

DETERMINANTS OF FREE PRIMARY EDUCATION PROJECTS IMPLEMENTATION FUNDED BY NON-GOVERNMENTAL ORGANIZATIONS IN KENYA: A CASE OF KILIFI COUNTY

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Abstract: Universal basic education for all has been adopted across the globe and is classified as one of the basic needs that children should be allowed to access irrespective of their socio-economic background. However, it is evident that there are over 1 billion children across the globe who don't access universal basic education, worst hit of them being countries in Africa and south Asian Countries (AsDB, 2017). This has called for various children advocacy groups and well-wishers to come up with very urgent interventions of addressing this issue. This has led to the intervention of NGOs and other community-based organizations in providing education to these needy children who have not been fully reached by their respective governments by running a number of education projects. However, despite the fact that these NGOs have been running a number of educational projects in various countries (Kenya inclusive), a number of them have failed to fully address the issues surrounding education needs or have basically failed. Due to the importance of accessing universal basic education, this study was carried out. The purpose of this study was to examine the determinants of Free Primary Education projects implementation funded by non-governmental organizations in Kenya; a case of Kilifi County. The study was guided by the following objectives: to examine the influence of budgetary allocation on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County; to establish the influence of stakeholders' involvement on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County; to find out the influence of organizational culture on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County; to examine the influence of financial accountability and transparency on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County. The study adopted a research design that was descriptive. The target population of the study was 124 employees who were attached to the 12 NGOs and who had been actively involved in running basic education enabling projects that range from wash programmes, school feeding, school construction as provided by the NGO Council, 2017. 96 respondents made the sample size of the study. The primary data in the study was collected by use of a questionnaire. Data was analyzed using Statistical Package for Social Sciences (SPSS). The data was presented using descriptive statistics such as means and percentages, frequency counts, and standard deviations. To test the hypothesis, a regression analysis was employed. Findings indicated that: majority of the respondents (93.75%) supported the idea that budgetary allocations to their NGO influenced their ability to implement a number of projects; majority of the respondents (97.5%) agreed that the stakeholders had some effects on the implementation of the various projects; majority of the respondents (89.7%) supported the idea that the organizational culture in their NGO had some influence on the projects they implement in the various primary schools in the county; and majority of the respondents (90%) agreed with the idea that financial accountability and transparency influences the implementation of projects in the various public primary schools in the county. All the null hypotheses were rejected and the alternative hypotheses accepted in the study. Thus, Budgetary Allocation, Stakeholders' Involvement, Organizational Culture, and Accountability and Transparency significantly influence the Implementation of FPE Projects funded by NGOs.

Keywords: Budgetary Allocation, Stakeholders' Involvement, Organizational Culture, Financial Accountability and Transparency, Implementation of NGO Funded Projects.

1. INTRODUCTION

Universal elementary education for all has been adopted across the globe and is classified as one of the basic needs that children should be allowed to access irrespective of their socio-economic background (UNESCO, 2015). UNICEF (2016) has shown that irrespective of the situation of any country, the level of incompetency in governments, despite the levels of security and the state of democracy, each government must provide universal basic education to its citizens. The citizens who are considered as the basic beneficiaries of elementary education are those children who are under the age of 18 years.

Nevertheless, studies have indicated that governments and other stakeholders mandated with the responsibility of offering this very vital basic need to children have failed. Worst hit are countries that are hit with natural catastrophes in South American continent like Haiti and Mexico plus countries that are in sub-Saharan Africa (OECD, 2016). The continued denial of the innocent children their rights to education due to failed systems of education or failed governance or other associate major stakeholders, called for the not-for-profit making agencies to run a number of programmes that aimed at giving education to children. The participation of NGOs in education dates back to social protection times and indeed since this time, a number of education enabling projects have been run by these NGOs (NOG Council, 2017).

A case in hand, after the 2010/2011 Haiti earthquake, numerous students were left helpless and their education terminated prematurely (AMREF, 2017). The government was very much crippled that it could neither afford to support food or medication leave alone education for its citizens (AMREF, 2017). This forced humanitarian organizations, children rights advocacy groups, NGOs and other bodies to intervene by providing basic needs to kids, children and women; among them being education. Therefore, it can be noted that NGOs have been playing a wonderful role in education providence to the needy in the society.

However, Young and Dhanda, (2015) have indicated that just like any other business that is faced with challenges, NGOs have been faced with a number of challenges in providing such vital services. Some of the challenges include: lack of sufficient funds (financing), lack of well trained and devoted manpower to handle these activities, lack of proper policies guiding the powers and limits among others. For instance, a number of disadvantages befall the African child (both girl and boy child), due to some of the constraints that have surrounded the poor access to universal education. Among them includes: poor government policies, poor cultural and traditional practices, wars, child labour, child soldiers in wars, total negligence, illiteracy among the guardian and parents, poor education structures etc. (African Union, 2015). Over a third of total population of children in sub-Saharan Africa have no access to basic education (World Bank, 2017), making the situation worrying. The situation is worse in countries where conflicts and wars exist (AU, 2018). Consequently, over 75% of the Libyan child could not access basic education due to wars that arose during the ouster of Mohammed Gaddafi in the early 2010, who was then the president of Libya.

Due to issues surrounding education providence in Africa, a number of NGOs, international bodies, and other children advocacy groups have been implementing a number of projects that are aimed at achieving universal and equal education to all the children in the disadvantaged families (NGOS Council, 2015). For instance, NGOs have been providing basic school feeding programmes, healthcare, water and sanitation, shelter and psychological support, books and education materials to the war disadvantaged Libyan child. However, the provision of these services has never been an easy ride due to a number of issues that cut across lack of formal frameworks of non-governmental organizations operations, poor and no coordinated security, poor funding trends, religious disproportions, poor financial management, uncoordinated sources of funding, poor educational frameworks among others. Dill, (2015) found out that the not-for-profit organizations influence community development. Some of the ways through which the community development can be assured of development is through provision of basic facilities that include: education, healthcare, water and sanitation, community infrastructure etc. GlobalGiving, (2013) indicated that factors like monitoring and evaluation, financial management, expertise relevance, accountability, stakeholders' involvement, sustainability of projects and many more influences the implementation of such projects like the education projects in Tanzania. Al-Khaldi (2016) noted that the sustainability of education projects like classrooms constructions run by NGOs in Tanzania are influenced by factors like accountability, policies and laid down rules, organizational culture and stakeholders' participation. Muriithi and Crawford (2013) have indicated that a number of factors influence the management of projects by NGOs in Kenyan primary schools. The study that was carried out in Nairobi's Kibera slums has indicated that a number of NGOs are running various projects that are aimed at ensuring the Free Primary Education provision to the disadvantaged children is achieved. Some of the

determinants of NGOs management of the projects include: the government policies governing NGOs intervention, the sustainability measures adopted for given projects, the target and expected output of these projects, transparency and accountability among others.

