FACTORS INFLUENCING PROJECT INITIATION IN KENYA: A CASE OF BIBLE TRANSLATION AND LITERACY PROJECTS IN COAST REGION

BY
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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2014
DECLARATION

This Research Project report is my original work and has not been submitted to any other University or Institution of higher learning for examination.

Signature………………………… Date…………………………

SAMSON KAHINDI IHA
L50/74082/2012

This Research Project report has been submitted for examination with my approval as the Supervisor

Signature…………………………Date…………………………

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DEDICATION

I dedicate this project to my beloved wife Medza, my sons Sifa and Baraka, my dear parents, Iha Mitsandze and in tribute to my late Mother Sidi Kalama.
ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Dr Angelina Mulwa for her great help and patience, understanding and commitment in guiding me through all the stages of this research. I am so grateful to my family, my wife Medza and my sons Sifa and Baraka for their encouragement, patience and support throughout my studies.

I would also like to appreciate the cooperation and support of Bible Translation and Literacy (E.A.) Management and staff: Rev. Peter Munguti General Secretary BTL, Anan Shari, Warrison Mbuthia, Edward Jillo and Shukurani Magundo for their understanding and support during the course of my studies and research work.

I thank my sibling, Consolata Kache Iha, for her encouragement as I pursued my studies. Special gratitude goes to Emmanuel K. Charo and his wife Joyce Kabibi for accommodating me in during the first year of my studies at Mombasa. I also thank my Pastor Rev. Samuel Chivatsi, the Board of Elders, and the general congregation for uplifting me in prayers and relieving me of the Church duties during the first year. Thank you all for that support. Last but not least, I thank my God for having brought me this far.
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# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>ADB</td>
<td>African Development Bank</td>
</tr>
<tr>
<td>BTL</td>
<td>Bible Translation and Literacy</td>
</tr>
<tr>
<td>GLDI</td>
<td>Giryama Language and Development Initiative</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>GS</td>
<td>General Secretary</td>
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<tr>
<td>HIV</td>
<td>Human immunodeficiency Virus</td>
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<tr>
<td>ICTP</td>
<td>Introduction Course in Translation Principles</td>
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<tr>
<td>IFIs</td>
<td>International Financial Institutions</td>
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<tr>
<td>MTE</td>
<td>Mother Tongue Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>NT</td>
<td>New Testament</td>
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<tr>
<td>NGO</td>
<td>None Government Organization</td>
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<tr>
<td>OT</td>
<td>Old Testament</td>
</tr>
<tr>
<td>PMBOK</td>
<td>Guide: Project Management Body of Knowledge</td>
</tr>
<tr>
<td>PLs</td>
<td>Project Leaders</td>
</tr>
<tr>
<td>PACS</td>
<td>Project Advisory Committees</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Reliable, Time bound</td>
</tr>
<tr>
<td>SIL</td>
<td>Summer Institute of Linguistics,</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
</tr>
<tr>
<td>STI</td>
<td>Science, Technology and Innovation</td>
</tr>
<tr>
<td>TAs</td>
<td>Technical Assistants</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<tr>
<td>VCS</td>
<td>Voluntary and Community Sector</td>
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<tr>
<td>VCO</td>
<td>Voluntary and Community Organization</td>
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The purpose of the study was to establish factors influencing project initiation in Kenya: a case of Bible translation and literacy projects in Coast region and the data was carried out within the Giryama and Waata projects. The objectives of the study were to examine the influence of resources, cultural factors, stakeholder participation, and the role of technical expertise in project initiation. Research questions to guide the study were developed from the above objectives and they are as follows; to what extent does availability of resources to projects influence project initiation?, to what level do cultural factors of the community influence project initiation?, to what degree does stakeholders participation influence project initiation and to what magnitude does technical expertise influence the initiation of a project? The research design selected for this study was descriptive research with a sample size of 360 people selected from 2613 people comprising of Project staff, Project Advisory Committee, Church Leaders and Chiefs selected through purposive sampling. Data was collected through written questionnaires, one on one discussion and focus group discussion by the researcher and research assistants. The collected data was analysed manually by the use of descriptive statistics such as percentages, frequencies with the help of a computer package known as SPSS and was presented using tables. The study established that availability of resources, consideration of cultural factors, stake-holder’s participation and the use of technical expertise has a significant role in the initiation of projects. The recommendations from the above study were as follows: A wider baseline survey would be appropriate in order to lay a firm foundation forth initiated projects. A public relations department at project level is mandatory to promote the level of Stakeholder participation if projects have to be self-sustainable after BTL (funder) withdraws. The BTL and community memorandum of understanding especially on issues of mobilizing resources have to be clear to the community and be strictly adhered to. Stakeholders should be given time to establish CBO’S and begin the projects (initiate the projects before BTL comes in) in a small way as they get assisted to catch up the vision before BTL comes in full support. Literacy and Community Development projects should spearhead translation work especially in non-Christian communities to alleviate hunger and poverty before beginning translating the word in the language of the heart (mother tongue) to enhance assimilation of the community into translation.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Factors influencing project initiation may vary from time to time depending on the type of activity that is on-going. Project initiation is fundamental if a project has to be successful. Various factors may come into play but may vary depending on prevailing circumstances. It is of profound importance to examine and analyse some of the factors to confirm their existence. According to (Bastani 1988), issues that influence economic feasibility of a project are referred to as the economic factors. They include changes in domestic economic conditions of the recipient country, or inaccurate project development plan due to unpredictable economic conditions. Developing countries are funded through various UNDP offices which have a Resident Representative of recipient countries to ensure effective use of the aid resources. This is done in line with UNDP (2013) millennium development goals.

The Funding and Finance for Voluntary and Community Organisations (2006) International Financial Institutions (IFIs) form an important source of development funding. They account for a large portion of the non-core (earmarked, project-specific) funding of UNDP. UNDP has entered into formal agreements with some IFIs (the World Bank, the African Development Bank, the Asian Development Bank and the Inter-American Development Bank), and is working on additional agreements. According to Burns and D. Turton (2006), Cope man (2004), Cuppitt and Ellis (2003) and Deborah Turton, all organisations, large and small, rural and urban, private and public sector as well as the voluntary and community sector (VCS), need resources like funds, manpower and communication among others. While people do the work, communication holds the staff and stakeholders together and funds enable payment for services offered.
The purpose of planning at the onset of a project is to begin to define the overall parameters of a project and establish the appropriate project management and quality environment required to form a viable project at the end. Project planning helps in taking a concept putting boundaries, making it a very concrete process to facilitate initiation. It requires logical thinking of the entire process, to get it on paper, so that it becomes a concrete thing. Project planning brings together key foundational documents to define the project, business concurrence for the project, project sponsorship, and on-going project governance. By performing several critical steps, project planning ensures a successful project start-up and gives a solid head start to achieving project objectives.

Bible Translation and Literacy (BTL) E.A undertakes the translation of the Bible for small language groups which are widely spread in the whole of Kenya. Presently BTL has projects in Coast and Western regions which undertake language development. Since its inception in 1981, Bible Translation and Literacy has run various projects. Some of the projects have stayed for several years to translate the Bible and others took a short period. Some projects have yielded results and others have not. Beginning of projects seem to have taken various strategies and with various results. Bible Translation interest is on language development which has led into translation of the word of God in the language of the community. It’s interesting to note that some of the regions have very few Christians or none have their language developed. The question is; what are the factors that influence the starting of the Bible translation and language development project in both non-Christian and Christian communities? Most of the community’s that Bible Translation works in are marginalized and small in size.
Bible Translation and Literacy in coast has ten language groups namely: Digo, Duruma, Giryama, Pokomo, Orma, Waata (Sanye) Aweer (Boni), Ilwana (‘Malakote), Chonyi- Start up and Upper Pokomo- Start –up. The last two will be full projects if funded in 2014/15. Need therefore arises to try to deduce and establish factors influencing the initiation of projects in Kenya-case of Bible Translation and Literacy Projects in Coast Region and specifically the areas that are mentioned below.

1.1.1 The Giryama People (project).

According to the survey carried out in 1981: BTL manual and Summer Institute of Linguistics (SIL), the Giryama are one of the nine coastal tribes known as the Mijikenda. They are Bantu who live in Kilifi and Malindi Districts, current Kilifi County in the Coast Province of Kenya and it borders the Indian Ocean. Historically, they migrated from Singwaya in the north eastern sides of Kenyan coast bordering the Oromo. The most recent census population is 786,000. They are found also sparsely in Mombasa and Kwale Districts of the Coast Province. Previously the Giryama were largely famers, hunters and gatherers but currently practise small scale farming. Their cash crops are coconuts and cashew nuts while they also plant Maize, Millet and peas which is their staple food. However some of the Giryama are traders.

The Giryama are basically social people who live with their extended families, a virtue that is dying off slowly. Most of the Giryama people live in Makuti thatched houses with mud walls although those who can afford are embracing iron sheets roofing and brick walls. Some of them have taken advantage of the close proximity to the Indian Ocean and they practise subsistence fishing. The Giryama were originally traditionalist, and they believed in idols, called the “koma”. They used to sacrifice at the “koma” nearly on weekly basis.
Sacrifices included Alcohol (the traditional Munazi) which is palm wine. They believe that the “koma” were actually the representatives of the living dead; they would therefore name the “koma” with names of all the elders that have gone before them. The “koma” was a curved piece of wood, and the eldest of them that have already gone before them was represented with a bigger piece of wood called the “kigango”. When trouble befalls a family, they would sometimes sacrifice by the “koma” side, and at times this meant pouring porridge and blood to their gods. The Giryama however are now largely migrating from these believes and majorly have become Christians, with some few becoming Muslims. There are a few however that still practises the tradition religion. They also believed in witchcraft.

The Giryama practice many traditional customs and rituals at the family level, particularly related to the events of birth, marriage, and death, planting and harvesting. Dancing and feasting marks some of these events. The Giryama are mainly polygamous but Christian men marry only one wife. A Giryama home is usually a loaf shaped hut as large as 50 feet long, constructed with a grass roof. Newer houses may be built of baked clay bricks coated with a plaster-like substance (similar to American adobe), or mud wattle with palm leaves. Palm leaves are thought to last longer than grass thatch and attract less vermin BTL EA (2011). Most families live in “homesteads” consisting of the husband and wife (or wives) with their children. Sons or even grandsons who are married may also stay within the same compound. Homesteads consist of a central lodge and an open courtyard, surrounded by individual homes.

Crime is fairly low in the Giryama land. Any crime comes under the jurisdiction of the Kenya government and is dealt with accordingly. Theft crimes occur rarely within the homestead because all property is considered community property BTL EAST AFRICA (2011)
With the support from BTL, the Giryama formed the Giryama Language and Development Initiative (GLDI). The project is located in Kilifi town and has a Giryama New Testament (NT) published and dedicated in 2004. At the moment GLDI is undertaking translation of the Old Testament (OT) and has a Mother Tongue Education (MTE) program BTL E.A (2011).

