COMMUNITY PARTICIPATION AND SUSTAINABILITY OF THE KENYA COMPREHENSIVE SCHOOL HEALTH PROGRAM IN KAJIADO COUNTY, KENYA

Mercy Akumu

Perez Onono

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LIST OF ABBREVIATIONS

BOM   Board of Management

CAC   Citizen Advisory Committees

CBD   Community Based Development

CDN   Cooperation and Development Network

FGD   Focus Group Discussions

GDP   Gross Domestic Product

HDI   Human Development Index

KCSHP   Kenya Comprehensive School Health Program

MoE   Ministry of Education

MoPH   Ministry of Public Health

OECD   Organization for Economic Cooperation and Development

PCM   Project Cycle Management

UNDP   United Nation Development Program

ABSTRACT

Community participation allows beneficiaries to influence the direction and execution of development projects rather than merely receive a share of project .It may lead to project effectiveness, efficiency, social acceptability, cost recovery and sustainability. It prevents sabotage of the project by the government or powerful economic or social groups, intensification of the community conflicts and additional costs. For a development project to be sustainable, it is essential for the community to be involved in all stages of the project cycle, with two way information dissemination, trainings and coordination in technical, managerial and financial aspects of the project. The Kenya Comprehensive School Heath Program which is being implemented by World Friends Kenya and Jukumu Letu in Kajiado North is one of unique projects that aim at achieving the Kenya vision 2030 through an improved health and education for all. The project has eight thematic areas which include: values and life skills, gender issues, child rights, child protection and responsibilities, water, sanitation and hygiene, nutrition, disease prevention and control, special needs, disability and rehabilitation, school infrastructure and environmental safety. The purpose of this study was to evaluate community participation and sustainability of development projects in the program. Specifically, the study sought to determine the level of participation of different program stakeholders during the Project Management Cycle, to find out the methods of participation employed in the Kenya Comprehensive School Health Program, to evaluate the indicators of sustainability, to analyze the role of participation in enhancing sustainability and to assess the challenges of community participation on the stages of the project management cycle of the Kenya Comprehensive School Health Program. An in-depth analysis of community participation in the various stages of the Project Management Cycle, method of participation and challenges that come as a result of participation was done. Data was collected from 270 respondents which included, parents, representatives from Ministry of Health and Ministry of Education, teachers, members of Board of Management and representative from project implementers, using a standardized questionnaire, focus group discussions and key informant interviews and analysed using quantitative and qualitative techniques. The study found that there was low community participation during the project cycle management stages. The methods of participation that were highly used in the project were non participation and tokenism partnership. With regard to sustainability, the study concluded that there was a high chance of technical sustainability but low managerial and financial sustainability. The challenges of participation remarked by the project stakeholders included lack of enough information, lack of trainings on the project matters, wastage of time on the pupils' side, poverty, lack of community representation during most project meetings and high level of illiteracy. The participation used in the study might not support the sustainability of the program. The study proposes that intervention should be considered in involving key stakeholders in key decision making areas during the project cycle management stages and there should be more awareness creation about the objectives of the project, shift the methods of participation from non-participation and tokenism to citizen power to encourage the community to feel part of the project, need for more financial assistant particularly on the agricultural aspect of the project especially from the government, more trainings specially in Osopuko primary and a special consideration of some thematic areas like, gender issues, , special needs, disability and rehabilitation should be considered. Therefore, key stakeholders of the projects should not be seen as targets of poverty reduction efforts but should be seen as assets and partners in the development process

1.0 INTRODUCTION

1.1 Background

The basic objective of human development is enlarging people's choices and creating an environment in which humans have the freedom to realize their full potential. It should create an enabling environment for people to enjoy long healthy and creative lives, to be educated and to enjoy a decent standard of living, political freedom, guaranteed human rights and self-respect (United Nation Development Programme, 1995). In traditional economics, development was viewed as growth in per capita income later on; a wider definition of development came to be assigned that focused on distributional objectives. Economic development, in other words, came to be redefined in terms of reduction or elimination of poverty and inequality. And that's where the concept of human development was developed in the 1990s by UNDP. The use of Human Development Index (HDI), normally in the Human Development Approach measures a country's development which is a composite index measuring average achievement in three basic dimensions of human development. This should reflect a country's achievements in health and longevity (as measured by life expectancy at birth), education (measured by adult literacy and combined primary, secondary, and tertiary enrolments), and living standard (measured by GDP per capita in purchasing power parity terms) (UNDP, 1995). Achievement in each area is measured by how far a country has gone in attaining the following goals: life expectancy of 85 years, adult literacy and enrolments of 100 % and real GDP per capita of $40,000 in purchasing power parity terms (Human Development Report 2016, UNDP).

According to MahbubulHaq (2003), there are four essential pillars for development. First the equality component, if development is viewed to enhance people's capabilities then people must enjoy equitable access to opportunities. The second component is productivity this promotes investment in human capital of all individuals in discriminatively. The third component is empowerment; this is where people enjoy greater political and civil liberties and remains free from excessive controls. It focuses on grassroots participation which promotes democracy by

enfranchising the disadvantaged groups. The fourth pillar is sustainability; Sustainability is a core principle in human development. The Brunt land Commission Report of 1987, defines sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The human development components must be sustainable from one generation to the next. Human development is also a matter of promoting not only the freedoms of individuals, but also the freedoms of groups. For the most marginalized and most deprived people community agency can be much more powerful than individual agency. An individual is unlikely to achieve much alone, and power may be realized only through collective action (UNDP, 2016)

Human beings must be empowered to be able to participate in and benefit from the development process (UNDP, 1995). Community participation has been seen as one of the solutions to ensure sustainability of human development projects and programs. Zenter (1964) points out three aspects of communities. First, community is a group structure, whether formally or informally organised; in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility. In this study, a community is defined as a village or more than one village or group of people within a village who share common characteristics (URT, 1999). At the project level Paul (1987) generally sees participation as an active process by which beneficiary or client groups influence the direction and execution of a development project with a view to enhancing their well-being in terms of income, personal growth, self-reliance and any other values they cherish. Community participation is a social process whereby specific groups with shared needs, often but not always living in a defined geographical area, actively get involves in identification of

their needs, make decision and establish mechanism to meet these needs (Rifkin, 2003). Community Participation ensures efficiency, effectiveness and in some extent equity in the opportunities provided by a program. Since 1980's, participation has been seen as an antidote for failure of development assistance. It was not until the 1990's that multilateral development agencies like the world bank, UN, IMF placed a lot of emphasis on stakeholder's participation as a way of ensuring development sustainability.

According to a survey done   by UNDP on HDI in 2016, Kenya ranks as the 146th country in the world with a human development index of 0.555. Kenya has a population of approximately 46Million people and about 45.5 percent of the population living under the poverty line. Kajiado North Constituency on the other hand has a population of approximately 187,000 people and the poverty rate of 38.3 per cent. This has direct impact on access to a number of human development services such as health care, education, water and sanitation and productive economic opportunities.

One of the key pillars of Kenya Vision 2030 is education for all and improved health status. The inception of free primary education in 2003, which led to high school enrolment especially in primary schools are one of the road maps to achieve the above mission which was enacted in 2007.The Ministry of Education, Ministry of Public health and Sanitation later came up with The National School Health Policy Guidelines that later led to the National School Health Policy and Guidelines of 2009.This national school health strategic implementation plan aims to identify and mainstream key health interventions for improved school health and education. The strategy comprises eight thematic areas; these are: Values and life skills, Gender issues, Child rights, child protection and responsibilities, Special needs, disability and rehabilitation, Water, sanitation and hygiene, Nutrition, Disease prevention and control and School infrastructure and environmental

safety. The strategy outlines critical issues on health and education linkages that are important towards the improvement of child health while in school. The school environment must create an enabling atmosphere for social, cultural and emotional well-being that promotes a healthy child friendly school. This strategy will ensure that positive changes in school environment are supported, reinforced and sustained through a school health policy; skills based health education and school health services. It envisaged that effective and efficient healthy school environment shall ensure access, retention, quality and equity in education, (Republic of Kenya, 2009).However; Kajiado County has less resource to ensure these eight thematic areas of the area effectively implemented in the schools. This was one of the motivations behind the Kenya Comprehensive School Health Program, to increase school enrolment and retention of children below 15 years.

Funded by the Italian Cooperation for Development and the Alba Care Foundation, the project was conceived with the aim of improving the quality of health of the scholastic community of North Kajiado, situated around 40 km from Nairobi, Kenya's capital city. The program was conceptualized with an understanding that good health is a key requirement for the success of the implementation of any educational program in order to achieve desirable quality and sustainable learning outcomes especially in rural Kenya. The project was developed with an aim of improving the state of health of the Kajiado population, starting from children and working in close collaboration with parents, local authority and teacher with an aim of creating awareness towards, gender equality, disability, the fundamental rights of children and a promotion of a healthy environment encouraging learning and teaching. The main activities covered in the projects include: Improvement and strengthening of water systems and sanitary facilities, construction/rehabilitation and equipment for kitchens and school canteens and setting up a school feeding program, starting up/strengthening school vegetable gardens, together with related productive activities and production coordination, periodic check-ups,

medical and nutritional services, promotion of a greater education and awareness regarding health, gender equality, the rights of children, disability, environmental safety, production and distribution of informative material, didactic and educational; the creation of a service for psychological help and guidance; training of scholastic personnel. Therefore, this study evaluated community participation and Sustainability of KCSHP.

1.2 Statement of the problem

Non-governmental organizations, multi-development agencies, national institutions, philanthropic foundations have made tremendous efforts in the implementation of development projects across majority of developing countries. They have targeted different groups of beneficiaries, ranging from women, youth, and children, marginalized and vulnerable groups in the society. Their programs and initiatives to a greater extent have positively affected the welfare of the targeted communities. Despite the presence of these developmental projects in the communities, the benefits derived have been noted to be short-lived which can be attributed to lack of transparency and accountability, minimal community empowerment, modern-technology and limited monitoring and evaluation (Oakley,1995). Furthermore, in the last 10 years, donors and projects developers have started to realize that funds for development projects have yielded short term benefit and a very little long term benefits to the intended recipients and hence they have started questioning the impact of aid. Due to this, most of them have threatened the withdrawal of such funds from a number of projects and programs (Nkonjera, 2008). This study was built upon the concern on how projects and programs are implemented especially in Kenya, most of which are implemented without any long term positive impact to the beneficiaries especially the rural and marginalized communities like Maasai community in Kajiado County. There are cases where projects or programs just deliver aid in the form of money or agricultural input, irrigation systems or information technology equipment but do not focus on whether these programs would be useful to the target beneficiaries in the long-term.

Some projects are centrally planned without any participation of the community or the project beneficiaries with the targeted population only getting involved at the implementation stage. Most of the projects do not have human resource, technical and financial resources that are put in place to ensure their continuity after the project life easy hence sustaining such projects becomes a challenge (Wasonga, Ojeny, Oluoch and Okech, 2014).

