

## **DECLARATION**

I, Miriam Lonah Lorika, solemnly declare that this work is as a result of my own original work and has never been submitted to any institution for any other award or purpose. Due acknowledgement has been done for any other peoples work that has been referred to.

Signed \_\_\_\_\_

Date: \_\_\_\_\_

## **APPROVAL**

This dissertation has been submitted with the approval of my supervisors as partial fulfillment for the award of a Masters degree in Management Studies - Project Planning and Management of School of Management Science, Uganda Management Institute with our authority. We certify that Miriam Lonah Lorika has done this work under our guidance and supervision.

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**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Mr. Anaclet Mutiba Namanya

## **DEDICATION**

Because of the efforts made towards this work, I send my dedications to my sister Ms. Caro Brenda Lorika and my husband Mr. Jimmy Atyang who stood by me all through out my studies. I remember my sister saying “To achieve anything in life, you need commitment. If you commit yourself, you will achieve it”

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## ACRONYMS AND ABBREVIATIONS

CCT	-	Centre Coordinating Tutor
DEO	-	District Education Officer
DFID	-	Department for International Development
DISs	-	District Inspector of Schools
DPO	-	Deputy Principal Out reach
EFA	-	Education For All
ESD	-	Education for Sustainable Development
ESSP	-	Education Sector Strategic Plan
MDG	-	Millennium Development Goal
SMC	-	School Management Committee
MoES	-	Ministry of Education and Sports
NER	-	Net Enrollment Rate
NIR	-	Net Intake Rate
NRM	-	National Resistance Movement
NDP	-	National Development Plan
NGOs	-	Non- Governmental Organisation
PEAP	-	Poverty Eradication Action Plan
PMI	-	Project Management Implementation
PTA	-	Parents Teachers Association
UN	-	United Nations
UNESCO	-	United Nations Scientific and Cultural Organisation
UNICEF	-	United Nations Children's Emergency Fund
USDOL	-	United S States Department of Labour

## **ABSTRACT**

This Research sought to establish the influence of stakeholders' participation on project sustainability with specific reference to UNICEF- CFS - quality education project in rural government primary schools, in Nadunget Sub County, Moroto, Uganda. The study focused on 06 government primary schools located in Nadunget sub county, Moroto district with a sample size of 161 respondents drawn from the study population determined using Krejcie and Morgan (1970) statistical table, these included; Project Staff, Headteachers, Deputy Head Teachers, Teachers for Upper primary, School Management Committee Members, Parents Teachers Association Members, Pupils, Sub county Administrative Officer and Local leader. This study was based on a cross sectional study design with both qualitative and quantitative methods. Data collection techniques used were, Questionnaire survey, Interview guide, Documentary review, Focus group discussions and Observation method. And two types of data were collected, primary and secondary data. Quantitative data was analysed using both descriptive and inferential statistical measures and was supported using SPSS version 19. While qualitative data was analysed thematically so as to simplify its organisation, categorization, retrieval in order to establish meaningful themes of relationships between data collected on the study problem. Findings indicate that, the four themes of the independent variable were significant predictors of project sustainability. It was further found out that much as findings obtained from questionnaires & interviews conducted with key stakeholders indicated that majority of the stakeholders were involved in all the four stages of CFS project management. However, findings obtained from children, Local leaders among others indicated their non involvement in CFS activities let alone their views were not incorporated. This led to poor communication & coordination of CFS project and the researcher recommended that UNICEF develops appropriate strategies to involve all stakeholders right from project identification to Monitoring & Evaluation so as to realize CFS project sustainability.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The study sought to establish the influence of stakeholders' participation on project sustainability. The variables selected are a many to one relationship, with the independent variable being stakeholder participation and project sustainability as the dependent variable. The relationship between these variables is illustrated in section 1.7 of this chapter.

This introductory chapter further presents the background to the study ( historical, theoretical, conceptual and contextual background), the statement of the problem, purpose, objectives of the study, research questions, hypotheses, conceptual framework, scope of the study, justification, significance and operational definitions of terms and concepts

### **1.1 Background to the Study**

#### **1.1.1 Historical Background**

World over sustainability of quality education is increasingly critical. According to (UNESCO, 1990), the Education decade drew a lot of attention and resources into education sector in many third world countries because of its historic advocacy for the transition of state centered education social policies to all round stakeholder participation focused development work and the connotation that, "A world where everyone has the opportunity to benefit from quality education and learn the values, behaviors and life styles required for a sustainable future and for positive social transformation. Its quality has to be sustained in order to be useful to the persons and societies. It provides skills and knowledge to enable a person live and develop".

The Universal Declaration of Human Rights, (1948) outlines that, the right to free compulsory elementary education, should work to strengthen the kind of education provided to the

children, which encourages participation for all state and non-state actors in ensuring positive outcomes in education services delivered to the recipients.

The wide spread growth of interest in quality education and associated general acceptance of education role in the context of globalization and competitive world changed in 1990s. For example, the World Conference on Education for All (EFA) in Jomtien, Thailand, and the Dakar Framework for Action 2000, where delegates committed themselves and their governments to improving all aspects of quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all. The Millennium Development Goals [MDG], (2000) places education as one of the key items because of the key role it plays in human development. With the above therefore, Stakeholder participation is increasingly sought and embedded into decision-making across scales from the local to the international Jennifer, Alycia, Caitlin, Oppenheimer, & Hilary cited from, ASPE, Wilma, (2010). This is largely due to the many perceived benefits of stakeholder participation, whether pragmatic (for example. making better decisions) or normative (for example, empowering people to make more democratic decisions). None the less, with the findings above, it is clear that stakeholder participation is a very crucial aspect of community development which appreciates involvement of different personalities at different levels of development program”, (Aref & Ma’rof, 2008; Aref , 2010) . Hence necessitating its significance to this particular study.

### **1.1.2 Theoretical Background**

According to Amin, (2005), theoretical background seeks to explain the basic assumptions about relationships of variables being studied. The stakeholders theory advanced by Milton Friedman was used to underpin the study because of its relationship to the variables under investigation. For example;

It provides a useful framework for understanding stakeholder participation, and an understanding of literature assessment relating to project sustainability as a unit of analysis.



Milton Friedman's statement as cited by (Craig & Sean, 2011) argues that, "The business of business is business", which has increasingly given way to a view that business and society are closely intertwined. Freeman, (1984), affirms the above and states that, stakeholder theory is a theory of organizational management and business ethics that addresses values in managing an organization or institution. To him he argues that, every legitimate person or group in the activities of a firm or institution do so to obtain long term benefits and this is only possible when management fully understands the needs and interests of these stakeholders. And failure to understand this wider group of stakeholders will create management "blind-spots" with risky consequences.

### **1.1.3 Conceptual Background**

Stakeholders' participation and project sustainability concepts related to quality education are used throughout the study. The above concepts have three key words embedded in, that is to say, "Stakeholders", "Participation" and "Project Sustainability" which need to be understood comprehensively in order for one to be able to discuss these concepts extensively.

According to Rugh & Bossert, (1998), they define stakeholders as those people who have a direct or indirect interest and benefit in public or private issues. Which seem consistent with the idea suggested by Project Management Institute –PMI, (2004); Johnson & Scholes, (2005) that, "Persons and /or organizations and public involved in the project whose interests may positively or negatively affect execution or completion of a project. They may exert their influence over the project and its deliverables". Therefore, the above definitions highlight two aspects of stakeholder participation, first, the collaborative involvement of beneficiaries with key interests in public private issues and secondly the nature of stakeholders' participation as a process that helps to enhance long term benefits of programs/activities.

On the other hand, Shediac & Bone (1998), who pioneered efforts to define and conceptualize sustainability in community based programs/ services, define sustainability as a multidisciplinary concept of the continuation process that can take on many different forms. They relate sustainability to the unit of analysis- what is being sustained. For example to them, sustainability may either focus on programs or activities or sustainability of the group or coalition. The uniqueness of this definition illustrates that, each program or group of participants/coalition must determine its own goals for what should be sustained over the long-term (Rog et al., 2004; Butter, 2007).

In Uganda, evidence from Education Sector Review, (2005) suggest that, participation of stakeholders in undertaking sustainable quality education projects in rural primary schools leads to their sustainability. These seem in line with recommendations made by government commission in (1992). In the White Paper, reforms and innovations were put in place e.g. The Legal Framework of Education where a number of Acts were put in place basing on the National Constitution for the Republic of Uganda. These include among others, the Local Government Act 1997, which transferred Primary Education services to Local Governments; Revised School Management Committee Regulations 2000, which updated the Framework for managing Primary Education; The Education Bill 2000, and above all, the revised and updated Education Act 2008 that provides a more contemporary framework for Managing Education.

#### **1.1.4 Contextual Background**

Uganda perceives education as a strategic means to eradicate poverty. (National Development Plan of the Republic of Uganda [NDP], 2009-2014). While UNICEF [United Nations Children's Fund] has made commendable progress in participation of stakeholders in undertaking sustainable quality education project services in rural government primary schools as evident in its Basic Education programme /Child Friendly School [CFS] –quality

education projects, and the implementation framework for education that include; UNICEF Uganda Keep children Learning strategy 2010-2014, Rolling work plan, 2011-2014 and its involvement in the promotion of Education Sector Wide Approach to quality Education in both Ministry of Education & Sports[MoES] and various districts of Uganda, the quality of education remains wanting and considerable inequalities remain in the regional, social class and gender dividends. The rural areas continue to lag behind in all aspects including access, quality and efficiency indicators. For instance, although the net enrolment rate progressed from 86% (89% for boys, 82% for girls) in 2000, to 93% (96% for boys, 90% for girls) in 2009, completion rate remained low at 63% (71% for boys and 53% for girls) in 2009, (UNICEF, 2010) report.

The dwindling completion rate is also attributed to various factors that include; teacher absenteeism registered at 13.4% in Northern Uganda schools of which Karamoja is part, Pupils absenteeism 11.4%, Numeracy competencies registered at 39.1% and literacy 26.6% (a UWEZO, 2012) and school drop outs at 6.7% (UNICEF, Ibid). In addition, both girls and boys constitute the largest proportion of out-of- school children and lag behind in performance, for example in national examinations registered at 5%, in 2010.

