the world bank conducted a mapping exercise of 690 community based childhood centers in four districts and found that more than half had closed (Neuman, McConnell & Kholowa, 2019). Meaning that the ECD projects had failed the sustainability test. The ripple effect of this was that more 500,000 children who dependent on this centers for nutrition, early stimulation, learning, and nurturing care, had to drop out as indicated from the mapping exercise.

The challenge of unsustainable projects and not only in the ECD circle is a concern of 8 out of 10 donor and government funded projects irrespective of the setting, target population or the indicators to be attained (Lipman, 2020). This can be attributed to the fact that different dynamics interplay during project implementation to determine sustainability. Hence, the scientific community is tasked with playing a role through research in engaging in the conversation of sustainable development. This will help understand different determinants of sustainability of projects in different setting and to be specific projects in the ECD sector. This will also go a long way in improving the body of knowledge on sustainability of ECD projects since a review of literature has revealed a gap on determinants of sustainability of ECD projects. It is against the backdrop that this study aimed to explore the determinants of sustainability of early childhood development projects with a focus on the baby friendly community initiative project in Dagoretti North Constituency, Nairobi County, Kenya.

1.3.Purpose of the Study

The purpose of the study was to investigate the determinants of sustainability of early childhood development projects with a case of Baby Friendly Community Initiative Project which is being implemented in Dagoretti North constituency, Nairobi County, Kenya.

1.4.Objectives of the Study

The study was guided by the following objectives:

1. To assess how project resources, determine the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.
2. To examine the influence of project champions on the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.
3. To investigate in what way project leadership determines the sustainability of early childhood development projects in of Dagoretti North Constituency, Nairobi County, Kenya.
4. To establish how project staff influences the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.

1.5.Research Questions

The study sought answer the following questions;

1. How do project resources determine the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya?
2. What is the influence of project champions on the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya?
3. In what ways does project leadership determine the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya?
4. How does project staff determine the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya?

1.6.Significance of the Study

It is anticipated that the knowledge gained from the research will be of great benefit to the donor fraternity. Distinctly those that fund ECD projects. These will be made possible through providing insights into approaches that can be emplaced to ensure the sustainability of ECD projects.

The study, it is hoped will enhance the existing body of knowledge on the sustainability of ECD projects. This will be through focusing on how; project resources, project champions, projects leadership, and project staff affect the sustainability of these projects.

1.7. Limitations of the Study

In the process of carrying out research work, a researcher may encounter challenges they are not in control of. The researcher had a challenge with physical access to respondents. The Community Health Volunteers came in handy in helping trace the respondents.

The researcher also did not have control over how the participants responded and cooperated in the process of carrying out this research. This challenge was also compounded by the fact that the respondents were self-reporting and the data was limited to the fact it rarely could be verified. The researcher did their level best to explain to the participants the importance of the research and assured the participants of their privacy.

1.8. Delimitation of the Study

The study was only focused on corroborating the determinants of sustainability of ECD projects in Dagoretti North Constituency, Nairobi County: A Case of the Baby Friendly Community Initiative Project. The project and the study site were chosen due to their unique nature of being implemented in urban settings. The project chosen was also distinctive in terms of providing unique opportunities to get rich information from a diverse group of stakeholders involved in the project as compared to other projects in the study site which may not have offered enough insight into on the topic of study.

1.9. Basic assumptions of the Study

The assumptions of the study were that the respondents would sufficiently cooperative and that they would provide data that is accurate and reliable for the study. It was anticipated that the sample size used in the study would be a representation of the whole population.

1.10. Definitions of Significant Terms

Baby Friendly Community Initiative Project: A community-based initiative that aims to provide; protection, offer support to breastfeeding mothers, enhance optimum complementary feeding, and promote maternal nutrition. This is achieved through creation and training of Community Mother Support Groups.

Early Childhood Development Projects: this refers to temporary undertakings implemented to enhance wholesome growth of children in all spheres of development from the when they are born up to eight years. The spheres of development include physical growth, cognitive development, and social-emotional development. These activities maybe in the health sector, education sector, water, sanitation, and hygiene sectors.

Project Champions: a project champion is a person within the community where the project is being implemented who uses influence enterprisingly to advocate for project success. This they do on a volunteer basis without any pay.

Project Leadership: all the people involved in ensuring that the ECD project team is steered towards the successful implementation of the project. They are tasked with providing guidance and steering the vision and mission of the ECD project.

Project Staff: every person involved in the ECD project team and are assigned specific roles that help the project provide quality service to children and caregivers.

Project Resources: all that the ECD project depends on for the successful implementation of activities. They include; human, financial, and material resources.

Sustainability of Early Childhood Development Programs: state of ECD projects being in a position to continue achieving goals and benefiting the children and caregivers, putting in place fictional project structures and ensuring efficient utilization of resources after the exit of donor support that might have been financial or through expertise.

1.12. Organization of the Study

The study was systematized into five chapters. Chapter One is the introduction which covers the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitation, and delimitation of the study. Assumption of the study, the definition of significant terms, and organization of the study also form part of chapter one. Chapter Two consists of a literature review on the determinants of sustainability of ECD projects. This chapter also covers the theoretical framework, conceptual frameworks and the knowledge gap. Chapter three covers research methodologies which comprise of research design, the target population, the sample size and sampling techniques, the description of research instruments, research instrument validity and reliability, data collection procedures and data analysis techniques, ethical considerations and operationalization of variables. The fourth chapter entails data analysis presentation, interpretation and discussions. Chapter five covers the summary of the findings, discussions, conclusions, recommendations and suggestions for research that would enhance knowledge on this topic is provided thereafter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two of this study is on the literature review of the determinants of sustainability of ECD projects. These includes literature on the concept of sustainability of ECD projects, project resources and project sustainability, project champions and project sustainability, project leaders and project sustainability and eventually look at the literature on how infrastructure relates to project sustainability. This section also delves into the theoretical framework that guided this research. A conceptual framework for this project report is abridged in the last segment of this chapter. The knowledge gaps identified in the study are discussed before providing the summary of chapter at the end.

2.2 Sustainability of Early Childhood Development Projects

A project to be deemed successful, it needs to not only have solved the intended issues but also put the community at a better place compared to before implementation of the project and should be able to maintain continuity. Silvius & Schipper (2019), define sustainability is the capacity of a project to continue serving its purpose for a continued period from its point of completion. This continuity of the project can be assessed on the success it has and how it has affected the target audience thus achieving sustainability status through its continuity. Sustainability is to be achieved through various levels that include; economical level, institutional, infrastructural and community sustainability (Silvius & Schipper, 2019). Commenting on sustainability, (Nordqvist, Timpka & Lindqvist, 2009) point out that sustainability is based on the relevance of the project, acceptance from the community members and other stakeholders, project practicability and adaptableness of the project. Nordqvist et al. (2009), go ahead to propose that sustainability can also be determined through conducting risk analysis, economic analysis, development of the human resource, community analysis and environmental analysis. Requirements for funding need close scrutiny to establish the scenario and those funding the project i.e. county governments and NGOs (Olukotun, 2008).

Lander, Kronenberg, & Ross (2018) state that when projects are developed, they should be developed having in mind forthcoming generations. By developing projects with the aim of assisting future users, the project's plan of sustainability is also designed. Through this, sustainable project reduces instances of communities experiencing the same problems of project collapse at a later time thus resulting in both social and economic sustainability and enhance productivity in other projects

(Lander et al., 2018). According to (Ishola & Cekan2019), sustainability of projects is usually constrained by various factors like inadequacy of project resources, absence of project champions, project leadership characteristics', and absence of adequate project staff to support project activities. These they say can be eluded through proper understanding of the project life cycle, extensive involvement of community members and other stakeholders in every project phase and also ensuring proper planning and accountability of project resources.

The Kenyan government in collaboration with various stakeholders have made commendable steps in implementing sustainable ECD projects (Buysse & Peisner-Feinberg, 2013). Even though implementing ECD projects can be an intimidating endeavor. With this recognition, the government has put in place systems and mechanisms through which various organizations and communities assist in the process of developing and implementing projects related to ECD (Nganga, 2009). These non-governmental organizations also help in development and implementation ECD policies. The government on its part is tasked with driving the agenda related to ECD projects through various ministries. These ministries include but not limited to the Ministry of Education, Ministry of Health, Ministry of Home Affairs, Ministry of Water, Ministry of Planning, and National Development.

Many ECD projects in both the health and educational sectors in Kenya have perennially failed to pass the sustainability test (Marczak, O'Rourke, & Shepard, 2018). Marczak et al. (2018) attribute this to how the Ministry of Health in collaboration with other partners have failed to set the sustainable agenda of ECD projects in the area of health. For instance, the Ministry of health integrates the aspect of WASH and early childhood development in the various projects that target children. But still many children still do not have access to clean water and proper hygiene (Marczak et al., 2018). The use of local administration and local communities in carrying out activities is still very low hence most projects have not been integrated to the communities where they are implemented. While the ministry is charged with initiating and supervising projects related to maternal and child health care, ensure adequate community mobilization on matters of children's health, and cohesive supervision of childhood illnesses and other essential areas, Gewa, Oguttu & Yandell (2011), point out that many children and caregivers still do not get access to basic health. As of now, the ministry can do better in ensuring the sustainability projects targeting children and caregivers like; promoting safe delivery of children, reducing communicable disease like malaria, and reducing malnourishment among children under five. ECD health projects still face logjams like lack of infrastructure such as hospital facilities and qualified personnel which impact the sustainability of these projects (Gewa et al., 2011).

Apart from the government, religious organizations and non-governmental organizations, are prominently involved in delivering ECD health projects interventions. These organizations help to fill the gap left by the government. Organizations like World Vision, Save the Children, Childfund Kenya, and the Aga Khan Foundation have helped to initiate ECD projects that have improved the living conditions of millions of children (Mwaura & Marfo, 2011). Religious organizations elseways have been instrumental in inaugurated health projects by pulling resources like donating land for the development of hospitals. These have helped to ensure that children get access to health services. Since most non-governmental organizations depend on donor funding to run their activities, most of the projects initiated by them fail to be sustainable immediately donor funding is not provided (Mwaura & Marfo, 2011).

2.3 Project Resources and Sustainability of Early Childhood Development Projects

Insufficient or lack of adequate resources can to a great extent undermine the sustainability of projects. This is true since it is common practice for many projects to have adequate resources in the initiation and execution stages. This though is not the case during the sustainability stage after the exit of the resource providers when the project is required to be self-sustaining. Dobrovolskienė & Tamošiūnienė (2018), define project resources as all that is needed to ensure that project activities are carried out. Dunne & Dunne (2011), on the other hand, define project resources as all productive aspects that are required to accomplish project tasks and attain desired results. The authors go ahead to note that project resources can be divided into three main groups. Financial resources, material resources, and human resources. All these resources have an interdependent relationship and often rely on each other in different phases of the project (Dobrovolskienė & Tamošiūnienė, 2018).

People play an integral part in the success of any project. The viewpoint of most organizations is that people are resources, and project activities cannot be carried out without them. In a study on “Scaling early child development: what are the barriers and enablers?” Cavallera, V., Tomlinson, M., Radner, J., Coetzee, B., Daelmans, B., & Hughes, R (2019), noted that human resources were seen not only as central for the successful planning and implementation of ECD projects but participants in the study agreed that the capacity of human resources in the ECD space influenced service quality during implementation and the general outcomes on children. Despite this understanding, Momeni & Martinsuo (2018), noted that it is common practice to find unqualified human resources being actively involved in project implementation of ECD projects.

The role played by humans as project resources cannot be understated. This is even though human resources are often strained due to the lack of enough qualified human resources to implement

integrated programs. It is common to get human resources being scarce and hard-pressed in high-poverty regions hence making it hard to sustain ECD projects (Malete, 2013). As much as it is unanimously agreed that it is important to reinforce the parent-child interaction when implementing ECD projects, the challenge of effectively training, managing, and supporting human resources is a major bottleneck in sustaining projects that target parents and children both in the health and educational sector (Cavallera et al., 2019). Rudolph (2019), agrees with this observation and notes that the problem of human resources and its impact on the sustainability of ECD projects is compounded by the lack of training resources, cultural factors in the intervention settings, and also the intervention content which is mostly integrated.

Financial resources are imperative in the sustainability of any project. Financial resources are at the core of any project activities without which, many activities fail to take place. Financial resources are funds required by project implementers to purchase the needed equipment and apparatus necessary for the implementation of projects and also meet the daily costs related to the project like salaries and transport (Lander, Kronenberg & Ross, 2018). Johns & Baltussen (2020), while discussing financial resources mention that cost consideration is essential when planning for scaling up of activities in ECD projects as in any project. This they point out as observed in a study “Accounting for the cost of scaling-up health interventions,” where they noted that financial talk was often ignored and as projects expanded to great heights, lack of sufficient budgeting and planning for financial resources led to collapse and failure of projects. In the same study, respondents pointed out that for projects to ensure financial sustainability, stakeholders should think about social entrepreneurship which can go a long way in proving project funds to support the sustainability of project activities.

Lack of long-term commitment from donors, government, and other funding bodies to provide long-term resources has led to paralysis of project activities whenever the provision of financial resources is halted. Wardeh & Marques (2021), note that many children especially in disadvantaged communities like refugee camps are the most affected when project activities are not sustainable. To tackle this challenge, (Silvius & Tharp, 2013) state that project leaders and other stakeholders need to work on ensuring stable, continuous financial support by diversifying funding through providing services at a subsidized fee for the services that can be charged, casting wider nets when mobilizing for resources, and reducing financial wastage through improving accountability. Commenting on the role of financial resources on the sustainability of ECD projects, Silvius and Schipper (2019) suggest that for project managers to solve the financial resource mobilization challenge, there is a need for understanding the resource mobilization cycle. This is the tool that can be used to help project managers to come up with a plan on resource mobilization, monitor the

process, and develop different activities that can be executed to successfully mobilize resources. All this is done in three phases; the planning – assessment, and design which is the first phase, the acting and implementing phase, and eventually the revision and the mobilization strategy after reflecting on the lessons (Ozawa, 2020).

Material and physical resources on the other hand are considered to occupy space, have value, and play a key role in the daily running of the organization. The kind of physical properties ECD projects have and their quantities to a large extent play a role in the sustainability of the ECD projects. Ge & Li, (2019), noted that ECD projects that are to a large extent service-based often use physical resources to expedite the provision of these services. Logie and Roopnarine (2013), noted that facilities that stimulate children and enable them to optimize their development play a key role in enhancing the experiences and the acquisition of new knowledge. He goes on to advise that early childhood development projects must be adjusted to the characteristics of children while at the same time putting into consideration all aspects of child development. Buysse and Peisner-Feinberg (2013) agree with this observation and point out that child-friendly spaces with good facilities can be used to bring together both adults and children who can build community networks and also mobilize each other to take care of children with special needs.