For NGOs to operate and implement a number of projects in the disadvantaged communities there should be well laid rules and regulations indicating their interventions. NGOs play a vital role in providing basic community services in areas where the government has failed or has been strained (Mulwa, 2018). Such providence of essential services leads to balanced economic development and regional balance. AsDB (2017) has shown that in marginalized communities like the North Eastern Kenya, NGOs have ensured development by running a number of programmes. Central of these programmes are the health care programmes and the education programmes. However, the implementation of these programmes has been influenced by a number of factors that include: the availability of financial resources, accountability and transparency, proper financial management, monitoring and evaluation of the process etc.

1.1 Statement of the Problem:

Governments are entrusted the responsibility to providence of universal elementary education to all its citizens across the globe (World Bank, 2017). However, it is evident that there are over 1 billion children across the globe who don't access universal basic education, worst of them being the countries in Africa. Not to mention south Asian countries and a number of countries in South America that has suffered several calamities like Haiti (OECD, 2016). This has called for various children advocacy groups and well-wishers to come up with very urgent interventions of addressing this issue. This has led to the intervention of NGOs and other community based organizations in providing education to these needy children who have not been fully reached by their respective governments by running a number of education projects. However, despite the fact that these NGOs have been running a number of educational projects in various countries (Kenya inclusive), a number of them have failed to fully address the issues surrounding education needs or have basically failed. Besides, a number of donors and other development stakeholders provide funds to these NGOs, some of which have failed to implement any projects. This has necessitated studies that need to examine the determinants of FPE projects implementation funded by NGOs in Kenya; hence the essence of this study.

Mekonnen (2017) demonstrates that community development can be influenced by NGOs implemented projects; most of them being education run projects. However, the study has indicated that there are a number of challenges that face this development projects implementation including: local and government policies involving NGOs intervention limits, stakeholders and community involvement, financial management, accountability and transparency. This can be adopted in Kenya's Kilifi case since the regions suffer similar socio-cultural characteristics; hence the need for this study. Several Kenyan studies have indicated that NGOs have a number of factors that influence their projects implementation (Kagendo, 2016 and Kariuki, 2014). However, a number of these studies have not focused on NGOs run projects that complement the FPE in Kenya. For example, Kagendo (2016) observed that stakeholders' involvement, organizational culture, financial resources, organization structures have an influence of the implementation of NGO run projects. However, this study was about project implementation within urban slums in Kenya and not education, hence leaving a gap that needs to be filled by a study that handles education. Also, it should be noted that there is no scholarly work or any other research that has been documented involving the determinants of Free Primary Education Projects implementation funded by NGOs in Kenya's Kilifi County. Hence the aim of this study was to address the determinants of Free Primary Education projects implementation funded by NGOs in Kenya: a case of Kilifi County.

1.2 Purpose of the Study:

The purpose of this study was to examine the determinants of Free Primary Education projects implementation funded by Non-Governmental Organizations in Kenya: a case of Kilifi County.

1.3 Objectives of the Study:

The research was guided by four objectives as follows:

- i) To examine the influence of budgetary allocation on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.
- ii) To establish the influence of stakeholders' involvement on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

iii) To find out the influence of organizational culture on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

iv) To examine the influence of financial accountability and transparency on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

1.4 Research Questions:

Based on the objectives; this study answered the following four research questions:

i) To what extent does budgetary allocation influence the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County?

ii) To what extent does stakeholders' involvement influence the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County?

iii) What is the extent to which organizational culture influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County?

iv) What is the extent to which financial accountability and transparency influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County?

1.5 Research Hypotheses:

This study was guided by the following hypotheses tested at 95% confidence level.

i) H_0 : budgetary allocation does not significantly influence the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

H_1 : budgetary allocation significantly influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

ii) H_0 : Stakeholders' involvement does not significantly influence the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

H_1 : Stakeholders' involvement significantly influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

iii) H_0 : Organizational culture does not significantly influence the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

H_1 : Organizational culture significantly influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

iv) H_0 : Financial accountability and transparency does not significantly influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

H_1 : Financial accountability and transparency significantly influences the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County.

1.6 Significance of the Study:

The study shall greatly be of use to the Ministry of education at both the national level and the county level. The study shall give the various stakeholders working under the ministry of education, the relevant information that will guide them understand some of the factors pulling the NGOs to substitute their burden of providing free primary education by willing to run a number of projects to completion. The governments therefore can make wise decisions on how to attract more NGOs to provide education to the poor by implementing a number of programmes. The study stands to benefit other NGOs and other stakeholders who want to support various educational projects run under the FPE programme. These bodies shall get the first hand information on what they need to have in order to run a number of projects effectively. Another category of beneficiaries includes the school head teachers and school managers. This category of people shall be able to get information on what influences NGOs to run a given project in a school and therefore can perfect in attracting such NGOs to implement various projects. Finally, the researchers and scholars interested in this area of study shall be able to get first-hand information.

2. LITERATURE REVIEW

2.1 Projects Implementation in the Education Sector:

The NGOs participation in development can be traced to over two century ago or rather about 75 years ago in Africa (AU, 2017). The development target of NGOs has however evolved over the past two decades, for instance, from the providence or dependence-based participation to sustainability participation (Wilcox, 1994). In the early 1980's and late 1990's, most of the countries in Africa and Asia had NGOs which were directly solving their problems by giving them what they lack (food, shelter, medication etc.) in what was seen as dependence by the African countries on their colonial masters. The challenge that accompanied this kind of support was that it was unsustainable; owing to the fact that the evolution of problems due to population increase was inflexible (NGOs Council, 2015). This called for the rebirth of sustainability and new thinking of handling of African problems by the NGOs and other donors/development partners.