However, Nadunget sub county, Moroto district the focus of this study is located in the semi-arid sub-region of Karamoja, in the North- Eastern part of Uganda, is culturally distinct from the rest of Uganda. It is also the poorest and most marginalized, (NDP, 2009-2014) indicate over 80% of the semi-pastoral population live below the poverty line and development partners of which UNICEF is among are beginning to focus more on the region in an effort to address some of the key issues leading to poor sustainable service delivery mechanisms. One of these issues is a lack of stakeholder participation in Education with one of the previous key impediments as being poor attitude amongst the Karamojong community towards education. However, a (MoES, 2010) study supported by UNICEF in

Karamoja highlights that in recent years, “there has been a considerable improvement in the attitude of Karamajong parents and community members in educating their children. The Karamajong now want education for their children”. The above report further highlight enrolment as 121,044 (67,017 boys, 54,027 girls) attended primary school in Karamoja. However, whereas notable increment in enrolment is realized, the quality of Education and its sustainability remains a question to many stakeholders because of poor performance which the districts still registers regarding statistics in Net Enrolment, Net Retention, Completion, Infrastructure facilities, teacher pupil ratio and grades. See table 1.

**Table 1:** Selected Education Indicators for Karamoja and national level (2010).

District	NER %	NIR %	Completion %	Pupil: Classroom ratio	Pupil: Teacher ratio	Pupil: latrine Stance ratio	No. primary schools	PLE Grades %
<b>Moroto</b>	44%	25%	16%	66:1	70:1	47:1	27	
<b>Kotido</b>	46%	41%	7%	100:1	98:1	57:1	26	
<b>Kaabong</b>	24%	56%	10%	75:1	72:1	60:1	68	
<b>Abim</b>	57%	50%	12%	80:1	80:1	64:1	46	
<b>Nakaps</b>	30%	25%	8%	89:1	71:1	58:1	47	
<b>National</b>	96%	72.7%	54%	65:1	49: 1	54:1		5%

Source UNICEF report 2010.

KEY: NER= Net Enrolment Rate, NIR= Net Intake Rate,

The statistics in table 01 above highlight the disparities in performance of key quality areas between the districts in Karamoja (A sample of 05 districts as of 2010). However, Karamoja still lags far behind in Completion, Retention, Transition and learning achievements. The latter is highlighted in a very recent report of a national independent survey of literacy and numeracy throughout Uganda (UWEZO], October 2010) which indicate that only 7% of primary 3 children in Moroto district were able to comprehend a primary 2 reading text. For

numeracy, the situation is also poor, with only 16.2% of primary three children are able to identify numbers from 1-9.

Although UNICEF in partnership with the government of Uganda, in an effort to address these issues has scaled its focus in recent years, to improving quality education in primary schools as indicated in UNICEF Basic education strategy 2010-2014, and government of Uganda switched focus from access, to improving quality education as indicated in draft Education Sector Strategic Plan (ESSP), 2010-2015, and the draft National Development Plan (NDP), 2009-2014, the sustainability focus still remains a question in Karamoja quality education service delivery, this state of affair has become a matter of concern to a cross section of education stakeholders that include parents, Teachers, school administrators, politicians and development partners who have continued questioning why quality education service delivery in rural primary schools of Moroto district are not sustained more so when compared to other districts of Uganda. Whereas stakeholder participation is considered in ensuring education services reach the intended beneficiaries, sustainability of quality education is essential in fulfilling the Millennium Development Goals of Education for All, Goal number 2. (MDG, 2000) because of its importance to UNICEF Programming. Hence necessitating this study to specifically establish the influence of Stakeholder participation to UNICEF- CFS [Child Friendly Schools- quality education project sustainability].

## **1.2 Statement of the Problem**

Extant literature emphasise the importance of stakeholders' participation on sustainability of projects, (Burchell & Cook 2006; Accountability 2011, UNICEF, 2008; U. S. Department of Labor, 2008; Hannah 2008). Research on education service delivery reveal that, UNICEF overarching Education development policy is to ensure sustainable processes of quality education projects that are important to maintaining outcomes resulting from services provided on a long term basis to meet the needs of the present generation without

compromising the ability of future generations to meet their own needs, (UNICEF & UNESCO,2007). In its effort to sustain quality education, UNICEF has put in place initiatives for stakeholders' participation in its Basic Education programme strategies, policies, Keep children learning implementation Plans/frameworks, and the CFS projects that emphasize; identification, planning, implementation, Monitoring & Evaluation as pillars for sustainability (UNICEF, 2010-2014). However, despite UNICEF adoption of stakeholder participation as a strategy to enhance sustainability of quality education project services as seen in the above policies, initiatives and strategies, quality education projects in rural government primary schools in Nadunget sub county, Moroto district still manifest elements of failure. This is evident in poor academic performance of pupils' in national exams reported over the years, teaching- learning methods in schools, head teachers management of schools, high drop-out rates, absenteeism among teachers and learners, poor completion, retention and transitioning of pupils from one cycle of education to another (Moroto district Education Annual report, 2012). The cause of these contradictions necessitate an investigation to establish the influence of stakeholder participation on sustainability of quality education project services in rural government primary schools in Moroto districts.

### **1.3 Purpose of the Study**

The study sought to establish the influence of stakeholder participation on project sustainability, with specific reference to UNICEF-CFS -quality education project in rural government primary schools, Nadunget Sub County, Moroto, Uganda.

### **1.4 Objectives of the Study**

The study was guided by the following specific objectives:-

- (i) To find out how stakeholders identification with the project influences sustainability of CFS project services in rural primary schools.
- (ii) To establish the relationship between stakeholders participation in project planning and

sustainability of CFS project services in rural primary schools.

(iii) To determine how stakeholder participation in project implementation affects sustainability of CFS project services in rural primary schools.

(iv) To establish the relationship between stakeholders participation in project Monitoring and Evaluation and sustainability of CFS project services in rural primar schools.

### **1.5 Research Questions**

(i) How does stakeholders identification with the project influences sustainability of CFS project services in rural primary schools.

(ii) How does stakeholders participation in project planning affect sustainability of CFS quality education project services in rural primary schools.

(iii) How does stakeholders participation in project implementation affect sustainability of CFS quality education project services in rural primary schools.

(iv) How does stakeholders participation in Monitoring and Evaluation contribute to sustainability of CFS quality education project services in rural primary schools.

### **1.6 Hypotheses**

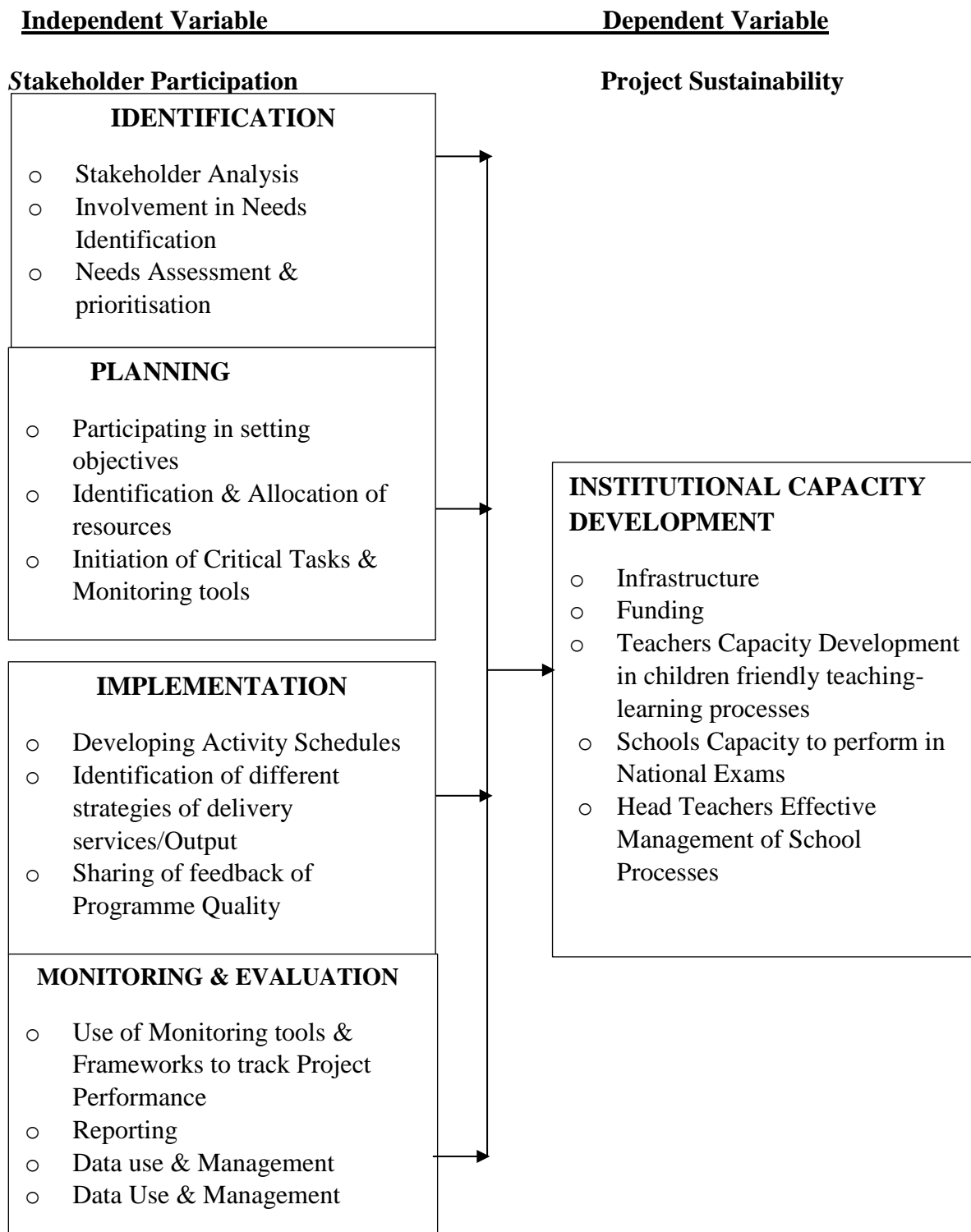
(i) Stakeholders identification significantly influences sustainability of CFS quality education project services in rural primary schools.

(ii) Stakeholders participation in project planning significantly affects sustainability of CFS Quality education project services in rural primary schools.

(iii) Stakeholders participation in project implementation significantly affects sustainability of CFS quality education project services in rural primary schools.

(iv) Stakeholders participation in Monitoring and Evaluation significantly contributes to sustainability of quality education project services in rural primary schools.