Ishola and Cekan (2019), observed that health facilities are instrumental in the successful implementation of health projects. Both the facilities and human resources at these facilities come in handy when implementing the said projects. They point out that deficiencies in infrastructure and services at the health facilities keep communities at a disadvantaged position distinctly in rural areas and urban informal settlements where most health facilities are underdeveloped. Patrick and Kingsley (2017), while assessing health projects in Australia noted that constrained resources were a leading cause of unsustainability in projects. This means that maternal and child health projects being implemented in such health facilities with limited resources face an insurmountable task to be sustainable. This means that maternal and child health projects being implemented in such health facilities with limited resources face an insurmountable task to be sustainable. A similar trend was observed on ECD educational programs that were operating in areas where schools were only makeshift structures that could be affected by adverse weather conditions (Rahman, Surkan, Cayetano, Rwagatare & Dickson, 2013).

In a nutshell, as much as donor-funded ECD projects may be hard to sustain due to the artificial conditions they operate in during the funding stage, it is planning for failure when project stakeholders fail to plan for human, financial, and material project resources. Apart from having

financial security, projects need to ensure that they have reasonable levels of both human and material resources to support the sustainability of ECD projects.

2.4 Project Champions and Sustainability of Early Childhood Development Projects

Project champions are the invisible forces that make crucial contributions to the implementation of projects in an informal manner. Project champions selflessly promote the agenda of the project at every stage of implementation by pulling resources, obtaining the support of the community, and ensuring that the goals of the project are achieved. Over the years, Robinson & Brownett (2018), noted that community-focused projects have opted for the use of project champions in place of officially acquired human resources to drive the agenda of these projects. This they point out is brought about by the desire of people in the host communities to play a part in bringing about change and particularly in projects that target caregivers and children.

Over time, researchers have endeavored to solve the puzzle concerning the kind of characteristics that would make one qualify to be referred to as a project champion. Markham & Aiman-Smith (2001), posits that the personality of project champions speaks for itself since these are people who are well known in communities where projects are being implemented. It has been observed that project champions are innovative and can use compelling language to communicate project objectives. This enables them to gain confidence from other community members who in turn can accept the project and support its implementation. Oftentimes, project champions take up roles of leading their communities and in most scenarios, they inspire members of the community to exceed their self-gains for the collective gain of the project. In a study that examined how project champions influenced the acceptability of a nutritional program among children in Scotland, McKinley (2010), stated that without the help of the project champions, implementers of the program would have had a hard time reaching most of the beneficiaries who had lost trust in such projects. The project champions in the project were able to use their inspirational appeal to mobilize community members to enroll in the project.

Project champions are uniquely placed to rely on their connections when exploring new ideas and support for the project. This ability is supplemented by their ability to get the support of the right people in the community. Rutten, Doree & Halman (2019), state that the “ability to express ideas enthusiastically and confidently” gives project champions the Midas touch that is needed when calling on their extensive connections to support various phases of the project. Woodall, White & South (2012), agree that project champions help to keep projects thriving. This conclusion is made from a study of 7 health projects where they found out that 5 of the projects that had project

champions were able to sustain the project activities for a period of more than five years. On the other hand, in a study of 213 projects, scholars found a positive statistical link between project sustainability and project champions. More than 150 projects assessed failed to be sustainable and despite the presence of other variables that could have caused this, researchers identified the lack of project champions as being a leading cause of the lack of sustainability (Strachan, Wright & Hancock, 2007).

Project championing takes different forms and at any different stage of project implementation. It is common to have different champions at each stage from planning to implementation. In the formative phase of the project when most members of the community have not bought into the idea of the project, Wood, Cornforth, Beals, Taylor & Tallon (2018), comment that the presence of one passionate individual that creates awareness and cognizance of the project makes it possible to move the project to the next stage. In the implementation phase, when the project activities start being introduced and embedded in the community, the role of the project champion is in high demand. Roth (2000), noted that this is a critical stage when the levels of community engagement need to be at their level best. Partnerships formed need to be maintained and all stakeholders need to be pulled together to ensure the success of the project. At this point, Rutten et al. (2019), state that the project champions are the glue that sticks everything together without whom, “things would go south really first.” Wood et al. (2018), established that projects that were championed were well position to advance and flourish in the community. A study that looked at resource allocation to non-governmental institutions concluded that projects with proactive champions received more funding both at the initial stage of funding and subsequently during project implementation (Rutten et al., 2019).

Summing it up, research has revealed that project champions are essential in sustaining projects. The presence of champions in a project holds all stakeholders together without whom, project activities could easily fizzle out. It is important to note that effective project championing calls for an all-rounded approach when campaigning for the project. This means that the champion should not only be specialized in one specific aspect of project implementation but should have the ability to envisage different scenarios in the project and find ways of improving the quality of the project. Project champions in executing their duties should strive to collaborate in every phase of the project rather than antagonizing each other. This is important because championing is a multifaceted process whose success is dependent on the joint performance of everyone involved as opposed to gallant acts of specific individuals.

2.5 Project Leadership and Sustainability of Early Childhood Development Projects

In an era when projects are becoming more complex and technical, astute project leadership is in high demand. The attributes that make project leaders stand out are part of important skills and proficiencies that project managers should possess to successfully implement a project. These skills can be grouped into three main themes. Technical, social, and business skills. Narrowing down, substantial literature review has revealed that leadership competency, commitment to the project, ability to mobilize resources for the project, ability to manage project risks and training and development of project leadership are high priority factors for successful implementation of projects and ultimately sustainability. All these factors interchangeably contribute to the ultimate goal of project sustainability in one way or the other. As the literature review will show, the project leaders must strive to be in control of the various variables so that they are in a position to deliver on sustainability.

The competency of project leaders infiltrates every aspect of the project. Leaders are the chosen spearheaders of initiatives and are required to provide direction and oversee quality control. A deficiency of competent leaders in the project raises various concerns. Xue, Rasool, Gillani & Khan (2020), state that poor competency leads to misappropriation of funds, poor management of human resources, and overall lack of trust from project stakeholders. All this in one way or the other negatively affects the quality and sustainability of projects. In the Delphi Study, experts from the project management field in Canada were asked to rate the most vital skills and competencies that project managers should possess for the successful implementation of projects. People skills (social skills), integrity, ability to communicate eloquently, and providing direction in the project ranked highly in the study. The study also noted that lack of these skills negatively affected how project leaders were able to implement the projects in their custody (Kermanshachi, Dao, Shane & Anderson, 2018). These findings were consistent with Ayers, Bryant & Missimer (2020), who noted that the main cause of project failure was poor competency on the part of the leadership. This, the paper points out is because project leaders are responsible for developing and enunciating the vision and the goals of the project.

Di Fabio and Peiró (2018), noted that projects that have leaders who were committed to the goals and vision of the project witnessed a higher sustainability rate than those whose leaders were not committed to the vision of the project. Geoghegan and Dulewicz (2008), view commitment as an aspect of being sold to the membership and the vision of a project. This is demonstrated in the desire to strive as an individual and also to make the organization strive. On the part of the leadership, commitment to the project takes many forms. From making the decisions that are in the best interest of the project, objective recruitment of project staff, proper appropriation of project funds, to

supporting the development of project staff (Kaminsky, 2012). Discussing the different ways leaders can be committed to the project and the organization in general, Geoghegan & Dulewicz (2008), point out that commitment can take three forms normative, affective, and continuance commitment. Normative commitment entails committing to the project as a moral obligation. Continuance commitment on the other hand is brought about by analyzing the negative effects that may arise when one leaves the project. Lastly, affective commitment is brought about by the leaders being emotionally attached to the goals of the project. All these forms of commitment play different roles and are important in ensuring the sustainability of projects. Marnewick, Silvius & Schipper (2019), while studying various aspects that stimulate project leaders to pursue sustainability, of the 101 project leaders interviewed, 84 ranked commitments to the project as the first aspect that stimulated them towards project sustainability.

Resource mobilization and project sustainability go hand in hand. Lack of enough resources ultimately leads to the stoppage of project activities. In most organizations and projects, the task of resource mobilization is squarely placed on the leadership of the project. This dictates that skills of resource mobilization and the ability to ensure that the project has adequate resources are held in high esteem in the project management space. Di Fabio & Peiró (2018), noted that connections are key to social capital which plays a vital role in mobilizing resources. Hence, project leaders, the authors recommended should be people-oriented to be successful in this endeavor. Project leaders can also improve their resource mobilization skills by enhancing their proposal writing skills to attract more donors. A study on “Project leaders’ control resources and role overload as predictors of project success: developing the job demands-resources model,” (Lattrich & Büttgen, 2020), illustrate the role the project leaders play in ensuring project resources are mobilized and how this affects sustainability. They state that project managers must ensure that a plan is put in place and be executed fully to ensure that resources are available to make the project sustainable. Any project that does not have proactive leaders who are well versed with the resources mobilization process will encounter sustainability challenges.

Leadership training and development programs are one of the best ways to impact leadership skills on upcoming leaders. Through these programs, upcoming leaders can be impacted with vital leadership skills like communication, decision making, people management, and accountability (Stiehl, Felfe, Elprana & Gatzka, 2020). Organizations and projects that have put in place efficient leadership training and development plans enjoy the benefits that come with such programs. These benefits range from, enhanced financial accountability, improved execution of project activities to reduced staff turnover. All these benefits point to the sustainability of project activities. Ray & Goppelt (2011), point out that leadership capacity building is the easiest way projects can save

money rather than contracting consultants or hiring other experts for the project. As much as the importance of leadership training and development to the sustainability of projects is well documented, Sunindijo (2020), in a study that looked at how “project manager skills for improving project performance” observed that of the 107 projects he studied, ones the projects started, all that the stakeholders were concerned with was the implementation of the projects while training and development took a backseat. As a result, 78 percent of the projects failed to be sustainable.

Luria, Kahana, Goldenberg & Noam (2019), noted that sustaining projects have posed a challenge to many project leaders. This, they point out is caused by the need for project leaders to get new skills and assume new responsibilities needed to sustain projects which many leaders fail to do. In addition to delivering project goals and objectives, the responsibility of ensuring that the right structures are in place to make the project sustainable falls on the leadership of the project. This dictates that the project leaders must use divergent thinking to make the projects sustainable. In a study that assessed the influence of project leaders’ behavioral competencies on the performance of Six Sigma projects, Marzagão & Carvalho (2018), studied 225 projects in Brazil and found out that 80 percent of the project leaders had not thought about project sustainability leave alone acquiring the skills to help them sustain the projects. In the same study, project managers who were the main leaders studied in the research pointed out that sustainability was not an urgent need to the projects as compared to the immediate deliverance of indicators as was required by the donors. This, Lei, Lai & Chen (2018), advice can be solved by donors requiring project leaders to not only think about the sustainability of project activities but to make it a necessity that a sustainability plan is put in place and followed for the funding to be continued.

Succinctly put, project leaders are at the core of project sustainability without whom the odds of achieving sustainability are slim. Having project leaders alone does not guarantee project sustainability. These leaders need to be competent with the skills and competencies that are needed to sustain projects. project leaders should also be skilled with resource mobilization skills since resources are key to project sustainability. In addition to this, as noted from the literature review, project leaders should frequently undergo training and development to sharpen their skills and be abreast with developments in project sustainability.

2.6. Project Staff and Sustainability of Early Childhood Development Projects

The ECD workforce cuts across a diverse group of both salaried and unsalaried workers who are at different levels of their professional careers. The successful implementation of ECD projects and policies whether focused on children's education or health and nutrition is solely hinged on the

availability of staff. Durmic (2020), notes that project staff is influenced by a myriad of factors like recruitment, training and development, skills of employees, involvement of staff in decision making, and turnover rate of project staff. All this contributes in one way or another to the successful sustainability of project activities or lack of it.

Subjective recruitment of project staff has been pointed out as one of the main mistakes made when initiating projects (Hohoev, 2019). Hiring staff who are not qualified and fit for the job sets up the project for failure. Onnis (2017), points out that the leadership of the project in conjunction with the human resource department needs to carry out due diligence when hiring staff involved with children and caregivers. In addition to high qualifications and possession of skills, all staff hired in ECD projects must possess high moral values and respect the right of children. Any violation of children's rights by project staff in any project can lead to the immediate withdrawal of funding from donors who fund ECD projects hence hampering sustainability. Recruiting incompetently trained staff due to corruption and personal interests on the part of the leadership was noted to be an impeding factor when training project staff for effective delivery of project actions (Bosch-Badia, Montllor-Serrats & Tarrazon-Rodon, 2017). This in turn had a rippling effect on the sustainability of those project activities (Xue, Rasool, Gillani & Khan, 2020). Integration of new staff hired subjectively to other project members and the community may also be strained due to lack of trust and poor working relationships which negatively affects the sustainability of projects that strives on good working relations and trust (Bergan, Krempig, Utsi & Bøe, 2021).

Continuous staff training and development is essential in sustaining project activities. Staff (2018), underscores that all paid and unpaid staff who are involved in the implementation of project activities need to receive continuous training and development to ensure sustainability. This training and development not only helps in the capacity building but also helps in building the confidence of project staff (Vaealiki & Mackey, 2008). Project leadership has a role in ensuring that the project has in place a staff development strategy that will help address factors that may hamper the sustainability of project activities. Sims & Waniganayake, 2020), point out that training and development may be used to re-culture and change the knowledge, attitudes, and beliefs of project staff. Despite this evidence, staff in the ECD sector often get inadequate to no training, lack proper supervision, are poorly paid, and endure adverse working conditions that affect their enthusiasm and ability to provide quality services to children and caregivers. A study that looked at a program for holistic development of children in India, (Kapil, 2002), noted that a substantial workload for community health volunteers made them work thrice the number of stipulated working time despite lack of proper training. In addition to lack of training and the workload, the ECD workers in the

program it was noted were poorly compensated and were constrained resource-wise. All these bottlenecks resulted in the program being unsustainable.

Investing in the ECD workforce calls for sufficient training of all staff involved coupled with frequent professional development and coaching. Sims & Waniganayake (2020), noted that this will enhance the capacity-building agenda in ECD projects and enable communities to be able to sustain project activities by being able to manage the daily running of these projects with little help from outside agencies. Provision of onsite coaching and nurturing has been observed to improve the skills of ECD staff like teachers and caregivers. This strategy offers much promise in terms of improving service delivery in the ECD sector (Bergan, Krempig, Utsi & Bøe, 2021. Hirst, (2018), posits, “for project staff to positively impact on the sustainability of ECD projects, definite proficiencies must be bare minimums when working with children, fair remuneration for all, and adequate training and development must be the order of the day.”