### 1.1.2 Waata People (Sanye or Waryangulo)

According to a survey by BTL (2010) the Waata people are found in the Coast province of Kenya, stretching from Voi going South East to Kilifi then North to Malindi, Tana River and Lamu Districts. Due to their hunting and gathering lifestyle they prefer to live close to forested areas. However, their concentration area is Tana River District. Their immediate neighbours are: The Giryama, Orma, Wardei, Somali, Pokomo, Munyoyaya, Taveta, Digo, Duruma and the Aweer people (their descendants). Bible Translation work began in 2012 with a population estimated at 25,000 but the 2009 census recorded 12,600, a sign that they have multiplied. They practice Islam and traditional religion. The Waata are also known as: Aryangulu, Langulo, Sanya, Sanye, Waata, and Wasanye. They are classified as Afro-Asiatic, Cushitic, East, and Oromo. Their language is distinct from Dahalo (Sanye) or Boni and have maintained their language in spite of economic changes and pressure from other communities.

### 1.2 Statement of the problem

Bible Translation and Literacy E.A works among small language communities to initiate projects to develop their language. The projects are purely language development based. Various researches have been conducted on project implementation, success and financing but little has been researched on factors influencing their initiation and this is the first problem. Projects in Bible Translation and Literacy projects like any other projects have a
start and end dates which are agreed upon by the donor community and the recipient stakeholders. Project progress reports (BTL 2007).

More often than not the projects life span has been estimated to take between seven to ten years but others have ended with 15 or 25 years to publish the NT! Communities desire to have a complete bible but mostly end with NT, the project gets suspended to begin later and so the problem is the uncertain duration for project realization and completion. Another problem is that those projects which complete translation of the whole bible like Sabaot close out the projects completely and this touches on sustainability of the projects after BTL has pulled out. On the other hand, the Aweer project has been there, way back 1995 to date with no hope of ending and yet little to show. It is for this reason among others yet to be discovered that the researcher feels there is need to determine the factors influencing project initiation in Kenya: a case of BTL projects in Coast Region. Project progress reports (BTL 2007).

The researcher feels there is a gap in the way projects are initiated or that poor project initiation may be contributing to the shaky foundation of the projects, which make them lack sustainability and later end up having very weak or non-ownership of the projects. There seems to be a gap on the intended and actual completion period. The hidden factors hindering meeting the expected target dates of completion of the projects need to be established. Most projects do not continue after BTL has withdrawn a factor which contradicts BTL’S policy which supports sustainability. Availability of resources for the project, cultural factors, stakeholder’s participation and technical ability on beginning of projects are some of the factors influencing project initiation and they pose as a challenge.
1.3 **Purpose of the Study**

The purpose of this study was to establish factors that influence project initiation in Kenya: a case of BTL projects coast region.

1.4 **Objectives of this Study**

This study was guided by the following objectives:

1. To examine the influence of resource availability on project initiation in Bible Translation and Literacy in coast region.
2. To establish the influence of cultural factors on project initiation in Bible Translation and Literacy in coast region.
3. To determine the influence of stakeholder’s participation in influencing Project initiation of Bible Translation and Literacy in coast region.
4. To determine the influence of technical expertise of project initiation in Bible Translation and Literacy E.A in coast region.

1.5 **Research questions**

This study was guided by the following research questions:

1. To what extent does the availability of resources to projects influence the initiation of a project?
2. To what level do cultural factors of the community influence the initiation of a project?
3. To what degree does stakeholder’s participation influence the initiation of a project?
4. To what magnitude does technical expertise influence the initiation of a project?
1.6 Research hypothesis

This study was guided by the following research hypothesis:

Hypothesis 1:

$H_0$: Resources have no influence on the initiation of a project.

Hypothesis 2:

$H_0$: Cultural factors have no influence on the initiation of a project.

Hypothesis 3:

$H_0$: Stakeholder’s participation has no influence on the initiation of a project.

Hypothesis 4:

$H_0$: Technical expertise has no influence on the initiation of a project.

1.7 Significance of the Study

The study was meant to be of great significance to Bible Translation and Literacy (E. A).

This is because it would provide extra knowledge and a resource to her library. This study was to improve the skill and technique to the researcher himself since the outcome would be informative and eye opener. The University of Nairobi library would be more resourceful following the findings on the factors influencing the initiation of projects in the small language groups commonly referred to as marginalised communities. Stakeholders would have access to extra knowledge on factors influencing initiation of projects.

1.8 Basic Assumptions of the Study

The study has the following assumptions:

1. The study assumed that cultural, technical, participation of stakeholders and technical expertise plays a significant role to influence project initiation.

2. The study assumed that factors influencing project initiation would be determined and recommendations made on the right methods to initiate projects.
3. The study assumes that BTL and other organizations would be able to come up with viable methods of initiating successful projects.

4. The study assumed that projects initiated would have solid foundation which would make running of projects more efficient

The Primary Stakeholders namely, the Project Advisory Committees (PAC), Church leaders, Project staff, line ministries of the government, would also find this study useful. This study was to create a great resource for enabling government representatives, officers of Non-Government organizations have a document to refer to.

1.9 Limitations of the Study
Limited presence of the researcher on the field due to pressure of work; illiteracy of some of the respondents may have resulted in giving in accurate information. Limitation of time and financial costs were the main limitations of the study. The researcher was in constant communication with the research assistants and made bi-weekly visits to the field and was personally involved in administering the questionnaire with the illiterate respondents to curb in accurate information. The researcher also took time off from his working station in order to ease pressure from work, and to have more time to work on the research. Limitation related to financial cost was managed through adherence to fixed budget. The researcher also got special authority from the General Secretary (GS) who is the chief executive officer of BTL.

1.10 Delimitations of the Study
The study focused on factors influencing initiation of projects in Kenya: a case of BTL projects in Coast region. The study focused on two BTL projects in coast region. The geographical area of the study was Kilifi County which has Giryama language development Initiative (GLDI), and Waata Language Project. The rationale of choosing Kilifi County as
the study area was because Bible Translation and Literacy has ten Projects in coast but Kilifi County is about 6,000 square kilometers and accessible by road some parts lacking all weather roads.

The assumptions which informed the researcher in conducting this study was that most of the people within the area had been involved in at least one BTL project and that the respondents would answer the questions correctly and truthfully. Kilifi County has rough terrain and has no all-weather road. The rough terrain is an impediment which cannot be modified but the researcher worked with the people and endeavored to meet with them and interviewed them. This was done through interviews to individual respondents and groups.

1.11 Definition of Significant terms used in the study

**Resource availability of the project:** Resource availability of the project ranges from provision of financial resources, allocation of human or personnel, land, transport so as to meet the need of a program, or project.

**Cultural factors:** Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behaviour) held in common by a nation, a community, or other defined group of people.

**Technical:** This is the required expertise by BTL from the time of carrying feasibility study, to training translators and literacy workers through “Introduction Course in Translation Principles” (ICTP) whom later are developed as consultants for the organization to provide the required technology and expertise to accomplish the specific technical tasks in Bible Translation projects.

**Stakeholder’s participation:** Stake holder participation describes stakeholder involvement as any process that involves the public in problem solving or decision making and uses public input to make better decisions. It is an essential process where the stakeholders involvement is meaningful and creates a positive impact. Stakeholder participation ranges from attending
meetings, being actively involved, providing information and opinions in a survey and controlling the design of a project.

**Project Initiation:** Project Initiation is the laying of foundation for everything that falls in place systematically as per the structure of the project. It properly positions the project to operate successfully within the existing environment and conditions. Successful Project Initiation does not happen by accident. Initiation – setting up the project at its inception.

**Policies:** A policy is a formal document outlining the ways in which an organization intends to conduct its affairs and act in specific circumstances. It is an accepted guideline of the organization or company from which all employees were refer to when working and need to make the right decision.

**Legal factors:** These are allowable or enforceable by being in conformity with the law of the land and the public policy; not condemned as illegal. They are laws, principles, regulations, statutes meant to govern or regulate a particular activity or conduct from which take place in the land. They assure safety and security of activities taking place.

**Security factors:** These are security measures which are put in place to prevent and protect project staff and stakeholders against assault, damage, fire, fraud, invasion of privacy, theft, unlawful entry, and other such occurrences. It is a way in which all stakeholders enjoy relative freedom from danger, risk, or threat of harm, injury, or loss to personnel and property, whether caused deliberately or by accident.

1.12 **Organization of the study.**

The study is organized into five chapters. The first chapter covers introduction of the study; background of the study; statement of the problem; purpose and objectives of the study; basic assumptions of the study; delimitations and limitations of the study; and the definition of the significant terms used in the study.
Chapter two gives a literature review on factors influencing the effectiveness of project initiation in Kenya and the various variables that influence the effectiveness of project initiation. These variables are presented in form of a conceptual framework.

Chapter three discusses the research methodologies used in the study. It covers the research design adopted for the study; target population; sample size and sample selection; research instruments, reliability and validity of the instruments; data collection procedures, data analysis techniques; ethical consideration and operational definitions of the variables used in the research study.

Chapter four covers data analysis, presentation and interpretation based on the thematic areas derived from the objectives.

Finally, chapter five gives a summary of all the findings; discussions of the findings; conclusion and recommendation. It was also give suggestions for areas of further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains review of literature on the variables under investigation and conceptual framework of the study. The variables are factors that influence initiation of a project. The chapter presents a detailed analysis on how availability of resources, culture, stakeholder’s participation and technical factors influence project initiation. Mugenda and Mugenda (1999) states that literature review involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated.

Kumar (1999) adds that the purpose of literature review is to allow the researcher to go through the existing literature in order to acquaint himself with the available body of knowledge in the area under investigation. In this study the researcher has consulted a number of books, articles and journal that deal with stakeholder management and project sustainability. Meredith and Mantel (2006) describes the importance of various phases of the project initiation process in the accomplishment of a project. By such analysis and systematic review it is hoped that a deeper understanding of these variables were realized.

2.2 Influence of Resources on Project Initiation.

At the very beginning of a project, there is great need to plan- cost estimation or projection. Pinto (2010) states that cost management is a very important component in running of successful projects. He insists that management of costs reflects the projects organization’s strategic goals, mission statement, and business plan. Pinto (2010) appraise cost estimation as the natural first step in determining whether or not a project is viable; he argues that cost estimation processes creates a reasonably budget baseline for the project and project
resources (human and material) as well creating a time phased budget for their involvement in the project.

During the development stage of the proposal cost estimation is done by all possible costs associated by the project and building them into initial proposal. Pinto (2010) further states that projects costs can also be examined by investigating their nature. Among the various forms of projects costs he says are those related to type (direct or indirect); frequency of occurrence (recurring or none recurring); opportunity to be adjusted (fixed or variable); and schedule (normal or expedited). Burns’ and Turton (2006) et al argues that even if an organisation’s work is vastly beneficial and society needed the project is not reason enough to attract funding. Funders do not think it deserves funding, or do not want to support it and quite often, there simply isn’t enough money to fund everyone.

The other reason why a project may not be funded is that those who can supply money (whether funders, donors or the purchasers of services) attach certain ‘criteria’ to their funds, or expect certain things in return. Donors may only give to causes they personally believe in. Burns and Turton (2006) et al insist that grant funders might require organisations to demonstrate their ability to manage funds effectively and to achieve certain stated aims.