## 1.7 Conceptual Framework



**Source:** Adopted from Rudqvist and Woodford- Berger (1996) & modified by the researcher.

**Figure 1:** Showing the influence of stakeholder participation on project sustainability.



The above lays out key constructs or variables and the presumed relationships among them (Project Management Implementation [PMI], 2008). It further indicates that, the graphical design of the main variables connected by directional arrows specify the inter-variable relationship and thus making the framework clear and meaningful as indicated in the illustration above. The conceptual framework covers in relation to the independent variable; Stakeholders participation in project identification, planning, implementation, Monitoring & Evaluation of stakeholders' participation as the determinants of project sustainability in rural government primary schools in Nadunget Sub County, Moroto district.

On the other hand, the Dependent variable is project sustainability which is influenced by dimensions of independent variable i.e. Stakeholder identification, planning, implementation and monitoring & evaluation. In the frame work, the stakeholder identification, planning, implementation, Monitoring & Evaluation which are broken down into tasks i.e. i) stakeholder identification characterized by Stakeholder analysis, stakeholder involvement in needs identification, Needs assessment & prioritization significantly contribute to sustainability of CFS -quality education project services. The frame work further shows that; ii) planning characterized by setting objectives, Resources identification and allocation, and stakeholder involvement in initiation of critical tasks and monitoring tools affect sustainability, similarly iii) stakeholder participation in implementation characterized by stakeholders Participation in developing activity schedules, stakeholders Involvement in formulating different strategies of delivering services/output and Sharing of feedback of programme quality, as well affect sustainability. On the other hand, iv) Stakeholder participation in Monitoring & Evaluation characterized by; use of monitoring tools & frameworks to track project performance, reporting, data use & management have significant effects on sustainability.

The framework also breaks down project sustainability the dependent variable in terms of; i) Institutional capacity development characterized by; Infrastructural development, Funding, Teachers capacity development in Child friendly teaching –learning processes, Performance in National exams and Head teachers effective management of school processes .

## **1.8 Scope of the Study**

The scope of the study comprised of the geographical, content and time scope as detailed below:

### **1.8.1 Geographical Scope**

This study was conducted in Nadunget sub county, Moroto district rural Government primary schools. Nadunget the area of interest is selected because of its location that is to say; hard to reach and one of the remotest rural areas of Moroto district with high level drop outs of pupils, Teachers and Pupil absenteeism, Poor performance at national examination registered over the years, high level of child labor among school age going children and constrained with drought level affecting food security. The area is also affected by rampant cattle rustling, extreme temperatures unlike other parts of south Karamoja districts.

### **1.8.2 Content Scope**

In terms of content, the study was limited to two major variables that is; independent variable which is stakeholder participation and dependent variable that is project sustainability specifically of UNICEF –CFS quality education project.

The two were unpacked under four dimensions, that is to say; the independent variable included; identifying stakeholders, planning, implementation and monitoring & evaluation.

On the other hand, the dependent variable comprised of institutional capacity development in terms of; infrastructure, Funding, Teachers capacity development in Child friendly teaching –

learning processes, Performance in National exams and Head teachers effective management of school processes.

The study was limited to a many to one relationship of the variables. It further focused on the specific tasks undertaken by independent variable stakeholders participation to be able to clearly relate with dependent variable project sustainability. The tasks under dependent variable were reviewed in the literature.

### **1.8.3 Time Scope**

The period under study covered 6 years (2009-2012). The reason to this effect is that, this is a period when UNICEF in partnership with Government of Uganda embarked on providing quality education projects in rural schools in Moroto District (UNICEF, 2008) annual report.

### **1.9 Justification of the Study**

There is evidence in literature on stakeholder participation and sustainability of projects as suggested by (Hannah 2008; Accountability, 2011). However, evidence on the nature and level of stakeholder participation in enhancing sustainability of CFS -quality education project services in rural government primary schools of Nadunget sub county, Moroto District is un available, hence necessitating this study to ascertain the extent to which stakeholder participation influences project sustainability.

### **1.10 Significance of the Study**

The following below highlight the significance of the study.

- This study provides a critical analysis in the way rural Government schools quality education interventions are managed so to help UNICEF, Government of Uganda and policy makers understand how best to enhance sustainable strategies for quality Education.

- The study provides useful information to Education planners, statisticians, community leaders, Parents, pupils and Development partners among others, in making strategic decisions for sustainable quality education projects in rural schools.
- And above all, the study serves as a basis for more future research by academicians enabling them investigate in depth and add more knowledge in relation to the research findings.

### **1.11 Operational definitions**

**A stakeholder:** Is a person, group or organization with an interest in, or concern about, Issue / project and who may influence its outcome.

**Participation:** Peoples involvement or playing apart in organisations or institutions programme activities and operations.

**Sustainability:** A process through which an organisation or institution is able to maintain itself without additional external inputs or help over an indefinite period of time.

**Quality Education:** Refers to the ability to which a set of inherent characteristics fulfill the requirements of the users of education services provided.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the review of literature related to stakeholder participation and Project sustainability. The review focuses on electronic and print literature. It provides knowledge which the researcher uses to make observations, identify gaps that need to be filled and lessons.

The review is conceptualized under four objectives of the study focusing on the structures of stakeholder participation in; Project identification, planning, implementation, Monitoring & Evaluation and their influence on project sustainability of quality education in rural government primary schools.

#### **2.1 Theoretical Review**

The classical foundation of stakeholder theory is found to be acceptable and justifiable for this study because of its basis of three level explanations that seem relevant. For example; From the Descriptive accuracy level of stakeholder theory, it suggests that; “It is the way things are done” which describes specific organizational behaviors. Normative level suggests that, “it is the way things ought to be done”. This according to the theory involves accepting that stakeholders as persons or groups have legitimate interests in procedural activities. And; in its instrumental explanation - it suggests that; “doing it is good for organisational business long term benefits, which accepts that interests of all stakeholders are of intrinsic value, that is, each stakeholder merits considerations for its own sake and not merely to further interests of some groups. However, it is worth noting that stakeholder theory is managerial and recommends at least five ways through which stakeholder participation can contribute to sustainable benefit for any programme including quality education. These include;

Addressing organizational/ institutional social and environmental impacts effectively. This is often seen not to be achievable without the collaborative knowledge and expertise of stakeholders. Thus, stakeholder participation becomes essential to the implementation of solutions to other participation by providing “out of box thinking” that can in the end lead to innovative Win-win solutions for all parties. They further bring a wider perspective on issues and solutions that organisations or institutions might not have access to on their own including knowledge of the local context.

Stakeholders participation helps management see the future because of the stakeholders’ familiarity with operations on the ground by sighting potential inconsistencies in implementing programmes with institutional policies, risks and where issues are yet to be explored, opportunities and stakeholders’ attention to an issue can be an early warning.

Further, stakeholders’ engagement is seen as a facilitator of trust when provided with organizational /institutional perspective on issues and being responsive in addressing their concerns, stakeholders would be cooperative rather than confrontational. They are also seen as potentially influential partners in shaping organizational standards and enhance transparency, accountability and sustainable outcomes. And successful stakeholders’ participation is likely to reduce public criticism and contribute to positive views of the organization/ institution in the eyes of all its stakeholders hence enhancing appreciation of services delivered by beneficiaries. Evidence has it that in education institutions responsible public image is said to be beneficial for further enrolment and retention of pupils’ hence institutional sustainability, (Donaldson and Lee 1995; Hardy, 2001; Graig& Sean, 2011).

## **2.2 Stakeholder participation and project sustainability**

Stakeholder participation in development work has been a subject of interest to researchers (Craig Smith & Sean Ansett 2011; Johnson and Scholes, 2005) and development workers

(UNICEF, 2008) for long. The significance of stakeholder participation, regardless of the differences in levels of involvement as identified by (Burchell& Cook, 2006), to sustainability of projects has been researched extensively. The main reason why organizations /institutions and or corporations are moving towards stakeholder participation is to increase trust, transparency and accountability on their activities, impacts and sustainability (Burchell& Cook 2006). And advancing sustainable initiatives is one such goal that needs the trust-based collaborative effort of both the organisations and their stakeholders to ensure its success, (Andriof&Waddock 2002; Gao & Zhang 2006).

According to Accountability (2005); GRI (2006) & Accountability (2011), Stakeholder participation is critical for sustainability of any social programme including education because it facilitates the identification and understanding of the material concerns of different stakeholders about particular projects or programmes, issues, perceptions, needs and expectations of stakeholders in relation to sustainability issues. This necessitated further investigation on its importance to this study.

### **2.2.1 Stakeholders identification with the project**

Phil, (2013) highlights the complexities of understanding project identification. He argues that, in order to conduct a participatory process and gain all the advantages it brings to projects, organisations /institutions have to figure out who their stakeholders are, which of them need to be involved at what level, and what issues they may bring with them so they can be of benefit to any effort in the organisation. On the other hand, Belal, (2002) supplements the above and argues that, Organisations can have a broad range of stakeholders with different interests and preceptions. But, identifying stakeholders who can impact or are impacted by an organisationsactions becomes essential, in the absence of stakeholder identification & involvement according to how they benefit from the project, the effectiveness of stakeholder engagement becomes questionable or doubtful. And according to Fitz, (2009),

identifying and involving stakeholders can be a large part of ensuring early identification of constraints, effort's success and sustainability, and fosters consensus on appropriate and effective strategies for building and widening the support base for the performance of projects as it empowers stakeholders to work on their own.

However, Fitz, (ibid.) findings though valid are contrary to what Donaldson and Preston, (1995), found out about stakeholder participation in project identification and sustainability of projects. A study conducted on "Stakeholder theory of the Corporation" found out that, although project identification as a first step in project planning and management recognizes stakeholder analysis as a technique used to identify and analyze different stakeholders' interests, expectations, impact & relations, aimed at differentiating and studying stakeholders' contribution to sustainability of projects on the basis of their attributes, influence, including networks and coalitions they belong to, this according to Donaldson et al's, (1995) does not address issues of power relations in the long run, and bringing stakeholders to the same table may some time result in more not less conflict which always threaten any sustainable initiative in projects and or programmes. These contradictions in findings is puzzling and therefore necessitated this study to establish the importance and level of influence of stakeholder participation on sustainability of CFS-quality education projects in rural government primary schools of Nadunget sub county, Moroto district.