Staff turnover adversely undermines the continuity of project activities. In instances where the staff that participates in the initial planning, launch, and implementation of ECD project activities leave the project at any phase, the consequences are often adverse (Huda, 2020). Decker & Decker, (2009), noted that when key ECD staff left a project they were working on as a result of poor working conditions, low pay, and career advancement, sustainability of the project was a problem since the new staff that was subsequently recruited in the project failed to appreciate the main objectives of the project. This finding is in tandem with empirical evidence (Hirst, 2018), that concluded that high staff turnover is detrimental to the sustainability of ECD projects. commenting on how project managers and other project leaders can tackle the challenge of staff turnover, Ford & Gilson (2021), posits that capacity building among project staff should be initiated very early if possible at the planning stage of the project, and be done throughout the project. This, the study comments will allow for repetition hence accommodating the new staff that joins the project midway.

At times, communities, governments, and non-governmental institutions initiate noble ideas that are meant to tackle the challenges of the neediest in society. Mostly women and children. In some instances, these ideas are seamlessly integrated into societies whether in the education sector or the health sector. Sadly, this is not always the case and most projects require highly skilled and committed individuals who are tasked with designing and successfully implement these ideas while at the same time tailoring the ideas in line with the realities on the ground. Sarff & O'Brien (2020), commends that the skills of project staff and the performance of the project are intricately linked to an extent that the success of the project highly depends on the skillset of the project staff taking part in the implementation of the project. A study that assessed the technical skills of staff involved in

various ECD projects in Cuba concluded that technical skills in the ECD space are hard to come by and were in high demand. Most staff had basic skills and only those projects that could get access to highly skilled staff were able to continue with project activities for more than three years after the end of funding. According to Brennan, Bradley, Allen & Perry (2008), there is robust data that associates high project quality, high outcomes in children's cognitive development, and project sustainability to high qualification and proficiency of ECD personnel.

Creating a sense of project ownership amongst project staff can be the difference between successful implementation of projects and failing the endeavor altogether. In ECD projects where low pay and overworking are mostly the order of the day, project leaders need to get creative in motivating and advocating for project ownership to all project staff. Literature review on empirical studies done on the best way to enhance project ownership and increase a sense of belonging among poorly motivated staff in education projects concluded that involving the staff project in decision making from the planning stage worked like “the magic wand” (Ford & Gilson, 2021). In addition to creating a sense of ownership, Maringe (2012), connotes that involvement of staff in decision making helps to improve teamwork, enhance a sense of responsibility, and boost productivity. All these are essential in pushing the sustainability agenda. Despite widespread knowledge on the importance of staff involvement in decision making, literature available has pointed to the presence of gaps on the best way to involve staff in decision making (Gullo, 2013). This, Delbridge & Whitfield (2001), posit helps in creating a sense of mistrust among stakeholders involved in the project. The project staff is not trusted with contributing to decision-making on technical matters of the project while the project leadership is not trusted to offer context-based advice on the implementation of projects (Ford & Gilson, 2021).

Summing it up, the role of project staff in the sustainability of ECD projects cannot be underemphasized. Project staff help to ensure that project objectives and visions are implemented in line with the contextual cultural standards. In addition to this, staff involvement in every stage of project implementation cultivates a culture of broad-based involvement in working towards the sustainability and success of ECD projects. Greenberger (2018), points out that staff who have invested in project goals and are assured of long-term engagement in the project strive to see the project being sustainable. With this in mind, literature has revealed poor recruitment of project staff, lack of training and development, high staff turnover, and lack of staff involvement in decision making may lead to the unsustainability of ECD projects.

2.7.Theoretical Framework

Various theories have been put forward in regards to sustainability. For the sake of this study, the researcher used the theory of sustainability and the system approach theory that are discussed below.

2.7.1. Sustainability Theory

The United Nations has played and an instrumental role in popularizing the Sustainability Theory (Clark, 2007). As per this theory, sustainability is described as the capacity of a project or an endeavor to continuously maintain a certain level of outcomes over time with little interruption. The theory is pegged on the assumption that all resources are finite hence the utilization of this resource whether natural or not should be done in a way that considers the fact that future generations will require the same resources (Harrington, 2018). In this theory, sustainability is viewed to have three main pillars: the social aspect, the ecological aspect, and the economic aspect. On the economic front, natural and financial resources should be utilized sustainably; on the social aspect, for sustainability to be achieved, social systems should strive to always maintain human dignity; the ecological pillar of sustainability strives to ensure ecological veracity and biological spaces are used sustainably while also maintaining diversity (Pelsa, Pelsa & Balina, 2020). This study employs the theory of sustainability in the sense that all ECD projects should be able to continuously benefit caregivers and children even after the exit of donors. For this to be achieved as per the theory, all the resources available whether financial resources, human resources, learning institutions, health facilities, or WASH facilities should be used in a manner that upholds human dignity, maintains transparency in reporting and ensuring there is continuous effort to improve the available social structures and resources.

2.7.2 System Approach Theory

Projects can be equated to open systems which means different components and stakeholders involved in the project must interrelate to be sustainable. These interrelations are best illustrated using the system approach theory. According to (Voinov & Farley 2007), the system theory illuminates the dynamic connections and inter-connectedness between different aspects and team members. According to this theory, systems in the project environment are formed from the frequent interactions and relationships created during project implementation. The system approach looks at sustainable development as the equilibrium created when the three main systems (environmental, economic, and social) in the project are in balance. The theory also recognizes the fact that projects are dependent on the environment they operate in for them to be sustainable. Most project resources, workforce that implements projects, champions who push the agenda of the projects in the communities, and project leaders who help to customize projects to local contexts and adapt to

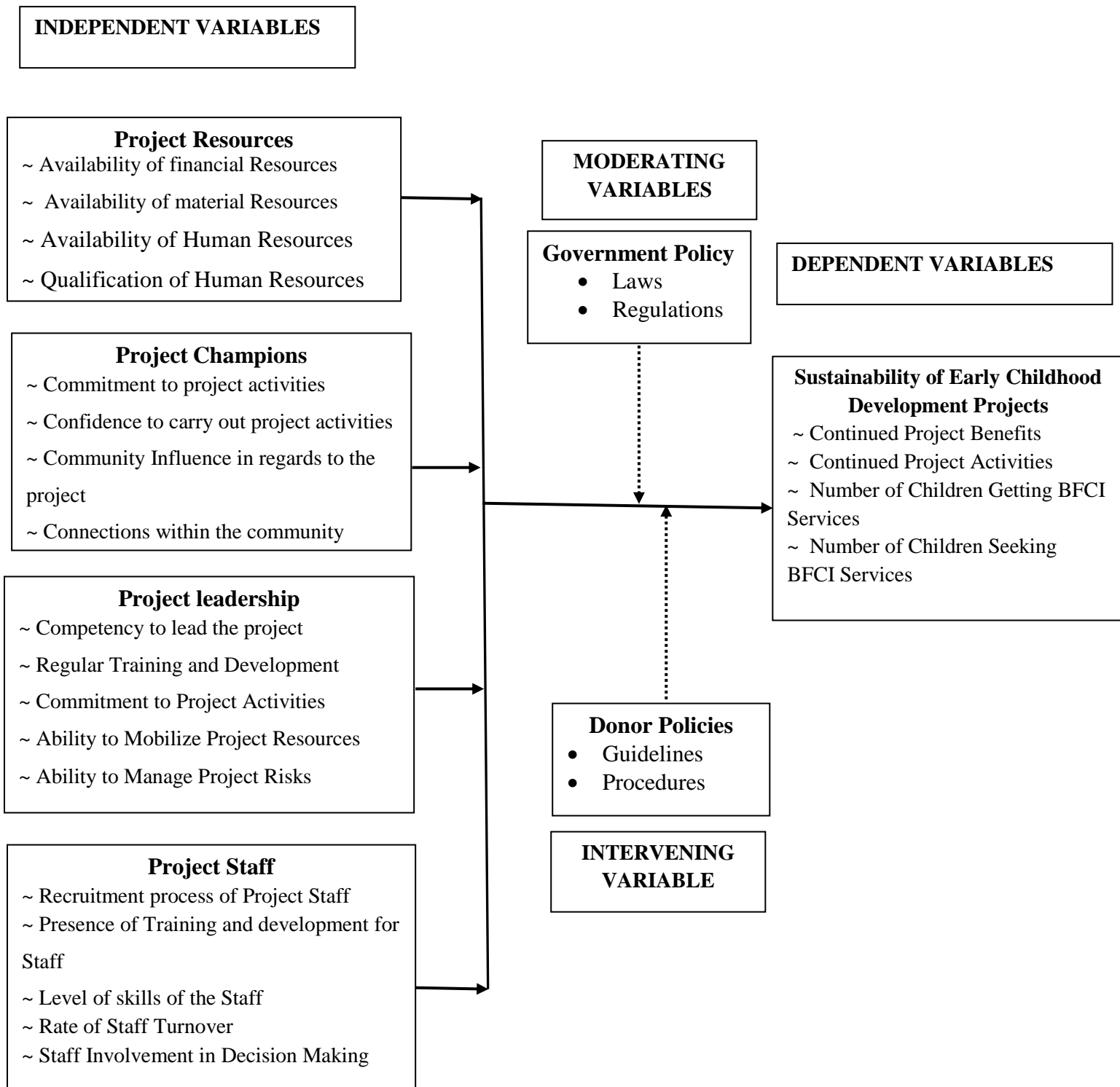
environmental changes in the project can all be sourced from the immediate environment of the project (Popa, Guillermin & Dedeurwaerdere, 2020). Porter & Córdoba (2008), commenting on how the system approach can be used to assess project sustainability state that “the approach is an external standard that measures effectiveness based on long-term growth or sustainability.”

The study was anchored on the system theory in the sense that for ECD projects to be sustainable, all the dynamics, stakeholders, resources, and interactions must be in a balanced state for the projects to be sustainable. Considering the independent variables in the study, the project resources used in the project must be available for the projects to be sustainable. The project champions must also play their role to ensure that project activities are well championed at each stage of project implementation. The project leaders must ensure that they provide exemplary leadership and steer other stakeholders towards achieving sustainability. Lastly, project staff must also do the work assigned to them in a manner that upholds high quality so that children and caregivers benefit from project activities. Since the ultimate aim for sustainable development is to find an equipoise between all these variables, all the stakeholders must work together in the ECD projects to ensure project sustainability.

2.8 Conceptual Framework

Mugenda and Mugenda (2003) defined a conceptual framework as a scheme of concept (variables) which when operationalized helps the researcher achieve the set objectives). This study sought to investigate determinants of sustainability of ECD projects with a focus on the BFCI project in Dagoretti North Constituency, Nairobi County, Kenya. The framework indicates the relationship that exists between the independent variable (project resources, project champions, project leadership, and project staff) and the dependent variable (sustainability of ECD projects). Figure 1 shows the conceptual framework of this study.

Figure 1: Conceptual Framework on Determinants of Sustainability of Early Childhood Development Projects



2.9 Knowledge Gap

Based on the previous studies as illustrated in Table 2.1 below, gives the research knowledge gap that ought to be addressed by the current research.

Table 2.1 Knowledge Gap

Variable	Author	Findings	Research Gaps	Focus of the current study
Sustainability of Early Childhood Development Projects	Abuya (2020)	The Stakeholders in the ECD projects played a critical role in the resource mobilization in ECD projects in Kisumu County. This in turn led to sustainability of such projects.	The study did not show how other determinants apart from stakeholders determined the sustainability of ECD projects.	To establish the determinants of sustainability of early childhood development projects: a case of the baby friendly community initiative project in Dagoretti north constituency.
	Neuman, McConnell & Kholowa (2019)	As much as many Community-Based Childcare centers had been established, the sustainability of most of the projects had been an unending challenge and more than half of the centers had closed.	The study did not show what was contributing to the collapse of the projects hence leading to their unsustainability.	The study was focused on studying of what determines sustainability of ECD projects.
Project resources	Patrick and Kingsley (2017)	The study pinpointed that several sustainability enablers included effective community engagement, project champions, and good knowledge of the health system. On the other hand, the main bottleneck hindering the sustainability of projects was lack of resources.	The study did not show the various resources that were hindering the sustainability of the projects.	The current study explored the different categories of resources and how each one of them determines sustainability.
	Cavallera et al. (2019)	Human resources were stated as a key component for of effective planning and implementation of ECD projects. Additionally, there capacity highly influenced the quality of the ECD services.	Ways through which human resources influence sustainability of ECD projects were not examined.	The study looked at how project resources determines the sustainability of ECD projects.

Project champions	McKinley (2010)	The authors were highly convinced that the nutritional champions involved in the projects considerably played a role in disseminating good nutritional practices and were also able to combine native knowledge with national practices to improve implementation of the project.	Various aspects of project champions that make them influential in the sustainability of projects were not covered.	The study focused on how different aspects of project champions determines the sustainability of ECD projects.
	Woodall et al. (2012)	The project champions involved in the study were cognizant of the work they were doing in linking project beneficiaries to health services hence improving their wellbeing. Project staff were also conscious that the champions were essential in promoting community wellbeing and coherence by being part of the project.	The study did not show the extent to which project champions determine the sustainability of projects.	The current study focused on how project champions determines the sustainability of ECD projects.
Project leadership	Xue et al. (2020)	Analysis of the data showed that the soft skills of the project leaders involved in project implementation and project sustainability exhibited a positive and significant association. The study also found out that the project leaders are wholly responsible for project success as well as sustainability.	Due to time constrictions, the study was focused only in the software industry and the results may not apply in the field of ECD. The study, also only focused on the soft competencies of the project leaders.	The current study focused in the field of ECD and also looks at more variable in addition to the competencies of project leaders.
	(Marnewick, Silvius & Schipper, 2019)	The results of study showed that the project leaders were in agreement that commitment was the essential in project sustainability despite of the project one was implementing. The results also stated that the project leaders were the most import determinants for sustainability of projects.	The study focused more on the technical fields of engineering, construction industry, and the IT sector hence generalization should be done with moderation when applying the results to other fields.	The current study focused on how different aspects of project leaders contribute to project sustainability. The study will also be focused in the field of ECD.