Another type of funding for projects is the grant. Grants are mostly designated for specific objectives. These may be independent institutions like a Trust or Community Foundation, local authority, private business like Centrica or Laura Ashley. Grant funding is usually restricted; it can only be used for the purposes for which it was requested. Monitoring reports are a perquisite to confirm that the designated funds have been spent for the same purpose. Lottery funders have guidelines about how money is spent, which may have implications for managing a grant and accounting for it Burns’ and Turton (2006).
Longer-term activity or activities which are at an early stage in development often find it harder to attract grants. Grant-makers’ policies may result in priorities for giving which do not match all VCOs’ needs (Kwak, 2002). According to Burns’ and Turton (2006) et al projects with clear start and end point attract grant funding and especially those which have clear inputs and outcomes. In Kenya’s Vision 2030 grants will be through ministry of finance guidelines and blueprint. These policies (and those in the economic pillar) were founded on an all-round adoption of Science, Technology and Innovation (STI) as an implementation tool.

2.3 The Influence of Cultural factors in Project Initiation

Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people. The culture of the people can be seen in the way people behave and speak their language. In Orma community for instance the researcher was astonished when he held a meeting and saw only one woman in the meeting who was not from the Orma community. Later on he learnt that there were women seated behind a class room and were following what was being said at the meeting. According to their culture women can not seat in the same meeting with men. This has an impact on project progression. (BTL Reports 2010)

In the context of international development projects, cultural issue is the least known but the most hazardous. Staudt (1991) states that “Understanding culture is the starting point for learning the meaning of development, the values that guide people’s actions, and the behaviour of administrators. Cultural differences emerge in many types of development settings, from assumptions to project design to technology transfer and management styles.” Staudt (1991) argues further and states that in most international development projects, many of the financial institutions require recipient countries to engage foreign consultants to assist
with project preparation and implementation due to lack of the needed technical or management skills available in the recipient countries. The international consultants have different socio-cultural background than the beneficiaries, and may not be familiar with local resources, and are accustomed to different approaches to engineering and project management practices. This causes conflict of interests, extra pressure on executives, and frustration, which restrains or obstructs project progress and often leads to lost opportunities, directing of development efforts at wrong groups, project cost overrun, and schedule delays Staudt (1991).

Cultural misfit of the project objectives and lack of local knowledge understanding can result into rejection of the project by the intended beneficiaries. For these projects to be successful, the project manager must take cultural factors of traditions, values, customs, and beliefs into consideration at the project planning stage so that project objectives are consistent with the values and customs of the beneficiaries. (Management Journal, Vol. 19, No. 2.) Corruption is also a culture that plays a great role in projects.

The World Bank defines corruption as "the abuse of public office for private gain". Inevitable politics interference coupled with lack of transparency and lack of regulatory institutions, bribery and corruption are widespread in international development projects resulting in ineffective use of development resources. Corruption is based on using unlawful influence to extract additional costs to receive or give a preferential consideration in connection with awarding and agreement to a project developer. The project developer includes these costs into the project development cost. The higher these costs are, the lower the returns from the project investment. Rajghatta (1997) states that during the 1980s in India, only about 14 percent of the money marked for development actually reached the end user. In order to retain the confidence of their shareholders and the public, the IDFI's have acted and are
combating corruption in development projects by control of fraud and corruption and institutional strengthening.

2.4 Influence of Stakeholder’s participation Project Initiation

Many scholars including Beer and Swanepoel (2000), Bryson (2003), Chikati and Barasa (2009) and Mulwa (2008) have all shown a lot of interest in studies related to project sustainability and stakeholder management. These scholars have each dealt with the subjects from different viewpoints. Chikati and Barasa (2009) categorically argue for participation of all stakeholders in each of the phases of the project lifecycle for them to fully own the project. Beer and Swanepoel (2000) argue that communication with and involvements of stakeholders enhance project sustainability. Mulwa (2008) contends for a total participatory approach throughout the project lifecycle in order to attain project ownership, hence its sustainability. Olander and Landin (2005) define project stakeholder as a person or a group of people who have vested interest in the success of a project. Mitchell, Agle and Wood (1997) argue that in order for the term "stake," to be really clarified, there is need to differentiate between groups that have a legal, moral, or presumed claim on the firm and groups that have an ability to influence the firm's behaviour, direction, process, or outcomes.

Karlsen (2002) states that stakeholder management should be adequately addressed in every project, if not this can mean unexpected problems and uncertainty to the project caused by stakeholders. So these interests should be managed well. Hillman and Keim (2001) and Mitchell et.al (1997) classifies stakeholders into two categories namely primary and secondary stakeholders but Karlsen (2002) adds internal and external as another category. Hodgkin (1994) suggests that stakeholder involvement is most effective when it encourages stakeholders to describe their underlying concerns and issues and establishes a common ground that can facilitate resolution of difficult issues. He also suggests that the basic
principles of stakeholder involvement in communication include voluntary involvement where everyone involved should be committed to progress and full participation, open and honest communication is a requirement for mutual trust; inclusiveness whereby there is an effort towards including all interested parties in some form of dialogue. Common information base that enables all participants to have access to the same information.

Cleaver (1999) argue that in order to strengthen work with institutions in participatory development, a much better understanding is needed of local norms of decision making and representation, of how these change and are negotiated, of how people may indirectly affect outcomes without direct participation. Mulwa (2008) argues that there are several types of participations. The first type of participation is top down participation which is in three categories namely: Extractionist, vertical and hand-out induced participations. Extractions participation is a type of participation that is reminiscent of central government development planning where main plans are drawn up and handed down for execution through government extension systems Mulwa (2008).

In this system, planning bureaucrats see participation as a process of drawing in people into the implementation of predetermined development goals. People are seen as a resource potential that need to be mobilized. This approach manifests the indispensability of the central government planning bureaus in the identification, planning and implementation of development activities and projects. It also involves people’s involuntary financial and material contribution towards public projects. People are denied the opportunity of decision-making responsibilities regarding community development planning and attendant project initiatives. To a greater extent, people are explicitly or implicitly, treated as objects of change and relation between planning bureaus and the people takes form of a subject acting
upon an object as people are dictated upon what to do. People are only expected to obey what the authorities tell them to do.

Vertical participation manifests itself in the circumstances where community power brokers develop mutual beneficial relation with individual elites and government officials as a basis for people’s mobilization for participation (Bryant and White, 1982). Examples of vertical participation include patron-client networks and political alliance, in both cases; people are not so much concerned with influencing government policies as much as developing paternalistic relationship that assures them of immediate and long-term benefits (Mulwa, 2008). Such forms of participations are said to be perpetuated by local power brokers with the communities who form the links between the people and the patrons. These individual power brokers usually direct alliances with government officials and politicians.

They benefit individually from such relationships of vertical linkages; usually with some peanuts reaching the people they represent (Mulwa, 2008). According to (Mulwa 2008) hand-outs induced participation is an approach that tends to maintain the supremacy of professional knowledge and expertise, which leads to bureaucratization of professional services. This stifles people’s initiatives, as people have to wait for professionals’ guidance and approval to make any progress. It creates a dependence syndrome, therefore, develops and leads to paternalism (Mulwa, 2008). This model is characterized by an attempt to bring development to people through deliveries of knowledge and resources from outside. With this approach, people would opt to listen and cooperate with those who promised some kind of material benefits than those who promised some better times to come sometimes in future Mulwa (2008).
On the contrary, there is also Bottom-up development approach. Authentic participation is a type of participation which seeks to empower the powerless toward assuming full responsibility over their own destiny within the framework of their cultural and socio-economic realities (Mulwa, 2008). Poverty, Mulwa argues that according to this approach, is believed to be a structural product whose blame could in any way not be attributed to the poor people’s behaviour but to the structural forces of local and global society. Hence it becomes everybody’s responsibility to make world a better place and more hospitable for every single human being. Genuine participation practice does not only seek to involve the beneficiary communities in project design, initiation and implementation but more importantly the process seeks to link people’s felt needs with the project goals and objectives. This is a milestone worth consideration in ensuring local ownership and sustainability of project benefits long after the donor funding is withdrawn (Mulwa, 2008).

Approaches used to achieve community participation are numerous and diverse in their objectives, operational strategies, and results. It is important to understand how different participatory strategies work and what they can be expected to accomplish from the perspective of both the beneficiaries and the extension agent. Four strategies are defined according to the extent of control which is assumed by the beneficiaries (Donnelly-Roark, 1992). First one is mobilization strategy. In this strategy the project is planned and designed without consulting the beneficiaries, who are then mobilized to endorse and support. Since full control remains in the hands of external agents, there’s no real participation here, although this very common approach is taken with the mistaken belief that there is. The second one is community development strategy whereby surveys or meetings are used to gain a better understanding of community opinions about a problem which has been identified by outside agencies as an obstacle to development. Beneficiaries are then invited to
contribute parts to the design of the project and to share some responsibilities, but the external agents decide how much.

The third is organizing strategy where local groups, without the help of an outside agent, organize themselves in cooperatives, unions, and community-based NGOs in response to a felt need. Beneficiaries then share control with representatives of these organizations. The fourth is empowerment strategy whereby community-based groups, perhaps assisted by an outside facilitator, initiate a learning/empowerment process that enables them to define their own goals, assess options, and assume responsibility for actions to achieve awed on objectives. This strategy places control in the hands of the beneficiaries who claim their rights and responsibilities (Hodgkin, 1994). The empowerment strategy, grants complete full responsibility and autonomy at the community level.

A national policy that adopts the empowerment strategy and directs regional institutions to carry it out are key ingredients to issues of initiation and sustainability (Hodgkin, 1994).

2.5 Influence of Technical Expertise in Project Initiation.

Technical factors refer to use of technology including design, engineering, procurement, construction, equipment installation, and operation of the equipment and its compatibility with accomplishment of project objectives. International development projects are located in the developing countries, which lack adequate resources, technical and managerial skills, and have low human capital productivity. Therefore, project design standards, specifications, and construction methods must be carefully selected so that they can be appropriate to the local financial, human, and material resources required during both the implementation phase of the project and its subsequent operation (Young Hoon Kwak 2001). According to Pinto (2010) Technical tasks refer to the necessity of having not only the necessary numbers of
personnel for the implementation team but also ensuring that they possess technical skills, necessary technology and technical support to perform their tasks.

Pinto (2010) insists and asserts the importance of people who understand the technology involved be recommended and involved in managing the project. He further states and says there has to be adequate technology to support the system. He argues that without technology and technical skills, projects quickly disintegrate into a series of miscues and technical errors. The conceptual framework of this study was derived from the factors influencing initiation of projects with specific references to availability of resources to projects, cultural factors, stakeholder participation and involvement, technical skills and project initiation. There is correlation in the way the variables identification, analysis; technical, cultural and initiating projects are presented. These variables provide answers to some of the fundamental factors that influence project initiation in relation to Bible Translation and Literacy projects in coast province.

Among other factors that influence project initiation are policies. Policies are very important in that they form a guideline and give restrictions in limits and scope of authority thereby making clear boundaries of the staff and their supervisors, and stakeholders. Policies help the project to clearly demarcate a roadmap on how functions and responsibilities are carried out. Legal factors are government requirements which can be fulfilled to give the project the authority to undertake her activities which are within the legal framework of the land. This gives confidence to the stakeholders and partners to work without fear. It enhances or guarantees a sense of security to the Project.
2.6 Conceptual Framework

The conceptual framework outlines the basis of fundamental variables for the study and acts as a guide.