### **2.2.2 Stakeholders participation in project planning**

Kerzner, (2006) notes that, almost all projects because of their relatively short duration and often prioritised control of resources require formal and detailed planning. And Planning, according to Fox, Schewel and Wissink (1991) & Hitt, Black and Potter, (2009) as cited in Nambalirwa (2010: Pg24) is defined as the reasoning regarding what is involved in public institutions/organisations reaching its objectives in the future if proper assessment of opportunities, threats and correct decisions at present are taken into consideration. And



Croele ( 1998: pg 27), defines planning as a set of processes which must be carried out to find the best course of action identified and described with policy statement. However, scholarly views on what actually constitute planning in project management context and its relationship with sustainability is similar and has been researched widely and documented by different scholars.

In Uganda for example in the decentralization context, planning refers to where all important and influential people (stakeholders) in the area are invited to take part in the planning process (MOLG, 2003b). And the constitution of Uganda 1995 ( Act 13) provides for decentralization as a guiding principle applied to all levels of government sectors in order to ensure participation and encourage domestic control in decision making as well as autonomy in terms of planning, financing and management of services as reflected in the Education strategic investment plan 1998-2003, (Mushemeza, 2003).

Bartle, (2007) reasons that, for any project to succeed and provide long term effects, planning should entail above all, situation analysis, problem identification, defining of goals & objectives, formulating strategies, designing work plans and budgeting, organizing /implementing and monitoring all steps in the correct sequence. And planning as a management function is important for project success and sustainability since it is the stepping stone for all other management functions” (Smith and Cronje, 1992 : pg 91, Akrani, 2010).

According to Mamadou, (1996), he argues that improved institutional performance and the resulting economic sustainability is a more achievable objective when there is a mix between local and formal institutions, developed institutional frameworks that allow different stakeholders to participate actively in development programmes especially in planning, as well as a wide range of partners inclusion always yield sustainable outcomes (World Bank, 2004). And according to Marilee,(2000) she observes that, “there are great expectations

and benefits if all stakeholders participated in development projects and programmes intended to enhance sustainability”

Relating this objective to sustainability of quality education in rural schools, in Uganda for example, the (Ministry of Local Government, 2003), in its decentralization context, refers stakeholder participatory planning to where all important and influential people (stakeholders) in a particular local government area/ districts are invited to take part in the planning process for different programmes in order to ensure and encourage domestic control in decision making as well as autonomy in terms of planning, financing and management of services (Education strategic investment plan 1998-2003, Mushemeza, 2003).

MoES 2007 and Bitamazire, (2005) postulate that, whereas planning and management as important determinants of the education systems require partnerships and participation, involving various stakeholders including teachers, students, head teachers, parents & communities in the process will assist in improving the monitoring, supervision, ownership and sustainability of the education projects/programmes. Putting the school stakeholders and communities at the Centre of any quality education processes is seen as one best strategy that will help them identify their immediate needs, analyse them, implement and manage for the achievement of good value for money and subsequent long term effect of the programme in the institutional sustainability. To them, the community stakeholders respond quicker to problems affecting them when involved. However findings from (Kerzner, 2006; Bartle, 2007; Smith and Cronje, 1992; Akrani, 2010; Mamadou, 1996; Ministry of Local Government, 2003; MoES 2007; *ibid.*) though valid are incongruent with other research findings by Crewe and Harrison, (1998) who argue that, stakeholder participation in project planning as merely a pre-requisite for sustainability. To them they argue that, participatory approaches to planning in projects tend to overlook complexities and questions of power within rural communities and are designed based on the false assumption that the

community or group have mutually compatible interests. Although often stakeholders from rural communities may be physically present during discussions, they are not given a chance to express their views to the same degree as others in the organisation and or institution.

Further Crewe and Harrison (Ibid.) argue that, stakeholders such as parents and community members including leaders are sometimes not willing to get involved in school educational activities. This is because some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, educational development partners, school administrators, and getting involved in any kind of school activities. They feel they don't have control over the school affairs. Some parents, community leaders and families are not willing to collaborate with schools because they cannot afford to lose their economical labor to attend to school affairs. Even though they see the benefits of their participation to their children educational wellbeing. This divergence of expert opinion therefore necessitates studies such as these, to unveil the knowledge gaps.

### **2.2.3. Stakeholders Participation in Project Implementation**

According to Bartle, (2007), implementation in project management is a stage where all planned activities are put in to action. The basic purpose of engaging stakeholders in project implementation is to drive strategic directions and operational excellence for organisations/institutions and to contribute to the kind of sustainable development from which organisations, their stakeholders and wider society can benefit from (Accountability 2005). Evidence from Hannah, (2008) suggest that, enhancing major groups and stakeholders involvement in implementation can increase and improve the effectiveness of project implementation, and a meaningful engagement demonstrates organisational accountability towards stakeholders and ensures that organisational decisions are based on an accurate and full understanding of stakeholder aspirations and needs, (ISEA, 1999), a

growing concept that has been widely promoted by both governments and development partners (Oakley and Marsden 1984, Rudqvist and Woodford-Berger 1996).

Relating the above objective to sustainability of quality education projects, for example; Spillane, Camburn, & Pareja, (2007) argue that, Head teachers as school managers and key stakeholders in education service delivery are the most influential stakeholders in the school setting and when involved in project implementation strategy formulation and actual project implementation, can set the academic tone for students, parents, staff, and community members through effective participatory leadership, a successful distributive approach to routine school operations that will ensure maximum involvement of other internal and external stakeholders for sustainability of education institution (U. S. Department of Labor, 2008).

On the other hand, Short and Greer, (2002) further seem in agreement but argue that, in order to enhance sustainable quality education project service delivery in rural schools, the teacher along with the student as primary stakeholders further play an important and interactive role in the education process because one cannot function without the other. The involvement of teachers will facilitate empowerment of students to exercise professional knowledge to identify gaps in teaching- learning, leading the students in instructions and the impact their role plays will be good performance and a product of individuals who will be an asset to the community.

However, Essex (2005) postulate that, where as communities as stakeholders in education have historically been fully recognized as being influential in mobilising resources to contribute to their children education, they can as well be resources themselves by providing local knowledge for their children to facilitate school processes. Involving community persons such as local leaders, parents, and families in the process of research and data collection can reveal to them factors that contribute to lower enrollment and Sattendance, and poor

academic performance in their schools. Further, parents are always concerned about their children's education and often willing to provide assistance that can improve educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents as stakeholders can be part of the system of monitoring and supervising of teachers, ensuring that teachers arrive in classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming core agents of the education delivery to ensure sustainability. And further, Communities when involved can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance (World Bank 1995). Unlike Spillane, et al. (2007); Short & Greer, (2002), who argue for the school stakeholder controls, and Essex (ibid.) who recognises communities as stakeholders in education as being influential in mobilising resources to contribute to their children education; Ried (2000) argues that "the work of the rural community is not considered to be the special province of a knowledgeable few –perhaps the same elite leadership who have always run community affairs –but it is the business of every one" (pg.3). To Ried, (2000) it is effective partnership between beneficiary community and knowledgeable elite in institutions /organisations in implementation of activities that result in success and subsequent project sustainability. This variation of opinions is of concern to the researcher and therefore necessitates this study to ascertain whether elite or local communities or beneficiaries involvement in project implementation are a pre-requisite in project implementation to effect sustainability of quality education in rural schools.

#### **2.2.4 Stakeholders Participation in Monitoring & Evaluation**

Guijt & Gaventa, (1998) define stakeholders participatory M&E as an approach which involves local people of a particular intervention, development agencies and policy makers deciding together how progress should be measured and results acted upon. It is a process

where individuals and or stakeholders collectively learn, and capacity development through which people become more aware and conscious of their strengths and weaknesses, their wider social realities, their visions and perspectives of development outcomes and a learning process that creates conducive conditions for change & action. (Estrella, Marisol and Gaventa, (1997). World Bank report of 2004 which highlights that, the numerous parties involved should be consulted and allowed to equally participate in decision-making at every critical step of the project process. And that stakeholders of the monitoring & evaluation, as identified in the stakeholder mapping exercise, should be consulted, engaged and their capacity built appropriately, in developing and in the use of M&E tools and frameworks, evaluation plans, drafting evaluation Terms of References, appraising the selection of evaluators, providing the evaluators with information and guidance, reviewing the evaluation draft, preparing and implementing the management response, and disseminating and internalizing knowledge generated from the Monitoring & evaluation. And specific measures have to be built into programme and project management processes to ensure continued and effective involvement of stakeholders (Estrella, and Gaventa, 2000). . . .

According to UNICEF, (2008), the rationale for stakeholder participation in M&E of any programme or project activity should be to increase the sense of national and local ownership of programme activities and ultimately promote the likelihood that the programme activities and their impact will be sustainable, increasing the understanding of stakeholders of their own programme strategy and processes; “what works, does not work and why”. And Shapiro, (2009) argues that Monitoring is a systematic collection and analysis of information aiming at improving efficiency & effectiveness of an institution based on the initial aims and objectives while evaluation is an assessment of the institutions progress against agreed strategic plans. And a successful M&E leads to accountability promotes

greater rationality in public expenditure management & provides for a strong foundation for Results based management (Uganda Joint Assistance strategy,(2005).

Blackman, (2003), argues that, whereas Monitoring is undertaken as an important and ongoing process throughout the project cycle, each stake holder group involved has to be identified carefully because of their different information needs, priorities and expectations of being involved to ensure strong ownership of the project and further benefits achieved and sustained. For example in education service delivery Kanyike et al, (2000 ), postulate that, stakeholders groups typically involved in participatory M&E include; Parents, teachers, pupils or students, Head teachers, School Management Committees (SMCs), Parents' and Teachers'Associations (PTAs), Local Councils (LCs), opinion leaders, religious, District education officers, policy makers at national level and Education development partners. They further argue that, Monitoring & Evaluation is important not only for donors and implementing organisations or institutions, but, for project beneficiaries. And where possible, primary stakeholders should be part of the monitoring, reviewing and evaluation of project services in order to determine sustainability of the project outcomes (Guijt & Gaventa, 1998). However, in relating Participatory Monitoring & Evaluation to sustainability of quality education Estrella et al, (1999) argues that, by using indicators in Monitoring & Evaluation to measure progress, Programme managers of organisatioin including education institutions will be able to know whether or not the objectives of a particular project is achieved and that the project interventions are achieving their identified objectives, programme objectives remain relevant overtime and the that best action strategies are being pursued for sustainable outcomes. They further argue that, appropriate tracking and documentation of information, use and management enhances gaining of information which can be used to improve planning, implementing and re-planning for future project goals, activities and subsequent proper management of projects/programmes. And by reporting as part of Monitoring and

Evaluation, will enhance institutional strengthening in areas of management, documentation and information dissemination for purposes of programme learning in order to enhance sustainability, replicability and effectiveness of development efforts. Indeed, “the evolution in the field of M&E involving a movement from traditional implementation based approaches to the introduction of results based M&E, takes decision makers one step further in assessing whether and how goals are being achieved over time” (World Bank, 2004).