Project staff	Brennan et al. (2008)	The study concluded that one way to support staff involved in early childhood and to reduce staff turnover is to offer support both psychological through providing mental health consultation and career development support. This help in building staff skills.	The study did not show how supporting project staff determined project sustainability.	The current study focused on how project staff determines the sustainability of ECD projects.
	Sarff & O'Brien (2020)	The study showed that quality improvement programs and staff development programmes helped the organization to build the capacity of the staff. It also helped improve work procedures in the organization in addition to enhancing staff morale. This greatly improved the quality of the services offered.	The focus of the study was centered on how training and development enhanced the quality of the services offered and not sustainability.	The current study looked at how training and development of project staff determines the sustainability of ECD projects.

2.10 Summary of the Literature Review

The literature in the study was reviewed under the four themes which form the foundation of this study. On the role of project managers and sustainability of ECD projects, the literature available demonstrates that project leaders are instrumental to the sustainability of projects without whom, project sustainability may only be a pipe dream. As per the literature project resources are needed for projects to be sustainable. Be it health facilities, water and sanitation projects, or learning and playing spaces for children. The literature reviews also looked at how project champions determine the sustainability of projects. On this, it is clear that projects that had project champions had a higher success rate as compared to those that lacked project champions. This is attributed to the critical role played by champions in mobilizing community members to support projects. Project staff were also seen as a critical variable that plays a part in project sustainability. By and large, available literature shows that not much research has been done to help understand how the sustainability of projects is influenced with even very little focus to Early Childhood Projects. A diagrammatic representation (conceptual framework) of the link between the independent, moderating, intervening, and dependent variables was also included in this chapter after analyzing the knowledge gaps in this research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was utilized in collecting and analyzing the data in this study. The research design, the target population, sample size and sampling procedure, the research instruments, validity and reliability of the instruments, data collection procedures, and data analysis techniques used are also discussed in this chapter. The chapter will also look at the operationalization of variables used in the study. A summary of what is covered in the chapter is provided at the end.

3.2 Research Design

The study made use of descriptive survey design which was helpful in getting data from a large number of participants who will take part in the study. This design helps to provide insight to the prevailing situations and state of events related to a specific research problem. Leedy and Ormrod (2020) point out that a descriptive study cannot irrefutably ascertain answers to why. Descriptive research design was utilized to get information regarding the current position of sustainability of ECD projects and to explain "what exists" concerning variables or circumstances in a situation.

3.3 Target Population.

The target population as the complete group of persons or matters from which researcher intends to take a broad view of the conclusions of the research. The target population in most cases is made up of individuals or matters with varying characteristics and it is also referred to as the theoretical population. The research targeted 500 beneficiaries as per records from the Ministry of Health: Department of Children at Riruta Health Centre data recorded in the "BFCI Form 3 – Primary HealthCare Facility Report." The beneficiaries are spread out through three villages; Muslim (227), Precious (125), and Kanungaga (163). In addition to the beneficiaries, two lead mothers in charge of the mother to mother groups, two government officials, two Ministry of Health staff and one staff from the implementing partner of the project were involved in the study.

Table 3.1: Target Population

Category		Population
Project Beneficiaries	Muslim Village	227
	Precious Village	125
	Kanungaga Village	148
BFCI Stakeholders	Lead Mothers	2
	Government officials	2
	MoH staff	2
	Implementing partner staff	1
TOTAL		507

Source: BFCI Form 3 – Primary HealthCare Facility Report

3.4 Sample Size and Sampling Procedure

According to McNeill and Chapman (2005), sampling is the statistical procedure of choosing a subgroup (known as a “sample”) of a populace of interest with an aim of making observations and statistical extrapolations about that population. In this section, the sampling procedure and the sample size are discussed.

3.4.1 Sample Size

A sample is a smaller representation or subgroup attained from the available population (Mugenda & Mugenda, 2002). The study adopted the stratified sampling technique. This is a probabilistic sampling technique where the entire population is divided into subgroups or strata after which the sample is randomly selected proportionally from each stratum. The study used the following formula proposed by Yamane (Adam, 2020), to determine the sample size of the project recipients;

Yamane (1973) formulae

$$n = N / (1 + N * e)^2$$

Where n = sample size

N = the population size

e = the acceptable sampling error (7%) at 93% confidence level

Thus;

$$n = 500 / (1 + 500) (0.07)^2$$

$$n = 204$$

To determine the sample size from each stratum, proportionate stratification was used. By means of proportional stratification, this ensures that the sample size from each stratum is proportional to the population size of the stratum (Saini & Kumar, 2018). Strata sample sizes are calculated using the following formula:

$$n_h = (N_h / N) * n$$

where n_h is the sample size for stratum h ,

N_h is the population size for stratum h ,

N is total population size,

and n is total sample size.

Table 3.2: Sample Size Table

Category	Population	Sample size		
Project Beneficiaries	Muslim Village	227	$(227/500) * 204$	93
	Precious Village	125	$(125/500) * 204$	51
	Kanungaga Village	148	$(148/500) * 204$	60
BFCI Stakeholders	Lead Mothers	2		2
	Government officials	2		2
	MoH staff	2		2
	Implementing partner staff	1		1
TOTAL	507			211

3.4.2 Sampling Procedure

The study used a stratified sampling technique to select beneficiaries depending on the villages they currently reside in Dagoretti North Constituency; Nairobi County, Kenya. Each village in the study formed a stratum. Simple random sampling of participants from each stratum was done to get participants of the study. This was through assigning beneficiaries' random numbers followed by creation of a random number table from which the participants were selected. Proportional allocation ($n_h = (N_h / N) * n$) of sample size was used to get the number of participants from each village. Stratified sampling was used in the study since it allowed the researcher to get representatives from all the villages that are covered by the ECD project that was being implemented in the study site. From the possible 500 target population, simple random sampling was used to get a total of 204 project recipients. Due to their low number, the other 7 BFCI stakeholders were not sampled. The total number of study participants was 211.

3.5 Research Instruments

The study used a questionnaire to collect quantitative data while qualitative data was collected using an interview guide. Mugenda and Mugenda (2002) defined a questionnaire as a research instrument with various questions which helps a researcher to gather information on a specific topic from respondents. Questionnaires can be easily standardized and this helps to check on reliability (Fowler, 2019). The questionnaire comprised of closed-ended statements with each question targeting specific research questions. The design of the questions was guided by the outlined objectives of the study. A respondent was required to fill all parts. The first part had respondents' background data while part the other parts had items covering the objectives of the study having a five point Likert scale. Interview schedules were used to obtain information from key informants in the project. In-depth interviews ensure exhaustive and comprehensive information is obtained (Montgomery, 2000). In-depth interviews permit the researcher to get an insight into participants' viewpoints and their understandings through continual one on one encounters (Davis Hicks, Schmeidler & Kirchner, 2020).

3.5.1 Questionnaire

The questionnaire was divided into six sections comprising of structured questions. Section A was comprised of personal information of the respondent such as age, gender, and education level. Section B was composed of questions based on the indicators of project resources such as; availability of project finances, availability of project human resources, availability of project physical resources, and qualification of human resources. Section C questions were based on the indicators of project champions such as; commitment to project activities, confidence to carry out project activities, community influence in regards to the project, and connections within the community. Section D questions were based on indicators of project leadership such as; competency to lead the project, regular training and development, commitment to project activities, ability to mobilize project resources, and ability to manage project risks. Section E questions were based on indicators of project staffing such as; recruitment process of project staff, presence of training and development for staff level of skills of the staff, rate of staff turnover, and staff involvement in decision making. Finally, section F questions were based on the indicators of project sustainability such as; continued project benefits, continued project activities, number of children getting BFCI services, and number of children seeking BFCI services.

3.5.2 Interview Guide

The interview guide was used to collect qualitative data from the key informants who included two lead mothers who are in charge of the beneficiaries at the community level, two government officials, two Ministry of Health officials, and one implementing partner staff. The guide was instrumental in getting the views of these key stakeholders on how the institutional determinants of project resources, project champions, project leaders, and project staff.

3.5.3 Pilot Testing of Research Instrument

Mat Roni, Merga and Morris (2019) define pilot testing as a tryout of your research study, allowing the researcher to test the research approach with a small number of participants before one goes on to carry out the main study. Questionnaire's pilot testing was done by randomly selecting 20 respondents from a population that did participate in the real study. The selection of the piloting respondents is informed by Mugenda and Mugenda (2003) theory, who indicated that piloting sample should be between 1 % and 10 % of the study sample, depending on the study sample size.

The pilot testing was carried out on an ongoing ECD project that was being implemented in Dagoretti South Constituency Nairobi County because the population of this project shared similar characteristics with those of Dagoretti North Constituency. According to White & McBurney (2013), the pilot testing questionnaire was designed as open-ended questions to help identify other research areas that could be added to the questionnaire. The questionnaire was administered by the researcher, allowing explanation of queries as thought necessary and assess the respondents' understanding of the questions of research. The questionnaire was drawn to add in the feedback from the pilot respondents so as to eliminate ambiguity, inconsistency or redundancy. The researcher involved two experts who are the researcher's supervisor, and lead project managers to check the piloted instruments until such a time that they approved the questionnaires to be capable of getting the required data.

3.5.4 Validity of the Research Instruments

According to (Carmines and Zeller, 2008), validity is simply the means by which a test or an instrument is able to accurately measure what it's supposed to. They go on to point out that validity helps to strengthen conclusions, inferences, and or propositions. Content validity of the questionnaire was tested by carrying out a pilot on the instruments. Any ambiguity and suggestions noted from the pilot study were corrected on the questionnaires before the actual study. The supervisor was also instrumental in checking both the construct and content validity.

3.5.5 Reliability of the Research Instruments

Carmines and Zeller (2008) defined reliability is a measure of stability or consistency of test scores, the degree to which the instrument being used in the research gives consistent data under the same condition when the respondents used are the same. The reliability of this study was tested through Cronbach's Alpha which was used to measure the internal reliability. Litwin (1999) points out that Cronbach's alpha reliability coefficient usually ranges between 0 (when no variance is reliable) and 1 (when all variance is reliable). When the coefficient is closer to 1.0, this shows that the internal consistency of the items in the scale is very high. An alpha (α) score of 0.70 or higher is considered satisfactory (Kirk & Miller, 2005). The SPSS application was used to calculate this reliability. The pilot study was also helpful in testing the reliability of the instruments. The Cronbach Alpha for this study was 0.816 as shown in table 3.3 below which is an excellent level of internal consistency.

Table 3.3 Reliability Statistics.

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	48

3.6 Data Collection Procedures

The process started by the researcher obtaining a letter of approval from the university that allowed the researcher go to the field. On top of this, the researcher sought for a research permit from both NACOSTI and the Nairobi County Commission authorizing the study to go ahead. The data to be used in this study was collected by the researcher with the support of well-trained research assistants who administered the questionnaires after intensive training.

The researcher personally conducted the interviews in the qualitative phase with the key informants. Prior to this, the researcher carried out pilot collection of data to test validity and reliability. The questioners mainly consisted of closed ended statements. The researcher also collected secondary data which helped to supplement the primary data.

3.7 Data Analysis Techniques

The process started with the verification of all the questionnaires to ascertain that all questions had been fully filled. This helped identify unanswered questions. The quantitative data that was collected in this study was analyzed through descriptive statistical methods and inferential statistics. These were through analysis of distribution, central tendency, dispersion, correlation,

and regression. Statistical Package for Social Science (SPSS) was used to analyze the data collected. Qualitative data was analyzed through themes and content analysis. Data was presented through use of frequency tables and narrative analysis.

The regression model was applied to predict the dependent variable (sustainability of the project) when independent variables (project resources, project champions, project leadership, and project staff) change. The method is preferred as it gives the linear equation coefficient for more than a single independent variable. The regression model is as illustrated below;

Sustainability of ECD projects when project resources change

$$y_1 = \beta_0 + \beta_1 X_1 + \varepsilon$$

Sustainability of ECD projects when project champions change

$$y_2 = \beta_0 + \beta_2 X_2 + \varepsilon$$

Sustainability of ECD projects when project leadership changes

$$y_3 = \beta_0 + \beta_3 X_3 + \varepsilon$$

Sustainability ECD projects when project staff change

$$y_4 = \beta_0 + \beta_4 X_4 + \varepsilon$$

Therefore, the estimated linear regression model for this study was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y = Sustainability of ECD projects (dependent variable)

β_0 = Constant or intercept of the regression line

$\beta_1 - \beta_4$ = Regression coefficient for each independent variable

X_1 = Project Resources

X_2 = Project Champions

X_3 = Project Leadership

X_4 = Project Staff

ε = Error Term

3.8 Ethical Considerations

Commenting on ethics, di Norcia (2006) defined ethics as a way of distinguishing between that which is acceptable behavior and that which unacceptable behavior in a scientific study. The researcher considered four critical ethical practices in addition to others. First, confidentiality was observed through the safeguarding of confidential information from the participant. Second, informed consent was administered to ensure the voluntary involvement of study participants in the research study. Thirdly, through truthful and authentic reporting of data, outcomes, and the avoidance of misrepresentation, or distortion of data was done to maintain the integrity of the research. Lastly, all the intellectual property that contributed to this study was credited through referencing and citation. Study participants were also informed that the information collected was only to be used for academic purposes.

3.9 Operationalization of Variables

The operationalization of variables is summarized in Table 3.4

Research objectives	Variables	Indicator	Measurement scale	Tools of data analysis	Type of analysis
To assess how project resources, determine the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.	<u>Independent</u> Project resources	Availability of project finances. Availability of project human resource. Availability of project physical resources. Qualification of human resource	Ordinal	Percentage Mean Frequencies Standard Deviation Spearman rank correlation	Descriptive analysis Inferential
To examine the influence of project champions on the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.	<u>Independent</u> Project champions	Commitment to project activities Confidence to carry out project activities Community influence in regards to the project. Connections within the community	Ordinal	Percentage Mean Frequencies Standard Deviation Spearman rank correlation	Descriptive analysis Inferential
To investigate in what way project leadership determines the sustainability of early childhood development projects in of Dagoretti North Constituency, Nairobi County, Kenya.	<u>Independent</u> Project leadership	Competency to lead the project Regular training and development, Commitment to project activities Ability to mobilize project resources Ability to manage project risks	Ordinal	Percentage Mean Frequencies Standard Deviation Spearman rank correlation	Descriptive analysis Inferential
To establish how project staff influences the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.	<u>Independent</u> Project staff	Recruitment process of project staff Presence of training and development for staff Level of skills of the staff Rate of staff turnover Staff involvement in decision making	Ordinal	Percentage Mean Frequencies Standard Deviation Spearman rank correlation	Descriptive analysis Inferential
	<u>Dependent</u> Sustainability of Early Childhood Development Projects	Continued project benefits Continued project activities Number of children getting BFCI services Number of children seeking BFCI services	Ordinal	Percentage Mean Frequencies Standard Deviation Spearman rank correlation	Descriptive analysis

Table 3.4 Operationalization of Variables

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

In this chapter, the findings of the study are elaborately presented. The results contain the analysis as guided by the thematic areas of the research objectives on determinants of sustainability of ECD projects in Dagoretti North Constituency Nairobi Kenya.