Notably, (WHO and UNICEF, 2008) indicates that the NGOs devised methods of empowering the needy in the community rather than making them dependents by running a number of community empowerment projects; one of them being the education programmes, healthcare, sustainability in food production etc. The World Bank report (2017) has shown that NGOs have totally moved in this 21st century from the traditional method of giving ready-made products to the needy and adopted the concept of empowerment. Inclusive in empowerment according to the report is implementation of basic life supporting projects like water and sanitation, education projects, medical care projects, agricultural production etc.

Stefanini, (2005) argues that since the NGOs and other development stakeholders who are not operating under the government realized the importance of communities' empowerment in Africa, they have greatly invested in education projects as one basic step towards sustainable development. Educational projects implemented by the NGOs in Ethiopia for example included the learning-enabling infrastructure projects; the water and sanitation projects in schools, the school feeding programmes for better health and children nutrition, the Orphans and Vulnerable Children (OVC) protection etc. The major aim of such projects is to ensure increased enrolment in schools, school attendance, higher retention levels, concentration in schools; leading to high performance thus economic development (Stefanini, 2005).

DiMaggio Eds, (1991) has indicated that NGOs just like other development partners in Africa has significantly invested in both formal and informal education. The NGOs have had a role in mobilizing financial resources to support the implementation of various education related projects like classrooms construction; the NGOs have trained personnel of various development projects implementation etc. Scott, (1991) has shown that NGOs are very crucial in economic development. One way through which NGOs participate in economic development is by running a number of education related projects that empower the poor and disadvantaged in the community. The study indicated that NGOs are responsible for supporting schools construction in areas where the governments seem to be reluctant to perform the work or where the governments may not be able to provide the services.

2.1.1 Budgetary Allocation and the Implementation of projects funded by Non-Governmental Organizations.

According to the PMBOK (2008) for a project to be successfully implemented, there must be a well-defined source of financial resources that are well managed and have a continuous flow besides being sufficient. The financial resources in this case form the core component of the project budgets and financial resources are among the major resources that count in the process of projects implementation. Albert (2014) has shown that budgets form the central focal point of projects implementation in organizations. Therefore, NGOs implemented projects like any other projects in any sector of the economy need sufficient amount of financial resources, a very well defined source of the finances, a well-defined budget with well outlined activities and expected deliverables.

Poor projects financing has been cited as among the major contributors of projects failure or time overrun in Africa (Anesi, 2017). Budgetary allocations influence the performance of NGOs significantly. In this study that interviewed 86 respondents from 10 NGOs that were running 6 similar projects in the Ethiopian Highlands, over 90% of the respondents argued that the amount of funds allocated for the projects, their sources, the rules accompanying them and the duration of financial support influences the implementation of projects (Brubacher, 2014). Olabosipo and Adedamola (2016) have shown that financial resources directly affect performance of construction projects funded by the government. In their findings; project funding levels, sufficiency in funding, absorption of allocated funds by stakeholders, contractor financial

capacity, late payments to contractors, and irregular funds disbursements of funds affects the completion of construction projects in these countries. As much as this study was done in the construction industry, it can equally be argued that just like construction projects do, the NGOs implemented projects also are influenced by financial resources or rather budgetary allocations.

The process of budgeting (participatory or imposed budgeting), the amount of money budgeted for, the expenditure versus the output, the timelines of budgeting, the financial sustainability and the financial plans on the sources of the finances influences the implementation of NGO projects implemented in various institutions of learning in Africa (African Union, 2015). Cleaver (2009) supports this by arguing that, budgets that are convincing attract better funding and more finances leading to better performance of organizations.

Deland (2015) established that some of the determinants of social protection programmes implementation in the country found out that budgetary allocations scored the highest value. Out of 378 respondents who were interviewed, 341 respondents supported the idea that budgetary allocations strongly influenced their operations. The components of budgetary allocation include: the amount of finances allocated for various projects within the social protection programme, the duration of funding, the time taken for the funds to be released, the conditions attached to the finances etc.

To appreciate the role of NGOs in relation to community development projects implementation, (education projects included), NGOs must understand their sources of finances that forms one major component of their budget (Desai, 2015). Significantly, tremendous variations exist in countries and even NGOs on the sources of revenue within any sector. Semboja and Therkildsen, (2015) for instance, established that much local NGO funding originates from international donors. As well, Dill (2015) found out that three sectors from where Non-Governmental Organizations may derive their resources include: the government-public sector, the private sector, and the general public. He noted that resources for each of them may come from either or both external and local sources, (International or domestic sources). More, (2005) similarly indicates revenue for Non-Governmental Organizations is broadly categorized into three, namely; government funding, self-generated income, and private giving. Barr, (2005) established that the grants received from international Non-Governmental Organizations accounted for nearly half of the total funding of the sector. Grants from bilateral donors followed closely as the next most important source while grants from the local government took third place.

2.1.2 Stakeholders' Involvement and the Implementation of projects funded by Non-Governmental Organizations.

A project can never be run as a stand-alone activity that never accommodates the idea of other community members or people in the society who have special interests in them. The people who have the special interests in given projects in the community are normally referred to as stakeholders (Fonchingong and Fonjong, 2014). According to Globa lGiving, (2013), a stakeholder is an individual, group of people or an organization that has a special interest about something that is going on in the society. Special interest in development project implemented in the community normally comes from the community members and their leaders. Therefore, a stakeholder is an individual or group of persons who have a direct or indirect interest in a certain project intervention or project.

Education is one major product that over 80 percent of the community members in developed countries consume and is consumed by about 67 percent by community members in the LDCs (World Bank, 2017). A product that is highly consumed by community members has a basic communication that, 'it has a very special attention form the society; (thus has very many stakeholders). In his work that focused on community participation in development projects implementation, Heap (2016) has shown that for projects to be sustainably implemented, the community must be involved at all the levels. According to his findings, the community does not only give basic resources of projects success like raw material and human labour but it also decides on the types of projects to be implemented, the duration they should take to be acquired and sometimes where these projects should be implemented.