However, Estrella and Gaventa (1998) argue that, whereas participatory M&E offers many potential benefits to project or programme success and sustainability respectively, it can also result in a waste of time and resources and failure to notice problems if carried out poorly or inappropriately. “It is crucial to determine early enough whether participation contributes significantly to more effective and sustainable outcomes of an effort” (Abbot and Guijt 1998).

Thus because of the above differences in scholarly opinions, call for further investigation as aimed by this S study.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter defines the methodology the researcher used in carrying out the study. It presents the research design, study population, criteria for sample size determination and selection, data collection methods, Data collection instruments, validity and reliability, research procedure, methods for data analysis and measurement of variables.

#### **3.1 Research Design**

According to Nachimias & Nachimias, (1992:77-78) as cited in Yin, (2003:pg21), A research design is a plan that guides the researcher in the process of collecting, analyzing and interpreting observations. It is the logical link between the data to be collected and the conclusions to be drawn to the initial questions of the study.

This study adopted a cross-sectional research survey design. The justification is that, it permits in-depth investigation of the problem with data collected from various respondents at a given point in time. And the advantage is that, it is less expensive and takes little time to conduct, and determines the degree of relationship between the variables on study, (Olsen & Marie, 2004; Amin, 2005).

However during research as Ahuja, (2009) advises, the researcher used a qualitative approach to seek research participants perception of how important their contribution is to sustainability of CFS- quality education project services in rural government primary schools of Nadunget sub county, Moroto District. While a quantitative approach was used to establish the actual level of stakeholder participation importance to sustainability of CFS- quality education project through quantification of percentages, mean, and measures of variability. And to make meaning, the researcher used multiple sources of evidence because this was necessary to increase data validity, (Yin, 2009).

## **3.2 Study Population**

The study focused on 06 government primary schools located in Nadunget sub county, Moroto district where CFS-quality education project is implemented. The selected schools have a target of 701 respondents. Of these, the accessible population of 203 respondents was identified, this comprised of; project staff (02), head teachers (06), deputy head teachers (06), teachers (20), SMC members (20), PTA members (20), pupils (100), DEO (07), Representatives of District Education cluster working group (15), Subcounty administrative officer (01) and local leaders (02).

## **3.3 Sample Size and Selection**

### **3.3.1 Sample Size**

Sarantakos, (2005) defines a sample as a portion of the population whose results can be generalized to represent the entire population. The sample size of 161 respondents was drawn from the study population determined using Krejcie and Morgan (1970) statistical table these included; selected project staffs of UNICEF participating in the implementation of CFS-quality education project in Nadunget Sub County, pupils, Teachers, Deputy head teachers, Head teachers, SMCs, PTAs, District Education Officers, Sub county chief administrative officer, selected local leaders from selected villages and representative of district education cluster working group. See the respondents sample size and the ratio method illustrated in the table below.

**Table 2: Showing the Target Population, Accessible population, Sample size and methods of sampling**

Category	Target Population	Accessible Population	Sample Size	% of the total Sample size	Methods of sampling
District Education Officials	10	07	05	1.94	Purposive Sampling
Representatives of District Education cluster working group	30	15	01	6.6	
Head Teachers	12	06	06	100	
Project Staff	10	02	02	100	Simple Random Sampling
Deputy Head Teachers	12	06	06	100	
Teachers for Upper primary	56	20	19	95	
School Management Committee Members	64	20	19	95	
Parents Teachers Association Members	64	20	19	95	
Pupils ( Primary Six)	440	100	80	80	
Sub county Administrative Officer	01	01	01	100	
Local Leader	02	02	01	50	
<b>Total</b>	<b>701</b>	<b>203</b>	<b>161</b>	<b>99.9%</b>	

**Source:** Moroto District Education Records (2007-2012)

### 3.3.2 Sampling Techniques and Procedures

A sample technique is a definite plan for obtaining a sample from a given population. It refers to the procedure the researcher adopts in selecting items for the sample (Kothari, 2004).

The study adopted two sampling methods that include; Purposive sampling and Simple Random Sampling.

In the Simple Random sampling, the category of respondents included; Project Staff (02), Deputy Head Teachers (06), Teachers for upper primary (19), School Management

Committee Members (19), Parents Teachers Association Members (19), Pupils ( Primary Six) (80), Sub county Administrative Officer (01) and Local Leader (01). This is because, Simple random sampling method as argued by Mugenda & Mugenda (2003) allows each member in a study population an equal independent chance of being selected, thereby reducing chances of biasness.

On the other hand, Purposive sampling was preferred in the selection of key informants. These included; District education officials (05), Representative of District Education cluster working group (01) and Head Teachers (06). This is because, they are required or expected to provide specialized information based on their knowledge and expertise.

### **3.4 Data Collection Method**

In this study, five methods of data collection were used these included; Questionnaire survey method, Interview guide method, Documentary review method, Focus group discussions and Observation method. And two types of data were collected that is, primary and secondary data.

#### **3.4.1 Questionnaire Survey Method**

Primary data was collected directly from structured interviews with ; Teachers, Deputy head teachers, School management committee members [SMCs], Parents Teachers Association Members (PTAs), Programme staff representatives from UNICEF CFS project, Local Leaders, and Sub county administrative officer. This method was considered because it increased chances of the researcher getting valid information from the respondents and can be filled at ones own convenience (Sato, 2003). All questions contained both independent and dependent variable of the study. And a likert scale was used for easy coding.

#### **3.4.2 Interview Method**

In the study, Face to Face structured interviews were used to collect further in-depth data from key informants. These informants included; District Education officials (District

Education Officer, District inspectors of schools, PTC Principal Deputy Principal Out reach, Centre Coordinating Tutors) Head teachers and District education cluster working group representative. This method was considered because it enabled the researcher probe further the key informants and got in-depth data and more clarity as well as ensured reliability of data (Sincero, 2012).

### **3.4.3 Focus Group Discussion Method**

The study considered 10 Focus group discussions (FGD) involving primary school pupils (primary six), in the 6 target schools. FGD was considered for this study because it permits collection of detailed data from study subjects including semi-illiterate, through probing. Each FGD was between 6 to 8 members in order to allow meaningful and fruitful discussions (Babbie, 2004).

### **3.4.4 Documentary Review Method**

Secondary data on the other hand involved a review of existing documents relevant to the topic. This method is considered because the sources of data are readily available for reference. A checklist with relevant document options was used and this enabled highlighting of key elements in the research indicators by the researcher.

### **3.4.5 Observation Method**

This method was used to collect primary data from the field. It involved creating a list of items to be observed during the study that included; State of infrastructural facilities, Teaching- learning process, teaching aids, School Development plans among others. This method was considered because as it enabled the researcher study attitude, processes and behaviours that cannot be easily captured by other data collection methods.

## **3.5 Data Collection Instruments**

Data was collected by use of Self-administered Questionnaires, interview guide checklist,

Documentary review checklist, Focus Group Discussion guide and Observation checklist.

### **3.5.1 Self-administered Questionnaire**

The researcher used questionnaires as the main instrument for data collection. Semi-structured questionnaires were used. They were short, précised and in simple language which was easily understood by the respondents. The questions were designed according to the Variables on study and they include; Stakeholder Participation in Identification, Planning, Implementation, Monitoring & Evaluation; and Dependent Variable Sustainability of quality education projects.

### **3.5.2 Interview Guide**

Interviews were face-to-face involving meeting with the respondents. Further, unstructured interviews were held with; Head teachers, District Education Officers and Representative of district education cluster working group implementing quality education project in the target schools in the Sub county of Nadunget. This was the purpose of probing more in order to have an in-depth data about the study.

### **3.5.3 Observation Checklist**

In this study the observation checklists was used to record the observations which included data that could not be captured in the questionnaires and interview guides respectively i.e. Attitude, behaviours and the whole environment aspect of the schools. Each characteristic was checked according to the checklist to avoid collecting unreliable data.

### **3.5.4 Documentary Review Checklist**

Documentary reviews were obtained from key places that included; school libraries, District Education Offices, Head Teachers offices of target schools, NGO/Development partners' officers implementing quality education projects in rural government schools of Nadunget Sub County/ Project libraries, among others. These included; minutes of meetings held, attendance registers both in schools and education cluster working group, Monitoring

& Evaluation reports from, NGOs, DEOs office, College Deputy Principal Outreach Office and Head teachers, among others.

### 3.5.5 Focus Group Discussion Guide

This guide had questions that helped the researcher understand and collect information from target respondents on key issues under study and this involved pupils from upper primary (six) in schools.

## 3.6 Quality Control of Research Instruments Validity & Reliability

### 3.6.1 Validity

This is concerned with accuracy of concepts defined by the measure. Validity of the questions was ensured by the researcher during pre-testing of the research instruments, after which Content Validity was employed to ascertain the extent to which the content of the instrument corresponded to the concept it was designed to measure. This exercise used expert judgment where by pre-testing each selected items and those that were seen to be relevant were added up and divided by the total number of all items in the instruments. For instance;

Content Validity Index (CVI) =  $\frac{\text{No. of items rated Relevant}}{\text{Total No. of items in the Instrument}}$

Content Validity Index (CVI) =  $\frac{33}{4}$

Content Validity Index (CVI) = **0.825** (82.5%)

The CVI results of **0.825** reveals that the instrument as supported by Kathuri & Palls, (1994), who argue that, for any instrument to be considered valid, the C.V.I should be  $0.7 >$ . If the C.V.I of the research instrument is above 0.7, given the results the instrument was considered valid.

### 3.6.2 Reliability

Reliability refers to the consistency with which an instrument measures whatever it is intended to measure (Amin,2005). Reliability of the instrument in this research was measured based on internal consistency using Cronbach's Alpha co-efficient. Just as Ahuja, (2009) argues, the co-efficient measures the internal consistence of a test and it generally increases when the correlations between the variables increases.