**Independent Variables**

<table>
<thead>
<tr>
<th>Resources of the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Availability of bank account.</td>
</tr>
<tr>
<td>• Project financial records.</td>
</tr>
<tr>
<td>• Funding proposals.</td>
</tr>
<tr>
<td>• Baseline survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of language use by the community.</td>
</tr>
<tr>
<td>• Written materials in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project staff.</td>
</tr>
<tr>
<td>• Consultants</td>
</tr>
<tr>
<td>• Steering committee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholder’s participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequency of meetings</td>
</tr>
<tr>
<td>• Number of people attending meetings</td>
</tr>
<tr>
<td>• Gender representation.</td>
</tr>
</tbody>
</table>

**Intervening Variables**

<table>
<thead>
<tr>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Influence</td>
</tr>
<tr>
<td>Illiteracy</td>
</tr>
</tbody>
</table>

**Dependent variable**

<table>
<thead>
<tr>
<th>Project Initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project ownership</td>
</tr>
<tr>
<td>• Continuity of the project after donor exit</td>
</tr>
<tr>
<td>• Independence of the beneficiaries from hand-outs</td>
</tr>
</tbody>
</table>

**Moderating Variables**

<table>
<thead>
<tr>
<th>Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal factors</td>
</tr>
<tr>
<td>Security factors</td>
</tr>
</tbody>
</table>

Figure 1: Conceptual Framework.
2.6.1 Funding of the Project:

Funding among other needs is an important component or factor which plays vital role in the starting of language projects. It is the provision of resources to finance a need, program or project.

2.6.2 Cultural factors

Culture is the way people behave and forms part of the habits in a community. Culture comprises of a set of beliefs, moral values, traditions, language, and laws or rules of behaviour held by a nation or a community.

2.6.3 Technical

Technical or skills is special area of experts who form the actual backbone of the organisation. In BTL for instance there are various professionals who range from Technical Assistants (TA’S) to Literacy Consultants, and Translation Consultants. These cadres of people work with Literacy assistants and supervisors, translators to check developed materials.

2.6.4 Stakeholders Participation

Project stakeholder participation and involvement is a critical aspect in the effectiveness of initiation of a project. This describes stakeholder involvement in problem solving or decision making. It is the use of public input to make better decisions.

2.7 Summary of Literature

From various scholars it is evident that for a project to start well and be successful a feasibility study must be conducted, a project charter and office are paramount to facilitate the smooth running of the project Meredith and Mantel (2006). Heldman (2007) emphasizes
on the classification of project cycle according to the Project Management Body of Knowledge (PMBOK Guide) which involves initiating, planning, executing, monitoring, controlling, and termination.

At the level of project initiation which has been described by Heldman and Hobbs (2008) as most important, it is paramount to put into consideration all the factors influencing initiation of projects which are not limited to project funding, cultural factor, technical factors, stakeholders participation and project initiation. The conceptual framework outlined in this research project report show influence of initiation of a project, cultural factors relevant in initiating of project, technical skills, the issue of policies and stakeholder participation or involvement. Policies, Legal factors, and security factors are considered as intervening variables.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a brief description of the research design, the target population, the sampling size, the sampling procedures, data collection instruments, validity and reliability of the research instruments, methods of data analysis and operational definitions of variables.

3.2 Research design.

The research design adopted for this study was descriptive in nature, where the data was collected in order to answer questions concerning the factors that influence project initiation of the subjects in the study, to determine and report the way things are (Mugenda and Mugenda, 1999). The researcher utilized both quantitative and qualitative data collection methods. A survey was conducted on selected groups from among the Project staff, Church leaders, Chiefs, PAC’S in two different projects.

3.3 Target population

This research was carried out in Kilifi and Magarini District which is part of Kilifi County. The population targeted for study comprised of Project staff, PACS, Area Chiefs and Pastors spread all over Kilifi County. The study targeted a population of 2613 persons from Kilifi County where BTL works. According to (Mugenda and Mugenda, 1999) target population can be drawn through purposive sampling to achieve desired representation from the four sub-groups.

3.4 Sample Size and Sampling Procedure

Out of the target population of 2613, samples of 360 respondents were drawn through purposive sampling to achieve desired representation from the four sub-groups (Mugenda and
Mugenda, 1999). Adoption of this sample size rests on the manageable cost implications and the ease with which the study was conducted within the stipulated time frame. It took into account the natural changes in climate and addressed challenges of accessibility. The researcher however strived to have equitable distribution of the targets so as to get reliable outcome whose confidence level can be relied on.

Using the following formula

These calculations are as follows:

\[
\frac{n}{N} = \frac{1}{1+N(e)^2}
\]

Where \(n\)= sample size

\(N\)=the estimate of the population size

\[
\frac{n}{2613} = \frac{1}{1+2613(0.05)^2}
\]

\[
\frac{n}{2613} = \frac{1}{1+2613(0.0025)}
\]

\(n = 360\)

**Table 3.1: Composition of the study participants**

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACS</td>
<td>15</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>Staff</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Church Leaders</td>
<td>2375</td>
<td>250</td>
<td>11%</td>
</tr>
<tr>
<td>Area Chiefs</td>
<td>205</td>
<td>86</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>2613</td>
<td>360</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

Table 3.1 is a summary of the composition of the study participants.

The researcher selected 100% of the target population which is 2613 and the researcher used 360 respondents which is 13.8%. The study targeted to collect data from different clusters of
primary stakeholders in the project. These include representatives of the PAC which targets 15 PAC members which is 100%; the researcher also collected data from 9 Project Staff which was 100%; 250 Church Leaders and 86 Chiefs which were 100%. Pastors and Chiefs were easily met through focus group method.

3.5. Research Instruments

This study adopted clustered sampling which was purposive in identifying the target population and also further utilized stratified random sampling in delimiting its target population from 2613 to 360. A number of tools were employed in the study and both primary and secondary data collection methods were used in the study.

According to Routledge, Taylor and Francis (2004), questionnaire allows the researcher to collect a lot of information from a large number of people in a short period of time and in a relatively cost effective way. It can be done by the researcher or by any number of people with limited effect to its validity and reliability.

Questionnaires, interviews and observational data methods of data collection were adopted to collect primary data about phenomena that was not directly observable (inner experiences, opinions, values, interests). The methods proved more convenient to use than direct observation when used for collecting data on observable behaviour only.

The use of questionnaires was quite hand and effective since it could be used by large groups. Respondents were able to complete the questionnaires at their own convenience, answer questions in order, skip difficult questions, take several sessions to answer the questions, and put comments. The cost and time involved in using questionnaires was less than with interviews. However it is important to note that interviews gave the advantage to catch with respondents who had difficulties in understanding questions since their level of education was low. The use of questionnaires had their own challenges which include inability to probe deeply into respondents’ beliefs, attitudes and inner experiences. In some
instances questions were skipped and that had a slight effect on the concrete deduction of the findings. Unlike in the interview set up where the researcher can easily modify a question it is not so with the questionnaires which have been distributed. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package in which case the researcher used the SPSS software and got the results instantly.

According to Kvale (1996) interviews are regarded as “an interchange of views between two or more people on a topic of mutual interest. It sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.” Interviews are ways for participants to get involved and talk about their views, be able to discuss their perception and interpretation in regards to a given situation. It is their expression from their point of view.

Cohen, Manion and Morrison (2000) explain “the interview is not simply concerned with collecting data about life: it is part of life in its self, its human embeddedness is inescapable.” According to Cohen, Manion and Morrison (2000) the researcher must select the appropriate method for addressing the needs of the research question. He has to make a decision and choose the right method for that study. O’Leary (2004) argues that the right data collection method is interviewing, which “has its own issues and complexities, and demands its own type of rigour. The questions ought to elicit valid response from respondents. Hoyle, Harris and Judd, (2002) comment that questions have “dual goals of motivating the respondent to give full and precise replies while avoiding biases stemming from social desirability, conformity, or other constructs of disinterest.” Secondary data was obtained from the literature review of resources such as books, journals, internet and publications on the area of study.
3.5.1 Validity of Research Instruments

(Mugenda and Mugenda, 1999) states that validity refers to the accuracy or meaningfulness of the inferences that researchers make based on the research results. Kumar (1999) argues that it is the ability of an instrument to measure what it is designed to measure. In order to attain the required degree of validity, the instruments of data collection to be used in this study, namely the questionnaire and discussion guide, were formulated in a way that provided answers to the objectives earlier stated. This was done by pretesting and piloting of the questionnaire.

3.5.2 Reliability of Research Instruments:

Reliability is a measure of the extent to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). However (Sarantakos 1998) say that reliability refers to the ability of an instrument to produce consistent results; reliability is equivalent to consistency he argues.

During the study, the researcher carried out sufficient survey administration procedures, and data corroboration and correction procedures, especially procedures for supporting answers received in response to questionnaires or survey interviews. At the data collection level first level data quality checks were conducted and at the data entry level, secondary level quality checks were conducted. Additional measures were taken to guarantee reliability through a pre-test of the data collection instruments to ensure that the questions were understood in the same way by all the respondents.

3.6 Data analysis and presentations technique

Data analysis and presentation techniques involved collecting questionnaires from the field, checking, and verifying their completeness. The collected data was analysed by use of both quantitative and qualitative techniques. The responses which were collected was tallied and
then analysed by percentages and frequencies of the response to key items in the instruments, the information was then presented in form of charts and tables. At the end of the analysis the researcher made recommendations for further studies of the same.

3.7 Ethical Consideration
In this particular area, the researcher endeavoured to see to it that all respondents were treated with respect, partiality and that the process of eliciting information from them did not disrupt their social activities. The researcher also ensured that all the collected information was kept with trust and confidentiality.

3.8 Operational Definitions of Variables
In Operational definitions of variables, the terms used are technical terms within the framework of the research study on the factors influencing initiation of Projects in Kenya. They are used to validate the research question and make it analytical.
Table 3.1 Operational Definitions of Variables

<table>
<thead>
<tr>
<th>Objective</th>
<th>Variable</th>
<th>Indicators</th>
<th>Measurement</th>
<th>Scale</th>
<th>Tools of Analysis</th>
<th>Data collection method</th>
</tr>
</thead>
<tbody>
<tr>
<td>To examine the influence of resources (funding) on project initiation in Bible Translation and Literacy in coast region.</td>
<td>Independent Variable</td>
<td>Funding of the Project</td>
<td>Financial and baseline survey records</td>
<td>Nominal</td>
<td>Descriptive analysis. Use of SPSS and Excel.</td>
<td>Questionnaire. Documentation</td>
</tr>
<tr>
<td>To establish the influence of cultural factors on project initiation in Bible Translation and Literacy in coast region.</td>
<td>Independent Variable</td>
<td>Cultural factors</td>
<td>Evidence of written materials. Evidence of language use in community</td>
<td>Nominal</td>
<td>Inferential analysis. Use of SPSS and Excel.</td>
<td>Questionnaire Focus group discussions.</td>
</tr>
<tr>
<td>Determine the influence of technical expertise on project initiation in Bible Translation and Literacy in coast region.</td>
<td>Independent Variable</td>
<td>Technical•</td>
<td>Evidence of regular meetings with stakeholders consultants</td>
<td>Nominal</td>
<td>Use of SPSS and Excel.</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Determine the influence of stakeholder’s participation in influencing Project initiation in Bible Translation and Literacy in coast region.</td>
<td>Independent Variable</td>
<td>Stakeholder’s participation</td>
<td>Frequency of meetings by both gender showing decisions made by stakeholders</td>
<td>Nominal</td>
<td>Inferential analysis. Use of SPSS and Excel.</td>
<td>Questionnaire Documentation</td>
</tr>
<tr>
<td>To investigate factors</td>
<td>Dependent Variable</td>
<td>Ownership</td>
<td>Evidence of</td>
<td>Nominal</td>
<td>Descriptive</td>
<td></td>
</tr>
</tbody>
</table>

33
<table>
<thead>
<tr>
<th>Influencing project initiation.</th>
<th>Initiation</th>
<th>Continuity of the project after donor exit</th>
<th>Community ownership by contribution to the project.</th>
<th>Analysis of Use of SPSS and Excel.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To examine policies of BTL in project initiation</strong></td>
<td><strong>Moderating Variables</strong></td>
<td><strong>Type of policies.</strong></td>
<td><strong>Knowledge of policies influencing project initiation.</strong></td>
<td><strong>Nominal Survey</strong></td>
</tr>
</tbody>
</table>

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1 Introduction

This chapter focused on the study findings so as to facilitate data analysis, presentation and interpretation. The purpose of this study was to establish factors influencing project initiation in Kenya: a case of Bible Translation and Literacy Projects in Coast Region.