A number of studies try to confuse the concept of the stakeholders but they can be narrowed down to primary and secondary stakeholders. In both cases, the project may not survive to a particular limit no matter how good it is if it doesn't involve all its stakeholders proportionately (Ebner and Baumgartner, 2016). As defined by Clarkson (1995), primary stakeholders as those stakeholders "without whose continued participation, the corporation cannot survive as a going concern." This intended to suggest that these relationships are characterized by mutual interdependence. Included

herein are the shareholders or owners, employees, customers, and suppliers. It does not single out the government and the community. He envisions corporations as fundamentally relational, that is, as a “system of primary stakeholder groups, a complex set of relationships between and among interest groups with different rights, objectives, expectations and responsibilities”.

2.1.3 Organizational Culture and the Implementation of projects funded by Non-Governmental Organizations.

Every organization has its own ways of carrying out its activities. The extent to which an organization is deeply rooted to what it believes in, the more it is given a particular specific definition. Organizational culture is this tendency of believing in doing things in a given way that gives one organization a different identity against another one (Hibbard and Tang, 2014).

Hedayat and Ma'rof (2014) assert that organizational culture influences the implementation of projects in the NGOs sector. The implementation of projects greatly depend on what a given organization believes in, what drives a given organization and what pulls it to a given group of people. Hodgkin and WASH Project staff, (2014) found that Vision and mission of any given organization determines the nature of route course it will take and therefore the activities to be run. For projects to be successful they should have a clear vision that is shared among all the employees and other stakeholders, they should have a well-defined mission statement(s), they should have clear goals and objectives that are manageable and achievable.

International Institute for Sustainable Development (2018) has indicated four major components of organizational culture that influence the sustainability of development projects implementation. The components include: Vision; Values; Practices; and Narrative. These components complement each other with the organization vision carrying the entire larger picture of the project and the narrative part forming the micro components that must be achieved each day for the vision to stand and survive. James (2015) has also shown that organizational culture determines whether a given project or organization is to perform well or is to fail. In his work which was dubbed, the project manager's desk reference: A comprehensive guide to project planning, scheduling, evaluation, and systems; has shown that projects with well-established organizational culture perform better than those without.

Junbeum, Allenby and Ming, (2017) indicates that organizational culture gives a project its identity and can be used to convince the donors and other funding agencies to fund the project. It gives the deliverables, the target beneficiaries, how these beneficiaries will be gaining from the project and the wide future view of the project. Similar sentiments are shared by Kagendo (2016) accordingly, there are key attributes to organizational culture that influence the performance of projects; tradition, loyalty, personal commitment, extensive socialization, teamwork, self-management, and social influences.

2.1.4 Financial Accountability, Transparency and the Implementation of projects funded by Non-Governmental Organizations.

Several concerns on accountability of non-governmental organizations have been on the increase over the past three decades. This is due to a series of highly publicized scandals that have eroded public confidence in non-profit organizations, coupled with a rapid growth of NGOs around the world (Griffiths, Maggs and Emma, 2018). Accountability principally infers to an organization or an individual being answerable to a third party. It refers to the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner (Green *et al.* 2009). Accountability may include; organizational management structures, financial procedures, human resource policies etc. Experts suggest that organizations with high accountability and credibility are often preferred by donors and are more likely to get funded (Hodgkin and WASH Project staff, 2014).

Karabulut and Demir (2016) found out that accountability is one of the major determinants of funding in NGOs. Funding is one area which determines the nature of projects to be run by NGOs, the time the projects will take to be completed and the magnitude of the projects. Accountability is one indicator of effective delivery used by donors to assess NGOs across the globe and indeed gives the direction of projects. Khwaja (2013) noted that transparency and accountability influences projects implementation by NGOs. He dealt with five key accountability mechanisms used by NGOs in practice. These include: reports and disclosure statements, performance assessments and evaluations, participation, self-regulation, and social audits. Each mechanism, distinguished as either a ‘tool’ or a ‘process,’ is analyzed along three dimensions of accountability: upward–downward, internal–external, and functional–strategic.

Lewis (2014) observed that accountability in practice in NGOs in the 21st century influences the implementation of projects. NGOs have literally been observed to emphasize the ‘upward’ and ‘external’ accountability to donors while ‘downward’ and ‘internal’ mechanisms remain comparatively underdeveloped in most NGOs. Moreover, NGOs and funders have focused primarily on short-term ‘functional’ accountability responses at the expense of longer-term ‘strategic’ processes necessary for a lasting socio-political change.

2.2.1 Collective Action Theory:

First published by Mancur Olson, collective action theory seeks to explain what causes continuity of projects and ventures (Werker and Ahmed, 2018). The theory suggests that a project that meets a common need will instinctively bring people together leading to sustainable implementation of the project (Young and Dhanda, 2015). The theory tries to explain the reasons that revolve around community involvement or stakeholders’ participation in implementing projects. The theory advocates for establishment of mechanisms that should bring the stakeholders into action at any given stage of the project implementation.

The theory is relevant in that it incorporates the influence of stakeholders’ involvement in projects implementation. A project can never be run as a stand-alone activity that never accommodates the idea of other community members or people in the society who have special interests in them. The people who have the special interests in given projects in the community are normally referred to as stakeholders (Fonchingong and Fonjong, 2014). Special interest in development of project implementation in the community normally comes from the community members and their leaders. For projects to be sustainably implemented, the community must be involved at all the levels because the community does not only give basic resources of projects success like raw material and human labour but it also decides on the types of projects to be implemented, the duration they should take to be acquired and sometimes where these projects should be implemented.