The Kenya Comprehensive School Health Program implemented in Kajiado North started in 2016 with the main aim of improving the quality of health in five targeted schools. Community participation in this project is perceived as one of the key component of ensuring social acceptability of the project and community project ownership hence sustainability. Wasonga, *etal* (2014) carried a study on the Kenya School Health policy on a pilot Program in Kisumu and found that participation of various stakeholders is key in enhancing program ownership and sustainability .It is with this regard that this study made an evaluation on community participation and sustainability of the Kenya Comprehensive School Health Program in Northern Kajiado.

1.3 Specific research objectives

i. To determine the level of participation of different program stakeholders at different stages of the Project Management Cycle of the Kenya Comprehensive School Health Program.

ii. To find out the methods of participation employed in the Kenya Comprehensive School Health Program.

iii. To assess the challenges of community participation on the Project Cycle Management of the Kenya Comprehensive School Health Program.

iv. To evaluate the indicators of sustainability in the Kenya Comprehensive School Health Program.

v.   To analyze the role of participation in enhancing sustainability in the Kenya Comprehensive School Health Program.

1.4 Significance of the Study

This study will help the implementing agency to identify some of the benefits and challenges of community participation during the PCM, adopt the best methods of community participation, identify some gaps that can be a basis of fundraising for the continuity of the project, to optimize their funds and solve sustainable resource management issues. In addition, it will also help the Ministry of Health and Ministry of Education to identify key issues of participation and adopt better ways of ensuring development project are sustainable. The community members will also be in a position of making better economic decisions and judgments in the context of their own environment and circumstances. It will also strengthen the capabilities of the target communities to undertake self -initiated development activities. The key stake holders will also be in a position to design better projects, have better target beneficiaries and also have more cost effective programs that are equitably distributed. In addition, it will play a role in enhancing civic consciousness and political maturity that makes those in office accountable.

2.0 LITERATURE REVIEW

2.1Introduction

The study reviewed some theoretical and empirical literature that helped in conceptualization of the study and design used to realize the objectives. These are discussed in the following sections.

2.2 Theoretical Literature

2.2.1 Participatory Development

According to OECD (1994) participatory development is partnership between actors in setting agendas based on local views, strengths, opportunities and challenges. Participatory development approaches thus seek to develop projects at the local level based on issues brought up by citizens whose needs seek to be addressed by these development projects/initiatives. The shift to participation in development can mainly be attributed to the failure of the top-down approach to development common prior to the 1960s when participatory development gained momentum. The need to encourage participation of local communities in decision-making paved way for Community Based Development (CBD), decentralization and participation carried out by both donor organizations and governments (Mansuri and Rao, 2013). In the 1980s, critics of the top-down approach moaned lack of performance by the approach in improving conditions of poor people who seemed marginalized by central governments when resources were being distributed. This led to a push for participatory development approaches led by Robert Chambers (1983), popularly known for his Participatory Rural Appraisal Approach. At the same time, the World Bank was pushing for sustainability of development programs. The common stand was that both community development and sustainability should play a crucial role in encouraging citizen participation in development (Mansuri and Rao, 2013)

Participation has dominated the field of development in the past decades; there are two dominant schools of thought on participation. One school of thought saw participation as inclusion of people in the development agenda. The top-down approach had excluded people from active participation in development but according to this school, people have skills and knowledge that can lead to success of projects. The second school of thought views participation in light of tackling structural problems that cause poverty. Exclusion of people means that they do not have access to resources that they need to better their livelihoods. Participation therefore becomes an important process where people seek to gain influence giving them access to resources that they can use to better their livelihoods (Oakley, 1995).

Mansuri and Rao (2013), further note that participation can be categorized into organic and induced participation. Organic participation is a term used to describe participatory action mainly by social movements who are in opposition of government's top-down approach which has little participation by the people. The main objective is to fight for the rights of the underprivileged who have been marginalized by the government. It is done mainly through creation of membership organizations such as Savings and Credit Cooperatives (SACCOs) to help improve the livelihoods of the people. An example given is that of Grameen Bank in Bangladesh,created in 1976 which had an analogy of the poor having skills yet had no funds to utilize those skills hence the bank was used to give small loans to the poor in the various villages of Bangladesh by Muhammad Yunus. Induced participation on the other hand refers to participation that is advocated for through policy change by a state. This policy change can also be advocated for by external governments that have bilateral or multilateral relations with a state. The most common forms of induced participation are decentralization and community driven development. Kenya Comprehensive School Health Program is one of the projects that were motivated by the National School Health Policy Guidelines (2009) through the Ministry of Public Health and Ministry of Education.

According to Okafor (2005) community participation helps in: empowering communities, improve efficiency, yields better projects, better outcomes, brings greater transparency, enhances accountability, encourages service delivery, can be the beginning of private contractors, service providers and also encourages donor's coordination. Therefore, communities who are the beneficiaries of the projects should not be seen as targets of poverty reduction efforts but should be seen as assets and partners in the development process.

2.2.2 Arnstein's Ladder – Conceptualizing participation as power

In studying development discourse and participation it is critical to acknowledge that, there are different levels of community participation. They mainly depend on the political goodwill, capacity to participate, skills and knowledge to actively take part in decision making process. In understanding the different levels of community participation (Arnstein, 1969) developed a *ladder of citizen participation.* Arnstein (1969) explains that this classification is necessary to unveil the manipulation of people in the garb of community participation projects by professionals and policy holders. The ladder has eight rungs each corresponding to a different level of participation, that is, manipulation, therapy, informing, consultation, placation, partnership, delegated power and citizen control as shown in Figure 2.1.
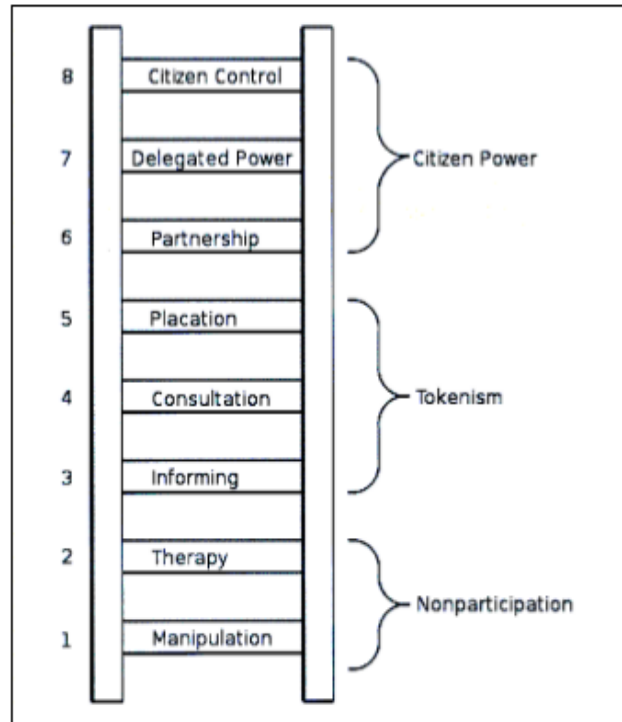
Figure 2.1 Types of participation according to Arnstein, (1969)

The eight rungs are further classified into three categories: non participation, tokenism and citizen power.

a. Non Participation

This encompasses manipulation and therapy whose main aim is not to enable the community to participate in the various stages of the project cycle management but to enable power holders to 'educate or cure' the targeted beneficiaries.

Manipulation. It is the lowest level of community participation. Arnstein (1969) argue that people in this level, are placed on rubber stamp advisory committees or advisory boards for the express purpose of educating them or engineering their support. Instead of genuine citizen participation, the bottom rung of the ladder signifies the distortion of participation into a public relations vehicle by power holders. Arnstein (1969) uses an example of Citizen Advisory Committees (CAC) where

minorities were placed in committees but during meetings, it was the officials who did the participation in educating, advising and persuading the citizens. This means that the citizen have no power to make their own independent decisions, or to initiate any action from their end which eventually leads to non-participation

Therapy. This second level of participation is masked as community participation but according to Arnstein (1969), it is both dishonest and arrogant. It's where the top leadership assumes that powerlessness is synonymous with mental illness. On this assumption, under a disguise of involving citizens in planning, the experts subject the citizens to clinical group therapy where they are meant to believe that somehow they are involved in the process. The said group is not given power to make key decisions or contribute anything but to go by the system that is already set by the regime, in this case the implementers hence non participation.

   b. Tokenism.

According to Arnstein (1969) tokenism includes; informing, consultation and placation. This is a practice of making an obligatory effort by the leadership/project implementers by using a group or individuals in order to give the appearance of equality or to demonstrate minimal compliance with the laws or public relations**.** At this stage citizen may hear or be heard but there is no guarantee that their views will be put into consideration. This powerlessness state makes it difficult for the participants to change the status quo of already made decisions**.**

Informing-Informing citizens of their rights, responsibilities and options can be the most important first step toward legitimate citizen participation (Arnstein, 1969). However, too frequently the

emphasis is placed on a one-way flow of information, from officials to citizens with no channel provided for feedback and no power for negotiation. Arnstein (1969) argue further that, under these conditions, particularly when information is provided at a late stage in planning, people have little opportunity to influence the program designed "for their benefit, mostly they only respond to the enquiries made.

Consultation. Inviting citizens' opinions, like informing them, can be a legitimate step toward their full participation. But if consulting them is not combined with other modes of participation, this rung of the ladder is still a problem since it offers no assurance that citizen concerns and ideas will be taken into account. The most frequent methods used for consulting people are attitude surveys, neighborhood meetings, and public hearings.

Placation. In this level, the poor and the marginalized are placed in advisory committees on which they are allowed to give advice or plan but the officials have the right to accept or reject the advices depending on their legitimacy of feasibility. Having citizen representatives in such boards depends entirely on how well the citizens push for their rights. The advices can be turned down especially by technical experts who are seen as possessing better skills and knowledge on different human development matters such as health, education, and infrastructure and so on.

c. Citizen Power.

This is where the power is vested in the key participants in the project. The implementers and the community agree to share all the responsibilities throughout the stages of PCM. They have active joint committee boards that make key decisions in all stages and strong mechanisms to solve issues that may arise. It gives the community the genuine bargaining influenced on the output/outcome of

the project. This includes partnering with the community, allowing citizen control and delegating power to the community members.

Partnership. At this rung of the ladder, power is in fact redistributed through negotiation between citizens and power holders. They agree to share planning and decision-making responsibilities through such structures as joint policy boards, planning committees and mechanisms for resolving impasses. After the ground rules have been established through some form of give-and-take, they are not subject to unilateral change. Arnstein (1969) argued that partnership can work most effectively when there is an organized power-base in the community to which the citizen leaders are accountable; when the citizens group has the financial resources to pay its leaders reasonable honoraria for their time-consuming efforts; and when the group has the resources to hire its own workers and community organizers. With these ingredients, citizens have some genuine bargaining influence over the outcome of the plan.

Delegated Power. Arnstein (1969) finally argued that negotiations between citizens and public officials can also result in citizens achieving dominant decision-making authority over a particular plan or program. At this level, the ladder has been scaled to the point where citizens hold the significant cards to assure accountability of the program to them. To resolve differences, power holders need to start the bargaining process rather than respond to pressure from the other end.

Citizen Control. The intention of citizen control is power which enables citizens to be part of programs of projects as key players whose needs are given priority when decisions are being made. This level of participation is the one with the highest degree of participation and what proponents of participatory development advocate for.