4.2 Response Rate

The response rate was 100%. The researcher was able to get all the 360 respondents as anticipated. The Project Advisory Committee (PAC) 15, Staff 9, Church Leaders 250, and area chiefs 86 from Giryama in Waata of Kilifi County. It was possible to get all respondents because questionnaires were self-administered by visiting the respondents at their homesteads and others through telephone interviews.

4.3 Demographic characteristics of the respondents

<table>
<thead>
<tr>
<th>Age (%)</th>
<th>Staff</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 25</td>
<td>12.5</td>
<td>0.0</td>
<td>0.00</td>
<td>8.9</td>
</tr>
<tr>
<td>26 – 45</td>
<td>50.0</td>
<td>30.0</td>
<td>56.6</td>
<td>55.5</td>
</tr>
<tr>
<td>46 – 55</td>
<td>37.5</td>
<td>40.0</td>
<td>38.6</td>
<td>32.5</td>
</tr>
<tr>
<td>56 and above</td>
<td>0.0</td>
<td>30.0</td>
<td>4.8</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Table 4.3.1 indicates that the most active group of respondents were between ages 26 and 45 with over 50% while the lowest respondents were those with 56 years and above.
Table 4.3.2: Summary Demographic Profile on gender of Respondents

<table>
<thead>
<tr>
<th>Gender (%)</th>
<th>Staff</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75.0</td>
<td>90.0</td>
<td>89.3</td>
<td>75.3</td>
</tr>
<tr>
<td>Female</td>
<td>25.0</td>
<td>10.0</td>
<td>10.7</td>
<td>24.7</td>
</tr>
</tbody>
</table>

Table 4.3.2 indicates that men presented the highest number of respondents by over 80%. The respondents were employees of BTL, government and church. This shows lack of gender sensitivity.

Table 4.3.3 Summary Demographic Profile on the tribes of Respondents

<table>
<thead>
<tr>
<th>Tribe</th>
<th>Staff</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waata</td>
<td>25.0</td>
<td>0.0</td>
<td>0</td>
<td>5.2</td>
</tr>
<tr>
<td>Giryama</td>
<td>62.5</td>
<td>100.0</td>
<td>0</td>
<td>71.4</td>
</tr>
<tr>
<td>Other</td>
<td>12.5</td>
<td>0.0</td>
<td>0</td>
<td>23.4</td>
</tr>
</tbody>
</table>

Table 4.3.3 shows Giryama speakers response was overwhelming since the pastoral group led with 71.4 % and the staff 62.5%. This is as a result of having an established project within Giryama while Waata is a new project.

Table 4.3.4 Summary Demographic Profile on the denominations of the Respondents

<table>
<thead>
<tr>
<th>Religion (%)</th>
<th>Staff</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACK</td>
<td>25.0</td>
<td>10.0</td>
<td>0</td>
<td>2.1</td>
</tr>
<tr>
<td>Baptist</td>
<td>12.5</td>
<td>40.0</td>
<td>0</td>
<td>21.2</td>
</tr>
<tr>
<td>Pentecost</td>
<td>50.0</td>
<td>50.0</td>
<td>0</td>
<td>71.4</td>
</tr>
<tr>
<td>Other</td>
<td>12.5</td>
<td>0.0</td>
<td>0</td>
<td>23.4</td>
</tr>
</tbody>
</table>

Table 4.3.4 indicates that majority of the respondents were Pentecostal meanwhile chiefs have no inclination in Church matters.

4.4 Funding of the project

The first objective of this project was to examine the influence of resources on project initiation in Bible Translation and Literacy in coast region. Funding for the project was
hypothesized to influence project initiation in that project; costs may surpass available funding or in that project funders may attach certain criteria before funding can be disbursed. The researcher therefore sought to get a general overview of the respondents on how finances are obtained for Project initiation. Most of the respondent’s however did not seem to know how funds are obtained for the Project as indicated in Table 4.4.1

Table 4.4.1 Respondents views on Project Funding

<table>
<thead>
<tr>
<th>Question</th>
<th>Area Chiefs</th>
<th></th>
<th>Pastors</th>
<th></th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know the system of how funds are contributed to the Project?</td>
<td>1.2</td>
<td>98.8</td>
<td>20.1</td>
<td>79.9</td>
<td>0</td>
</tr>
<tr>
<td>Do you know how much funds are donated to the project each year?</td>
<td>1.2</td>
<td>98.8</td>
<td>19.3</td>
<td>80.7</td>
<td>0</td>
</tr>
<tr>
<td>Does the Project have a bank account?</td>
<td>7.6</td>
<td>92.4</td>
<td>19.6</td>
<td>13.4</td>
<td>67.0</td>
</tr>
</tbody>
</table>

From Table 4.4.1 it is clear that most of the area Chiefs and Pastors had no idea whether the project operated a Bank account. It would therefore seem that there is minimal stakeholder involvement when it comes to funding for the project.

The responses of PACs in Table 4.4.2 reveal that they have knowledge of the existence of Bank account. The PAC form very small percentage of the community thus stakeholder involvement is minimal.

Table 4.4.2 Responses from Project Advisory Committee on Project Funding

<table>
<thead>
<tr>
<th>Question</th>
<th>Response as a Percent of the Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Respondents</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Do you get involved by the Project Leader in budgeting for the project</td>
<td>50</td>
</tr>
<tr>
<td>Does the PAC operate a bank account</td>
<td>100</td>
</tr>
<tr>
<td>Are you involved in funding of the project</td>
<td>100</td>
</tr>
<tr>
<td>Do you know how funds are obtained for you?</td>
<td>100</td>
</tr>
</tbody>
</table>
To determine whether the availability of funding has a significant effect on Project initiation, the Researcher used the Chi-square ($\chi^2$) statistic to test the following hypothesis.

$H_0$: Funding has no influence on the initiation of a project.

An alpha ($\alpha$) level of 0.05 was adopted for all statistical tests.

The Chi-square test yielded values of 42.577 and 37.295 at 3 degrees of freedom ($p < 0.05$). It was however unclear as to whether the standard asymptotic calculations were accurate since 37.5% of the cells had expected count less than five. The researcher calculated the exact statistic which also yielded a $p < 0.05$ in both cases lending support to the Chi-square results. The results therefore revealed that there is a significant relationship between funding and project initiation. In order to determine the degree of relationship the researcher calculated the Cramer’s V Contingency Coefficient which yielded a value of 0.477 in the first test and 0.448 in the second test which indicates that funding accounts for between 44.8% – 47.7% of the factors influencing initiation of Bible Translation and Literacy Projects in Coast Region.

4.5 Cultural factors Influencing Project Initiation.

The second objective was to establish the influence of cultural factors on project initiation in Bible Translation and Literacy in Coast region. The main focus was to determine whether inclusion of cultural factors during the project planning phase has any effect on project initiation. The researcher sought to get a general view on how culture plays a role in project initiation. Table 4.5.1 gives a general view of the respondents on the role of culture towards project initiation.
Table 4.5.1 Respondent’s View on the Role of Culture in Project Initiation

<table>
<thead>
<tr>
<th>Question</th>
<th>Staff</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>In your view, does culture play any role in project initiation?</td>
<td>100.0</td>
<td>0.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Without culture, language project cannot be started.</td>
<td>-</td>
<td>-</td>
<td>30.0</td>
<td>70.0</td>
</tr>
<tr>
<td>In your opinion, do you think the language project has any impact on your culture?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From the table it is evident that the respondent view culture as having a positive role in project initiation. Using the data obtained from respondents, the researcher tested the hypothesis that;

\[ H_0: \text{Cultural factors have no influence on the initiation of a project.} \]

Table 4.5.2 Chi-square Results on the Relationship between Culture and Project Initiation

<table>
<thead>
<tr>
<th></th>
<th>Pearson Chi-square Value</th>
<th>Df</th>
<th>Asymp. Sig. (2 sided)</th>
<th>Exact Sig. (2 sided)</th>
<th>Contingency Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of language use since project inception*Relationship between language project and culture</td>
<td>24.808</td>
<td>6</td>
<td>0.000</td>
<td>0.029</td>
<td>0.391</td>
</tr>
<tr>
<td>Impact of language project on culture*Should the language be written</td>
<td>3.312</td>
<td>1</td>
<td>0.069</td>
<td>0.128</td>
<td>N/A</td>
</tr>
<tr>
<td>Impact of language project on culture*Frequency of language use since project inception</td>
<td>15.974</td>
<td>2</td>
<td>0.000</td>
<td>0.005</td>
<td>0.45</td>
</tr>
</tbody>
</table>

Although the Chi-square results reveal a significant relationship between the impact of the language project on culture and the respondent’s frequency of language use since project inception, it is clear that the language doesn’t necessarily have to be written for the project to realize positive impact. It is therefore clear that while the project has a positive impact on Culture, the opposite cannot be said to be true. The null hypothesis is therefore accepted that
is cultural factors have no influence on the initiation of Bible translation and literacy projects in Coast Region.

4.6 Technical factors Influencing Project Initiation.

To analyse the effect of Technical factors on project initiation, the researcher sought to know on average how many staffs are employed in a project and the position they hold. The data analysis revealed that most of the respondents did not know or were not sure of the number and title of staff available in a Project as depicted in Table 4.6.1

<table>
<thead>
<tr>
<th>Table 4.6.1</th>
<th>Number staff and their Titles in a Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>Three/Project leader, linguistics intern and translators</td>
</tr>
<tr>
<td>Staff</td>
<td>6.3</td>
</tr>
<tr>
<td>PAC</td>
<td>2.6</td>
</tr>
<tr>
<td>Area Chiefs</td>
<td>0.0</td>
</tr>
</tbody>
</table>

According to the findings in table 4.6.1 all the respondents were not sure about the number of staffs and their titles.