2.2.2 Institutional Theory:

Institutional theory on the other hand was developed by Nelson Phillips, who asserts that institutionalization, which is the process of institution formation, is the backbone to sustainable projects implementation (Uwhejevwe-Togbolo, 2015). Institutions are the building units of any society and they shape human interaction as well as provide structure to everyday life. Institutions can be seen as a collection of specific behaviors and support structures that simplify or make possible the accomplishment of a task. Institutions make it possible for desirable set of actions to be realized more frequently and with repetition, these actions take root as norms (Green, Li and Nohria, 2009). People at this point cease doing things because there are rules that call on them to do so but because it’s the norm. Every organization has its own ways of carrying out its activities. The extent to which an organization is deeply rooted to what it believes in, the more it is given a particular specific definition. Organizational culture is this tendency of believing in doing things in a given way that gives one organization a different identity against another one (Hibbard and Tang, 2014). One clear conclusion is that institution building is the critical task facing all Non-Governmental Organizations in their search for sustainable development. The stability of institutions depends a lot on their fit with culture and values of the subjects as well as the benefits that it presents to the people (Schneiberg and Soule, 2005). This theory is adopted for this study since the process of projects implementation depends on a number of factors; organizational culture being one of them. Hedayat and Ma’rof (2014) assert that organizational culture influences the implementation of projects in the NGOs sector. The implementation of projects greatly depend on what a given organization believes in, what drives a given organization and what pulls it to a given group of people. Hodgkin and WASH Project staff, (2014) found that Vision and mission of any given organization determines the nature of route course it will take and therefore the activities to be run. For projects to be successful they should have a clear vision that is shared among all the employees and other stakeholders, they should have a well-defined mission statement(s), they should have clear goals and objectives that are manageable and achievable.

International Institute for Sustainable Development (2018) has indicated four major components of organizational culture that influence the sustainability of development projects implementation. The components include: Vision; Values; Practices; and Narrative. These components complement each other with the organization vision carrying the entire larger picture of the project and the narrative part forming the micro components that must be achieved each day for the vision to stand and survive.

2.3 Conceptual Framework:

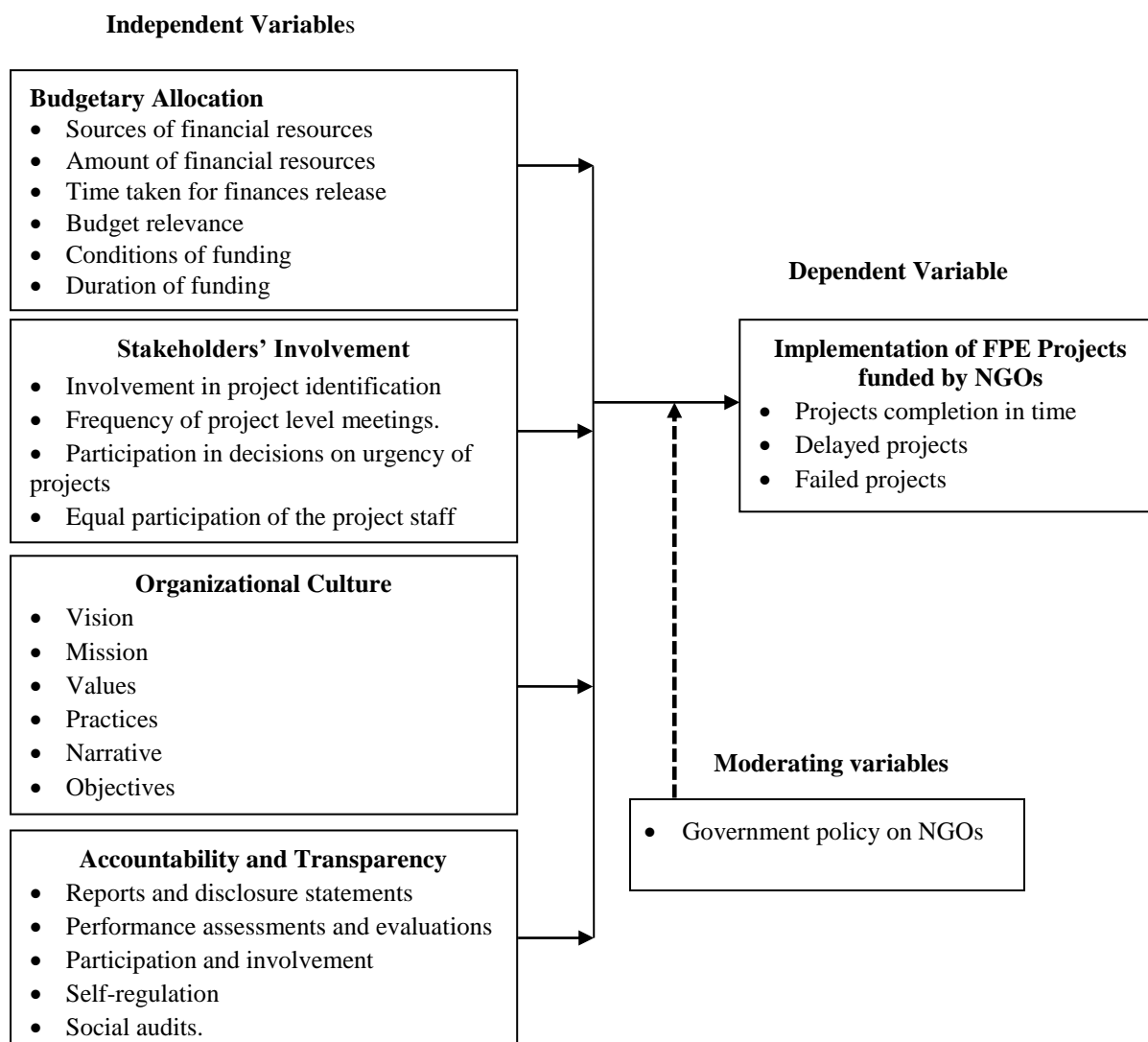


Figure 1: Conceptual Framework

3. METHODOLOGY

3.1 Research Design:

The study adopted a research design that was descriptive in nature where data was collected to answer questions concerning the subject of study. This research design was desirable for this study because of its great interest in answering the questions such as how, who, when, what, which and to what extent (Cooper and Schindler, 2010). The descriptive design was selected because it allowed the researcher gather numerical and descriptive data to assess the relationship between the dependent and the independent variables. This made it possible for the researcher to produce statistical information on determinants of NGO funded projects implementation run under the Free Primary Education. The chosen design allowed the researcher to collect both qualitative and quantitative data.