2.3 Empirical Literature

Nkonjera (2008) did a study on community participation in development projects that had interest in water supply in Mbeya district, Tanzania. The study used descriptive statistic with a sample size population of 120.The study found that the level of participation in selected rural water development projects undertaken was low. It also found that high number of the population participate in the project at the implementation stage followed by evaluation, problem identification, monitoring and decision making. The study also revealed that participation of the community in water projects was hindered by individual, technical and leadership related problems.

Sibanda (2011) did a study on the role of community participation in development initiatives: the case of the Danga ecological sanitation project in the Zvishavane district, Zimbabwe. The study used both qualitative and quantitative data. The results of the study showed that community participation was very low in the ecological sanitation project. As a result, the project had a poor performance record hence lack of sustainability.

Narayan (1995) conducted a study of 121 rural water supply projects in 49 countries of Africa, Asia and Latin America and found that participation was the most significant factor contributing to project effectiveness and maintenance of water systems. However, only21 percent of the projects referred to community participation scored high on interactive and self-mobilization participation, best results occurred when people were involved indecision-making during all stages of the project from design to maintenance. If they were just involved in information sharing and consultations, then the results were much poorer

Maraga, Kibwage, Oindo and Oyunge (2011) did a study on community participation in the project cycle of Afforestation projects in river Nyando Basin, Kenya. The study used a sample size of 150 out of 1928 households ,data was collected using systematic random sampling technique and was analysed using both qualitative and quantitative techniques. The study also realized that there was high participation only at the implementation stage, while very low participation was realized at the project identification, planning and monitoring and evaluations of the afforestation projects.

Adefila and Yusuf (2011) did a study on Community Participation in Sustainable Rural Infrastructural Development in Riyom Area, Plateau State of Nigeria. The study made use of 174 sampled population and adopted multi-stage sampling techniques. .The descriptive statistical method was adopted involving calculation of percentages, mean, frequency and tabulation of data. The study revealed that community participation is confined to receiving information and some consultation thereby showing lower level participation.

2.4 Conceptual framework of the study

To conceptualize community participation and sustainability the study largely adopted the same notion argued by Arnstein (1969) where participation is described in different levels literature review. The study evaluated how various stakeholders have been involved in the activities of the project and classified their performance based on the eight rungs within the ladder. The study conceptualized the ladder as shown in Figure 2.2

Non Participation	Tokenism	Citizen Power
Manipulation- Stakeholders placed in committees where the leaders are key decisions makers and advisors **Therapy-**Information passed on already planned activities to lobby for support	**Informing-**Project Plan was made and announced to the community with an expectation of acceptance . Information passed using top down approach **Consultation-**Project plan was promoted to develop support to facilitate acceptance or give sufficient sanction to plan so that administrative compliance is achieved **Placation-** Plan presented and questions were invited prepared and change plan only if absolutely necessary.	**Partnership-**Elements of negotiation between the implementers on the project element, sharing of responsibilities in planning and decision making **Delegated Power-** Presence of constructive negotiation between community and public/private officials. **Citizen control-** Stakeholders are key players in the project and their needs are given priority. Initiators of actions

Figure 2.2 Conceptualized methods of participation by the author

On the other hand, the study conceptualized sustainability into three dimensions. These dimensions were mainly adopted from some of the empirical literature reviewed. The aspects of sustainability are shown in Figure 2.3
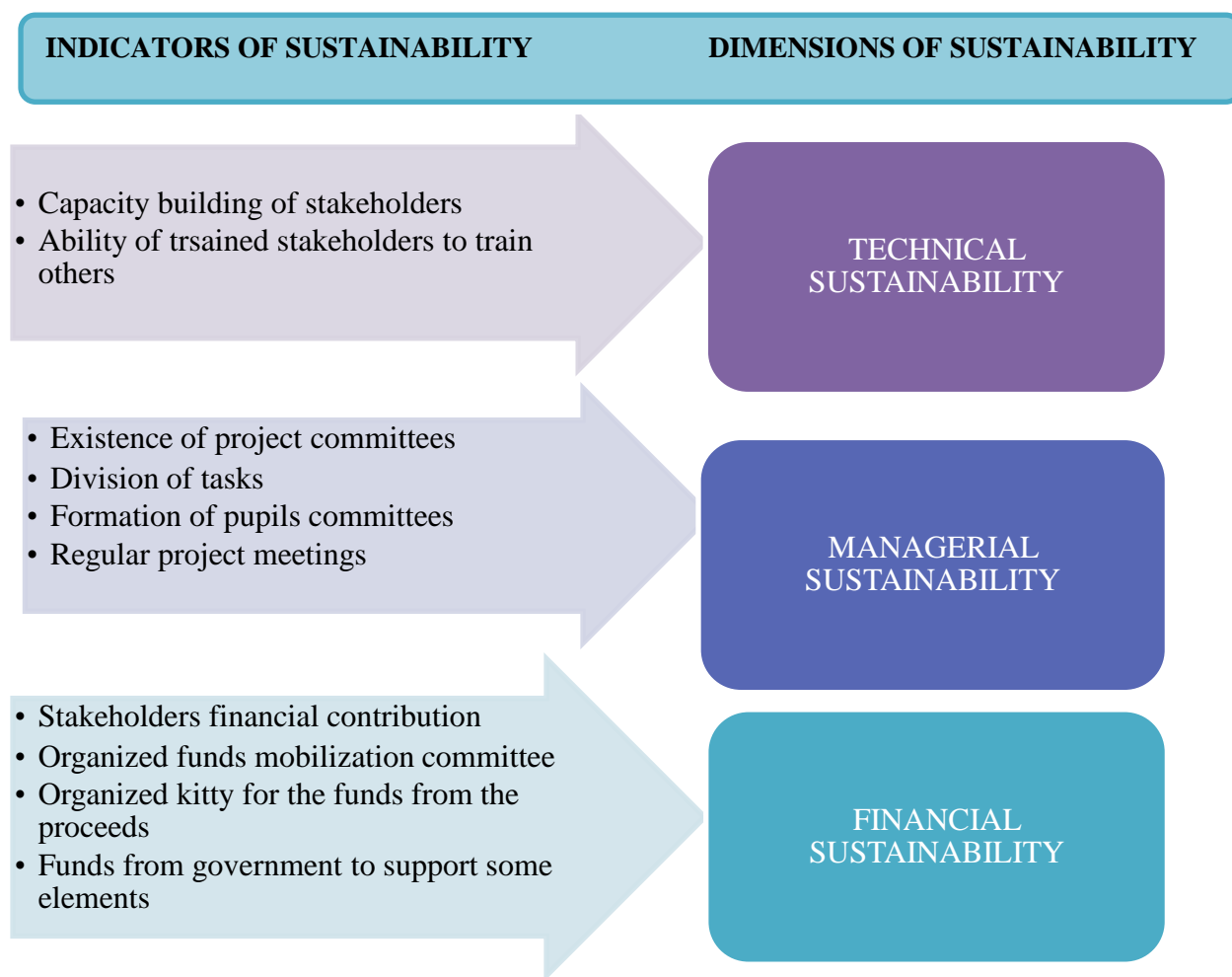
Figure 2.3 Conceptualized indicators of sustainability.

To be able to determine the whether each aspect was sustainable, a cut-off of 50 per cent was applied. Such that after analyzing all the indicators within an aspect of sustainability and the result fall under 50 per cent that aspect was deemed not to be sustainable while if the results are above 50 per cent that aspect was deemed to be sustainable.

3.0 METHODOLOGY

3.1 Study area

The study area is Kajiado North Constituency located in the larger Kajiado County .Kajiado North is divided into five wards namely Olkeri, Ongata Rongai, Nkamuranya, Oloolua and Ngong. The Constituency is a cosmopolitan area with main economic activities being pastoralist, small scale farming, small scale businesses and formal employment. With a population of approximately 187,000 people North Kajiado has a poverty rate of 38.3 per cent. Cultural and behavioral factors have enhanced poverty levels in the region which has directly affected basic education achievement and also primary and secondary education attendance, (Kenya National Bureau of Statistics, 2013).

3.2 Target Population and Sampling Technique

The target population for this particular study was all the project stakeholders of the Kenya Comprehensive School Health Program. They included project implementers, the teachers, pupil's parents, representatives from the Ministry of Public Health (MoPH), representatives from the Ministry of Education (MoE) and members of the Board of Management of the schools (BoM). The project is being implemented in five schools but by the time this study was being conducted only 3 schools had taken more than six months implementing the projects activities, these includes Osopuko primary school, Kiserian primary school and Ngong Township. Therefore, only stakeholders in these schools were considered to take part in this study.

To get a representative sample from the population a number of techniques were adopted. Representatives from the MoPH and MoE, were indentified through the help of a representative from the implementing agency. The officials chosen were those who had knowledge about the program and were closely working with other project partners. The project implementers and the representatives from the ministry gave basic information about the project especially the motive

behind the project and how they participated. This was mainly used to develop data collections instruments for the primary stakeholders and guide the study. The teachers were hand-picked by the head teacher while taking into consideration equal gender distribution. The pupils who took part in the study pre-selected were from the upper schooling level also with special consideration of equal distribution of gender. The head teachers with assistance of the heads of program within the school, who are also teachers, helped in indentifying the parents and BoM members to provide needed information. The sample distribution of stakeholders is provided in Table 3.1.

Table 3.1Showing sample distribution of stakeholder across the schools

Categories	Per institution/Organization	Total
Pupils	50	150
Head teacher	1	3
Teachers	5	15
Parents including gardeners and parents who are BoM members	30	90
Heads of the programs (teachers from every school)	3	9
Representative from Ministry of Public Health	1	1
Representative from Ministry of Education	1	1
Project implementing agencies representatives	1	2
Total		**271**

3.3 Research Design

The research was guided by a descriptive survey design and it employed quantitative and qualitative approaches. Quantitative data was collected from respondents and was supported by extra qualitative information. This approach was largely used to capture the experiences of different stakeholders who were directly involved in the KCSHP to help establish the likelihood of sustainability. The study was basically carried out in three main phases. Activities in each phase are described below.

Phase 1: Preliminary activities before the survey

- Meetings with the implementing agencies. Meetings were held with World Friends and Jukumu Letu, meetings with the representatives from the Ministry of Health and Ministry of Education.

- Procurement of field equipment and stationery for data collection.

- Development of data collection instruments which involved formulating questionnaires for parents, county, government, representatives, teachers, implementing agencies, board of management for the schools

- Pre-visits to the schools where the project is being implemented. These are Ololoua Primary schools, Noro Moru Primary school, Osopuko Primary school, Kiserian Primary school and Ngong Township

Phase 2: Data Collection

- Printing of questionnaires

- Training of the 5 research assistants and three research supervisors

- Data collection in schools and partnering institutions

Phase 3: Data analysis and Report Writing

- Data analysis- coding ,editing, preparing data for statistical analysis and statistical analysis

- Research reports-Preparing the draft report, review by the research supervisor, revision and printing

3.4 Data Collection method and sources

The study used both primary and secondary data. Secondary sources included review of project documents, review of studies done by others, unpublished articles, Kenya National School Health Policy, Kenya Bureau of Statistics, books and on-line materials were used as well. The primary sources of data targeted various stakeholders, which included the two implementing agencies,

parents, teachers, members of the school board and community based organizations (CBOs) and households.