<table>
<thead>
<tr>
<th>Table 4.6.2</th>
<th>Role of Technical Staff in Project Initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical staff</td>
<td>Role</td>
</tr>
<tr>
<td>Linguistic consultant</td>
<td>Developing writing system for the community</td>
</tr>
<tr>
<td>Translation consultant</td>
<td>Check the work of the translator and put necessary changes</td>
</tr>
<tr>
<td></td>
<td>Check through the translated words</td>
</tr>
<tr>
<td></td>
<td>Check through the translation and advice accordingly</td>
</tr>
<tr>
<td></td>
<td>Checking translated materials</td>
</tr>
<tr>
<td></td>
<td>Consult the work of translator</td>
</tr>
<tr>
<td></td>
<td>To assist the translators to see if their work is accurate</td>
</tr>
<tr>
<td></td>
<td>To check for accuracy, naturalness of a translation</td>
</tr>
<tr>
<td></td>
<td>To check the translation for accuracy and clarity</td>
</tr>
<tr>
<td>Translator</td>
<td>Drafting/translating materials</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td></td>
<td>Is the one who doing the translation to a reception language</td>
</tr>
<tr>
<td></td>
<td>To put information from a source language to another language without altering the meaning</td>
</tr>
<tr>
<td></td>
<td>To translate Bible from one language to target language</td>
</tr>
<tr>
<td></td>
<td>To translate the bible and other books in Waata</td>
</tr>
<tr>
<td></td>
<td>To translate the scripture to MT in a clear, accurate and natural manner</td>
</tr>
<tr>
<td></td>
<td>Translate the Bible from English to his mother tongue</td>
</tr>
<tr>
<td></td>
<td>Translate words from English to actual language e.g. mother tongue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of language committee in a translation language project</th>
<th>Assist and monitor the translation process of the language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oversight of the activities/programs of the project</td>
</tr>
<tr>
<td></td>
<td>Their role is to make sure that the naturalness of the language is correct. To review the work that has been by the translators</td>
</tr>
<tr>
<td></td>
<td>They are the overseers of the project on behalf of the community</td>
</tr>
<tr>
<td></td>
<td>To advise and encourage</td>
</tr>
<tr>
<td></td>
<td>To confirm and ascertain the form of orthography used in a project</td>
</tr>
</tbody>
</table>

The project staffs were also assessed on their knowledge regarding the role of Technical staff in Project initiation. The results as indicated in Table 4.6.2 reveal that the respondents view the role of linguistic staff as that of developing a writing system for the community. It was also evident that they viewed project translators as being the ones who undertake the task of translating materials from one language to another while the consultant’s role is to countercheck the work of the translator. Although most of the respondents’ agreed that the language committee’s role was mainly to oversee the activities of the project, some of them felt that they also act as advisers in the translation process.
### Table 4.6.3 Chi-square Results on Relationship between Technical Staff and Project Initiation

<table>
<thead>
<tr>
<th>Name of BTL language Project*Number of staff in the Project</th>
<th>Pearson Chi-square Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
<th>Exact Sig. (2 sided)</th>
<th>Contingency Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of BTL language Project*Title of staff in the Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87.430</td>
<td>6</td>
<td></td>
<td>0.000</td>
<td>0.000</td>
<td>0.486</td>
</tr>
<tr>
<td>118.482</td>
<td>9</td>
<td></td>
<td>0.000</td>
<td>0.000</td>
<td>0.462</td>
</tr>
</tbody>
</table>

The researcher sought to find if there exists a significant relationship between BTL language project in the area and the number of staff in the project. This was in order to test the following hypothesis;

H0: Technical expertise has no influence on the initiation of a project.

The results in Table 4.6.3 reveal a significant relationship between BTL language project and the number or title of staff in the Project. The researcher therefore concludes that Technical expertise has great influence on the initiation of a project. The Cramer’s V Contingency Coefficient revealed that Technical expertise accounts for between 46.2% - 48.6% of the factors influencing initiation of Bible Translation and literacy Projects in Coast Region.

#### 4.7 Stakeholder’s participation

Stakeholder participation in planning for projects before initiation draws them into voluntary financial and material contribution towards projects thus enhancing project sustainability. If not adequately managed, stakeholder participation in a project can cause problems and uncertainty to the project. The researcher therefore sought to establish the extent of stakeholder participation in BTL projects. Table 4.7.1 gives a summary of the responses.
Table 4.7.1 Stakeholder Participation in Project Initiation

<table>
<thead>
<tr>
<th>Question</th>
<th>PAC</th>
<th>Area Chiefs</th>
<th>Pastors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you involved in planning the activities of the project?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you receive reports of accomplished activities?</td>
<td>100.0</td>
<td>No</td>
<td>2.5</td>
</tr>
<tr>
<td>Do you receive financial statements?</td>
<td>100.0</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>Are you involved in planning for the project work?</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Does the PAC help in fundraising?</td>
<td>90.0</td>
<td>10.0</td>
<td>-</td>
</tr>
</tbody>
</table>

Results in Table 4.7.1 clearly indicate that there is minimal stakeholder inclusion in running the affairs of the project. While the PAC are fully involved in the running of the project, Area Chiefs and Pastors rarely participate in planning project activities, rarely receive reports of accomplished activities and financial statements.

Table 4.7.2 Chi-square Results on Influence of Stakeholder Participation in Project Initiation

<table>
<thead>
<tr>
<th>Pastors and Church Leaders Ownership of Project*Stakeholder involvement in Planning of Project activities</th>
<th>Pearson Chi-square Value</th>
<th>Df</th>
<th>Asymp. Sig. (2 sided)</th>
<th>Exact Sig. (2 sided)</th>
<th>Contingency Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership of Project*Stakeholder access to reports</td>
<td>27.739</td>
<td>2</td>
<td>0.000</td>
<td>0.000</td>
<td>0.391</td>
</tr>
<tr>
<td>Ownership of Project*Stakeholder access to Financial Statements</td>
<td>52.659</td>
<td>2</td>
<td>0.000</td>
<td>0.000</td>
<td>0.529</td>
</tr>
<tr>
<td>Ownership of Project*Stakeholder involvement in Planning of Project Work</td>
<td>34.520</td>
<td>2</td>
<td>0.000</td>
<td>0.000</td>
<td>0.442</td>
</tr>
<tr>
<td>Ownership of Project*Stakeholder access to reports</td>
<td>41.409</td>
<td>2</td>
<td>0.000</td>
<td>0.000</td>
<td>0.469</td>
</tr>
</tbody>
</table>

| Area Chiefs Ownership of Project*Stakeholder access to reports                                       | 0.27                     | 1  | 0.869                 | 1.000                | N/A                      |
| Ownership of Project*Stakeholder involvement in Planning Project activities                          | 0.14                     | 1  | 0.907                 | 1.000                | N/A                      |
To establish the relationship between stakeholder participation and initiation of BTL projects, the researcher tested the following hypothesis:

H0: Stakeholder’s participation has no influence on the initiation of a project.

From Table 4.7.2 it is clear that there is a significant relationship between involvement of Pastors and Church Leaders in the initiation of BTL projects while the same cannot be said to be true of Area Chiefs. The researcher therefore concludes that Pastors and Church leaders involvement has great influence on initiation of BTL projects in Coast Region while involvement of area chiefs has no influence on the initiation of BTL projects in Coast Region. Using these results, the null hypothesis is rejected meaning Stakeholder participation has great influence on the initiation of BTL projects in Coast Region. The Cramer’s V Contingency Coefficient revealed that Stakeholder participation accounts for 39.1% to 52.9% of the factors influencing initiation of Bible Translation and literacy Projects in Coast Region.
CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the key data findings, drawing conclusion and making recommendations. The conclusions and recommendations made were drawn focussing on the purpose of this study to establish the factors influencing project initiation in Kenya: a case of BTL projects in Coast region.

5.2 Summary of key findings
This study sought to establish the factors influencing project initiation in Kenya. It was a case of BTL projects in Coast region. BTL in Kenya works with the small and marginalized tribes in Kenya. This study had special emphasis of two coastal projects in Kilifi County. Study findings found that the funding resources, cultural factors, technical experts, stakeholders participation played a major role in the initiation of projects in the marginalised areas.

The first objective was to determine the influence of resources on project initiation in Bible Translation and Literacy in coast region. Resources have great influence on the project initiation since all projects seemed to be having bank accounts and employees of the organisation are on salary. A 100% of PAC confirmed on the existence of the bank accounts.

It is significant to note that area Chiefs and Pastors did not know whether the projects had bank accounts and financial reports.

The second objective was to establish the influence of cultural factors on project initiation in Bible Translation and Literacy in coast region. The researcher deduced that over 85% of the respondents were not involved in preparation of the orthography. The researcher noted that
there was evidence of language use by the community and 74% proudly use their language while 15% use it in all activities. Majority of the respondents 79% had the opinion that their language must be written.

The third objective was to determine the influence of stakeholder’s participation in influencing Project initiation in Bible Translation and Literacy in coast region. During the study, the researcher observed that 74.1% of the stakeholders were not involved in meetings, 19.1% were involved while 6.8% did not respond. It is important to note that the level of stakeholder’s participation appears limited and wanting since most of them do not know much about the project name or even what is taking place. 85% of the respondents were not involved in planning of the project. Nevertheless they were all interested in the project`s activities especially language development.

The fourth objective was to determine the influence of technical expertise on project initiation in Bible Translation and Literacy in coast region. The respondents could not outline the roles of technical expertise usually in tandem with their work. In fact 75% were not sure while 6% managed to state the hierarchy of project staff and the rest either did not know or never responded. The Giryama had only 26% of the respondents who knew the name of their project while the Waata had 1%.

5.3 Conclusion

The aim of the study was to establish factors influencing Project initiation in Kenya: and it was a case of Bible Translation and Literacy projects in coast region. Bible Translation and Literacy projects mostly do not start and end at the targeted period as planned. Most projects take more time than projected; others get suspended for lack of funds and those which finally reach the end hardly continue after BTL support is withdrawn (BTL reports 2010).
It was the desire of the researcher to find out the factors influencing project initiation in Kenya so that projects acquire a firm foundation that will ensure not only timely beginning and eventual completion of the projects but their sustainability after withdrawal of external funders cum support as well.

The first objective of the study focused on availability of resources with special emphasis on availability of resources for the projects. It was observed that BTL finances most projects but there is no clear method on community involvement. This results to working with a handful of community representatives who get the BTL vision but loose it when BTL hands over the project to the community. BTL policy stipulates that the community has to form CBO’s and finally NGO’s that will take over after BTL has withdrawn but there is no concrete evidence of such happening both in Waata or Giryama project. The later project is over twenty years and the CBO in place is not yet stable as observed by the researcher.

The study also focused on cultural influence on project initiation. In this area the few respondents who were involved in the baseline survey were very enthusiastic and strong in using the products of the project. Language is the backbone of a given culture because it packages the cultural values of a given community. Therefore as Nelson Mandela said, it is very necessary to respect the culture of a community if projects have to be accepted and sustained. Language development projects rely on language and the culture of the community form a strong foundation of the project.

The study further determined the stakeholder’s participation in influencing Project initiation. The stakeholders were paramount in the initiation of the project since they form the largest number of consumers of the developed materials. According to the findings of this study and the literature review, it was evident that stakeholders’ involvement in initiation of projects
was mandatory. This was found to be a contributing factor in the onset as well as timely completion and sustainability of the project. The study also focussed on the influence of technical expertise on project initiation in Bible Translation and Literacy in coast region. During the study it became evident that technical work carried out by experts had great impact on the respondents and community. Despite the fact that respondents were not conversant with the composition of the technocrats of the project they fully made use of the materials produced by the projects.

5.4 Recommendations

Based on this study, the generalizations on the findings of the researcher recommend that:

1. Bible Translation and Literacy should broaden the Need Analysis to capture a wider area to be able to get a greater consent of the community so as to lay a firm foundation of initiated project.

2. There is need to establish a public relations department at project level so as to promote Stakeholder participation if projects have to be self-sustainable after BTL has withdrawn.