4.2. Return Rate for Research Instruments

A total of 204 questionnaires were administered to project beneficiaries in the study. 2 interviews were administered to the lead mothers involved in the project, 2 interviews for the government officials, 2 interviews for the MoH staff, and 1 interview for the implementing partner staff.

4.2.1. Questionnaire Return Rate

This section shows the return rate of the questionnaires that were administered to the study participants.

Table 4.1 Questionnaire Response Return Rate

Category	Frequency Returned	Percentage (%)
Returned and completely filled	192	94.12
Not returned	12	5.88
TOTAL	204	100

Table 4.1 above shows that the response rate from project beneficiaries was 94.12 %. Overall, the return rate from all the participants was 96 % which is sufficient for data analysis as outlined by Mugenda and Mugenda (2003) who recommend that a response rate of 50% can be used for data analysis.

4.2.1. Interview Guide Return Rate

This section shows the response rate of the interview guide that were administered to the study participants.

Table 4.2 Interview Guide Response Return Rate

Category	Sample Size	Interviews Carried Out	Percentage (%)
----------	-------------	------------------------	----------------

Lead Mothers	2	2	100
MoH Staff	2	2	100
Government officials	2	2	100
Implementing partner staff	1	1	100
TOTAL	7	7	100

Table 4.2 above shows that all the Lead mothers, MoH officials, government officials and the implementing partner staff involved in the study were able to respond to the interview guide.

4.3. Demographic Characteristics of the Respondents

In this section, the demographic information of the respondents is provided. Gender and level of education are covered.

4.3.1. Gender

Table 4.3 shows that most of the respondents are female at 89.4 % with project beneficiaries accounting for 90.1 % of this number. This implies that most ECD projects target women who are mostly the main caregivers of children. This is consistent with Emilsen & Koch, (2010) who observed that women were more engaged and involved in ECD projects as compared to men. This ranged from the beneficiaries to the people implementing the projects. Due to their role, the lead interviewed were female. On the other hand, both the MoH staff and the government officials interviewed had an equal representation of male and female of one each. Only one staff of the implementing partner was interviewed who was female.

Table 4.3 Distribution of Respondents According to Gender

Category	Female	(%)	Male	(%)
Project beneficiaries	173	90.1	19	9.9
Lead Mothers	2	100	00	00
MoH Staff	1	50	1	50
Government officials.	1	50	1	50
Implementing partner staff	1	100	00	00
TOTAL	178	89.4	21	10.6

4.3.3. Level of Education

Findings in table 4.4 shows that majority of the respondents in the study, 44.2%, managed to complete secondary school. This group is followed by respondents who did not manage to complete primary schooling with this group representing 21.6 % of the respondents. 20 respondents who have

college/university education managed to take part in the study. This number represented 10.1 % of the respondents. The percentage of respondents who have not completed secondary school and those who have not completed primary schooling stood at 20.6 % and 3.5 % respectively.

Table 4.4 Distribution of Respondents According to Level of Education.

Category	Frequency	Percentage (%)
None	00	0.00
Primary school not completed	7	3.5
Primary school completed	43	21.6
Secondary school not completed	41	20.6
Secondary school completed	88	44.2
College/university and above	20	10.1
Total	199	100

4.4. Project Resources and Sustainability of ECD Projects

To establish the influence of project resources on the sustainability of early childhood development projects, the participants were invited to indicate the extent to which project resources influence the sustainability of ECD projects in Dagoretti North Constituency. The indicators in question were; financial resources, human resources, and human resources. The results are presented in the following section.

Table 4.5 Project Resources and Sustainability of ECD Projects

Statement	1		2		3		4		5		MEAN	SD
	F	%	F	%	F	%	F	%	F	%		
1. Project funds play an important role in the sustainability of the ECD project	8	4.2	5	2.6	6	3.1	58	30.2	115	59.9	4.4	0.981
2. Project finances are readily available for the implementation of the ECD project activities. This can be seen in how frequent the activities are held.	6	3.1	00	00	00	00	38	19.8	148	77.1	4.7	0.773

3. Project physical resources are essential for the sustainability of the ECD project	7	3.6	11	5.7	9	4.7	55	28.6	110	57.3	4.3	1.045
4. The ECD project has adequate physical resources to support the sustainability of the project activities.	6	3.1	12	6.3	13	6.8	55	28.6	106	55.2	4.3	1.042
5. The ECD project has adequate equipment to support the sustainability of the project activities.	13	6.8	7	3.6	5	2.6	38	19.8	129	67.2	4.4	1.150
6. Good physical resources like day-cares and health facilities play a role in ensuring the sustainability of the ECD project.	22	11.5	3	1.6	7	3.6	37	19.3	123	64.1	4.2	1.314
7. The human resource involved in the implementation of this ECD project are well trained. This can be seen in how they offer the services in the project.	21	10.9	6	3.1	8	4.2	52	27.1	105	54.7	4.1	1.301
8. The human resource involved in the ECD project are readily available to offer services related to the project.	4	2.1	00	00	1	0.5	42	21.9	145	75.5	4.7	0.691
9. The continuity of this ECD project is dependent on the presence of qualified human resources to carry out project activities.	13	6.8	4	2.1	1	0.5	33	17.2	141	73.4	4.5	1.097

Composite mean and Standard Deviation **4.4** **0.470**

From table 4.5 above, the study beneficiaries agree that project resources determine the sustainability of early childhood development projects. This is indicated by a composite mean of 4.4 and a standard deviation of 0.470. In terms of specific items, the respondents were of the opinion that project funds are important in project sustainability considering statement 1 has a mean of 4.4 and a standard deviation of 0.981. The findings are in agreement with Meyer & Marais (2020), who stated that, for proper sustainability of projects to occur, members of the community must ensure projects funds are readily available to run project activities. In statement number 2, the respondents were of the opinion that project finances are readily available for implementing project activities as much as this indicator

had a mean of 4.7 and a standard deviation of 0.773. In statement number 3, the participants agreed that project physical resources are essential for project sustainability as a mean of 4.3 and a standard deviation of 1.045. This outcome is backed by Neuman, McConnell & Kholowa (2019), who noted that the success of ECD project and their sustainability is pegged on the presence of good infrastructure. As per the results in statement number 4, the participants were of the opinion that the ECD project had enough physical resources to support the sustainability of the project. This is shown by a mean of 4.2 and a standard deviation of 1.042.

As shown in statement 5, the respondents were of the opinion that the project had enough equipment to support the sustainability of the ECD project with a mean of 4.4 and a standard deviation of 1.150. This is encouraging considering the findings by Neuman et al. (2019), who states that project equipment which enhance the developmental milestones of children are essential for the sustainability of ECD projects. Respondents agreed that good physical resources like day-cares and health facilities play a key role in the sustainability of ECD projects by disagreeing with statement 6 in table 4.4. This is consistent with Kilonzo & George (2017), who point out the need to have enough physical structure in a project so as to encourage sustainability. As per the results in statement number 7, mean of 4.1 and a standard deviation of 1.301, the respondents showed high confidence in the training received by the human resources involved in the project. This was also backed up by the score in statement 8 that had a mean of 4.7 and a standard deviation of 0.691. The respondents also agreed that qualified human resources are key to the sustainability of ECD projects as per results in statement 9 that had a mean of 4.5 and a standard deviation of 1.097. This result is consistent with Meyer & Marais (2020), who found out that the importance of human resources in project sustainability could not be underestimated.

From the overall findings, it can be deduced that project resources are key to the sustainability of ECD projects. This is not limited to any particular resource since all resources are vital to the progress of the project. The findings are supported by Dobrovolskienė & Tamošiūnienė (2018), who in a study that looked at projects that had been reported to be sustainable concluded that there was indeed a strong link between availability of project resources and sustainability of the projects.

4.4.1. Triangulation of Quantitative and Qualitative Data Analysis on Project Resources and Sustainability of ECD Projects

The in-depth interviews with the key informants were of the opinion that;

Lead Mother “... we need every kind of resources we can get to try and make the project sustainable. The funds can help us carry out the activities more frequently.”

Government officials “... resources are important because, without them, there is very little that you can do in the community. But finances are the most important in helping sustain the project.”

MoH staff “... at the facility, we need to have equipment like the stethoscope, weighing scales, and new born delivery kits when the caregivers come to the hospital. Without this resources, it is hard to offer the services that the mothers are seeking.”

Implementing partner staff “... as a partner organization, we have tried to provide as much support as possible. In terms of facilitating meetings, transport and sometimes even buying equipment needed in the project. We realize that it is important to have resources so that the project can run smoothly.”

The triangulation of the data provided from the questionnaires and the in-depth interviews which were done with the key informants confirms that project resources are essential in project sustainability. This is in tandem with Malete (2013), who states that ensuring continuous supply of resources in the project goes a long way in ensuring that the project will outgrow the donors and sustain itself.

4.4.2. Correlation of Project Resources and Sustainability of ECD Projects

The study sought to investigate the relationship between project resources and the sustainability of Early Childhood Development projects using Pearson Correlation Method. The results are shown in table 4.5

Table 4.6: Correlation of Project Resources and Sustainability of ECD Projects

		Sustainability of ECD Project	Project Resources
Sustainability of ECD projects	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	N	192	192
Project Resources	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.000	
	N	192	192

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

As shown in table 4.6, there is a moderate relationship between project resources and sustainability of early childhood projects with a magnitude of (r=0.433, P<0.000).

4.5. Project Champions and Sustainability of ECD Projects

To establish the influence of project champions on the sustainability of early childhood development projects, the participants were invited to indicate the extent to which project champions influence the sustainability of ECD projects in Dagoretti North Constituency. The indicators in question were;

commitment, confidence, community influence, and connections. The results are presented in the following section.

Table 4.7: Project Champions and Sustainability of ECD projects

Statement	1		2		3		4		5		MEAN	SD
	F	%	F	%	F	%	F	%	F	%		
1. The commitment of project champions like mentor mothers to the ECD project is necessary for the sustainability of the project	6	3.1	2	1.0	2	1.0	26	13.5	156	81.3	4.7	0.823
2. Project champions like CHVs involved in the ECD project are committed to activities of the project.	4	2.1	3	1.6	4	2.1	39	20.3	142	74	4.6	0.789
3. Lack of commitment of project champions to the project influences the sustainability of the ECD project.	4	2.1	1	0.5	00	00	32	16.7	155	80.7	4.7	0.692
4. The confidence of the project champions plays a role in the sustainability of the ECD project.	17	8.9	20	10.4	12	6.3	51	26.6	92	47.9	3.9	1.327
5. The project champions involved in the ECD project possess the confidence that can influence the sustainability of the ECD project.	22	11.5	3	1.6	7	3.6	37	19.3	123	64.1	4.2	1.314
6. Project champions having good connections within the community is vital for the sustainability of the ECD project.	21	10.9	6	3.1	8	4.2	52	27.1	105	54.7	4.1	1.301
7. Project champions taking part in the ECD project have good connections that can help in the sustainability of the project.	4	2.1	00	00	1	0.5	42	21.9	145	75.5	4.7	0.691
8. Project champions involved in the ECD project have the ability to influence the community in relation to the project.	19	9.9	21	10.9	15	7.8	56	29.2	81	42.2	3.8	1.344
9. The capacity of project champions to have community influence plays a role in the sustainability of the ECD project.	5	2.6	5	2.6	10	5.2	52	27.1	120	62.5	4.4	0.908

From table 4.7 above, the study beneficiaries agree that project champions determine the sustainability of early childhood development projects. This is indicated by a composite mean of 4.4 and a standard deviation of 0.486. The findings of the study in statement 1 reveal that commitment of project champions involved in the project is important to the project. The indicator had a mean of 4.7 and a standard deviation of 0.823. The presence of committed project champions who push for the agenda of the project can be the difference between success and failure in achieving project objectives (McKinley, 2010). In statement number 2, the respondents agreed that the project champions who were part of the ECD project were committed to the project. This was represented by a mean of 4.6 and a standard deviation of 0.789. This pointed to the faith the project beneficiaries had in the project champions. The study further sought to know if lack of commitment of project champions influences the sustainability of ECD projects and the result showed that the participants were in agreement with this. The indicator having a mean of 4.7 and a standard deviation of 0.692. The result is supported by Woodall, White & South (2012), who noted that community members were more prone to supporting projects whose champions were seen to be committed and present in the project. In statement number 4, the respondents agreed that the confidence of project champions plays a role in the sustainability of projects. This was shown with a mean of 3.9 and a standard deviation of 1.327.

The study further inquired whether the project champions involved in the ECD project possessed confidence that could influence the sustainability of the ECD project. The findings revealed that the respondents viewed the project champions as confident enough and this could play a part in the sustainability of the project. The indicator had a mean score of 4.2 and a standard deviation of 1.314. In statement number 6, the study sought to know if project champions having good connections within the community is vital for the sustainability of the ECD project. The indicator had a mean of 4.3 and a standard deviation of 0.8 meaning that the participants were in agreement with the statement. This is in sync with Rutten et al. (2019), who posits that connections enable project champions to link well with service providers in the community hence enhancing service delivery. Which contributes to project sustainability. On the question of whether the project champions taking part in the ECD project had good connections that could help in the sustainability of the project, the responses had a mean of 4.7 and a standard deviation of 0.691. This indicates that the participants believe that the champions in involved in the project possess good connections that can help in the sustainability of the project.

The study in statement number 8 inquired if the project champions had the ability to influence the community in any way in relation to the project. A mean of 3.8 and a standard deviation of 1.344

shows that the respondents thought the champions could make the community influence the project. This could result to sustainability if it is positive influence or lack of sustainability if its negative influence. Lastly, the study sought to know if the capacity of project champions to have community influence plays a role in the sustainability of the ECD project. The indicator had a mean of 4.4 and a standard deviation of 0.908. The message the project champions take to the community can help gain the support of the community or not (Roth, 2000). Markham & Aiman-Smith (2001), in a study on the role of project champions to sustainability concluded that creating a positive image for the project in the community could go a long way in making the project sustainable since this will influence the community members to support the project.