Primary data was collected using a standardized questionnaire; key informant interviews and Focus Group Discussions (FGD).These were guided by questionnaires with structured and unstructured questions. The key informant interviews were conducted with the representatives from the two implementing agencies, the school heads, teachers, members of the board (who form part of the parents) and heads of programs within the school. FGD were conducted per school with the pupils and parents to get insight on their level of participation, methods of participation in the program and challenges of participation. Parents and teachers who participated in the project were further given insights on indicators of sustainability. For accuracy and efficiency FGD were recorded using an audio recorder. The data collection instruments used is appended in Appendix A.

3.5 Data Analysis
Graphs, tables, percentages and frequency distribution were used to summarize, classify and tabulate data. In order to determine the level of participation of different stakeholders in the PCM stages of Kenya Comprehensive School Health Program, the stakeholders were asked if they participated in various PCM stages of the KCSHP by mentioning various activities undertaken in every stage. Every 'Yes' response received score of one while every 'No' response received a score of zero. Thus a respondent who responded 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Similarly, a respondent who respond 'Yes' to all the questions received a maximum score of six. In the context of further understanding the level of participation, the study categorized participation on high, medium and low. Low participation had a score of 0-3, and high had a score of 4-6.

To determine the method of community participation used in the program, those who confirmed to have participated during the PCM stages of the program were asked the methods used to involve them in the stages. The different levels of participation were analysed as argued by Arnstein (1969). The stakeholders were asked if: they were placed in committees where implementers were key decisions makers and advisors (manipulation), implementers passing information on already planned activities to lobby for support (therapy), implementers made the project plan and announced to the community with an expectation of acceptance, information passed using top down approach (informing), implementers tried to promote a plan by seeking to develop support to facilitate acceptance or give sufficient sanction to plan so that administrative compliance is achieved (consultation), Implementers presented a plan and invited questions, with an intent to change plan only if absolutely necessary (placation), presence of negotiations between the implementers on the project element, sharing of responsibilities in planning and decision making, plan presented was subject to change(partnership), presence of constructive negotiation between community and public/private officials (delegated power),stakeholders are key players in the project and their needs are given priority, initiators of actions(citizen control).Cross tabulation was then constructed to show the key findings of the study.

To assess the challenges faced by the project stakeholders in participating in the KCSHP ,the study analyzed information on the challenges encountered by the stakeholders in the process of participating in the project

The indicators of sustainability of the program were analyzed included: capacity building of the stakeholders and their ability to train others, the existence of project committees, division of tasks, formation of pupils committees, regular project meetings, the existence of stakeholders' financial

contribution, organized funds mobilization committee, organized kitty for the funds from the proceeds and funds from government to support some elements. Scores were assigned to responded responses such that every 'Yes' response received score of one while every 'No' response received a score of zero. Thus a respondent who responded 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Similarly, a respondent who respond 'Yes' to all the questions received a maximum score of four depending on the indicators.

To establish the role of participation on sustainability of KCSHP, the study was guided by the results from sustainability indictor and participation level of the community during the stages of PCM

4.0 RESULTS AND DISCUSSION

4.1 Level of community participation in the various stages of KCHP Project Cycle

Management (PCM)

Before establishing the level of community participation during the various stages of the project PCM, the study established the level of knowledge on the existence of the project amongst stakeholders and also the means through which information was passed to them. Information obtained showed that 59 per cent of parents, 69 per cent of pupils and 57 per cent of teachers could see various activities taking place in the school but were not sure of the project that was linked to the activities, and they were not even able to state the name of the project. On the other hand, 43 per cent of teachers, 25 per cent of pupils and 11 per cent of parents actually knew the name of the project being implemented in the three schools and could link every activity to the project.

The parents got information about the project from local Barazas, project implementers and by observing the activities within the schools. Teacher obtained information from project implementers and also through observing the project activities while pupils got information about the project from project implementers and by observing the project activities in the schools. The main stream media were not used in this case.

Before administering the questions on participation the level of participation, all the respondents were enlightened about the different stages of project cycle management, which are, problem identification, project planning and design, financing, implementation, monitoring and evaluation. On need identification stage, the respondents were asked if they participated in proposal development, sharing of important ideas before the start of the project, whether a committee was formed and also if they participated in the site selection. On project planning and design phase, the respondents were asked whether they participated in pre planning meetings, whether they had

knowledge about the project life span and clear objectives of the project. To a certain participation in the financial stage, pupils teacher and parents were asked if they were aware of the cost of the project and the budget per activity. For participation during implementation stage study requested the sampled respondents to provide information whether they were trained on project implementation and management aspect, took part in some activities within the projects and whether the projects had established local level project management committee. To get information about the level of participation by the local communities in monitoring and evaluation of the of the KCSHP project, the respondents were asked to indicate whether they were involved in the project activities follow ups. The feedback is summarized table 4.1

Table 4.1 Showing the participation of various stakeholders in the stages of the PCM

	Parents		Teachers		Pupils	
	Participated %	Not Participated%	Participated%	Not Participated %	Participated %	Not Participated%
Need identification	0	100	0	100	10	90
Project planning and design	0	100	0	100	50	50
Financing	0	100	0	100	0	100
Implementation of the project activities	13	87	100	0	77	23
Monitoring	0	100	0	100	40	60
Evaluation	0	100	0	100	0	100

Participation of parents

Parents reported no participation in need identification, project planning and design, financing, monitoring and evaluation. However, there was very low participation of these parents at project implementation stage with a representation of 13 percent. The parents who were involved in the implementation stage included the gardeners and casual laborers that participated in the construction of the school kitchen and latrine. Most of the parents reported it was not common for them to participate in the activities of the program since they had little knowledge about the project. This could be a challenge being that most of the training done to the pupils were to be replicated back at

home, and if parents had no information about the project activities then it could be difficult for them to embrace any information given to them by the pupils more so on the nutritional part of the project.

Participation of Pupils

The pupils did not participate in need identification, project planning and design, financing, monitoring and evaluation. All the pupils only participated in the project implementation stage. These pupils indicated that they participated in the project during health education and life skill training lessons which are done majorly by the representatives from the implementing agency. The key change agents in the program are the pupils who registered high level of non-participation across all stages except implementation stage; this means that they did not get opportunities to give their ideas, suggestions and comments on different matters related to the KCSHP.

Participation of Teachers

Ten percent of the teachers participated in the need identification, half of the teachers participated in the project planning and designs, forty percent participated in monitoring, seventy seven percent participated in the project implementation stage while no participation of the teachers was seen in the project evaluation and financing stage. Basically ten percent of teachers who participated in the need identification represented the head teachers of the schools, who only took part in site selection for the school garden and the kitchen for the feeding program. The teachers also participated in the program by taking part in the seminars and workshops organized by the project implementers. The teachers who reported to have participated at the monitoring stage are the ones who head different departments in the school that are related to the project; however they were not given an opportunity to have a look at the monitoring report.

The findings of the study point to low community participation in across almost all stages of the project management cycle which pose a major challenge on sustainability of the project. These findings are in agreement with findings of Maraga,Kibwogo, Oyunga and Oindo (2011) who did a research on community participation in the project cycle of a forestation projects in river Nyando Basin, Kenya and found that the community members only participated during the implementation stage hence the sustainability of the project remained questionable. Other project approaches such as one by ACTIONAID (2006) in Kenya involved the community right from the beginning and by community participating at all the stages they had some sense of ownership and endeavor towards sustaining the projects by contributing time, funds and labor.

The overall level of participation of each respondent in the projects was then determined by an average measure which was obtained as follows: Every 'Yes' response received a score of one while every 'No' response received a score of zero. Thus a respondent who responded 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Similarly, a respondent who respond 'Yes' to all the questions received a maximum score of six. Further, participation was categorized into high and low levels. Low level had a score between 0-3 and high between 4-6. Table 4.2 gives an overview of the three level of participation.

Table 4.2 Showing stakeholders level of participation

Score	Remarks	Frequency	Percentage
0-3	Low	231	86
4-6	High	36	14
Total		267	100

Table 4.2 shows that, 86 percent of the respondent scored a low level of participation while 14 percent scored a high level of participation. Generally, a cross examination across the sampled respondents showed that the level of participation of the respondents in the selected project was low.

Low level participation of the respondents in other activities was due to the fact that many of the activities were initiated by implementers in collaboration with the school but no or little communication was done to the community. In addition, no committee was formed from the community members in all stages; the only purported committee was the school BoM with the head teacher leading in dissemination of information about the project. This could be a challenge being that local level project management committees at project sites are very important for the day to day management of project activities. The committees not only help to translate project details to the beneficiaries but also help in management and mobilization of resources, leading to the high level of community participation in decision making. There were also no clear structures put in place for resource mobilization. The stakeholders who participated in the monitoring stage had no access to the reports generated from the activities.

Carazzai (2002), in her study of community participation in water supply projects in informal settlement upgradingProgramme in Brazil, views participation as a very important approach in the development projects since the community's residents know more about their needs and the issues inside the community. One example is the Cities Alliance initiated by the World Bank (2001) and UNCHS (2001) which observed two of the basic assumptions made by the program, were that communities are equal decision-making partners in the process of upgrading and that they are the ones who know their community and its issues

4.2 Methods of Community participation used in the Program.

In order to investigate the methods of participation employed in the KCSHP the study adopted Arnstein (1969) ladder which conceptualize participation as power methods of participation which is necessary to unveil the manipulation of people in the garb of community participation in projects by professionals and policy holders. The 12 parents, the 150 pupils and 21 teachers who participated at

any stage of the project cycle management were requested to provide information on the method of participation. These methods included manipulation, therapy informing, consultation, placation, partnership, delegated power, and citizen control. The responses provided are summarized on the Table 4.3.