3. The projects beneficiaries should be persuaded and capacity built in preparation to take over when BTL withdraws.

4: The stakeholders should be given time to establish CBO’S and begin small as they get assisted to catch up the vision before BTL comes in full support.

5: Literacy and Community Development should spearhead translation work especially in Non-Christian communities to alleviate hunger and poverty then start translating the word in the language of the heart (Mother Tongue).

5.5 Suggestions for further research.

This study was on factors influencing initiation of projects in Kenya, coast region Giryama and Waata projects. Other grey areas identified in the course of this study include:
1. Factors affecting the effectiveness in project initiation.

2. Socio-economic factors promoting project initiation.

3. Project initiation in marginalized areas.

5.6 Discussion of results

Following a successful analysis and review of research data, a number of issues became evident. The study established that Funding, cultural, Stakeholders participation and technical expertise played a significant role in the initiation of projects.

The first objective was to examine the influence of resources on project initiation in Bible Translation and Literacy in coast region. According to Burns’ and Turton (2006) project funding is hindered by lack of concrete beginning and ending time of a project. However data analysis and an interpretation of the interview responses revealed that funds had been disbursed to the projects and work was in progress in both projects contrary to that understanding. Both Giryama and Waata projects had bank accounts and a community that was aware of the ongoing work. Giryama Language Development Project had successfully completed the New Testament in 2004 which cost over Kshs.15, 000,000 but delayed in translation of the Old Testament. This is in agreement with Pinto (2010) who states that cost management is a very important component in running of successful projects. He further argues that at the very beginning of a project, there is great need for cost estimation or projection. The challenge in the project initiation was found to be awareness in the provision of resources. Most respondents 64% area chiefs, Pastors were not even aware of the existence of the bank accounts and did not know how funds were collected. It appears that communication in BTL projects funding was not well communicated to the stakeholders. Bible Translation and Literacy seemed to have been providing the resources for the initiation and running of the projects. Only the PACs in Giryama seemed to have been involved in fundraising at a very small scale and knew about the bank accounts. BTL has been getting
grants from Wycliffe USA. Grant funding is usually restricted; it can only be used for the purposes for which it was requested. Monitoring reports are a perquisite to confirm that the designated funds have been spent for the same purpose. Lottery funders have guidelines about how money is spent, which may have implications for managing a grant and accounting for it Burns’ and Turton (2006). This is the exact situation found in funds designated for initiating and supporting language based projects in Kilifi County under BTL. According to Burns’ and Turton et al (2006) projects with clear start and end point attract grant funding and especially those which have clear inputs and outcomes.

The second objective was to establish the influence of cultural factors on project initiation in Bible Translation and Literacy in coast region. The researcher observed that only 12% of the respondents were involved in the development of the orthography and 85% were not involved. This shows that BTL baseline survey that had been undertaken before project onset was not broad enough, a factor that affects her performance in language development. Despite the weak baseline survey, language use was evident in focus group discussions. Most respondents clearly stated that the project had greatly awakened and revived their language and were able to write it. Nelson Mandela once said “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart” (Nelson Mandela 1999) it was evident that the use of the language was highly appreciated by the community. Most respondents supported the idea of having their language written. This was supported by majority of the respondents who proudly used their language in everyday activities. Language is part of culture and projects initiated by BTL concern language development and translation of materials. During initiation some members of community are involved and their interests are considered as (12%). Data analysis has shown their involvement is done with a minority of the community but the impact on culture is very credible. For language projects to succeed, cultural factors which include the values, customs
and believes of the community must be put into consideration for a project to successfully progress. This is in agreement with Mulwa (2008), Chikati and Barasa (2009). ‘Cultural misfit of project objectives and lack of local knowledge, understanding can result into rejection of the project by the intended beneficiaries, Mulwa (2008). ‘For these projects to be successful, the project leadership has to consider cultural factors which include values, customs, and beliefs of the people at the project planning stage so that project objectives are consistent with the values and customs of the beneficiaries, (Management Journal, Vol. 19, and No.2)”

The third objective was to determine the influence of stakeholder’s participation in influencing Project initiation in Bible Translation and Literacy in coast region. The participation of stakeholders in the initiation of projects after the data analysis revealed that the stakeholders played a vital role without which the project could not have been initiated. The researcher got privy information during the research period that Giryama project and Waata project begun in 1988 and 2010 respectively. In both entities stakeholders were involved from the time of baseline survey, developing of the writing system and planning of the activities through the PACs. The levels of involvement of stakeholders by the projects turned out to be wanting since a big percentage seemed not to get reports and were not aware of new developments leave alone not planning together with the project staff, (BTL reports 2010). Most meetings for planning and budgeting remained a preserve of the Project Advisory committees (PACS) but Pastors and chiefs were not fully involved. This according to Beer and Swanepoel (2000) can lead to poor ownership of the project. However on the ground, ownership was acknowledged. In either case the community was later involved and participated by reading the materials, involved in monitoring, attending meetings and celebrating dedications of published materials which is a factor that leads to project sustainability according to Mulwa (2008). The projects have had a participatory method by
the stakeholders. Chikati and Barasa (2009) categorically argue for participation of all stakeholders in each of the phases of the project lifecycle for them to fully own the project, whereas Beer and Swanepoel (2000) argue that communication with and involvements of stakeholders enhance project sustainability.

Most Bible Translation projects have names that reflect the language of the community but BTL is not part of the project name. Giryama project formed a CBO and changed her name to Giryama Language and Development Initiative (GLDI) while Waata project is Waata Language Project. Most of the respondents seemed not to know the names of their projects and also did not understand the position and role of their project staff. That shows low participation and this can lead to poor project ownership.

The fourth objective was determining the influence of technical expertise on project initiation in Bible Translation and Literacy in coast region. The researcher observed that most of the respondents did not know much of the work being done on the ground. In all BTL projects every title of staff has a bearing to the work he/she does. The translator duty is to translate materials into the language of the community while MTE officer coordinates mother tongue education programs. On the other hand, linguistics intern engages in writing system, orthography and later develops materials. The duties of the Project Leader are both administrative and translation or literacy work. These members undertake technical work. Consultants who come to the project have the responsibility of checking the work to confirm that what was translated or drafted is very accurate and can be given to the community and will be accepted. According to Pinto (2010) Technical tasks refer to the necessity of having not only the necessary numbers of personnel for the implementation team but also ensuring that they possess technical skills, necessary technology and technical support to perform their tasks. According to Cleave (1999), technical staffs have a better understanding in a given subject hence very necessary in project initiation.
REFERENCES

Burns’ and D. Turton (2006) Distance Travelled: The experience of outcome monitoring within NCVO’s Sustainable Funding Project. NCVO. London.


Critical Success Factors in International Development Project: Retrieved on4 April 2013 9:50 pm from: home_gwu.edu/~kwak_Pdf


From: Samson K. Iha  
Bible Translation and Literacy (E.A)  
Coast Region  
P.O. Box 251 – 80108  
Kilifi North  
Date: 1st April 2013.

Dear Sir,

RE: PERMISSION TO CARRY OUT RESEARCH AMONG THE COAST REGION PROJECTS.

I am delighted to inform you I successfully managed complete the course work for the Master of Arts in Project Planning and Management MA (PPM) at the University of Nairobi. I have begun the research work and it is for this reason I am writing you. In partial fulfilment of the requirements of the course, I intend to carry out a study on “Factors influencing the effectiveness of Project initiation in Kenya” A case of Bible Translation and Literacy (E.A) Giryama and Waata.

The findings of the study was be useful not only to me, as the one studying it for an academic reason but also for you as an organization as well as other organizations interested in initiating projects in various parts of the world. Kindly grant me the opportunity to carry out the research with the Giryama and Waata projects staff and stakeholders

Thank for your continued support.

Yours Faithfully,

Samson Kahindi Iha  
L50/74082/2012
To All Chiefs and Assistant Chiefs
To All Pastors and Church Leaders
To All Project Advisory Committees (P.A.C’S)
To All Staff Bible Translation and Literacy E.A

REF: INFORMATION FOR ACADEMIC RESEARCH
My name is Samson Kahindi Iha a resident of Kilifi County. I work with Bible Translation and Literacy EA (BTL). I am grateful to God for giving me an opportunity to undertake a research for the purposes of completing a post-graduate degree in project planning and management. It is for that purpose I am requesting you to fill in a form which has questions. Kindly may you take time and answer the questions on the question paper that you will be given. If you do not know the answers to a question feel free to say so because it will not affect me in any way. If you have a different answer please go ahead and explain your answer. The information will be treated confidentially and for purposes of completing the degree course.
If you have any questions feel free to beep me and I will call you to explain. My telephone number is 0722975141
Thanking you in advance
Yours faithfully

SAMSON K IHA
APPENDIX 2

QUESTIONNAIRE FOR STAFF

All the information you give in this questionnaire will be treated in confidence and will not be divulged. This information is purely for academic reasons. Tick one answer you consider most correct. Fill in the blank spaces.

Sex: Male ( ) Female ( )
Age: 18- 25 ( ) 26- 45 ( ) 46- 55 ( ) 56 and above ( )
Tribe: Waata ( ) Giryama ( ) Other Specify___________
Religion: ACK ( ) Baptist ( ) Pentecost ( ) Any specify___________
Location __________________ Date: ______________________

A: Funding of the Project.
1. At what level do you get involved in funding of the project?
   i. At beginning of the Project ( ) ii. Always ( )
   iii. When we have a new project ( )
   iv. Not necessary ( )
2. How is funding done for your project?
   i. Through project proposals by BTL ( )
   ii. Selling of materials like books and artefacts ( )
   iii. Fundraising by BTL through Churches ( )
   iv. None of the above ( )
3. What role does funding play?
   i. Paying of staff salaries ( ) ii. Purchase of equipment ( )
   iii. Funding for training ( ) iv. Facilitation of programmes

B. Role of Culture in a Project.
4. In your view does culture play any role in project initiation?
   i. Yes ( ) ii. No ( )
   If yes or No, give one reason to support your choice
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

5. Do you know how to read and write in your language?
   i. Yes ( ) ii. No ( )

6. Are there any people who participate in language development from the community?
   i. Yes ( ) ii. No ( )
C. **Role Technical staff in Project initiation**

7. What is the role of Linguistic staff in project initiation?
   
i. Developing writing system for the community (  )
   
   ii. Conducting baseline survey (  )

8. Outline the role of a consultant and Translator in a translation language project
   
i. Consultant.................................................................
   
   ii. Translator.................................................................

9. What is the role of a language committee in a translation language project? .................

D. **Stakeholders Participation in project initiation.**

10. At what stage of the project do you involve the community in developing the developing language? ........................................

11. How often do you meet the PAC (Project Advisory Committee?)
   
   Twice a year ( ) Three times a year ( ) When need arises ( ) none ( )
APPENDIX 3

QUESTIONNAIRE FOR PROJECT ADVISORY COMMITTEE (PAC)

All the information you give in this questionnaire was be treated in confidence and was not be divulged. This information is purely for academic reasons. Tick one answer you consider most correct. Fill in the blank spaces.