In summary, the general findings show that project champions are essential to project sustainability. This is supported by Nyaruhucha, Msuya, Mamiro & Kerengi (2009), who in a study that looked at sustainability of nutritional projects in Tanzania brought the same conclusion on the important role project champions had to play to ensure that the activities of the projects were accepted in the community and stigma towards malnourished children and caregivers was reduced.

4.5.1. Triangulation of Quantitative and Qualitative Data Analysis on Project Champions and Sustainability of ECD Projects

The in-depth interviews with the key informants were of the opinion that;

Lead Mother “... *i try my level best to get connections that can help the mothers assigned to me. Ensuring that I have links and referrals that I can give the mothers when the children are sick or even when the mothers themselves are sick.*”

Government officials “... *the role of the CHVs in this project is very important. They are actually our champions. Through home visits, they ensure that we no mother is left behind in the program.*”

MoH staff “... *we solely rely on the lead mothers to ensure that the mothers are convinced to attend every training session and all clinic session. They help us in painting the project in good light.*”

Implementing partner staff “... *we work hand in hand with the CHVs in the three units; Muslim, Kanungaga, and Precious so that we can reach as many mothers as possible. Without them, we would only be able to get a handful.*”

The triangulation of quantitative data and the qualitative data confirms that project champions are indispensable in project sustainability. When project champions are involved in every step of project implementation, the success rate increases greatly (Gattiker & Carter, 2009).

4.5.2. Correlation of Project Champions and Sustainability of ECD Projects

The study sought to investigate the relationship between project champions and the sustainability of Early Childhood Development projects using Pearson Correlation Method. The results are shown in table 4.8

Table 4.8: Correlation of Project Champions and Sustainability of ECD Projects

		Sustainability of	
		ECD Project	Project Champions
Sustainability of ECD Projects	Pearson Correlation	1	.655**
	Sig. (2-tailed)		.000
	N	192	192
Project Champions	Pearson Correlation	.655**	1
	Sig. (2-tailed)	.000	
	N	192	192

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

As shown in table 4.8, there is a strong relationship between project champions and sustainability of early childhood projects with a magnitude of ($r=0.655$, $P<0.000$). This is an indication that project champions lead to an increase in project sustainability.

4.6. Project Leadership and Sustainability of ECD Projects

To establish the influence of project leadership on the sustainability of early childhood development projects, the participants were invited to indicate the extent to which project leadership determines the sustainability of ECD projects in Dagoretti North Constituency. The indicators in question were; competency, training and development, commitment to the project, ability to mobilize project resources, and ability to manage project risks. The results are presented in the following section.

Table 4.9: Project Leadership and Sustainability of ECD projects

Statement	1		2		3		4		5		MEAN	SD
	F	%	F	%	F	%	F	%	F	%		
1. The project leadership involved in the ECD project is competent. This can be seen in how they run the project.	3	1.6	4	2.1	4	2.1	60	31.3	121	63.0	4.5	0.779

2. The competency of the project leadership is key to the sustainability of the ECD project.	4	2.1	0	0.0	1	0.5	42	21.9	145	75.5	4.7	0.691
3. Project leadership leading the implementation of the ECD project are well trained. This can be seen in the skills they possess.	4	2.1	1	0.5	4	2.1	63	32.8	120	62.5	4.5	0.758
4. Regular training of the project leadership plays a vital role in the sustainability of the ECD project.	9	4.7	12	6.3	9	4.7	63	32.8	99	51.6	4.2	1.095
5. Commitment to the ECD project by the project leadership plays a role in the sustainability of project. This can be seen in how involved they are in the project.	0	0.0	1	0.5	20	10.4	34	17.7	137	71.4	4.6	0.695
6. The leaders of the ECD project are committed to the sustainability of the project.	5	2.6	15	7.8	20	10.4	39	20.3	113	58.9	4.3	1.088
7. The project leadership have the ability to mobilize project resources to ensure sustainability of the ECD project. This can be seen in the amount of support/resources the project receives.	11	5.7	13	6.8	9	4.7	49	25.5	110	57.3	4.2	1.169
8. The ability to mobilize support for the project by the project leadership influences the sustainability of the ECD project	9	4.7	12	6.3	9	4.7	63	32.8	99	51.6	4.2	1.095
9. Readiness to take risks for the project on the part of the ECD project leadership is key to the sustainability of the project	0	0.0	1	0.5	20	10.4	34	17.7	137	71.4	4.6	0.695
10. The leadership in the ECD project are willing to take risks for the project to be sustainable	5	2.6	10	5.2	23	12.0	56	29.2	98	51.0	4.2	1.017
Composite mean and Standard Deviation											4.4	0.389

From table 4.9 above, the study beneficiaries agree that project leadership determines the sustainability of early childhood development projects. This is indicated by a composite mean of 4.4 and a standard deviation of 0.389. Statement number 1 shows that the respondents are of the opinion that the project

leadership involved in the project is competent. This is supported by a mean of 4.5 and a standard deviation of 0.779. In statement number 2, study participants were in agreement that competency of the project leadership is key to the sustainability of the ECD project. This had a mean of 4.7 and a standard deviation of 0.691. This outcome is in agreement with Di Fabio & Peiró (2018), who pinpoint that for the leaders to be able to steer the project forward, they need to be competent enough and show high level of skill mastery. The study also sought to know if the leadership of the project implementation the ECD project were well trained. A mean of 4.5 and a standard deviation of 0.758 show that the participants believe that the leadership is well trained. A mean of 4.2 and standard deviation of 1.095 obtained in statement number 4 show that the respondents are of the opinion that regular training of the project leadership plays a vital role in the sustainability of the ECD project. Kaminsky (2012), when reviewing literature on project leadership and sustainability of projects notes that as much as most leaders are skilled and professional, they need to be regularly trained so as learn new skills that will enhance project sustainability.

The study further sought to know if leadership commitment to the plays a role in the sustainability of project. This indicator had a mean of 4.6 and a standard deviation of 0.605. In statement number 6, the study sought to know if the leaders of the project were committed to the sustainability of the project. A mean of 4.3 and a standard deviation of 1.088 shows that many believe the leadership is showing enough commitment to the project. The study inquired if the project leadership had the ability to mobilize project resources. The respondents were of the opinion that the leadership had this ability with the question having a mean of 4.2 and a standard deviation of 1.169. In statement number 8, the respondents agreed that the ability to mobilize support for the project by the project leadership influences the sustainability of the ECD project. This had a mean of 4.2 and a standard deviation of 1.095. Latruch & Büttgen (2020), points out that resource mobilization is a skill that each leader should possess so as to be able to ensure that the project is always supplied with the needed resources.

The study also inquired if the readiness to take risks for the project on the part of the ECD project leadership is key to the sustainability of the project. The study participants were in agreement that this was important with a mean of 4.6 and standard deviation of 0.695 supporting the claim. A study by Sunindijo (2020), confirms that calculated risk taking can enable the leadership of the project to make hard decisions that can benefit the sustainability of the project. Lastly, the respondents were of the opinion that the project leadership project were willing to take risks for the project to be sustainable. This was shown with a mean of 4.2 and a standard deviation of 1.017. Considering the importance of risk taking to project sustainability, the leadership can strive to make bold decisions that will benefit the project.

4.6.1. Triangulation of Quantitative and Qualitative Data Analysis on Project Leadership and Sustainability of ECD Projects

The in-depth interviews with the key informants shows that they were of the opinion that;

Lead Mother “...the leadership of the project has tried to support us as we work in the community. We consult with them on areas we are finding challenges and I think they are competent enough.”

Government officials “...resource mobilization is a challenge since we lack the technical skills needed to do proper resource mobilization. This has greatly affected the work we do in the project.”

MoH staff “... the project leadership should support us by ensuring that we have enough tools of work and also make sure that we have enough PPEs so as to enhance our safety at work.”

Implementing partner staff “...we have managed to offer refresher training to the lead mothers and the nurses involved in the project as this helps to equip them with the skills they need when they are providing services to the caregivers.”

The triangulation of quantitative data and the qualitative data confirms that project leaders are important in project sustainability. Stiehl et al. (2020), points to the critical role leaders have to play so as to ensure every project stakeholder buys into the objectives of the project and play their role to achieve project sustainability. The study however noted that the leadership involved in the project lacked important skills and attributes like resource mobilization and commitment to the project goals. This could hamper the sustainability of the project if not corrected.

4.6.2. Correlation of Project Leadership and Sustainability of ECD Projects

The study sought to investigate the relationship between project leadership and the sustainability of Early Childhood Development projects using Pearson Correlation Method. The results are shown in table 4.10

Table 4.9: Correlation of Project Leadership and Sustainability of ECD Projects

		Sustainability of ECD Projects	Project Leadership
Sustainability of ECD Projects	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	192	192
Project Leadership	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	192	192

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

As shown in table 4.10, there is a weak relationship between project leadership and sustainability of early childhood projects with a magnitude of ($r=0.384$, $P<0.000$).

4.7. Project Staff and Sustainability of ECD Projects

To establish the influence of project staffing on the sustainability of early childhood development projects, the participants were invited to indicate the extent to which project staffing determines the sustainability of ECD projects in Dagoretti North Constituency. The indicators in question were; recruitment, training and development, skills of employees, turnover, and involvement in decision making. The results are presented in the following section.

Table 4.11 Project Staff and Sustainability of ECD projects

Statement	1		2		3		4		5		MEAN	SD
	F	%	F	%	F	%	F	%	F	%		
1. Project staff play an important role in the sustainability of the ECD project.	12	6.3	11	5.7	16	8.3	65	33.9	88	45.8	4.1	1.155
2. The recruitment process of project staff is key to the sustainability of the ECD project.	7	3.6	12	6.3	20	10.4	47	24.5	106	55.2	4.2	1.093
3. Project staff involved in the ECD project are well trained to implement project activities. This can be seen in how they deliver services.	7	3.6	14	7.3	6	3.1	55	28.6	110	57.3	4.3	1.071
4. Adequate training and development of project staff is essential in the sustainability of ECD projects.	4	2.1	0	0.0	1	0.5	42	21.9	145	75.5	4.7	0.691
5. The ECD project has staff who are highly skilled in the work they are doing in the project.	6	3.1	13	6.8	14	7.3	49	25.5	110	57.3	4.3	1.063
6. The skills of the project staff determine the sustainability of the ECD project.	6	3.1	5	2.6	9	4.7	52	27.1	120	63.5	4.4	0.935
7. The ECD project has a low rate of staff turnover. This can be seen in how often staff leave the project.	3	1.6	4	2.1	4	2.1	60	31.3	121	63.0	4.5	0.779

8. The level of project staff turnover has an influence in the sustainability of the ECD project.	4	2.1	0	0.0	1	0.5	42	21.9	145	75.5	4.7	0.691
9. Involvement of project staff in decision making determines the sustainability of the ECD project.	8	4.2	17	8.9	13	6.8	49	25.5	105	54.7	4.2	1.149
10. Lack of involvement of project staff in decision making influences the sustainability of the ECD project.	10	5.2	7	3.6	26	13.5	86	44.8	63	32.8	3.9	1.040
Composite mean and Standard Deviation											4.3	0.363

From table 4.11 above, the study beneficiaries agree that project staff determines the sustainability of early childhood development projects. This is indicated by a composite mean of 4.3 and a standard deviation of 0.363. In statement number 1, the study sought to know if project staff play an important role in the sustainability of the ECD project. A mean of 4.1 and a standard deviation of 1.155 indicated that the participants highly saw staff as central to the sustainability of ECD projects. This is consistent with Vaealiki & Mackey (2008), who pointed out that sustainability of projects is pegged on the availability of staff who are able to carry out project activities in a timely manner. On the issue of whether the recruitment process of project staff is key to the sustainability of the ECD project, a mean of 4.2 and a standard deviation of 1.093 indicated that the respondents were of the opinion that recruitment is key to the sustainability process of projects. Onnis (2017), states that proper recruitment process of project staff enables leaders to get competent staff who can enable the project achieve its objectives. In statement number 3, a mean of 4.3 and a standard deviation of 1.071 showed that the participants were of the opinion that project staff involved in the ECD project were well trained to implement project activities. In regards to whether adequate training and development of project staff is essential in the sustainability of ECD projects, a mean of 4.7 and a standard deviation of 0.691 indicated that study respondents believed that project staff should be trained so as to be in a position to enhance project sustainability.

Moreover, the study sought to find out if the ECD project had staff who are highly skilled in the work they are doing in the project. A mean of 4.3 and a standard deviation of 1.063 indicated that the respondents agreed that project staff were highly skilled. In statement number 6, a mean of 4.4 and a standard deviation of 0.935 indicated that the participants viewed skills of the project staff as a determinant of sustainability. In a study that looked at how project staff can play a part in the sustainability of projects, Vaealiki & Mackey (2008), pointed out that gaining and improving skills that are useful in the project can help a great deal. A mean of 4.5 and a standard deviation of 0.779

was an indication that the project did not have a high rate of staff turnover as per statement number 7. In statement number 8, a mean of 4.7 and a standard deviation of 0.691 indicates that respondents believed that the level of project staff turnover has an influence in the sustainability of the ECD project. This result is supported with Hirst (2018), who affirms that a high turnover negates all the good work that may have been done in the project hence hampering sustainability.

In the last two questions that sought to know how project staffing determines the sustainability of projects, means of 4.2 and 3.9, and standard deviations of 1.149 and 1.040 respectively indicate that participants were of the opinion that involvement of staff in decision making is important in ensuring project sustainability. Gullo (2013), suggests that as much as decision making may be viewed as a role played by project leaders, involving project staff in decision making is important in boosting morale and enhancing working relations. In the long run, all this contribute to the delivery of project objectives hence augmenting project sustainability.

4.7.1. Triangulation of Quantitative and Qualitative Data Analysis on Project Staffing and Sustainability of ECD Projects

The in-depth interviews with the key informants show that they were of the opinion that;

Lead Mother “...the nurses at the facility have high skills. There is no time we have referred a mother to the hospital and they did not get help.”

Government officials “...in conjunction with our implementing partner, we organize short refresher trainings for each quarter of the year so as to enhance their skills and improve service delivery to the mothers in the program. This has helped us attain most of the indicators.”

MoH staff “...we try our level best to retain all the staff in the project because we know if any of them leaves, it will take a lot of time to get and train a replacement. I hope we won't have any turnover until the project ends.”

Implementing partner staff “...I can confidently say we were as objective as possible when we were recruiting the staff in the project since we wanted to get the best. We understand how the recruiting process can be politicized in the organization.”