Table 4.3 Showing types of participation used in the KCSHP

Methods of participation	Category	Parents (%)	Pupils (%)	Teachers (%)	Broad classifiacation of Methods of Participations
Stakeholders placed in committees/groups where implementers are key decisions makers and advisors (Manipulation)	Always	56	0	87	
	Sometimes	42	0	12	
	Never	2	100	10	
Information passed on already planned activities to lobby for support (therapy)	Always	90	0	98	
		2	0	0	
	Never	8	100	2	**Non Participation**
Project plan made and announced to the community with an expectation of acceptance. Information passed using top down approach (informing)	Always	91	100	100	
	Sometimes	9	0	0	
	Never	0	0	0	
Project plan was promoted to develop support to facilitate acceptance or give sufficient sanction to the plan so that administrative compliance is achieved (consultation)	Always	56	0	14	
	Sometimes	6	0	57	
	Never	38	100	29	
Prepared to change plan only if absolutely necessary. (Placation)	Always	0	4	14	
	Sometimes	0	9	0	
	Never	100	51	86	**Tokenism**
Presence of negotiations with the stakeholders on the project element, shared responsibilities in planning and decision making, plan presented was subject to change (partnership)	Always	2	0	10	
	Sometimes	0	0	1	
	Never	98	100	89	
Presence of constructive negotiation between community and public/private officials (delegated power)	Always	0	0	10	
	Sometimes	0	0	12	
	Never	100	100	78	
Stakeholders are key players in the project and their needs are given priority, initiators of actions (Citizen control)	Always	0	0	0	
	Sometimes	0	0	0	
	Never	100	100	100	**Citizen Power**

Table 4.3 shows that 56 per cent and 42 of parents 87 per cent and 12 per cent teachers who participated were always and sometimes placed in committees/groups where implementers are key decisions makers and advisors respectively. This was witnessed where teachers and members of BOM felt that most of the decisions were already made and they were just put there to confirm solidarity. 90 percent of the parents and 98 percent of the teachers felt that information related to projects were passed just to lobby for support. The pupils however responded that they were never manipulated or persuaded to support the project activities. The two groups of respondents remarked that it was not very common for the project actors to borrow from the 'local' expertise which they

already possessed and could have helped in the implementation of the project. Most of the trainings within the schools were done by the implementing agency and no parent or teacher (even though trained) had the opportunity to do such trainings .All teachers, all the pupils and 11 parents out of the 21 who participated in the project felt that the project plan was made and announced to the community with an expectation of acceptance and most of the time the information was passed using top down approach .This could be due to fact that the framework that led to KCSHP is based on the needs pre-identified by the government and the project implementers showing very minimal community participation.100 percent of the parents ,51 percent of pupils and 86 percent of parents felt that the project plan was never promoted to develop support to facilitate acceptance or give sufficient sanction to the plan so that administrative compliance is achieved while 40 percent of the pupils and 14 percent felt otherwise.56 percent of parents, 74 percent of pupils,86 percent of the teachers felt that project plan was presented and questions invited but the top leaders were only prepared to change plan only if absolutely necessary. The findings of the study shows that only the headmasters were consulted in matters relating to the project. Mostly the consultation was a pre guided one where the implementers could inquire of a few things that they did not understand but with an idea of what they are intending to do.98 percent of the parents, 100 percent of pupils and 89 percent of the teachers felt there was no negotiations with the stakeholders on the project element, no responsibilities shared in planning and decision making, the plan presented was not a subject to change. The head teachers felt there was some form of partnership on paper but they played a very small role in making key decisions in the project. Only 12 percent of the teachers amongst all stakeholder felt that there was presence of constructive negotiation between community and the private /public officials .None of the stakeholders felt that they are key players in the project and their needs are given priority.

From the findings it is important to note that the methods commonly used for participation in this project are classified as non-participation and tokenism. The following statement was made by a parent in one of the schools.

"I think to a very good degree, the program has been of importance to our children. For the first time, children have knowledge on how to perform first aid on their fellow pupils, washes their hands when they visit a toilet and also at home they have provided parents with knowledge on the importance of having a balance diet. However if we had been consulted as parents we would have provided information on the greatest needs of these pupils, In addition, parents have not taken any part in the workshops being organized by the implementers of this program. I don't know when the project is phasing out but if we could have a committee specifically constituted for the program, I believe we can really assist as parents to ensure holistic benefits to pupils, parents and the community in general."

(Peter Karanja, a parent in Ngong Township Primary School in an interview conducted on 18 July 2017)

.Citizen participation has not reached to the level that is expected according to Peter Karanja, however providing an improved framework for stakeholder's engagement means that full participation can be attained especially in a society where people are willing to take part in processes that is beneficial to them.

4.3 Challenges faced by various stakeholders for affective participation in the KCSHP

To assess the challenges of community participation in the KCSHP the respondents were asked to mention major bottlenecks that inhibited them from participating to the best of their ability in the project being implemented in the three schools.

4.3.1 Challenges faced by parents

Majority of the parents indicated that there was inadequate awareness put forward by the schools and the project implementers. This can be substantiated by the fact that most of the parents did not know even the name of the project. Some parents opined that personal commitments also hindered them from participating in the project. These parents were running their small scale businesses and others were looking after their animals considering Maasai is a pastoralist community. Others remarked that, lack of capacity building in regards to the project short term and long term objectives was also a contributory factor.

4.3.2 Challenges faced by teachers

The teachers noted that sometimes the school program coincidentally crashes with the program of the project actors, such that it becomes very difficult to run the normal classes. Some teachers also describe inadequate awareness as one of the main reason they had not participated in the implementation of the project. This is particularly true to the situation that only 43 percent were generally aware about the program and majority knowing about the project by observing the activities being carried out in the school. It was also felt that only few teachers were being involved in trainings sponsored by the implementers repeatedly and this could be a danger because of high teacher turn over that is normally experienced in schools.

4.3.3 Challenges faced by pupils

Similar to the two groups of respondents discussed earlier, the pupils also indicated they had little knowledge about the project until they saw the activities being implemented in the school. The other reasons were the programs initiated by the actors interfered with their school timetable hence made them to consume a lot of time outside class work.

4.3.4 Challenges pointed out by other stakeholders

The two representatives from the ministry and implementing agency were requested to provide information on the reasons why the communities around the schools have not taken keen interest in participating in the project. They stated that the high level of illiteracy was to blame which could have a direct impact on the management of the project if the community was allowed to own it. In addition they stated that poverty also played a key role in limiting participation of the community, in such a way that they could not be in a position to contribute funds towards the project.

It was not easy for the representative of the implementing agencies to be so engaged in every element of the project because of the high work load especially those from the two ministries. Their calendar of events also clashed mostly with the project calendar and fixing time to attend to the project was a challenge. Lack of effective communication also hindered their frequent participation in the project and as well as lack of incentives from the implementers and the government to enable them work closely with the stakeholders.

4.4 Indicators of Project Sustainability

There are several dimensions of program sustainability this study investigated. The multidimensional attributes of sustainability largely depended on the nature and the key objectives the program set to achieve when it was conceptualized. The study covered technical, managerial and financial sustainability.

4.4.1 Technical Sustainability

To analyze the attribute of technical sustainability, the study focused on capacity building of the teachers, pupils, parents and school gardeners. Having a wide range of approaches of building

capacities of project stakeholders such as training, formal education, capacity building projects and networking are important in ensuring technical sustainability is achieved. One key approach used by project implementers of Kenya Comprehensive School Health Program was providing a platform where teachers could be trained on a number of project elements and then they could transfer the knowledge to the pupils. The representatives of the implementing organization also engaged the pupils in a number of interactive training sessions organized on termly in consultation with the school headmasters. The idea of assessing technical sustainability using the approach of training the teachers and pupils was that, they could be able to pass the same knowledge to other members of the community. Furthermore, in case a trained teacher was given a transfer to another school, the teachings of the program could still be offered by other teachers who received the teachings from the departing teacher.

Capacity building for pupils

The pupils were asked whether they took part in the training carried out by the project implementers in their school. The response rate was 100 percent, which imply that both boys and girls had been trained or empowered through the activities of the program under study. During the FGD the pupils were further requested to give a yes or no answer whether they had the capacity to train other people in the community such as pupils from other schools not under the program, parents and other members of the community. The responses are provided in Table 4.4.

Table 4.4 Showing ability of pupils to train other members of the community by each school.

Capacity to train Others	Ngong Township		Kiserian		Osopuko	
	No of pupils	Percentage	No of pupils	Percentage	No of pupils	Percentage
Yes	28	56	32	64	22	44
No	7	14	4	8	10	20
Not sure	15	30	14	28	18	36
Total	50	100	50	100	50	100

Table 4.4 shows that 64 percent of pupils from Kiserian, 56 percent in Ngong Township and 44percent of pupils in Osopuko were in a position to transfer the skills learnt in class to other members of the community. On the other hand, the pupils who reported they could not train other members of the community were, 20 percent 14 percent and 8 percent respectively from Osopuko, Kiserian and Ngong Township reported that they were not able to pass the knowledge gained from the program to other community members .While 47 pupils across the schools were not sure of their capacity to train other members of the community. The indicator of this element seems to be high in Kiserian, followed by Ngong and then Osopuko which is trailing behind.

From the findings it is evident that a total of 68 out of the 150 pupils sampled from various schools cannot train other members of the community although they attended all the trainings conducted. Therefore ,before project close out, there is need to enhance the capacity of the pupils with more focus on Osopuko which had highest number of pupils who are not able to pass the skills gained during the lessons to others.

To be able to train others in the community, the pupils had to be well versed with different elements of the program. For this reason, the study inquired from the pupils how well they knew about the activities under study.
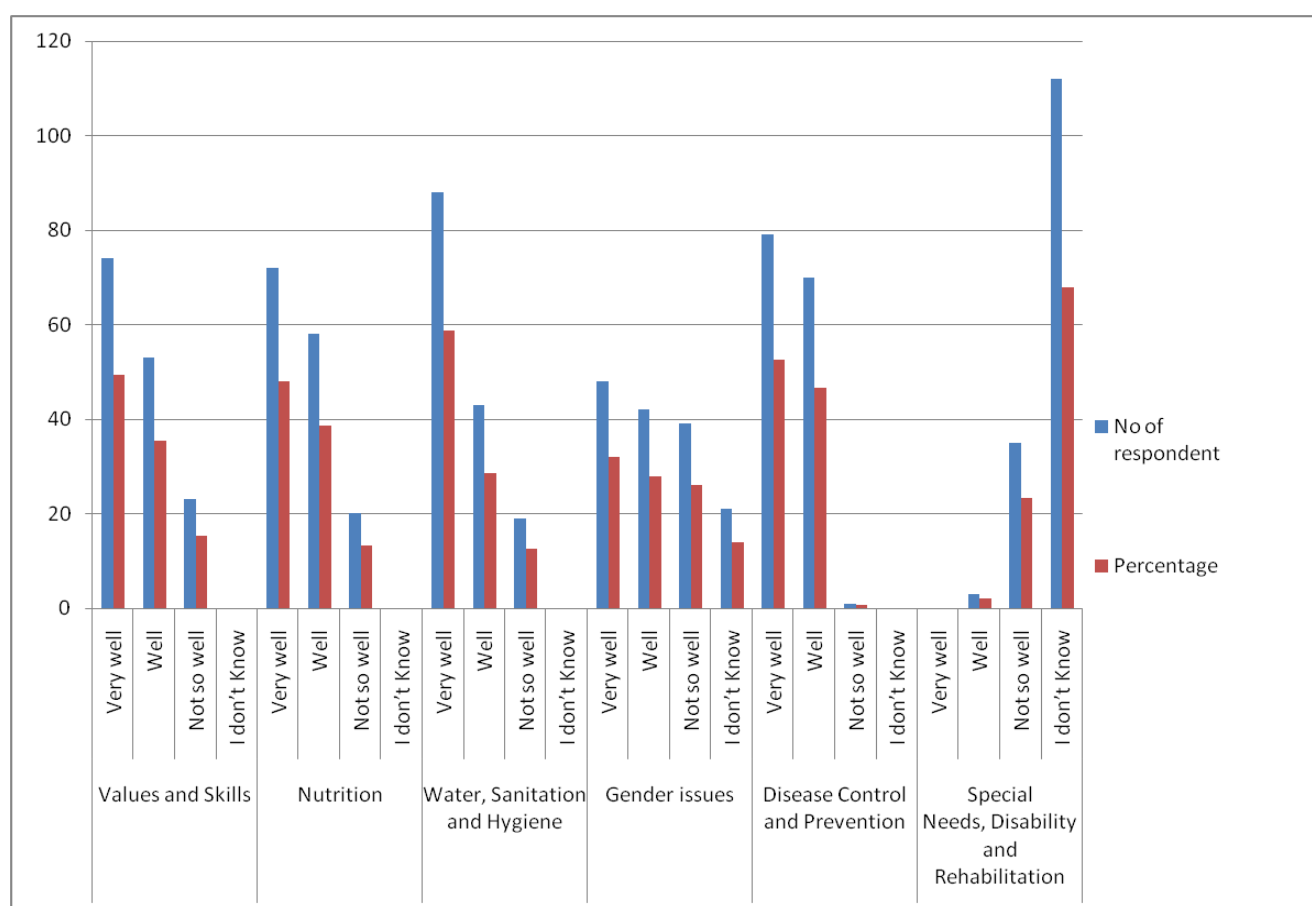
Figure 4.1 showing how pupils were conversant with various thematic areas of the program