Sex: Male ( ) Female ( )

Age: 18- 25 ( ) 26- 45 ( ) 46- 55 ( ) 56 and above ( )

Tribe: Waata ( ) Giryama ( ) other specify _____________________

Religion ACK ( ) Baptist ( ) Pentecost ( ) any other specify____________

Location __________________ Date: ________________________

A. Funding of Project.

1. Do you get involved by the Project Leader in budgeting for the project?
   i. Yes ( ) ii. No ( )

2. Does the PAC operate a bank account?
   i. Yes ( ) ii. No ( )

3. Are you involved in funding of the project?
   i. Yes ( ) ii. No ( ) If Yes how?
   ……………………………………………………………………………………………………………………..

4. Do you know how funds are obtained for you?
   i. Yes ( ) ii. No ( )
   If Yes how? ……………………………………………

B. Role of Culture in a Project

5. Since the inception of the language project, how often do you use your language?
   i. In everyday activities ( ) ii. At home only ( )
   iii. I feel shy before the public ( )

6. How fluent are you in reading your language
   i. Very fluent ( ) ii. Very difficult ( )
   iii. Read with difficulty ( ) iv. Fear reading it ( )

7. In your opinion do you think your language must be written?
   i. Yes ( ) ii. No ( ) iii. I don’t want it written ( )
   iv. I am not sure ( )


8. Were you involved in the preparation of the orthography/writing system of your language?
   i. Yes ( )  ii. No ( )
   If yes, how helpful is it to you?
   ..........................................................................................................................
   ..........................................................................................................................

9. What relationship is there between the Language project and your culture?
   i. It preserves our language ( )  ii. It promotes our culture ( )
   iii. Our identity is recognized ( )
   iv. Language project helps us to know our roots better ( )

10. Without culture, language project cannot be started?
    i. Yes ( )  ii. No ( )
    If yes why do you think so? ..............................................................................
    ..........................................................................................................................

C. Technical

1. What is the name of your Language Project?
   i. Waata Language Project ( )  ii. Giryama Language Project ( )
   iii. Waata BTL ( )  iv. Giryama BTL ( )

11. Outline the title of the staff you have in your project? (Suiting your project)
    i. Project Leader, secretary, translators, MTE workers and one story ( ).
    ii. Project leader, and translators ( )
    iii. Project leader, linguistics intern and translators ( )
    iv. I am not sure ( )

D. Stakeholder Participation

    i. Weekly ( )  ii. Monthly ( )
    iii. Quarterly ( )  v. Rarely ( )

13. Are you involved in planning the activities of the project?
    i. Yes ()  ii. No ()
    iii. Not at all ()

14. Do you receive reports of accomplished activities?
    i. Yes ( )  ii. No ( )
    If yes how often do you get the reports? .........................................................
15. Do you receive financial statement?
   i. Yes ( )    ii. No ( )
   If Yes, how frequent do you receive financial statements?
   i. Quarterly ( )     ii. Annually ( )
   iii. We rarely get them ( )      v. Not at all ( )

16. In your opinion, who owns this Language Project?
   i. The community ( )   ii. BTL ( )
   iii. Project Staff ( )  iv. PAC ( )

17. Does the Project Advisory Committee help in fundraising?
   i. Yes ( )    ii. No ( )
   If yes how, if no why.................................................................
   ....................................................................................................
APPENDIX 4

QUESTIONNAIRE FOR AREA CHIEFS

All the information you give in this questionnaire was be treated in confidence and was not be divulged. This information is purely for academic reasons. Tick one answer you consider most correct. Fill in the blank spaces.

Sex: Male ( ) Female ( )
Age: 18- 25 ( ) 26- 45 ( ) 46- 55 ( ) 56 and above ( )
Tribe: Waata ( ) Giryama ( ) other specify ________________
Religion: ACK ( ) Baptist ( ) Pentecost ( ) any other specify____________
Location __________________ Date: ____________________________

A. Funding of the Project.
1. Does the project have bank account?
   i. Yes ( ) ii. No ( ) iii. I don’t know ( )
2. Who funds the project?
   i. BTL ( ) ii. PAC ( )
      iii. Government ( ) iv. I don’t know ( )
3. How often do you contribute financially to the Language project?
   i. Quarterly ( ) ii. Annually
      iii. As need arises ( ) iv. Have never contributed ( )
4. Do you know the system of how funds are contributed to the Project?
   i. Yes ( ) ii. No ( ) If Yes, how? ...........................................................
      .......................................................... ......................................................
5. Do you know how much funds are donated to the project each year?
   i. Yes ( ) ii. No ( )
6. Does the project have a bank Account?
   i. Yes ( ) ii. No ( )

B. Cultural factors.
7. In your opinion, do you think the Language Project has any impact on your Culture?
   i. Yes ( ) ii. No ( ) If yes how.................................................................
      ...........................................................................................................
8. In your opinion do you think your language must be written?
   i. Yes ( ) ii. No ( )
      iii. I don’t want it written ( ) iv. I am not sure ( )
9. Were you involved in the preparation of the orthography/writing system of your language?
   i. Yes ( )    ii. No ( )
   How helpful is it to you? .......................................................... ..........................................................

10. Since the inception of the language project, how often do you use your language?
    i. Proudly use it in all activities ( )    ii. At home only ( )
    iii. I feel shy in public ( )   iv. I hate being associated with my language ( )

11. In your view do you think your language can be used to articulate development activities?
    i. Very much ( )    ii. It is a very difficult language to use before the public ( )
    iii. It is very interesting to communicate development issues with the people in their language ( )
    iv. I am not sure ( )

12. What relationship is there between the Language project and your culture?
    i. It improves our language ( )    ii. It preserves culture ( )
    iii. Our language, education and culture are promoted ( )
    iv. Language project helps us to know our roots better ( )

13. Language is an essential tool for development.
    i. I agree ( )    ii. Do not agree ( )
    iii. Partially yes ( )    iv. I do not think so ( )

14. What is the name of BTL Language Project in your area?
    ................................................................................................................

15. How many staffs does your project have? ( )

16. Outline the title of the staff you have in your project?
    i. Project Leader, secretary, translators, MTE workers and one story ( )
    ii. Project leader and translators ( )
    iii. Project leader, linguistics intern and translators ( )
    iv. I am not sure ( ).

D. Stakeholders

17. How frequent do you attend meetings?
    i. Monthly ( )    ii. Quarterly ( )
    iii. We rarely meet ( )    iv. Not at all ( )
18. Are you involved in planning the activities of the project?
   i. Yes ( )  ii. No ( )
   If yes, how frequent do you attend planning meetings?
   i. Quarterly ( )  ii. Annually ( )
   iii. We rarely meet ( )  iv. Not at all ( )

19. Do you receive reports of accomplished activities?
   i. Yes ( )  ii. No ( )

20. In your opinion, who owns this Language Project?
   i. The community ( )  ii. BTL ( )
   iii. PAC ( )  iv. I do not know ( )

21. Which language do you use during meetings?
   i. Waata ( )  ii. Giryama Language ( )
   iii. Kiswahili ( )  iv. English ( )

22. How often are you informed of new developments in the project?
   i. Always ( )  ii. Rarely ( )
   iii. Never ( )  iv. Annually
APPENDIX 5

QUESTIONNAIRE FOR PASTORS

All the information you give in this questionnaire was be treated in confidence and was not be divulged. This information is purely for academic reasons Tick one answer you consider most correct. Fill in the blank spaces.

Sex: Male (    ) Female (    )
Age: 18- 25 (   ) 26- 45 (   ) 46- 55 (   ) 56 and above (   )
Tribe: Waata (    ) Giryama (    ) other specify _____________________
Religion ACK (   ) Baptist (   ) Pentecost (   ) any other specify____________
Location __________________ Date: ________________________

Funding of the Project.
1. Does the project have bank account?
   i. Yes (    ) ii. No (    )
   iii. I don’t know (    )
2. Who funds the project?
   i. BTL () ii. PAC (   )
   iii. Church Leadership (   ) iv. I don’t know (   )
3. How often do you contribute financially to the Language project?
   i. Quarterly (   )
   ii. As needs arises (   ) Not at all (   ) It’s not my business (   )
4. Do you know the system of how funds are contributed to the Project?
   i. Yes (    ) ii. No (    ) If Yes, how?
   ...................................................................................................... ....................................
   ...................................................................................................... ....................................
   ...................................................................................................... ....................................
5. Do you know how funds are obtained for the project?
   i. Yes (    ) ii No (    ) If Yes how?
   ...................................................................................................... ............................................................
   ...................................................................................................... ............................................................
6. Does the project have a bank Account?
   i. Yes (    ) ii. No (    ) If yes, name of the bank?
   ...................................................................................................... .............................................................
B. Cultural factors
7. In your opinion, do you think the Language Project has any impact on your culture?
i. Yes ( )    ii. No ( )    If yes how
..........................................................................................................................
..........................................................................................................................
8. In your opinion do you think your language can be used for preaching?
i. Yes ( )    ii. No ( )
iii. I am afraid of using it ( )  iv. It’s very difficult to use for preaching ( ).
9. Were you involved in the preparation of the orthography/writing system of your language?
i. Yes ( )    ii. No ( )    if yes, how helpful is it to you?
..........................................................................................................................
..........................................................................................................................
10. How effective is your language in communicating Church related issues.
i. Very clear and effective ( )    ii. Not very effective ( )
iii. I cannot estimate ( )    iv. Not effective ( )
11. What relationship is there between the Language project and your Church?
i. It helps in capacity building the Church followers ( )
ii. In church people understand better messages when translated materials are used ( )
iii. Our language, education and culture were promoted ( )
iv. Language project helps us to know our roots better ( )
12. Language is an essential tool for development.
i. I agree ( )    ii. Do not agree ( )
iii. Partially yes ( )    iv. I do not think so ( )

C. Technical:
13. What is the name of BTL Language Project in your area?
i. Waata Language Project ( )
ii. Giryama Language and Development Initiative. ( )
iii. Giryama BTL ( )
iv. Waata BTL. ( )
14. How many members of staff do you have in the project?
i. 3 ( )    ii. 5 ( )
iii. 6 ( ) iv. I don’t know ( )
15. Outline the title of the staff you have in your project?
   i. Project Leader, secretary, translators, MTE workers and one story ( )
   ii. Project leader and translators ( )
   iii. Project leader, linguistics intern and translators ( )
   iv. I am not sure ( )

C. Stakeholder Participation.

16. How frequent do you attend meetings?
   i. We rarely meet ( )
   ii. Quarterly ( )
   iii. Annually ( )
   iv. Not at all ( )

17. Are you involved in planning the activities of the project?
   i. Yes ( )
   ii. No ( )

18. Do you receive reports of accomplished activities?
   i. Yes ( )
   ii. No ( )
   If yes how often do you get the reports?
   i. Annually ( )
   ii. Quarterly ( )
   iii. We rarely get them ( )
   iv. Not at all ( )

19. Do you receive financial statement?
   i. Yes ( )
   ii. No ( )

20. In your opinion, who owns this Language Project?
   i. The community ( )
   ii. BTL ( )
   iii. PAC ( )
   iv. I do not know ( )

21. How often are you informed of new developments in the project?
   i. Always ( )
   ii. Often ( )
   iii. Seldom ( )
   iv. Never ( ).

8. Are you involved in the planning for the project work?
   i. Yes ( )
   ii. No ( )
   If Yes how? ……………………………………………………
   ………………………………………………………………………………………………………………………………………
APPENDIX 6

KILIFI COUNTY MAP. GIRYAMA AND WAATA PROJECTS

Figure 2: Kilifi County Map. Giryama and Waata projects