The triangulation of quantitative data and the qualitative data confirms that project staff are important in project sustainability. This results are consistent with Brennan et al. (2008), who found out that project staff can contribute to the sustainability of projects if they are supported to develop their skills, they are appreciated where they work and this can happen through involving them in decision making. They go on to advice project stakeholders on the need to having transparent recruitment processes

when hiring project staff as this can be a cause of discontentment if not done in a proper manner and can sabotage the sustainability of the project.

4.7.2. Correlation of Project Staff and Sustainability of ECD Projects

The study sought to investigate the relationship between project staff and the sustainability of Early Childhood Development projects using Pearson Correlation Method. The results are shown in table 4.12

Table 4.11: Correlation of Project Staff and Sustainability of ECD Projects

		Sustainability of ECD Projects	Project Staff
Sustainability of ECD Projects	Pearson Correlation	1	.428**
	Sig. (2-tailed)		.000
	N	192	192
Project Staff	Pearson Correlation	.428**	1
	Sig. (2-tailed)	.000	
	N	192	192

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

As shown in table 4.12, there is a moderate relationship between project staff and sustainability of early childhood projects with a magnitude of ($r=0.428$, $P<0.000$).

4.8. Sustainability of Early Childhood Development Projects

The study sought to establish determinants of sustainability of early childhood development projects guided by the indicators of; continued project benefits, continued project activities, number of children getting BFCI services, and number of children seeking BFCI services. The results are presented in the following section.

Table 4.13. Sustainability of Early Childhood Development Projects

Statement	1		2		3		4		5		MEAN	SD
	F	%	F	%	F	%	F	%	F	%		
1. The services offered by the ECD project like trainings on complementary feeding are available to members of the community.	8	4.2	8	4.2	9	4.7	55	28.6	112	58.3	4.3	1.034

2. The services offered by the ECD project can easily be accessed by members of the community.	6	3.1	8	4.2	11	5.7	62	32.3	105	54.7	4.3	0.980
3. The activities of the ECD project are carried out occasionally in the community.	3	1.6	2	1.0	4	2.1	61	31.8	122	63.5	4.5	0.736
4. The activities of the project take a short time before taking place in the community.	5	2.6	6	3.1	7	3.6	56	29.2	118	61.5	4.4	0.907
5. The services offered by the ECD project are offered when needed by members of the community.	4	2.1	0	00	1	0.5	42	21.9	145	75.5	4.7	0.691
6. Many caregivers and children in the community are still benefiting from the project benefits	18	9.4	23	12.0	14	7.3	56	29.2	81	42.2	3.8	1.340
7. Many caregivers and children have benefited from the activities of the ECD project.	5	2.6	5	2.6	8	4.2	53	27.6	121	63.0	4.5	0.897
8. Many caregivers of children below two years seek the services of the ECD project like home visit counselling done by CHVs.	3	1.6	4	2.1	4	2.1	60	31.3	121	63.0	4.5	0.779
9. Many members of the community request for the services offered by the ECD project	5	2.6	5	2.6	10	5.2	52	27.1	120	62.5	4.4	0.907
10. Very many caregivers ask about the services of the ECD project.	3	1.6	4	2.1	4	2.1	60	31.3	121	63.0	4.5	0.779
Composite mean and Standard Deviation											4.4	0.462

From table 4.13 above, the items on the Sustainability of Early Childhood Development Projects had a composite mean of 4.4 and a standard deviation of 0.462. The results in table 4.12 statement number 1 and 2 attest that participants agree that services offered by the ECD project are available and accessible to the members of the community. The two indicators are both represented with means of 4.3, and standard deviations of 1.034 and 0.980 respectively. This provides insight that for any project to be sustainable, the community members should be able to get and access the services provided by the project easily. Jensen & Chindarkar (2018), points out that sustaining service delivery is top on the agenda of sustainable projects. The results in statement 3 and 4 show that respondents were of the opinion that the activities of the project were carried out occasionally and also that the activities did not take a long time before taking place in the community. The two indicators were represented with

means of 4.5 and 4.4 and standard deviations of 0.736 and 0.907 respectively. While looking at the best ways to measure sustainability of projects, Biggeri & Ferrone (2021), point out that looking at the frequency with which activities take place can guide one to know if the project is sustainable. They go ahead to advise that sustainable projects should not lose steam and be ever present in the communities where they are operating.

Additionally, the study wanted to know if services offered by the ECD project are offered when needed by members of the community. A mean of 4.7 and a standard deviation of 0.691 shows that the members of the community are happy with the availability of the services provided by the ECD project. A mean of 3.8 and a standard deviation of 1.340 shows that many caregivers and children in the community were still benefiting from the project benefits. The results in statement number 5 and 6 are encouraging in view of Contestabile (2020), who noted that availability and accessibility of services drives sustainability. The author advise that project implementers should not make it hard for community members to access the project services. In statement number 7, it was established that the many caregivers and children had benefited from the activities of the ECD project. This was shown with a mean of 4.5 and a standard deviation of 0.897. The results in question number 8 indicates that many caregivers of children below two years seek the services of the ECD project like home visit counselling done by CHVs. This was represented by a mean of 4.5 and a standard deviation of 0.779

The study participants agreed that many members of the community request for the services offered by the ECD project as asked in statement number 9. This was indicated by a mean of 4.4 and a standard deviation of 0.907. Lastly, the respondents also agreed that many caregivers ask about the services of the ECD project The statement had a mean of 4.5 and a standard deviation of 0.779. From the last two statements, it can be deduced that many caregivers and children had benefited from the program and also many caregivers were inquiring about the services offered by the ECD project. This are good pointers considering Morone (2018), who noted that high demand for services offered by a project can be a pointer of sustainability as opposed to when people are not interested by services offered which can lead to the slow death of a project.

4.8.1. Triangulation of Quantitative and Qualitative Data Analysis on Sustainability of Early Childhood Development Projects

The in-depth interviews with the key informants confirmed that;

Lead Mother “... *sometimes we are overwhelmed by the number of mothers who want to join the program. Most of them are referred to us by those already in the project.*”

Government officials “... the number of caregivers and children has continuously been going up as per our records. This can be attributed to the growing interest in the project among community members.”

MoH staff “...we strive our level best to ensure that no mother when they came to our clinic fail to get attended to. Delivery of service is our main priority as this will encourage more mothers to come to our facilities.”

Implementing partner staff “... all I can say is that, the demand for BFCI is very high. I hope the government will come in and in cooperate it in the mainstream health systems.”

Established on the triangulation of quantitative data and the qualitative data, the following can be deduced about project sustainability. It is important to ensure that there is constant service delivery and this can be achieved when activities in the project keep on taking place. Sirén (2020), notes that the point at which activities fail to take place is when the quest for project sustainability starts to fail. It is also important to reach as many people as possible in the project as this will contribute to economics of scale especially where a small fee is charged on the services which is recommended for projects to be self-sustaining.

4.9. Regression Analysis

The regression model was applied to predict the dependent variable (sustainability of the project) when independent variables (project resources, project champions, project leadership, and project staff) change. The regression model is as illustrated below;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Sustainability of ECD projects (dependent variable)

β_0 = Constant or intercept of the regression line

$\beta_1 - \beta_4$ = Regression coefficient for each independent variable

X_1 = Project Resources

X_2 = Project champions

X_3 = Project Leadership

X_4 = Project Staff

ε = Error Term

The results are presented in table 4.13 below;

Table 4.14: Regression Analysis

	Unstandardized Coefficients		Standardized Coefficient		
	B	Std. Error	Beta	t	Sig.
(Constant)	.628	.366		1.716	.088
Project Resources	.007	.070	.007	.096	.923
Project Champions	.525	.074	.553	7.116	.000
Project Leadership	.187	.072	.158	2.588	.010
Project Staff	.146	.082	.115	1.785	.076

From table 4.14, the regression model becomes

$$Y = 0.628 + 0.007X_1 + 0.525X_2 + 0.187X_3 + 0.146X_4$$

From Table 4.14 shows that on consideration of the independent variables i.e. project resources, project champions, project leadership, and project staff being at zero constant, the sustainability of Early Childhood Development projects will be 0.628.

The results also indicate that considering other independent variables at zero, a unit increase in project resources will lead to a 0.07-unit increase in the sustainability of ECD projects, while a unit increase in project champions considering all other variables zero will lead to a 0.525-unit increase in the sustainability of ECD projects. In addition, a unit increase in project leadership will lead to a 0.187-unit increase in the sustainability of ECD projects considering all other independent variables are constant; and lastly, a unit increase in project staff will result in a 0.146-unit increase in sustainability of ECD projects like the BFCI.

Putting the above all together, it can all be summed up as follows: A multiple regression was run to predict how sustainability of early childhood education is influenced with project resources, project champions, project leadership, and project staff. Out of four variables, only two variables, project leadership $p (.010) < .05$ and project leadership $p (.000) < .05$ are significant to the prediction. The highest contributing predictor is project champions (0.525) and, and the next is project leadership (0.187) to determine project sustainability. Project resources $P (.923) > 0.05$, and project staff $P (0.076) > 0.05$, have therefore no significant contribution in explaining ECD project sustainability, when the other two significant predictors are already in the model.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

In this chapter, the summary, findings and conclusions of this study are presented. Recommendations for further research studies are also provided in this chapter. All this is made in line with the findings of this study which are presented in chapter 4 as lead by the four objectives.

5.2. Summary of The Study

The study sought to establish determinants of sustainability of early childhood development projects in urban informal settlements: a case of the baby friendly community initiative project in Dagoretti north constituency, Nairobi county, Kenya. Four objectives were formulated to guide data collection and analysis. These were: to assess how project resources determine the sustainability of early childhood development projects. Two, to examine the influence of project champions on the sustainability of early childhood development projects. Three, to investigate in what way project leadership determines the sustainability of early childhood development projects. Four, to establish how project staff influences the sustainability of early childhood development projects in Dagoretti North Constituency, Nairobi County, Kenya.

The study used descriptive survey design. The study was conducted among project beneficiaries, lead mothers of the project, project managers, government officials, and one staff of the implementing partner. The participants were sampled across Dagoretti North Constituency Nairobi County to ensure that the whole constituency was represented. The participants were sampled using stratified sampling technique. The study targeted 500 project beneficiaries, 2 lead mothers, 2 government officials, 2 MoH staff, and 1 staff from the implementing partner. A sample of 204 project beneficiaries. Considering the small number of lead mothers, government officials, MoH staff, and the implementing partners engaged in the ECD project in the study site, the whole population of this group was considered for the study. Data collected using questionnaires was analysed quantitatively using SPSS. On the other hand, qualitative data collected using the interview guide was analysed through content analysis and themes. The ensuing section presents the summary of the findings.

5.3. Summary of Findings

The summary of the findings is presented below in accordance with the research objectives.

5.3.1. Project Resources and the Sustainability of Early Childhood Development Projects

Centred on the indicators of financial resources, material resources, and human resources, the study showed that there is a relationship between project resources and sustainability of early childhood development projects. This is indicated by ($r=0.433$, $P<0.000$). The study participants agreed that financial resources are needed for the sustainability of ECD projects with a mean of 4.3 and material resources with a mean of 4.5 while they also agreed that human resources are needed for the sustainability of projects with a mean of 4.3. The triangulation of quantitative and qualitative data on project resources and sustainability of projects showed that all participants agreed that project resources are needed for the sustainability of projects.

The findings of this study concur with Ozawa (2020). who noted that project stakeholders should be in a position to ensure continuous availability of resources to execute project activities as this will enable the project to continue running. This he suggests can be enhanced by putting in place resource mobilization strategies and committees. Patrick and Kingsley (2017), also note that the presence of resources creates security that enable staff in the project to focus on service delivery and not worry about equipment of burnout.

5.3.2. Project Champions and the Sustainability of Early Childhood Development Projects

As per the findings of the study, respondents agreed that project champions determine the sustainability of ECD projects ($r=0.655$, $P<0.000$). This showed that indicators such as commitments to the project, confidence level of the project champion, the level of influence the project champion has on the community, and the connections a project champion has in the community play a significant role in the sustainability of projects. The in-depth discussions done with the Key Informants in the study also supported the results that project champions were vital to the sustainability of the project. Simane and Zaitchik (2019), supports the results of this study when in a study done in the Blue Nile Highlands of Ethiopia to evaluate the sustainability of community based projects and the results were consistent that project champions had an integral part to play in ensuring that the whole community supports the project. This is also supported by Sandhu, (2019), who notes that project champions are the link between the project leadership and the community and they help the leadership to implement the project in the community without whom, the project would easily fail.

5.3.2 Project Leadership and the Sustainability of Early Childhood Development Projects

The study, on the objective of project leadership and sustainability of ECD projects that looked at indicators of; the competency of the project leadership, the training and development of the leaders,

the commitment of the leadership to the project, the ability of the project leaders to mobilize resources, and the ability of the leaders to manage project risks revealed that a relationship exists between project leadership and sustainability project sustainability. This was shown with an ($r=0.384$, $P<0.000$). The key informants also supported this results by stating how they thought the leadership played a role in the sustainability of the project.

The findings of this study are consistent with a number of studies that have consistently pointed out to the importance of project leadership in the sustainability of projects. For instance, Di Fabio and Peiró (2018), in a study on what differentiates leaders whose projects are sustainable and those whose projects are not sustainable pointed out that personal character of a leaders was important. A project leader he says should have the ability to influence other stakeholders in the way they show their commitment, the way they interact with others and the way they solve problems. This are soft skills that leaders should possess so as to lead projects successfully, they conclude.

5.3.4 Project Staff and the Sustainability of Early Childhood Development Projects

Based on the indicators of; staff recruitment, staff training and development, skills of employees, the level of staff turnover, and staff involvement in decision making the study found out that their is a relationship between project staff and sustainability of early childhood projects ($r=0.428$, $P<0.000$). The results from the quantitative study were backed up by the qualitative data where the key informants also agreed to to the importance of project staff to the sustainability of the project. These results are in agreement with Rosenberg, Hartwig & Merson, (2008), in a study on Government–NGO collaboration and sustainability of orphans and vulnerable children projects in southern Africa found out that project staff involved in the project played an important role by ensuring that all families got acces to the grants that were being provided in addition to medication. Project staf were also essential in setting up community-based solutions hence steering sustainability of OVC projects.

5.4 Conclusion

In view of the above discussions, the study makes the ensuing conclusions:

The results of the study show that project resources determine sustainability of ECD projects in Dagoretti North Constituency, Nairobi County, Kenya. This is in relation to the beneficiaries and the key informants agreeing that without resources, very little could be done in terms of project sustainability. The human resource needed to implement and sustain the project need to have skills and well trained for them to have an impact on project sustainability. Financial resources are also key to project sustainability and the same applies to physical resources. The key take away is for project

stakeholders to put in place measure to ensure continuous resource mobilization happens so as to make the project sustainable.