Figure 4.1 shows that 49 percent of pupils had very good knowledge of values and life skills, 35 percent of pupils had good knowledge of value and skill while 15 percent had poor knowledge of values and life skills.48 percent of pupils had very good knowledge about nutrition, 39percent of the pupils had good knowledge about nutrition while 13 percent had very low knowledge about nutrition.131 pupils had good knowledge about water, hygiene and sanitation while 19 had poor knowledge. 53 percent, 47 percent and 1 percent recorded to have had very good, good and poor knowledge about diseases, control and prevention respectively. Gender issues recorded only 90 pupils with good knowledge while 60 had no knowledge of the topic. Special needs, disability and rehabilitation performed dismally in terms of knowledge by the pupils. Generally, the knowledge of the pupils on the six thematic areas was good except for the special need, disability that needs a lot of

emphasis before the project ends. This shows that with the knowledge gained the pupils can be good agents of change if more trainings are done.

Capacity building for parents

Only 3 percent of the parents had been trained by the project implementers these parents were the gardeners who work in the school gardens who were trained on various issues around farming,. To a great extent the training was very useful to the gardeners because at the time of this assessment, the gardens were operational despite one in Osopuko where water was a challenge. They indicated that they also able to replicate what they learnt back at home and also train others on the same.

Capacity building of teachers

The sampled teachers which include the head teachers and heads of programs were requested to give a yes or no answer on whether they had been trained on the project activities. From the responses only 9 out of the 27 teachers reported they had been invited to participate on workshop organized by the project implementers. They further reported that the program was very useful and empowered them in different ways. The 9 teachers collectively indicated they now have holistic understanding of issues with regard healthcare of pupils' especially first aid and disease prevention and control. All the teachers who took part in the training indicated they were in a position to train other teachers or community members if facilitated, which could ensure continuity of the program.

The response of the pupils, the teachers and parents who were trained and whether they could train other members of the community were scored in order to make a valid conclusion on technical sustainability. Every 'Yes' response received a score of one while every 'No' response received a score of zero. Thus a respondent who responded 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Similarly, a respondent who respond 'Yes' to all the

questions received a maximum score of 2. The study then classified technical sustainability high and low. The results are presented in table 4.5

Table 4.5 Showing technical sustainability scores of the teachers, pupils and parents

Technical sustainability score	Technical sustainability category	Frequency	Percentage
0	Low	68	42
1-2	High	94	58
Total		162	100

Table 4.5shows technical sustainability scores by each stakeholder is above 50 percent, this shows that a good number of the stakeholders who were trained were in a position to disseminate the knowledge gained from of the program activities to other members of the community. However it is important to note that the number of trained individuals was low and the technical aspect of the project could be improved if more teachers are trained and more parents are made aware of the project activities.

The importance of community participation in ensuring technical sustainability cannot be understated and it is very important for school and the program implementers to start or continue organizing meetings with the community around these schools as one way of spreading knowledge of the program activities.

4.4.2 Managerial Sustainability

The context of understanding managerial perspectives of the program under study was derived from assessing the existence of project committees, division of tasks, how regular meetings internal meetings about the project were held and formation of pupils committees. Committees in most cases are viewed as the appropriate channels of ensuring there is transparency and accountability in the

implementation of a development project. On the other hand, the tendency to breakdown projects items into manageable sub-tasks is a key element of ensuring managerial sustainability, in the sense that, the persons in charge of the sub-tasks are able to provide guidance on implementation and ensuring the activities are completed on time. Sub-divisions of labor are also important in improving the managerial skills of the persons in charge of the small tasks. Conducting meetings with regard to project activities plays a critical role in measuring the milestones of the project— the successes, challenges and the way forward in ensuring the key objectives of the project are achieved. Finally, the pupils' committee acts as the right channels between the pupils and the teachers in communicating the effects and the impact of the program being implemented.

Therefore, to assess the managerial sustainability, the head teachers and the sampled teachers were requested to provide information on the following

- Whether there existed a committee(s) that was formed specifically to oversee the activities of the program

- Whether they had regular school meetings held internally each term for program issues

- Whether there existed clear division of tasks

- Presence of the program committees for the pupils within the school.

The summary of the responses categorized per school are provided in table 4.6

Table 4.5 Teachers in different schools on different aspects of managerial sustainability.

	Yes		No	
Indicators of managerial sustainability	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Formation of Project committee	0	0	27	100
Regular project meetings (per term)	14	48	16	52
Division of task	18	59	12	41
Formation of student groups	0	0	30	100

All the 3 schools reported that there was no committee formed that was specifically dedicated to the project activities and also there was no committee formed by pupils for the purpose of the project. However, the head teachers reported that the BoM is always aware of the program and some of the members had been appointed to oversee some of the activities. Only Kiserian reported that there were regular meetings per term held internally for the project purpose. All the schools reported there was division of tasks with regard to which teacher was in charge of what activity, however these were aligned to different departments that had activities previously related to the project.

The responses of the teachers per school on project to assess the managerial sustainability of the program were later scored. Every 'Yes' response received a score of one while every 'No' response received a score of zero. Thus a school that had 'No' to all the questions asked in relation to this subject scored a minimum score of zero. Similarly, a school that had a 'Yes' to all the questions received a maximum score of six. In the context of further understanding managerial sustainability, the study categorized participation. Low scores were between 0-1 while high sustainability was between 2-4. The final results of assessing the managerial sustainability are shown in Table 4.7

Table 4.6 Managerial sustainability scores

Score	Remarks	Frequency	Percentage
0-1	Low	4	80
2-4	High	1	20
Total		3	100

From the results in Table 4.7, the managerial sustainability of the program is quite low. The score of 0-1 is high with 80 percent of schools falling under the 'no' answer. This was calculated by taking an average of Yes or No responses per activity per school.

4.4.3 Financial Sustainability

The most critical element of ensuring continuity of a development project is the steady flow of funds for executing the project activities. When the project under study was conceptualized, it envisioned the schools will eventually have multiple streams of income to sustain the project activities. These streams of income include selling water from the boreholes to the nearby communities, government support and agriculture proceeds from the school gardens. With this in mind, the study sought to investigate with the current situation whether there was a likelihood of financial sustainability. The attribute of financial sustainability was approached from different direction. First, the study sought to understand whether the beneficiaries were contributing some money to sustain the project activities, whether there was a an organized fund mobilization committee, whether the funds from the proceeds of the garden had a specific kitty with specific function and whether the school receives funds from government to support the project activities   This question was asked to the parents and the teachers. The responses are highlighted in Table 4.8.

Table 4.7 Showing aspects of financial sustainability

	Kiserian	Osopuko	Ngong
Indicators of financial sustainability	**Responses**	**Responses**	**Responses**
Financial contribution from beneficiaries	No	No	No
Organized funds mobilization committee from the community	No	No	No
Organized kitty for the funds from the proceeds	No	No	No
Funds from government to support the project activities	Yes	Yes	No

Table 4.8 shows that no financial contribution is made by the beneficiaries across all schools, no clear funds mobilizing committee, no organized kitty for the funds from proceeds, while in Kiserian and Osopuko had government support for some elements of the project .Osopuko gets some funds from the government to help in the feeding program while Kiserian gets funds from the government to support the health club more so on drugs and first aid devices, however no funds from the government are sent to Ngong Township to aid in some activities within the project. At the time of

this study the school gardens of two schools were operational but the amount of money generated from the farm produce was not enough to pay for the maintenance of the farms. Furthermore, the school gardeners' salary was being paid by the project implementers. On the basis of these responses provided by the parents and teachers the financial sustainability of the program can be seen as very low.

The above findings shows that if the project closes out most of the activities will suffer high financial constraint making the overall financial aspect of the program not financially sustainable. Generally, the community is not a position to support the continuity of the project activities when the project phases out. There are no funds also coming directly from the government to support some elements of the project that needs support. According to Sabla,

"When the national government introduced the free primary education in 2003, majority of the parents in this area withdrew from supporting most of the programs initiated by the schools. Government support was a relief to them because most of them were socio-economic deprived. Enrolment rates of pupils sky rocked but the state of school infrastructures has not fully supported all the new pupils and at the moment it is very difficult to convince the parents to contribute financially to some of the programs. Most of them are small scale farmers and pastoralists making very little income from their main sources of livelihood. If you look at Ngong Township School, most pupils come from the nearby slum, where most of parents are really poor. So to me, I think the level of poverty in these communities really make it difficult for the parents to contribute financially to the implementation of the Kenya School Health Program. Support should come from other sources to ensure there will be sustainability of the project. But all in all we as the county government believe we can sensitize the community in the near future to fully own the project and contribute whatever they have to support some of the elements"

(The representative from the Ministry of Health on 16th of May 2017)

What can be concluded from Sabla statement is that, the level of vulnerability of the communities close to the schools is a key factor in hindering the financial sustainability of project. Support will be needed when the current donors phase out the program in March 2019.

4.5 Role of participation on sustainability of KCSHP

To investigate the role in which participation played by participating in enhancing sustainability within the context of the Kenya Comprehensive School Health Program, the study analysed the results from the levels of participation, different methods of participation and the result from the different indicators of sustainability. The overall level of participation was found to be very low. This is because the community members who are the main change agents in the project were not given an opportunity to participate in various stages of the PCM while the project was meant for their wellbeing. It is worth noting that the government and the implementers had not mobilized and created awareness to the beneficiaries on the project activities. However, the stakeholders who participated especially at the implementation stage of the project could not actualize their

participation in the long run, for example a good number of pupils who attended trainings during class lessons could not be able to pass the information to the rest of the community. Most of the parents and the teachers could not define clear objectives of the project; the number of the teachers trained per school was very low. This might be because of the methods of participation used that was more of non-participation and tokenism.

The non-participation and tokenism method of participation used implies that the community did not have the opportunity to give ideas, participate fully in the decision making process and eventually own the project. It prevented efficient use of resources, barred the community from having a voice in determining objectives, support project administration and make use of their local knowledge, skills and resources available. It also discouraged self-reliance and encouraged the mentality of dependence, discouraged the community to think positively and find a solution to their problem have sense of control over issues which affect their lives. For these reasons it proved difficult for the community to gain technical skills, take part in the management of the project, and contribute financially to the project. Lack of ownership by the community in the project which could later lead to sustainability of the project. The lack of community participation has shown high chances of the project not being sustainable as predicted by different indicators of sustainability.
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5.0 CONCLUSIONS AND RECOMMENDATIONS.