3.2 Target Population:

This study sought to get information from the various employees of the 12 registered NGOs in Kilifi County that had been involved in implementing various projects in various primary schools in the county. The researcher sought information from the 124 employees who were attached to the 12 NGOs and who had been actively involved in running basic education enabling projects that ranged from wash programmes, school feeding, school construction etc. (NGO Council, 2017)

Table 3.1: Target Population

Staff category	Target population	Percentage
Senior management	12	9.7%
Middle level management.	46	37.1%
Other staff	66	53.2%
Total	124	100%

Source NGO Council Report (2017)

3.3 Sample Size and Sampling Procedure:

A census inquiry was targeted for the implementing officers since their population was small (Kumar, 2009). For the beneficiaries, Yamane formula was used to calculate a representative sample.

The formula below provided by Yamane was used to calculate the sample size (University of Florida, 2013)

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

Where; n is the sample size, N=the estimate of the population size, e=error limit at 95% level of confidence and with an error limit of 5 %

$$n = 124 / \{1 + 124(0.05)^2\} = 96 \text{ respondents. Therefore, the total sample population shall be 96 respondents.}$$

The study adopted a simple random sampling since all the employees in the NGOs had a general understanding of the projects implemented in the county.

3.4 Data Analysis Techniques:

The completed questionnaires were edited for consistency and completeness before processing responses. After data cleaning, data was coded, entered into the computer for analysis. Data was analyzed using Statistical Package for Social Sciences (SPSS). The data was presented using descriptive statistics such as means and percentages, frequency counts, and standard deviations. To test the hypothesis, a regression analysis was used. The model therefore was worked on as follows:

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

Where: Y is the dependent variable (project implementation),

β_0 is the regression coefficient/constant/Y-intercept,

$\beta_1, \beta_2, \beta_3$ and β_4 are the slopes of the regression equation,

X_1 is budgetary allocation

X_2 is stakeholders' involvement,

X_3 is organizational culture,

X_4 is accountability and transparent,

α is an error term normally distributed about a mean of 0 and for purpose of computation, the α is assumed to be 0.

4. DATA ANALYSIS

4.1 Budgetary Allocation and the Implementation of Free Primary Education Projects:

The researcher sought information in relation to budgetary allocation and its influence on the implementation of various projects run under the FPE in the county.

In a rated number of questions, respondents were asked to show the extent to which they agreed or disagreed with a number of ideas in relation to budgetary allocation and the implementation of projects in the various primary schools in the county.

Table 4.1: Influence of Budgetary Allocation on Projects Implementation

	N	Mean	Std. Deviation
Sources of financial resources for the organization influences its ability to implement a number of projects run under the FPE in the county	80	4.36	.931
Amount of financial resources allocated to the organization by various donors influences its ability to implement a number of projects run under the FPE in the county	80	4.15	1.223
Time taken for finances to be released the by donors to this organization influences its ability to implement a number of projects run under the FPE in the county	80	4.05	.899
Budget relevance preparation influences the organization's ability to implement a number of projects run under the FPE in the county	80	3.56	1.146
Conditions of funding in the organization availed by donors influences its ability to implement a number of projects run under the FPE in the county	80	4.03	1.232
Duration of funding of various projects run by this organization influences its ability to implement a number of projects run under the FPE in the county	80	3.63	1.140
Valid N (listwise)	80		

Majority of those participating in the study thought that sources of financial resources for the organization influences its ability to implement a number of projects run under the FPE in the county (mean = 4.36, STDV = 0.931), Amount of financial resources allocated to the organization by various donors influences its ability to implement a number of projects run under the FPE in the county (mean = 4.15, STDV = 1.223), Time taken for finances to be released by the donors to this organization influences its ability to implement a number of projects run under the FPE in the county (mean = 4.05, STDV = .899), Budget relevance preparation influences the organization's ability to implement a number of projects run under the FPE in the county (mean = 3.56, STDV = 1.146), Conditions of funding in the organization availed by donors influences its ability to implement a number of projects run under the FPE in the county (mean = 4.03, STDV = 1.232), and Duration of funding of various projects run by this organization influences its ability to implement a number of projects run under the FPE in the county (mean = 3.63 and STDV = 1.140).

4.2 Stakeholders' Involvement in the Implementation of Free Primary Education Projects:

The researcher sought information in relation to stakeholders' involvement and its influence on the implementation of various projects run under the FPE in the county.

In a rated number of questions, respondents were asked to show the extent to which they agreed or disagreed with a number of ideas in relation to stakeholders' involvement and the implementation of projects in the various primary schools in the county.

Table 4.2: Influence of Stakeholders' Involvement in Projects Implementation

	N	Mean	Std. Deviation
Involvement of various stakeholders in project identification influences the implementation of various projects in the various primary schools	80	3.58	1.199
Frequency of project level meetings with various stakeholders influences the implementation of various projects in the various primary schools	80	4.16	1.012
Participation in decisions on urgency of projects by other stakeholders influences the implementation of various projects in the various primary schools	80	3.72	1.350
Equal participation of the project staff influences the implementation of various projects in the various primary schools	80	3.86	1.076
Valid N (listwise)	80		

Majority of those participating in the study thought that Involvement of various stakeholders in project identification influences the implementation of various projects in the various primary schools (mean = 3.58, STDV = 1.199), Frequency of project level meetings with various stakeholders influences the implementation of various projects in the various primary schools(mean = 4.16, STDV = 1.012), Participation in decisions on urgency of projects by other

stakeholders influences the implementation of various projects in the various primary schools mean = 3.72, STDV = 1.350), and Equal participation of the project staff influences the implementation of various projects in the various primary schools (mean = 3.86 and STDV = 1.076).

4.3 Organizational Culture and the Implementation of Free Primary Education Projects:

The researcher sought information in relation to organizational culture and its influence on the implementation of various projects run under the FPE in the county.