A correlation of  $\geq 0.5$  was deemed appropriate for an instrument to be used in this study. And the following formula was used to arrive at instrument reliability

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average Variance.

**Table 3:** Showing reliability results for stakeholder participation and Sustainability

Variable Name	Cronbach alpha	Number of items (Questions)
Participation in Project identification	.779	6
Participation in Project planning	.408	6
Participation in Project implementation	.549	6
Participation in Project M&E	.781	7
Sustainability	.426	6
	$\sum$ (alpha)= <b>2.943</b>	<b>31</b>

**Source:** primary data

Table 3 above comprises of the variable name, cronbach alpha and number of items (Questions). The reliability result of **0.6**  $\sum$  (cronbach alpha) divided by the number of



variables in other words, (2.943/5). The return of such a value clearly is in line with Amin (2005) who states that the instrument is considered reliable at above 0.5 (50.0%).

### **3.7 Procedures for Data collection**

After completing the defense, the researcher attempted all corrections and submitted all final copies. The researcher requested for an introductory letter which was issued by the School of Management Science, the letter was used to introduce the researcher to selected organisations/institutions under study, and various respondents. This enabled the researcher collect data in the field. The exercise took one month and was conducted with the support of two research assistants.

### **3.8 Data Analysis**

According to Mugenda & Mugenda, (1999) data analysis is the process of bringing order, structure and meaning to the mass of information gathered. In this study, two methods of data analysis were employed that is; Qualitative and Quantitative data analysis methods.

#### **3.8.1 Quantitative Data Analysis**

Quantitative data was analysed using both descriptive and inferential statistical measures. The former, included inputting data collected from the field, coded, entered, cleaned and edited to ensure free errors. This was all supported using SPSS version 19. Descriptive statistics was presented in form of means, frequencies, standard deviation and percentages. This was reflected in graphical and tabular formats.

On the hand, inferential statistics like Pearson's co-relation analysis and Regression analysis methods depending on the data category were used. The former was used to establish whether the relationship (positive or negative) existed between the variables. While the latter was used to determine the variations or effects that the independent variable had on the dependent variable and the results obtained were presented in a tabular format. In addition, inferential statistics results were used to answer the hypotheses statements.

### **3.8.2 Qualitative Data Analysis**

Qualitative data was collected and recorded during face to face sessions. This information was critically checked and analysed using the content analysis technique. The information was analysed thematically so as to simplify its organisation, categorization, retrieval and establish meaningful themes of relationships between data collected on the study problem. This was used to supplement on the quantitative data.

### **3.9 Measurement of Variables**

In quantitative method of data collection, the likert scale was used to measure variables under study. And the likert scale statement had five category of response contents of strongly agree, Agree, Un-decided, Disagree, Strongly disagree. The respondent selected the response that best described his/her reactions/opinion to each question/statement. The response categories were weighed ranging from 1-5 and average for all items. This choice of measurement was made because this made it simple for respondents to express their opinion by checking a value between 1-5 respectively. All background variables were measured using the nominal scale, as these variables were not ranked while for the main variables, ordinal scale was considered. This is because all these were variables ranked from the highest to the lowest likert scale hence these variables were numerical or categorical in nature.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents, analyses and interpretes the findings that were obtained from the field of study. It comprises the background of the respondents, age distributions of the respondents, gender, education, work experience and status. Further, information shown below is presented in descriptive and inferential statistics and results presented using percentages, frequency tables, cross tabulations and correlation matrices. The correlations are guided by the null hypotheses to enable the researcher subject the findings to statistical analysis. The null hypotheses are as follows;

- 1) Stakeholder identification with the project does not significantly influence sustainability of CFS project services in rural primary schools.
- 2) Stakeholder participation in project planning does not significantly affect sustainability of CFS Project services in rural primary schools.
- 3) Stakeholder participation in project implementation does not significantly affect sustainability of CFS project services in rural primary schools.
- 4) Monitoring and Evaluation does not significantly contribute to sustainability of CFS - Quality education project services in rural primary schools.

#### **4.2 Response rate**

The researcher went ahead and collected data about the characteristics of the respondents who participated in the study, they included; age distributions of the respondents, gender, education, work experience and status. The purpose for collecting demographic data on respondents was to help the researcher establish respondents sample characteristics, be able to form appropriate opinions about the research findings and above all, the researcher

believed that by investigating the background variables about the respondents is critical because it would provide the researcher with adequate information regarding the extent to which the respondents were knowledgeable about the study area and the variables being investigated. Their details are shown as in tables 4 & 5 below.

**Table 4:** Showing the response rate

<b>Instrument</b>	<b>Administered/Held</b>	<b>Actual</b>	<b>Percentage</b>
Questionnaire	69	52	75.4%
Interviews	12	12	100%
FGDs	80	80	100%
<b>Total</b>	<b>161</b>	<b>144</b>	

**Source:** Primary data

The overall response rate obtained was **89.4%** ( $144/161*100$ ) as supported by Amin (2005).

**Table 5:**Categories of Respondents

<b>Category</b>	<b>Target Respondents</b>	<b>Actual Respondents</b>	<b>Target %</b>	<b>Actual %</b>
Project staff	<b>02</b>	<b>02</b>	<b>100%</b>	<b>100%</b>
Head teachers	<b>06</b>	<b>06</b>		<b>100%</b>
Deputy head teachers	<b>06</b>	<b>06</b>		<b>100%</b>
Teachers for Upper primary	<b>19</b>	<b>12</b>		<b>63.15%</b>
School Management Committee members (SMCs)	<b>19</b>	<b>12</b>		<b>63.15%</b>
Parents Teachers Association Members (PTAs)	<b>19</b>	<b>12</b>		<b>63.15%</b>
Pupils ( Primary Six)	<b>80</b>	<b>80</b>		<b>100%</b>
District Education Officials	<b>06</b>	<b>06</b>		<b>100%</b>
Representatives of District Education cluster working group	<b>01</b>	<b>01</b>		<b>100%</b>
Sub county Administrative Officer	<b>01</b>	<b>01</b>		<b>100%</b>
Local Leader	<b>01</b>	<b>01</b>		<b>100%</b>

**Source:** primary data

The overall response rate obtained was **89.4%**(144/161\*100) as supported by Amin (2005).

The researcher with the help of research assistants administered 69 Questionnaires, out of these 52 were returned fully completed constituting 75.4%. 12 respondents in the category of 06 Head teachers, District Education Officer, District Inspector of Schools, Centre Coordinating Tutor, Principal primary teachers college, Deputy Principal Outreach and Representative of district education cluster working group were all engaged in face to face

sessions constituting 100%. And all 80 respondents in the category of children constituting (100%) equally participated in the focus group discussions.

### 4.3 Demographic Characteristics of the Respondents

#### 4.3.1 Age distribution of the Respondents

Respondents were of varying age categories. And the purpose of categorizing the respondents in to various age groups was to help the researcher establish whether age variations affected their participation and subsequent sustainability of CFS project. However the results obtained are explained as below.

**Table 6:** Age distribution of the respondents

Age range	Frequency	Percent
20 – 29 years	15	29.0
30 – 39 years	16	31.0
40 – 49 years	14	27.0
50 – 59 years	7	13.0
<b>Total</b>	<b>52</b>	<b>100.0</b>

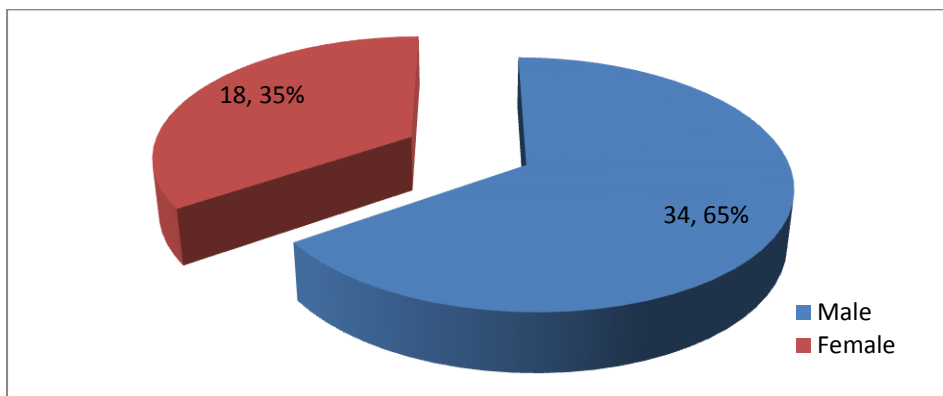
**Source:** primary data

The respondents age was grouped in to six categories and the range was between 20 to 60 years. This was presumed to be the age range when people are in active service. However, findings obtained and presented in table 6 above reveal that, the respondents with highest response rate and who participated in the study were between 30–39 years of age constituted (31.0%, n=16), this was followed by those between 20-29 years of age, (29.0%,n=15), 40–49 years were (27.0%, n=14) and 50–59 years of age forming the least (13.0%, n=7). The presence of such respondents clearly indicate that, the researcher dealt with mature respondents as ethically mandated by research. Further, the presence of the

youthful category of respondents between ages 20-29 years reveal that, the newly recruited teachers in schools are eager and enthusiastic to execute their teaching professions by participating in school related affairs for instance, participating in processes that would enable them offer effective and appropriate teaching learning processes, while the middle age between 30-39 years & 40-49 years mostly comprising of Deputy Head teachers, SMC members among others entrusted with school management activities for instance, managing finances, overseeing school administration and lobbying for school developments among others were geared towards enhancing stakeholder participation and sustainability of CFS quality education services in rural schools of Nadunget sub county.

#### 4.3.2 Gender distribution of the Respondents

Respondents in this particular study were either male or female as reflected in the illustration below. The purpose for collecting the above data was to enable the researcher know whether gender of the respondents had a bearing on their participation and influence on CFS project activities. And results obtained are as below.