5.1 Conclusions.

The findings indicate very low level of participation of stakeholders. This is because the pupils, parents, teachers in the local community did not participate in almost all the stages of the PCM except the implementation stage. The project implementers and the county government played a key role in the initial stages but aligning the pre-identified needs to the National School Health Policy. This however, doesn't take into account the preferences and needs that could have been opined by the teachers, parents, pupils and the local community.

On the methods of participation used on the program, the mostly used methods were tokenism and non-participation as in Ainsten, (1969)Ladder of participation. The stakeholders were made to participate at the implementation stage, hence the main change agents had no or little opportunity to influence the program designed for their well-being .This participation was more of a symbolic effort rather than having the stakeholders as the main decision makers within the project. The project developers remained to be experts and too frequently the emphasis was placed on a one-way flow of information, from officials to citizens with no channel provided for feedback and no power for negotiation. Most of the cases it was the officials who did the participation in educating, advising and persuading the beneficiaries.

The study established that the challenges faced by the project stakeholders of the KSCHP were: inadequate awareness about the projects activities which played the main role in inhibiting participation of the stakeholders especially parents, teachers and pupils, poverty and high level of illiteracy. In addition the project program clashed with the work program of the representatives from

the ministry and they also stated there were no incentives both from the implementers and the government to enable them work closely with the stakeholders.

The analysis of the indicators of sustainability using attributes of technical, managerial and financial sustainability reported low overall sustainability score for the project .While the technical sustainability of the project was moderately high, the managerial sustainability was too low because no project committee or student committee was formed to oversee this particular program. Although termly meetings were being held by some schools and division of tasks was in place, this however could not guarantee managerial sustainability. Financial sustainability was very low since there were no clear funds mobilization and utilization structures put in place.

The participation methods and levels could not support the sustainability of the project. This is because the study found that the level of participation was very low and the methods of participation used were the ones that were not able to support realization of desirable levels in the sustainability indicators indicating low sustainability of the project.

5.2 Recommendations

The project implementers of KCSHP should involve stakeholders at all the stages of the project in future projects. Participation of the community should start at proposal development, needs assessment , project site selection ,project planning and design ,implementation, financial stage and monitoring and evaluation to enable them have a greater understanding of the project ,develop interest to participate in its activities, contribute to key decision making, give suggestions, allow a platform for negotiations hence full community control and power. Greater participation of the

community will also provide a platform where they feel part of the project. There is need to use 'locally' available channels to sensitise and increase awareness about the project under implementation so that in their collaboration the set objectives could be understood and obtained for sustainable development. This in the study there was very low awareness about the project activities among the project stakeholders which in one way or another played a part in inhibiting their participation. This can be done by organizing regular meetings to seek opinion of the community leaders and forming a committee that oversee the program from the beginning to the end.

There is need to employ citizen power method of participation rather than tokenism and non-participation. Through this the power will be vested in the key participants in the project, where the implementers and the community agree to share all the responsibilities throughout the stages of project management cycle. They have active joint committee boards that make key decisions in all stages and strong mechanisms to solve issues that may arise. It gives the community the genuine bargaining influenced on the output/outcome of the project. This includes partnering with the community, allowing citizen control and delegating power to the community members. For example, form a strong partnership with some of the parents to supply the project materials and even offer labor. There is also a need to delegate power in the implementation of the project through community leaders who have knowledge about the local community and it could be an important process towards citizen control. It is high time the community members be seen not only as the recipient of charity but also as assets for development.

The sustainability of the project can be improved by focusing on different indicators of sustainability. On technical sustainability of the project, .more time for lessons should be given to Osupuko primary to ensure there is an improvement in how well the pupils are knowledgeable

about activities being implemented, this is because Osupuko proved to have had the least number of pupils who could disseminate the knowledge learnt from various lessons taught by the project implementers. There is also need to put more emphasis on special needs, disability and rehabilitation, this is because knowledge about this specific thematic area was lacking across all the schools. More teachers should also be trained, being that only 9 out of 27 teachers had attended workshop facilitated by the implementers .When more teachers are trained they could become trainers of trainees within the school and could carry on with the project objectives after the close out. Sample parents should also be made aware of the project objectives, implementation plans and the expected outcomes hence, creating more awareness of the project .The training of the parents can provide a conducive environment for the pupils while disseminating the knowledge at home, it will make it easier for them to embrace change hence enhancing impact of the project within the community.

The managerial sustainability of the project could be improved by forming of project committees that are more conversant with the projectspecifically to work with the schools, the community and the implementers,formation of pupils committees where pupils can have discussions on matters related to the project and having regular internal project meetingsor meetings with the community and the schools to measure progress , show milestones and also present challenges faced in the implementation of the project. This will be important in enhancing transparency and accountability in different stages of the project. This is because the study found that structured committees that are specifically meant for to oversee the project activities were lacking.

To increase the financial sustainability, the project implementers should work with schools to sensitize the local community on owning the project by contributing to some of the project elements

and also offering labour. In addition, the project implementers together with the Ministry of Public health and Ministry of Education should advocate for the water from the bore hole to be sold by the schools to the neighbouring communities and a well-structured parents teachers committee to be put in place to oversee this activity, through this, the boreholes could generate funds for any maintenance cost hence sustainability. More resource mobilization should be considered to aid in labor cost and buying of more inputs for the schools.Schools that sell farm produce like Osopuko should have also clear structured committees to monitor how funds from such proceeds are used. Clear structure might help in ploughing back the profits hence generating more income that can help in the daily running costs of the farm activities which includes labour cost. An element of value chain and addition should also be introduced in such activities for easy marketing of the produce. For example in Osopuko where beetroots were mature but there was no market for disposal.

Generally, Kenya comprehensive school health program was well received in the North Kajiado community but sustainability of the program can only be achieved if some of the processes and procedures are improved one of which is to consider a great extent of community putting into consideration delegation of power, citizen control and partnership as one of the elements that can bring true spirit of participation hence facilitate the continuity of the project after the phase out.. The backstops on project implementers and the Ministry of Education and Ministry of Public Health at the County Level that will ensure in one way or that the community is more involved. The government should also pump in some money to help in paying some operating costs that are not high but continuous. The project is still ongoing hence it is helpful to note that there is room for enhancing community participation to scale up the social acceptability and ownerships of the project and eventually mobilizing resources towards its sustainability.

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APPENDIX 1: QUESTIONNAIRES USED

Community participation and Sustainability of Kenya Comprehensive School Health Program
Questionnaire for Project Beneficiaries (Teachers)

Introduction

My name is Mercy Akumu. I am an Alumni of Kenyatta University I am conducting research on community participation and sustainability of Kenya Comprehensive School Health Program in collaboration with World Friends Kenya, Cooperation and Development Network and Kenyatta University. As one of the key stakeholder involved directly in the project, you are hereby requested to provide information to facilitate the study. The information is required basically for general research and will not in any way victimize you and the institution you represent.

A. GENERALINFORMATION ABOUT THE INSTITUTION.

i. **Name of the School?**

....

ii. **What category does the school fall into?** (Please tick the appropriate answer)
   • Formal
   • Informal

iii. **How long has the school been into existence?**

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………

B. GENERAL INFORMATION ABOUT THE PROJECT

i. **How long has the school been involved in the activities of the project?**

…………………………………………………………………………………………

ii. **Are you aware of the project objectives?**
   a. Yes
   b. No
          ○

iii. **Does the school work with other partner institutions or community leaders in implementing activities of the project?**
          i. Yes
          ii. No
   If yes please specify the partners

………………………………………………………………………………………………
………………………………………………………………………………………………

iv. **What critical support is each partner giving to the school to realize activities of the project?**

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

v. **Overall how have the project partners /community leaders worked together?**
   a) Very well
   b) Quite well
   c) Not that we
vi. **Is there another project similar to this one with similar activities within this school or area?**
   a. Yes
   b. No
   If yes, what is the name of that project?

vii. **What is the difference between this project and that the other one?**

COMMUNITY PARTICIPATION IN STAGES OF THE PROJECT MANAGEMENT CYCLE MANAGEMENT (PCM).

i. **What stage of the project cycle Management did you participate in?**

PCM stages	Key activities	Responses	
		Yes	No
Need identification	Proposal development		
	Critical Decision making process		
	Formation of Committee		
Project planning and design	Pre planning meetings		
	Knowledge about the project life span		
	Clear objectives of the project		
Financing	Aware of the cost of the project		
	Knowledge about the budget per activity		
Implementation of the project activities	Took part in the training		
	Formed an implementation committee		
	Took part in the implementation		
Monitoring	Involved in follow-ups of project activities		
Evaluation	Involved in follow-ups of project activities		

ii. **If yes explain how you participated in the above elements of the PCM stages.**
Need identification.
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
Project Planning and Design
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
Financing
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
Implementation of the project activities

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Monitoring

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Evaluation

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METHODS OF COMMUNITY PARTICIPATION IN THE PROJECT

Which method of participation was used to get you to participate in the project? Please tick where appropriate.

Methods of Participation	Always	Sometimes	Never
Put in committees where key decisions makers and advisors were the project leaders/government officials.			
Information was passed on already planned activities			
Project plan was made and announced and the information was passed by the project leaders			
Plan was presented to seek for support to facilitate acceptance or give sufficient sanction to plan so that administrative compliance is achieved.			
Plan was presented in a persuasive manner for administrative compliance			
There was negotiation on the project element, sharing of responsibilities in planning and decision making, plan presented was subject to change			
presence of constructive negotiation between community and public/private officials			
stakeholders are key players in the project and their needs are given priority, initiators of actions			

CHALLENGES OF COMMUNITY PARTICIPATION

    i.   **In your own view, what are the challenges of community participation in KCSHP?**

....
....

INDICATORS OF SUSTAINABILITY

Managerial Sustainability

i. **Is there any managerial committee constituted for the purpose of the KCSHP.**
   a) Yes
   b) No

ii. **Does the school have a pupils' committee constituted specifically to oversee the KCSHP activities?**
   a) Yes
   b) No

iii. **Are the project task shared amongst individual/primary stakeholders of the project?**
   a) Yes
   b) No

iv. **Do you have regular meetings purposefully to track project progress?**
   a) Yes
   b) No

Technical Sustainability.

i. **Have you been trained on any thematic area of the project?**
   a) Yes
   b) No

If yes, what was the training about?
   a) Values and Skills
   b) Nutrition.
   c) Water, Sanitation and Hygiene
   d) Gender issues
   e) Disease Control and Prevention
   f) Special Needs, Disability and Rehabilitation
   g) School infrastructure and Environmental Safety
   h) Others(Specify)

ii. **Was the training beneficial to you?**
   a) Yes
   b) No

iii. **Are you able to train others using the knowledge gained from the above trainings**?
   a) Yes
   b) No

Financial sustainability

i. **Does the school charge any user fees to cover maintenance cost of the boreholes, training costs or labor costs**?
   a) Yes
   b) No

If Yes, Is the amount collected enough to cover the operations and maintenance?

        a) Yes
        b) No

ii. **If No, then where do you get money to cover maintenance costs?**
………………………………………………………………………………………………
………………………………………………………………………………………………

iii. **Is there a fund mobilizing committee put in place to mobilize funds to assist in implementing the project activities**?
        a) Yes
        b) No

iv. **Do you have an organized kitty that is responsible for the funds coming out of the proceeds from the project?**

        a) Yes
        b) No

v. **Does the government contribute any amount to support some elements of the project?**

a) Yes
b) No

vi. **What is your perception about the vulnerability of the community if the project interventions are withdrawn?**
        a) Lowly vulnerable
        b) Vulnerable
        c) Moderately vulnerable
        d) Highly vulnerable

GENERAL COMMENTS

vii. **Do you think that the school and the surrounding community has experienced any positive improvement in terms of knowledge, behavioral change or health since the project started within your school?**
        a) Yes
        b) No

If yes kindly specify some key areas that you feel improvement were experienced by.