In a rated number of questions, respondents were asked to show the extent to which they agreed or disagreed with a number of ideas in relation to organizational culture and the implementation of projects in the various primary schools in the county.

Table 4.3: Influence of Organizational Culture on Projects Implementation

	N	Mean	Std. Deviation
The organization's vision influences its limits to projects implementation in various primary schools	80	4.39	0.808
The organization mission has an influence on projects implementation	80	3.94	1.194
Shared values in the organization influence its ability to implement various projects	80	4.25	.684
Common practices among the various organization employees influence the implementation of various	80	3.56	1.261
Common narratives in the organization influences its ability to implement various projects	80	3.50	1.322
Organization objectives influence its extent of implementing various projects	80	4.21	1.076
Valid N (listwise)	80		

Majority of those participating in the study thought that: The organization's vision influences its limits to projects implementation in various primary schools (mean = 4.39, STDV = 0.808), The organization mission has an influence on projects implementation (mean = 3.94, STDV = 1.194), Shared values in the organization influence its ability to implement various projects (mean = 4.25, STDV = .684), Common practices among the various organization employees influence the implementation of various (mean = 3.56, STDV = 1.261), Common narratives in the organization influences its ability to implement various projects (mean = 3.50, STDV = 1.322), and Organization objectives influence its extent of implementing various projects (mean = 4.21, STDV = 1.076).

4.4 Financial Accountability, Transparency and the Implementation of Free Primary Education Projects:

The researcher sought information in relation to financial transparency and accountability, and its influence on the implementation of various projects run under the FPE in the county.

In a rated number of questions, respondents were asked to show the extent to which they agreed or disagreed with a number of ideas in relation to financial accountability, transparency and the implementation of projects in the various primary schools in the county. The results were as shown in table 4.4 below

Table 4.4: Influence of Financial Transparency and Accountability on Projects Implementation

	N	Mean	Std. Deviation
Reports and disclosure statements prepared by the organization influence the extent to which they implement various projects	80	4.03	1.079
Performance assessments and evaluations influence the implementation of projects	80	3.70	1.226
Participation by various staff and other stakeholders in budgeting influences the implementation of projects	80	3.75	1.238
Self-regulation in social audits influences the implementation of projects in various primary schools.	80	3.96	1.141
Valid N (listwise)	80		

Majority of those participating in the study thought that: The organization's vision influences its limits to projects implementation in various primary schools (mean = 4.03, STDV = 1.079), Performance assessments and evaluations influence the implementation of projects (mean = 3.70, STDV = 1.226), Participation by various staff and other stakeholders in budgeting influences the implementation of projects (mean = 3.75, STDV = 1.238), and Self-regulation in social audits influences the implementation of projects in various primary schools (mean = 3.96, STDV = 1.141).

4.5 Regression Analysis:

A multiple regression analysis was conducted to test the relationship among independent variables on the project performance. The independent variables were; budgetary allocation, stakeholders' involvement, organizational culture and accountability and transparency. The depended variable on the other hand was implementation of FPE projects funded by NGOs. SPSS software was used to code, enter and model the relationship between the four independent variables and the dependent variable. Coefficient of determination explains how magnitude of changes in the dependent variable can be explained or attributed by a change in the independent variables or the percentage of variation in the dependent variable (in this case project implementation) that is explained by all the four independent variables (budgetary allocation, stakeholder involvement, organizational culture , and financial accountability and transparency).

4.5.1 Model Summary:

A multiple regression analysis was conducted to test the influence among predictor variable. The researcher used SPSS to code, enter and compute the measurements of the multiple regressions. This model is presented below:

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.373 ^a	.139	.094	.383	.139	3.037	4

In appraising the model of fit, coefficient of determination was applied. The adjusted R^2 referred to as the coefficient of multiple determinations, represents a percentage of variance in the dependent variable explained differently or together by the independent variables. As shown above, from the model fit, an average adjusted coefficient of determination (R^2) of 0.094 was achieved. This suggests that 9.4% of the variations in the implementation of various projects in the primary schools in the county could be explainable by the independent variables under study (budgetary allocation, stakeholder involvement, organizational culture, and financial accountability and transparency).

4.5.2 ANOVA^a

The study went further to test the significance of the model by using ANOVA technique and the results were as summarized in table 4.6 below:

Table 4.6: ANOVA^a Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.784	4	.446	3.037	.022 ^b
	Residual	11.016	75	.147		
	Total	12.800	79			

Critical value=2.50

- Predictors: (Constant), Accountability and Transparency, Stakeholders' Involvement , Organizational Culture , Budgetary Allocation
- Dependent Variable: Implementation of FPE Projects funded by NGOs

The ANOVA statistics resulting from the data have helped the study establish that the regression model had a significance level of 0.022% which indicates the data was suitable in reaching a conclusion on the population parameters, since the value of significance (p-value) was less than 5%. The value calculated was more than the critical value ($3.037 > 2.50$)

indicating that Accountability and Transparency, Stakeholders' Involvement, Organizational Culture, Budgetary Allocation all have a significant effect on school projects implementation. Given that we have a significance value which was lower than 0.05 we can conclude that the model was significant.

Table 4.7: Coefficients of Determinations

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.530	.355		4.308	.000
	Budgetary Allocation	.247	.110	-.280	-2.239	.028
	Stakeholders' Involvement	.178	.157	.126	1.135	.260
	Organizational Culture	.145	.119	-.137	-1.214	.228
	Accountability and Transparency	.026	.104	-.031	-.252	.802

SPSS generated codes that were fitted into the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$)

Whereby:

$$Y = 1.530 + 0.247X_1 + 0.178X_2 + 0.145X_3 + 0.026X_4$$

From the regression equation, taking all factors into account; (Budgetary Allocation, Stakeholders' Involvement, Organizational Culture, and Accountability and Transparency) held constant at zero, school projects implementation will be 1.530. On the other hand, holding other factors constant, a unit change in Budgetary Allocation would lead to an improved project performance by a factor of 0.0247; a unit change in stakeholders' involvement when holding the other factors constant would lead to a 0.178 improvement in project performance ;a unit change in organizational culture when holding all the other factors constant would lead to a positive change in projects performance by a factor of 0.145 while a unit change in transparency and accountability when holding the other factors constant would lead to a 0.026 improvement in project performance. From the above analysis; it can be confidently argued that all the four independent variables influence the dependent variables. Therefore all the null hypotheses are rejected and the alternative hypotheses accepted in the study. Thus, Budgetary Allocation, Stakeholders' Involvement, Organizational Culture, and Accountability and Transparency significantly influence the Implementation of FPE Projects funded by NGOs.