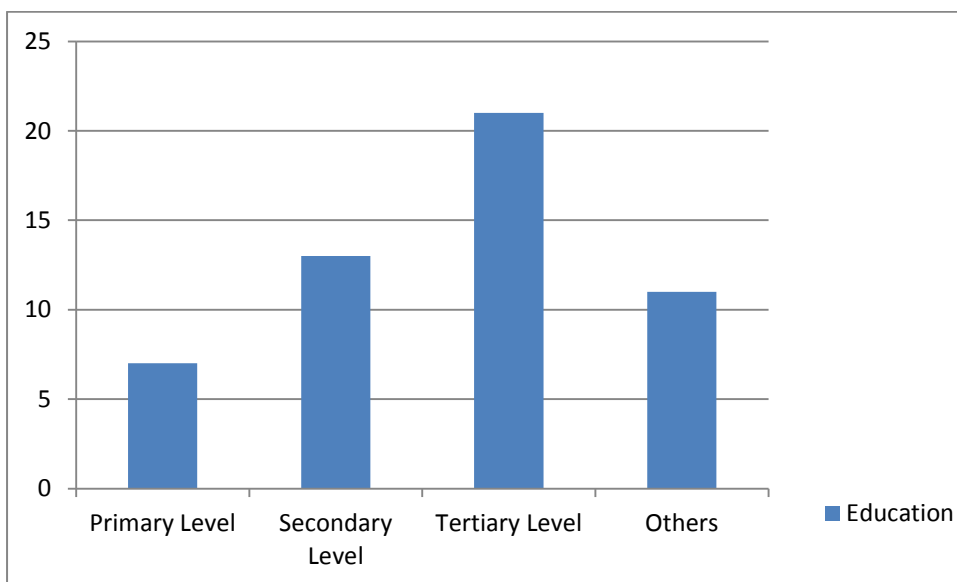
**Figure 2:** Gender distribution of the respondents

As observed from figure 2 above, statistics reveal that both male and female participated in the study, and there were more male respondents (65%, n=34) as compared to their female counterparts (35%, n=18), meaning that the researcher obtained balanced views from the

discussions held with respondents on stakeholders participation and project sustainability since both male and female respondents were involved. Further, the gender demographic aspect of the respondents incorporated in this chapter provided a basis of relating whether, for instance gender had a bearing on the participation of stakeholders and sustainability of CFS project as both male and female respondents participated. Additionally, it can be observed that in this particular research, the male preferred working in Nadunget sub county, remote, hard to reach rural area and with harsh climatic conditions as compared to their female counterparts.

### 4.3.3 Respondents by Education

The researcher set out to establish the education levels of respondents. The reasons to this were to find out whether the respondents were literate or not, and also investigate the contribution their education had in influencing their participation in CFS activities and subsequent project sustainability.



**Figure3:** Education level of the respondents

Findings obtained from the field of study reveal that (14.0%, n=7) respondents had attended primary education, (25.0%, n= 13) were secondary level leavers, tertiary level



constituted the majority with (41.0%, n=21) and (21.0%, n= 11) had obtained other qualifications. These revelations show that the researcher dealt with literate respondents who were able to read, write and fully understood the study under investigation. More, it can be observed that for any person to be employed or involved in project work, one should have a minimum education qualification obtained, many organisations/institutions prefer literate persons involved in project work because to them, it is easy to deal with literate staff who will quickly understand the project scope well to be able to further communicate to the local community and target beneficiaries. Further, because the researcher dealt with literate respondents, she was able to enhance meaningful participation in group discussions through freely sharing and exchanging constructive ideas and views about the study.

#### 4.3.4 Respondents by Years of Work Experience

Respondents were of varying work experiences and the researcher wanted to establish the number of years respondents had worked in the particular schools. This according to the researcher, defined the ability of the respondents in providing appropriate responses, and also helped the researcher determine the nature of the investigation to do basing on their experiences of CFS quality education project t lifetime, geographical scope and programming. The results obtained are reflected in table 7 below.

**Table 7:** Respondents by years of work s Experience

<b>Work Experience</b>	<b>Frequency</b>	<b>Percent</b>
1 – 5 years	41	79.0
6 – 10 years	6	12.0
11 –15 years	3	6.0
16 – 20 years	1	1.0
21 – 25 years	1	1.0
<b>Total</b>	<b>52</b>	<b>100.0</b>

**Source:** primary data

The table above represents respondents by years of work experience. It is seen from the above that the majority of the respondents worked between 1 – 5 years with a frequency of n=41 and with a rate of 79.0%, those between 6 to 10 years were ( n=6, 12.0%), (n=3, 6.0%) fell between 11-15 years, while (n=2, 2.0%) both had worked between 16-20 years. The above indicate that, all respondents had the experience of understanding the operations of the project and could therefore reveal crucial and vital information about the project existence. In addition, the presence of more teachers within schools for a period of one to five years was attributed to the fact that, the district guidelines calls for retention of teachers in schools for five years and above before transferring, SMCs and PTAs two years before re-electing other members, while head teachers are presumed to work for more years in schools, hence with the above, these posed positive avenues on respondents effective participation in CFS project to enhance sustainability of quality education in Nadunget rural schools and subsequent participation in the study.

#### **4.3.5 Respondents by Status**

Respondents in this study were placed in numerous status and the researcher wanted to establish whether their status had abearing on their involvement and subsequent level of participation in CFS activities geared towards project sustainability in rural government primary schools in Nadunget sub county, Moroto district. For instance; i) Their involvement & participation in project identification i.e according to their level of influence, interest and benefit to the project, involvement & participation in Needs identification and prioritization, ii) their involvement & participation in planning in order to influence certain decisions regarding project objectives, resources & tasks identification, M&E strategies in order to influence efficiency in resource distribution and utilisati onto enhance sustainability of CFS project services, iii) their involvement & participation in project implementaion activities for example, identifying strategies for CFS project effective teaching- learning processes,

defining strategies for effective school management, for instance their involvement in continuous monitoring and reporting of project activities by Deputy head teachers, SMCs and PTAs, and the contribution of key project staff in ensuring that the project targeting provision of quality education in the rural schools responds appropriately to the needs and demands of the project beneficiaries and the rural communities. And above all, their influence on quality education project sustainability targeting the rural schools. The results obtained are reflected in the table below.

**Table 8:** Respondents by Status in Schools

<b>Positions Held</b>	<b>Frequency</b>	<b>Percent</b>
Teacher	11	21.0
Deputy Head Teacher	7	14.0
PTA Member	14	27.0
SMC Member	18	35.0
Others	2	4.0
<b>Total</b>	<b>52</b>	<b>100.0</b>

**Source:** primary data

The table above represents the respondents status in schools and project/organisation. Findings obtained in table 8 above indicate that, majority of the respondents who participated in the study were SMCs with a frequency of n=18 and response rate of 35.0%, followed by PTAs members with a frequency of n=14 and with response rate of 27.0%, teachers n=11 (21.0%), Deputy headteachers with frequency of n=7 (14.0%) & others in the category of project staff (n=2,4.0%) who were the minority.

However with the above revelations following interviews conducted by the researcher with key informants, it was revealed that, although SMCs were the majority respondents as reflected in the above table and data collected, they donot have much influence over CFS

project activities especially during identifying and determining which stakeholders to be involved in CFS project identification, planning, implementation, M&E activities. Instead a few who are in the category of others (Project staff) have overall influence and decided who mattered most, how to be involved and at what stage of project management cycle. For instance, (Project identification, planning, implementation, Monitoring & Evaluation).

#### **4.4 Empirical findings**

This section explores the extent to which stakeholders participation influences project sustainability with reference to UNICEF- CFS project. The findings are presented according to the study objectives, they include; Stakeholder identification and project sustainability, stakeholders' participation in planning and project sustainability, stakeholders participation in implementation and project sustainability and stakeholders participation in monitoring & evaluation and project sustainability.

The variables are analysed by a five point likert scale and the results are presented in descriptive tables showing percentages of responses under each variable. The researcher further used, Factor analysis of mean and standard deviation to determine respondents varied views on their decisions for instance; their agreements and disagreements about the statements in the research questions, Pearson moment correlation coefficient was used to test the null hypotheses and ascertain whether the findings were statistically significant, and Regression analysis used to determine whether the predictor had a significant bearing on the subject under study by determining the percentage variations that project identification, planning, implementation, Monitoring & Evaluation has on sustainability of CFS project.

##### **4.4.1 Stakeholder participation in project identification and sustainability of CFS project services**

Theme one, project identification was measured in terms of stakeholders analysis, stakeholders involvement in needs identification, stakeholders involvement in needs

assessment & prioritization, and each had two questions to measure. The purpose for collecting data on the above objective was to help the researcher solicit respondents attitudes on stakeholder participation in project identification and its influence on project sustainability. This variable was measured using a five point likert scale and the researcher set a couple of questions (six), as reflected in table 9 below.

**Table 9.** Descriptive statements about project identification

Statements on Participation in Project Identification	Percentage Responses (%)					Mean	Sd. dev
	SA	A	UD	D	SD		
UNICEF has taken steps to identify stakeholders for quality education projects through stakeholder analysis	(34) 64%	(13) 25%	(1) 2%	(3) 6%	(1) 2%	<b>4.46</b>	<b>.939</b>
Stakeholders are always categorized according to their level of Influence, interests and benefit to the project	(24) 46%	(20) 39%	(3) 6%	(4) 7%	(1) 2%	<b>4.19</b>	<b>.991</b>
Stakeholders are always involved in project identification according to their level of influence, interests, perception and how they benefit from the project	(18) 35%	(29) 56%	(3) 5%	(2) 4%	(0) 0%	<b>4.21</b>	<b>.723</b>
Stakeholders are usually involved in needs assessment at school level	(15) 29%	(30) 57%	(3) 6%	(3) 6%	(1) 2%	<b>4.06</b>	<b>.873</b>
Needs prioritization is always done by all categories of stakeholders involved in school quality of education projects	(12) 22%	(30) 58%	(3) 6%	(5) 10%	(2) 4%	<b>3.87</b>	<b>1.010</b>
Beneficiaries are key in every stage of any quality education project in this school.	(36) 69%	(13) 25%	(1) 2%	(2) 4%	(0) 0%	<b>4.60</b>	<b>.721</b>

**Source:** primary data

Key: SA= Strongly Agree, A=Agreed, UD =Undecided, D=Disagreed, SD=Strongly Disagreed.

From the above table 9, it can be noted that standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given, while the scores above one show differences in responses that were given. In addition,

the mean scores above three reveal positive responses ( Agree) while those below three reveal respondents that disagreed to the statement.