(i) Teachers……………………………………………………………………………………
(ii) Pupils……………………………………………………………………………………
(iii) The surrounding Community……………………………………………………………

viii. **Do you think the school will be able to continue with the project activities after implementers leave?**
        a) Yes
        b) No

Kindly tell me your reason for giving the above answer.

………
………
………
………
……

ix.   **Do you think there is need for further financial or any assistance from the project implementers after the project is phased out?**
a) Yes
b) No.
c)
If yes kindly specify for which specific areas

………
……

x.   **Do you think the teachers, community members and pupils have been empowered enough to carry on the project activities? Give reasons.**
………
………
………
……

ANY OTHER COMMENT
………
………
……
………
………
……

Thank you!

Community participation and Sustainability of Kenya Comprehensive School Health Program

Questionnaire for Project Beneficiaries (parents)

Introduction

My name is Mercy Akumu. I am an Alumni of Kenyatta University I am conducting research on community participation and sustainability of Kenya Comprehensive School Health Program in collaboration with World Friends Kenya, Cooperation and Development Network and Kenyatta University. As one of the key stakeholder involved directly in the project, you are hereby requested to provide information to facilitate the study. The information is required basically for general research and will not in any way victimize you and the Organization you represent

.
A. GENERAL INFORMATION ABOUT THE PROJECT

1. How did you come to know about the project?
   a) Through the media
   b) Local Baraza
   c) From project Developers
   d) Others (Specify)

2. Do you know what is being covered under the KCSHP project?
   a) Yes
   b) No

Please tick the areas you know about?
   a) Values and Skills
   b) Nutrition.
   c) Water, Sanitation and Hygiene
   d) Gender issues
   e) Disease Control and Prevention
   f) Special Needs, Disability and Rehabilitation
   g) School infrastructure and Environmental Safety
   h) Others(Specify)

B. COMMUNITY PARTICIPATION IN THE STAGES OF THE PROJECT MANAGEMENT CYCLE.

1. **At what stage (s) of the project did you participate?** (*Please tick where appropriate)*

PCM stages	Key activities	Responses	
		Yes	No
Need identification	Proposal development		
	Sharing of important ideas before the start of the project		
	Formation of Committee		
Project planning and design	Pre planning meetings		
	Knowledge about the project life span		
	Clear objectives of the project		
Financing	Aware of the cost of the project		
	Knowledge about the budget per activity		
Implementation of the project activities	Took part in the training		
	Formed an implementation committee		
	Took part in the implementation		
Monitoring	Involved in follow-ups of project activities		
Evaluation	Involved in follow-ups of project activities		

2. If yes, please explain how you participated in the project elements?
Need identification.
……
……

Project Planning and Design
……
……

Financing

……
……

Implementation of the project activities

……
……

Monitoring and Evaluation

……
……

METHODS OF PARTICIPATION

1. **Which method of participation was used to communicate about the project activities? Please tick where appropriate**.

Methods of Participation	Always	Sometimes	Never
Put in committees where key decisions makers and advisors were the project leaders/government officials.			
Information was passed on already planned activities			
Project plan was made and announced and the information was passed by the project leaders			
Plan was presented to seek for support to facilitate acceptance or give sufficient sanction to plan so that administrative compliance is achieved.			
Plan was presented in a persuasive manner for administrative compliance			
There was negotiation on the project element, sharing of responsibilities in planning and decision making, plan presented was subject to change			
presence of constructive negotiation between community and public/private officials			
stakeholders are key players in the project and their needs are given priority, initiators of actions			

PROBLEMS OF COMMUNITY PARTICIPATION

ii. **Are there any problems as a parent you have encountered with your participation in the project?**
   a) Yes
   b) No

If yes, then what are those problems?
……
……

SUSTAINABILITY INDICATORS OF THE PROJECT
Technical sustainability
1. **Are you aware of the project objectives?**
   c) Yes
   d) No

2. **Have you ever been trained on the project matters?**
   e) Yes
   f) No

If yes, what was the training about?
   i) Values and Skills
   j) Nutrition.
   k) Water, Sanitation and Hygiene
   l) Gender issues
   m) Disease Control and Prevention
   n) Special Needs, Disability and Rehabilitation

o) School infrastructure and Environmental Safety
p) Others(Specify)
3. **Are you in a position to train others using the knowledge you gain from the above training**.
   c) Yes
   d) No

Managerial Sustainability

1. **Are you a member /leader of any committee within this project?**
   c) Yes
   d) No

If yes, what method was used to select you as a committee member?
   a) Democratic election
   b) Appointment
   c) Self-Initiative
   d) Others(Specify)

Financial Sustainability

i. **Do the parents contribute any funds to help in some of the activities of the project?**
   c) Yes
   d) No
ii. **Is there any committee formed to mobilize funds to assist in the implementation of the project activities?**
   a) Yes
   b) No
iii. **Do you have an organized kitty that is responsible for the funds coming out of the proceeds from the project**?
   a) Yes
   b) No

iv. **What is your perception about the vulnerability of the community?**
   e) Lowly vulnerable
   f) Vulnerable
   g) Moderately vulnerable
   h) Highly vulnerable

GENERAL COMMENTS

1. **Do you think the community have been empowered enough to carry on with the project activities after the project close out? Give reasons for your answers.**
   ……
   ……

2. **Do you think the school will be able to continue with the project activities   after implementers leave?**
   e) Yes
   f) No
3. **Do you think there is need for further financial or any assistance from the project implementers after the project is phased out?**

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d) Yes

e) No.

If yes kindly specify for which specific functions

Kindly give us your suggestions on how participation on this project could be made easier and more effective.

ANY COMMENT

Thank you very much!

Community participation and Sustainability of Kenya Comprehensive School Health Program

Focus Group Discussion (FGD) Interview Guide.

My name is Mercy Akumu. I am an Alumni of Kenyatta University I am conducting research on community participation and sustainability of Kenya Comprehensive School Health Program in collaboration with World Friends Kenya, Cooperation and Development Network and Kenyatta University. As one of the key stakeholder involved directly in the project, you are hereby requested to provide information to facilitate the study. The information is required basically for general research and will not in any way victimize you and the Organization you represent.

School name……………………………………………………………………………………

School location…………………………………………………………………………………….

A. **GENERAL INFORMATION ABOUT THE CHIDRENIN THE SCHOOL**
  i.   Number of children in the group taking part in the FGD (fill in a number in each box)
        - Number of girls
        - Number of boys
  ii.   What level of primary schooling are they?
        - Pre- Primary
        - Lower primary
        - Upper primary

B. THE GENERAL INFORMATION PUPILS HAVE ABOUT THE PROJECT
  i.   How many children in the group know about the KSCHP program?

  ii.   How many children in the group have been in any kind of school lesson that talked about activities under the KSCHP?

If they remember a lesson, what were the five most important things they learned?

  a) ……………………………………………………………………………………
  b) ……………………………………………………………………………………
  c) ……………………………………………………………………………………
  d) ……………………………………………………………………………………
  e) ……………………………………………………………………………………
  iii.   How were they informed about the project?

        - Through teachers /head teacher
        - Parents
        - PTA members
        - School information board
        - Project Implementers

C. CHILDREN PARTICIPATION IN THE STAGES OF THE PROJECT MANAGEMENT CYCLE.

i. **At what stage (s) of the project did pupils get involved in the project? (Please tick where appropriate)**

PCM stages	Key activities	Responses	
		Yes	No
Need identification	Proposal development		
	Sharing of important ideas before the start of the project		
	Formation of Committee		
Project planning and design	Pre planning meetings		
	Knowledge about the project life span		
	Clear objectives of the project		
Financing	Aware of the cost of the project		
	Knowledge about the budget per activity		
Implementation of the project activities	Took part in the training		
	Formed an implementation committee		
	Took part in the implementation		
Monitoring	Involved in follow-ups of project activities		
Evaluation	Involved in follow-ups of project activities		

ii. **If yes, in what ways did the pupils participate?**
   Need identification.
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

   Project Planning and Design
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

   Financing

   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

   Implementation of the project activities

   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

   Monitoring and Evaluation

   ………………………………………………………………………………………………………

Are there any children with physical disabilities attending the school?

    i.   **Yes**
    ii.   **No**

If yes, how do they participate in the project activities?

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....
...

D. METHODS OF COMMUNITY PARTICIPATION

iii.   **Which method of participation did the implementing agency or the school use to communicate about the project activities? Please tick where appropriate**.

Methods of Participation	Always	Sometimes	Never
Put in committees where key decisions makers and advisors were the project leaders/government officials.			
Information was passed on already planned activities			
Project plan was made and announced and the information was passed by the project leaders			
Plan was presented to seek for support to facilitate acceptance or give sufficient sanction to plan so that administrative compliance is achieved.			
Plan was presented in a persuasive manner for administrative compliance			
There was negotiation on the project element, sharing of responsibilities in planning and decision making, plan presented was subject to change			
presence of constructive negotiation between community and public/private officials			
stakeholders are key players in the project and their needs are given priority, initiators of actions			

E. CHALLENGES OF COMMUNITY PARTICIPATION

iii.   **In your own view(s) what are the challenge of participating in the project?**
            c) Yes
            d) No

If yes, then what are those problems?
………
………
………

F. INDICATORS OF SUSTAINABILITY OF THE PROJECT

Technical Sustainability
1. **Did participate in the trainings offered?**
    i.   Yes
    ii. No

2. **How has participation in the activities within the project help you to develop skills and knowledge that you use at home or other learning activities in school?**…………………………………………………………………………………………… …………………………………………………………………………………………………… …………………………………………………………………………………………………… …………………………………………………………………

3. **How well are you now conversant with the following areas of interest within KCSHP?**

AREAS	Very well	Well	Not so well	I don't know
Values and Skills				
Nutrition				
Water, Sanitation and Hygiene				
Gender issues				
Disease Control and Prevention				
Special Needs, Disability and Rehabilitation				
Others(Specify)				

4. **If the answer is very well and well can you disseminate the knowledge to others and use the knowledge gained after the project life?**
    *   Yes
    *   No

Kindly give us your suggestions on how participation on this project could be made easier and more effective.

ANY COMMENT

Thank you very much!