5. DISCUSSION OF KEY FINDINGS

Based on the first objective that sought to examine the influence of budgetary allocation on the implementation of Free Primary Education Projects funded by NGOs, majority of the respondents (93.75%) supported the idea that budgetary allocations to their NGO influenced their ability to implement a number of projects. Averting to such findings is Albert (2014) who has shown that budgets form the central focal point of projects implementation in organizations. Therefore, NGOs implemented projects like any other projects in any sector of the economy need sufficient amount of financial resources, a very well defined source of the finances, a well-defined budget with well outlined activities and expected deliverables. Also, majority of the respondents who made 95% agreed with the idea that the funding availed by the donors have conditions on their applicability and no money can be spend outside the budget. Brubacher (2014) has similar contentions by showing that budgetary allocations influence the performance of NGOs significantly. In this study he argued that the amount of funds allocated for the projects, their sources, the rules accompanying them and the duration of financial support influences the implementation of projects.

In relation to the objective that sought to establish the influence of stakeholders' involvement on the implementation of projects, majority of the respondents (97.5) agreed that the stakeholders had some effects on the implementation of the various projects. Equally, majority of the respondents (81.25%) supported the idea that other partners or stakeholders participate in the implementation of various projects in relation to their objectives. Ebner and Baumgartner (2016) have shown that a project may not survive to a particular limit no matter how good it is if it doesn't involve all its stakeholders proportionately. The regression analysis indicated that a unit change in stakeholders' involvement when holding the other factors constant would lead to a 0.178 improvement in project performance. This can be supported by Gareis and Weninger, (2015) who showed that stakeholders' involvement is one major principle of projects sustainability. They argue that the stakeholders management is core since they have either a very sphere direct impact (primary stakeholders) or unforeseen long term influence (secondary stakeholders) that later on influence the performance of projects significantly.

The third objective sought to find out the influence of organizational culture on the implementation of Free Primary Education Projects funded by NGOs in Kenya's Kilifi County. Results indicated that, Majority of the respondents (89.7%) supported the idea that the organizational culture in their NGO had some influence on the projects they implement in the various primary schools in the county. Hedayat and Ma'rof (2014) assert that organizational culture influences the implementation of projects in the NGOs sector. In this study, the implementation of projects greatly depend on what a given organization believes in, what drives a given organization and what pulls it to a given group of people. The regression analysis indicated that a unit change in organizational culture when holding all the other factors constant would lead to a positive change in projects performance by a factor of 0.145. James (2015) has also shown that organizational culture determines whether a given project or organization is to perform well or is to fail. In his work which was dubbed, the project manager's desk reference: A comprehensive guide to project planning, scheduling, evaluation, and systems; has shown that projects with well-established organizational culture perform better than those without.

In relation to the objective that sought to examine the influence of financial accountability and transparency on the implementation, majority of the respondents (90%) agreed with the idea that financial accountability and transparency influences the implementation of projects in the various public primary schools in the county. Khwaja (2013) noted that transparency and accountability influences projects implementation by NGOs. He dealt with five key accountability mechanisms used by NGOs in practice. These include: reports and disclosure statements, performance assessments and evaluations, participation, self-regulation, and social audits. Each mechanism, distinguished as either a 'tool' or a 'process,' is analyzed along three dimensions of accountability: upward-downward, internal-external, and functional-strategic. Lipman (2014) in his study found out that accountability has an influence on the implementation of projects. In the study, the aspects of accountability were highlighted and include: upward accountability; horizontal accountability; and internal accountability.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion:

Budgetary allocation as a factor influences the implementation of projects in the various primary schools in the county. The sources of finances, the amount of finances, the conditions attached to these finances by the donors, and the duration of funding are among the major issues surrounding the implementation and completion of projects. Budgets that are prepared to reflect their relevance and the time of budgeting are among the top influencing factors of projects implementation.

The second objective in the study touched on the stakeholders' involvement and their influence on the implementation of projects. It can be concluded that majority of the organizations have both primary and secondary stakeholders who influence the projects they implement. The stakeholders are very useful in identifying the types of projects to be implemented, they are important in identifying the areas of projects urgency; they participate in giving various resources through meetings and barazas.

Also, almost all the organizations in the study have an organizational culture that influences the implementation of projects in the various primary schools. Some of the indicators of the organizational culture include: the vision of the organization, the mission, values, practices, narratives and objectives. The above interact to indicate the direction an organization is taking in relation to the various projects it implements.

Finally, accountability and transparency is a key determinant of projects implementation by the NGOs. Accountability and transparency is used a tool that can attract funding from the various donors and stakeholders. With better funding, NGOs are able to carry out their mandates and implement a variety of projects.

6.2 Recommendations:

The researcher recommends that NGOs should clearly consider the component of budgetary allocation before initiating any project in the county. They should clearly understand their sources of financial resources, the amount of financial resources, time taken for finances to be released, their budget relevance, conditions of funding, and duration of funding.

The researcher recommends that both the primary and secondary stakeholders should be involved in the process of projects implementation; no matter how minimal their contributions might be perceived. The stakeholders should be consulted on the types of projects that should be implemented through various forums like meetings and community barazas.

The researcher also has the view that all the NGOs should have a well spelt organizational culture that defines them and their activities. The culture should be well versed and communicated to all the employees of the organization and other stakeholders. Charts, posters, website pages, newsletter etc containing the vision, mission, objectives and the values of the organization should be used as the appropriate channels of communicating the organizational culture.

All NGOs should encourage transparency and accountability at all the levels in order to ensure that the projects implemented achieve their objectives. Transparency should be communicated all the time through reports and disclosure statements, performance assessments and evaluations, social audits etc.

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