The study also showed that project champions determine the sustainability of projects. The results are in agreement with many scholars who pointed out to the role the project champions play an instrumental role in ensuring that the communities support the project. Some of the indicators that make project champions instrumental in project sustainability as agreed with project beneficiaries include, high commitment level to the projects and the ability to influence community members to support the project.

The study revealed that project leaders play an important role in the sustainability of the project. This could either be positively or negatively. Competent and well trained leaders positively determine project sustainability by putting in place measures that support sustainability. The study also noted that project leaders need to have the ability to mobilize resources needed for project implementation while at the same time managing project risks as this could determine the sustainability of the projects.

Lastly, the study established that project staff are instrumental to the sustainability of early childhood development projects considering that many ECD projects are service based and rely on the quality of services provided by staff like nurses, teachers, nutritionists, and community health workers. Other indicators that make project staff members to play a role in project sustainability include; the turnover rate of project staff, the recruitment process of the staff involved in the project, and how involved the staff members are in decision making.

5.5 Recommendations

Grounded on the findings of the research, the study stipulates the following recommendations:

All project resources (financial, physical, and human), are of equal importance and should be given priority without neglecting the other. Project stakeholders should endeavour to put in place mechanisms that will see into it that all resources needed to sustain the project are not only put in place but are also acted upon.

Project champions are critical to the sustainability of projects and should be treated as such. Volunteer project champions should be appreciated through tokens that will motivate them to continue championing for the project in the community. It is also prudent to involve the champions in planning the activities of the project as most of them live in the communities where this projects are being implemented. This makes it easy to take into account the cultural context when planning for activities.

Based on the findings of the study, it is recommended that project leaders involved in projects should strive to show more commitment in the projects they work in and this can be done through doing more field visits, engaging the community members at any opportunity in ways that they can make the project sustainable, and also taking part in serving the community by offering their expertise where needed.

Project staff involved in the ECD projects should be recruited based on merit and this should not be subjective. In addition, the leadership of projects should ensure that project staff undergo frequent refresher training that will enable project staff to develop and improve their skills in service delivery. Also, it is recommended that project staff should actively be involved in decision making as this enhances harmony and creates a good working environment between the leadership and staff which can enhance sustainability of projects.

5.6 Suggestions for Further Research

The study investigated the Determinants of Sustainability of Early Childhood Development Projects: A Case of the Baby Friendly Community Initiative Project in Dagoretti North Constituency, Nairobi County, Kenya. The study looked at how project resources, project leadership, project champions, and project staff determine the sustainability of ECD projects. These indicators are not conclusive and a recommendation is made for studies to be done to look at a wider geographical area and encompass more indicators that may determine the sustainability of ECD projects.

In view of the findings of this study that was focused on Early Childhood Development, it is also recommended that another study can be carried out to look at determinants of sustainability of projects that target other age groups that are not children.

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APPENDICES

Appendix I: Letter of Introduction

Obulemire Kepha Emmanuel,
P.O Box 54362-00100,
Nairobi.

Dear Respondent,

RE: REQUEST FOR YOUR PARTICIPATION IN A RESEARCH STUDY

I am currently undertaking my research project as a requirement for award of the degree of Master of Arts in Project Planning and Management at the University of Nairobi. I am therefore carrying out a study **Determinants of Sustainability of Early Childhood Development Projects: A Case of the Baby Friendly Community Initiative Project in Dagoretti North Constituency, Nairobi County, Kenya**. You have been selected to participate in this research because your views are considered valuable to this research study. The data that will be collected from respondents will be treated with extreme confidentiality and only used for academic purposes. The details of respondents and other sources of information shall also be kept confidential.

I am therefore requesting you to fill the attached questionnaire.

For any more information or clarification, I may be contacted on mobile 0719 616 220 or email emmaobul@gmail.com.

I look forward to your cooperation.

Thank you,



Appendix II: Questionnaire for the Respondent

Questionnaire

Dear respondent. My name is Kepha Obulemire a student at the University of Nairobi. I am here to learn about the determinants of sustainability of early childhood development projects: a case of the baby friendly community initiative in Dagoretti North Constituency, Nairobi County, Kenya. The survey will take approximately 20 to 25 minutes. The research is for academic purposes only hence will be treated with the utmost confidentiality. Kindly provide correct and useful data and fill appropriately as logically guided.

Section A: Demographics

Participant ID (to be inserted later)

.....

Full names (optional) -----

1. Gender

Male (tick)

Female (tick)

2. Where do you currently reside (village)? -----

3. What is your highest level of education?

Primary school not completed

Primary school completed

Secondary school not completed

Secondary school completed

College/University

None

Section B: Project Resources and Sustainability of ECD projects

4. Using the scale provided, to what extent do you agree or disagree with the following statements related to Project Resources and Sustainability of the ECD project.

Statement	5=Strongly Agree	4=Agree	3=Neutral	2=Disagree	1=Strongly Disagree
1. Project funds play an important role in the sustainability of the ECD project					
2. Project finances are readily available for the implementation of the ECD project activities. This can be seen in how frequent the activities are held.					
3. Project physical resources are essential for the sustainability of the ECD project					
4. The ECD project has adequate physical resources to support the sustainability of the project activities.					
5. The ECD project has adequate equipment to support the sustainability of the project activities.					
6. Good physical resources like day-cares and health facilities play a role in ensuring the sustainability of the ECD project.					
7. The human resource involved in the implementation of this ECD project are well trained. This can be seen in how they offer the services in the project.					
8. The human resource involved in the ECD project are readily available to offer services related to the project.					
9. The continuity of this ECD project is dependent on the presence of qualified human resources to carry out project activities.					

Section C: Project Champions and Sustainability of ECD projects

5. Using the scale provided, to what extent do you agree or disagree with the following statements related to Project Champions and Sustainability of the ECD project.

Statement	5=Strongly Agree	4=Agree	3=Neutral	2=Disagree	1=Strongly Disagree
1. The commitment of project champions like mentor mothers to the ECD project is necessary for the sustainability of the project					
2. Project champions like CHVs involved in the ECD project are committed to activities of the project.					
3. Lack of commitment of project champions to the project influences the sustainability of the ECD project.					
4. The confidence of the project champions plays a role in the sustainability of the ECD project.					
5. The project champions involved in the ECD project possess the confidence that can influence the sustainability of the ECD project.					
6. Project champions having good connections within the community is vital for the sustainability of the ECD project.					
7. Project champions taking part in the ECD project have good connections that can help in the sustainability of the project.					
8. Project champions involved in the ECD project have the ability to influence the community in relation to the project.					
9. The capacity of project champions to have community influence plays a role in the sustainability of the ECD project.					

Section D: Project Leadership and Sustainability of ECD projects

6. Using the scale provided, to what extent do you agree or disagree with the following statements related to Project Leadership and Sustainability of ECD projects.

Statement	5=Strongly Agree	4=Agree	3=Neutral	2=Disagree	1=Strongly Disagree
1. The project leadership involved in the ECD project is competent. This can be seen in how they run the project.					
2. The competency of the project leadership is key to the sustainability of the ECD project.					
3. Project leadership leading the implementation of the ECD project are well trained. This can be seen in the skills they possess.					
4. Regular training of the project leadership plays a vital role in the sustainability of the ECD project.					
5. Commitment to the ECD project by the project leadership plays a role in the sustainability of project. This can be seen in how involved they are in the project.					
6. The leaders of the ECD project are committed to the sustainability of the project.					
7. The project leadership have the ability to mobilize project resources to ensure sustainability of the ECD project. This can be seen in the amount of support/resources the project receives.					
8. The ability to mobilize support for the project by the project leadership influences the sustainability of the ECD project					
9. Readiness to take risks for the project on the part of the ECD project leadership is key to the sustainability of the project					
10. The leadership in the ECD project are willing to take risks for the project to be sustainable					

Section E: Project Staff and Sustainability of ECD projects

7. Using the scale provided, to what extent do you agree or disagree with the following statements related to Project Staffing and Sustainability of the ECD project.

Statement	5=Strongly Agree	4=Agree	3=Neutral	2=Disagree	1=Strongly Disagree
1. Project staff play an important role in the sustainability of the ECD project.					
2. The recruitment process of project staff is key to the sustainability of the ECD project.					
3. Project staff involved in the ECD project are well trained to implement project activities. This can be seen in how they deliver services.					
4. Adequate training and development of project staff is essential in the sustainability of ECD projects.					
5. The ECD project has staff who are highly skilled in the work they are doing in the project.					
6. The skills of the project staff determine the sustainability of the ECD project.					
7. The ECD project has a low rate of staff turnover. This can be seen in how often staff leave the project.					
8. The level of project staff turnover has an influence in the sustainability of the ECD project.					
9. Involvement of project staff in decision making determines the sustainability of the ECD project.					
10. Lack of involvement of project staff in decision making influences the sustainability of the ECD project.					

Section F: Sustainability of the Early Childhood Development Project

8. Using the scale provided, to what extent do you agree or disagree with the following statements related to the sustainability of the ECD Project.

Statement	5=Strongly Agree	4=Agree	3=Neutral	2=Disagree	1=Strongly Disagree
1. The services offered by the ECD project like trainings on complementary feeding are available to members of the community.					
2. The services offered by the ECD project can easily be accessed by members of the community.					
3. The activities of the ECD project are carried out occasionally in the community.					
4. The activities of the project take a short time before taking place in the community.					
5. The services offered by the ECD project are offered when needed by members of the community.					
6. Many caregivers and children in the community are still benefiting from the project benefits					
7. Many caregivers and children have benefited from the activities of the ECD project.					
8. Many caregivers of children below two years seek the services of the ECD project like home visit counselling done by CHVs.					
9. Many members of the community request for the services offered by the ECD project					
10. Very many caregivers ask about the services of the ECD project.					

Appendix III: Interview Schedule for Lead Mothers, Government Officials, MoH Officials, and Implementing partner staff.

Dear respondent. The researcher is a student of Project Planning and Management at the University of Nairobi and the research is for academic purposes only and will be treated with the utmost confidentiality. You have been chosen because you were actively involved in the implementation of the BFCI project which is being studied by the researcher and your feedback will help enhance understanding on how projects can be made sustainable. You're kindly requested to provide answers to these questions honestly and precisely as possible.

1. What is your understanding of sustainable projects?
How would you know that the ECD project is sustainable?
Probe for, (continued project benefits, continued project activities, number of children getting BFCI services, and number of caregivers and children seeking bfcI services like trainings on complementary feeding and exclusive breastfeeding)
2. How easy or difficult is it for children to access the services offered by the project?
3. What are some of the factors that influence the sustainability of the ECD project?
4. Which project resources are needed to implement the ECD project? *Probe for (human, financial, and material)*
5. How does the above mentioned resources determine the sustainability of the ECD project?
6. Tell me more about project champions involved in the ECD project? Does the project have champions? Which project champions are involved in the project?
7. Which characteristics do you think the ECD project champions in this project should have?
Probe for (commitment, inspirational appeal, community influence, social networks)
Probe for (commitment, inspirational appeal, community influence, social networks)
8. How do these characteristics influence the sustainability of the ECD project?
9. Which project leaders are involved in the ECD project and what are their roles?
10. Which leadership characteristics do you think the ECD project leaders should have?
Probe for (competency, commitment, training and development, ability to mobilize project resources and, ability to take risks)?
11. How does project leadership in the ECD project determine the sustainability of the project?
12. What determines how project staff can influence the sustainability of the ECD project?
Probe for (recruitment training and development, skills of employees, turnover, involvement in decision making)
13. How do project staff involved in the ECD project determine the sustainability of the project?

Appendix IV: University Introductory Letter



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

NAIROBI LEARNING CAMPUS

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

REF: UON/ODeL/NLC/33/41

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

24th May, 2021


TO WHOM IT MAY CONCERN

RE: OBULEMIRE KEPHA EMMANUEL - REG NO: L50 /21665/2019

This is to confirm that 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 Masters of Art in Project Planning and Management.


He is proceeding for research entitled "*Determinants of Sustainability of early Childhood Project; A Case of the Baby Friendly Community Initiative Project in Dagoreti North Constituency, Nairobi County, Kenya.*"


Any assistance given to him will be highly appreciated.


CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE




Appendix V: Nacosti Research Permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **136070** Date of Issue: **02/June/2021**


RESEARCH LICENSE




This is to Certify that Mr.. Emmanuel Kepha Obulemire of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: Determinants Of Sustainability Of Early Childhood Development Proj: A Case Of The Baby-Friendly Community Initiative Project In Dagoretti North Constituency, Nairobi County, Kenya for the period ending : 02/June/2022.

License No: **NACOSTI/P/21/10989**

136070
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



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Appendix VI: Research Authorization Letter (Nairobi County)



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
STATE DEPARTMENT FOR INTERIOR AND CITIZEN SERVICES

Telephone:
Telefax: Nairobi 216815, 311000
When replying please quote

COUNTY COMMISSIONER
NAIROBI COUNTY
P.O. BOX 30124-00100
NAIROBI

REF NO. ED 10/6 VOL. XXVII (121)


11th June, 2021

Mr. Ohulemire Kepha Emmanuel
P.O. BOX 54362 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Your letter dated 10th June, 2021 refers.

This office has no objection and authority is hereby granted to conduct a research within Dagoretti Sub County for a period of six (6) Months starting from 10th June to 10th November, 2021 as indicated in the request letter.


FLORA MWAROA
COUNTY COMMISSIONER
NAIROBI COUNTY

cc: The Deputy County Commissioner
DAGORETTI SUB COUNTY

Appendix VII: Research Authorization Letter (Dagoretti Sub-County)



**THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams: District Dagoretti
Telephone:
When replying please quote

RE: **DAGO/ED/10/9 Vol.II(71)**

DEPUTY COUNTY COMMISSIONER
DAGORETTI SUB-COUNTY
P.O.BOX. 30124-00100
NAIROBI

Date: 14th June, 2021

**/Assistant County Commissioner
Kawangware Division**

RESEARCH AUTHORIZATION

This is in reference to your letter dated 10th June, 2021 on the above subject matter refer.

This office has no objection and authority is hereby granted to conduct a research within Dagoretti Sub County for a period of six (6) Months starting from 10th June to 10th November, 2021 as indicated in the request letter.



ROBERT NGETICH
For: **DEPUTY COUNTY COMMISSIONER**
DAGORETTI SUB COUNTY

cc: Chief Kawangware Location

Chief Gatina Location

Appendix VIII: Turnitin Certificate

KEPHA

ORIGINALITY REPORT

12 %	11 %	2 %	6 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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