The first question posed under sub theme one stakeholder analysis focused on whether UNICEF–CFS project management took steps in identifying stakeholders through conducting a stakeholder analysis. Findings obtained in table 9 above show that, majority of the respondents representing n=34, 64% Strongly agreed to the question posed above, n=13 respondents representing 25% agreed, n=3,6% disagreed, while n=1, 2%, strongly disagreed and n=1, quality education representing 2% of the overall respondents who responded were undecided respectively. Similarly, n=24,46% respondents strongly agreed that stakeholders are always categorized according to their level of Influence, interests and benefit to the project forming the majority, this was followed by n=20, 39% who agreed, while n=4,7% disagreed and n=3,6% were not sure. Implying, it is the responsibility of the organisation (UNICEF) to ensure that; strength, weaknesses, opportunities and threats analysis is undertaken in order to enhance the core goal and objectives of the project & enhance the realization of project sustainability. Secondly, this objective is based on the idea that, in order to enhance sustainable quality education systems, organisations/institutions need to set a number of systematic steps to be followed with various stakeholders. And qualitatively, in one of the face to face interviews held with key informants in the category of DEOs, Head teachers, College administrators including Center Coordinating Tutor, majority of the members argued that, *‘the strategies designed and implemented by UNICEF are so far good and have created a conducive environment in which stakeholders views are taken as most important, and thus encouraging participation. However to them, UNICEF still has a few areas of weakness especially while identifying and involving stakeholders on the basis of a Stakeholder Analysis’*

Additionally, respondents from the category of children engaged by the researcher during Focus group discussions comprising the majority strongly disagreed on the same question posed on whether they knew what a stakeholder analysis was, they denied having knowledge of CFS project.

This however implied that, although UNICEF has designed good strategies for ensuring that stakeholders participate in project identification for instance; through Stakeholders Analysis, this sub dimension was not properly harnessed to ensure that all critical areas were attended to and yet this according to the interviewees is crucial in the initial & later stages of project management and further supported by Fitz, (2009), who argues that, it fosters consensus on appropriate and effective strategies for building and widening the support base for the performance of projects as it empowers stakeholders to work on their own, enhances effort's success and subsequent sustainability of the project.

More and linked to the above sub theme, the mean score of 4.21 coupled with a standard deviation output of .723 reveal that, most respondents (n=29,56%) agreed to the question that stakeholders were involved in project identification according to their level of influence, interests, perception and how they benefited the project. These findings shown above imply that, the project initiators were engulfed with the ability to fully understand that key features of project identification comprises of recognizing the fact that identifying candidates for the project is something that an organization should do at onset of the project and not at the later stages of project cycle management.

In addition, (n=30,57%) respondents representing the majority who responded agreed to the questions posed on sub theme two on whether stakeholders are usually involved in needs assessment at school level, (n=15, 29%) strongly agreed, (n=3,6%) neither agreed nor disagreed. These findings shown above reveal that, the project managers understood that when examining projects for approval, it is vital to also examine the resource capacities

and capabilities available for assignment. As argued by one District official during interviews that, *‘It is futile to assign a major new project requiring extensive*

*discovery of business requirements if no business analysts are available’*

Meaning this is not just good practice to involve stakeholders in needs assessment but rather, fundamental in ensuring that programming ‘does no harm’ at the least, and hopefully reduces inherent or active tensions and risks that would be detrimental in enhancing attainment of project overall objectives. More, that the stakeholders were fully aware of the systematic processes for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". Thus, the understanding of the discrepancy between the current conditions and wanted conditions that must be measured to appropriately identify the need for sustainability of CFS project services. Similarly another interviewee in the category of College administrators observed that,

*‘It is our responsibility as lead implementing partners to ensure that project cycle management process is critically followed, most especially while identifying needs, it is core in project sustainability.’*

However, although the majority respondents from the category of deputy head teachers, SMCs, PTAs who answered questionnaires strongly agreed to being involved in project identification, sub dimension Needs identification and assessment according to their level of influence, interests, perceptions and how they benefited the project, respondents in the category of sub county Education Officials, teachers and children revealed that, not all stakeholders were involved. For instance, 4 respondents in the category of Head teachers and subcount yinspectors of schools disagreed being involved by UNICEF during project identification activities of Needs identification and assessment according to their level of influence, interest and benefit to the project with a response rate of 33.3%, and 96% of the children engaged in Focus group discussions respectively. This implied that, much as



stakeholders were involved in project identification, not all were involved, for instance, Education officials in charge sub county schools & local leaders felt exempted. And had this to say,

*“We know the problems in schools better than our bosses, we live in this community where these schools are. They should involve us during project initiation in order to provide CFS project management with valuable information”.*

And further, information obtained from document reviews from Moroto district and schools revealed that, majority of the respondents 85%, in the category of (Head teachers and district education officials) were involved in needs identification and assessment as compared to their counterparts teachers and sub county officials in charge of monitoring and supervising education programmes, posing a question of concern among stakeholders considered for CFS project.

Additionally, frequencies obtained and reflected in table 9 above following questions posed on sub theme two on whether stakeholders were involved & participated in needs prioritization yielded the following results, the mean score of =3.87 coupled with standard deviation of 1.010 clearly indicate that, majority of the respondents agreed to the question that needs prioritization is always done by all categories of stakeholders involved in school quality education projects, this was followed by (n=12, 22% ) that strongly agreed, and (n= 5, 10%) who disagreed. Similarly, n=36, constituting 69% forming the majority of the respondents strongly agreed to the question posed on whether beneficiaries were key in every stage of any quality education project identification activities in schools, (n=13, 25% agreed, while (n=2,4%) disagreed and (n=1, 2.0%) were neutral. These findings above can be linked to the fact that, elicitation of information was obtained from a series of sources. This collected information was used as a basis to determine the best quality education ingredients that were required to ensure that better education services are

delivered to the schools. In addition, the assessment process, the core or main tasks were put in the best order so as to effect positively on the project, hence enhancing sustainability of CFS project services.

However although this sub theme three Needs priotisation according to the findings obtained from respondents who answered questionnaires reflected high positive results, some few pockets of the same respondents disagreed, others from category of key stakeholders at both district and school level including children engaged in focuss group discussions revealed that, final decisions regarding prioritization of needs which eventually led to CFS project intervention was decided by project managers, and one key informant lamented and had this to say,

*“Most times we do the prioritization but when it is time for planning and allocating especially financial resources deemed necessary to enhance service delivery in schools, it is all decided by the project management. It frustrates , and at the same time our hands are tied because we are not the budget holders”*

Implying that, the need to harness decisions on the concept of needs priotisation by UNICEF is crucial in order to facilitate effective processes for CFS project sustainability. More, observations & focus group discussions held in schools further revealed aweakness and non involvement of schools stakeholders especially teachers and children in decision making regarding needs priotisation by CFS project management. Findings obtained from most schools enviroments indicated that, if final decisions in needs prioritization were inclusive and actually done by all, then most schools for example observed wouldn't be lacking teaching learning materials especially text books, low cost teaching- learning aids, infrastructural facilities such as gender friendly sanitary facilities/ toilets, teachers houses, good sitting facilities, and school farms as supplements to the school feeding programme provided by UN- World Food Programme. The above seem crucial and calls for

harnessing of processes that would allow involvement of all school stakeholders, so they would be part of the team prioritizing needs, in order to make objective decisions on priorities and yield child friendly teaching- learning environments in Nadunget rural schools and subsequent sustainability of CFS interventions.

**4.4.1.1 Correlation results for Project identification and sustainability of CFS project services**

The researcher wanted to establish whether a relationship (positive/negative) existed between project identification and sustainability of CFS project services. This was done with support of Pearson correlation product moment technique, a feature embedded in SPSS as shown in table 10 below.

**Table 10: Correlation results for Project identification and sustainability of CFS Project services**

		Project identification	Sustainability of CFS
project identification	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.000
	N	<b>52</b>	<b>52</b>
sustainability of CFS	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.000	
	N	<b>52</b>	<b>52</b>

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

It can be observed that, table 10 comprises of the key variables, Pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that, Pearson correlation score is (R=.501\*\*), sig at 99% confidence level is (p<0.05, .000) and N =52. The Pearson correlation product moment (R) value of .501\*\* reveals that, there is a significant relationship between stakeholder participation in project identification and project sustainability.

Linked to the above during interviews some head teachers attributed the good performance of their schools in last year's PLE to; *“UNICEF involvement of teachers in refresher courses aimed at building g their capacities in effective teaching -learning processes which has helped teachers perform better and are able to consult each other on weak subject areas”*. Thus confirming the significance of the above relationship between stakeholders participation and CFS project sustainability as obtained from respondents.

#### 4.4.1.2 Regression results for project identification and sustainability of CFS project services

The researcher sought to establish the percentage variations project identification had on sustainability of CFS project services; this was done using the regression technique with emphasis laid on the summary model (adjusted R<sup>2</sup>). Below are the corresponding results reflected in table 11.

**Table 11: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501 <sup>a</sup>	.251	.236	.54050

A predictor: (constant), project identification

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where R=.501\*\*, R<sup>2</sup>=.251, adjusted R<sup>2</sup>= .236 and standard error=. 54050 using the predictor; project identification. The adjusted R<sup>2</sup> value of (.236) means that project identification is found to have a 23.6% effect on sustainability of CFS project services and the remaining percentage of 76.4% is attributed to other factors.

### Hypotheses statement one

The hypotheses statement that stakeholder participation in project identification significantly influences sustainability of CFS project services in rural government primary schools is upheld (accepted) and the null rejected.

### 4.4.2 Stakeholders participation in project planning and sustainability of CFS project services

The researcher set a number of questions on objective two above. And the purpose for this was to determine whether there was a relationship between stakeholders participation in project planning and sustainability of CFS quality education services delivered in rural schools of which responses obtained are in the table below.

**Table 12: Descriptive statements about planning**

Statements on Participation in Planning	Percentage Responses (%)					Mean	Sd. dev
	SA	A	UD	D	SD		
Stakeholders usually participate in identifying and setting project objectives	(13) 25%	(23) 44%	(6) 12%	(8) 15%	(2) 4%	<b>3.71</b>	<b>1.126</b>
Stakeholders participate in identifying project resources	(14) 27%	(29) 56%	(4) 8%	(2) 4%	(3) 6%	<b>3.94</b>	<b>1.018</b>
Stakeholders participate in allocating resources required to execute the project	(13) 25%	(29) 56%	2% (1)	(5) 10%	(4) 8%	<b>3.81</b>	<b>1.155</b>
Stakeholders are involved in project tasks identification	(21) 40%	(20) 39%	(2) 4%	(7) 14%	(1) 2%	<b>4.06</b>	<b>.850</b>
There is always regular involvement of stakeholders in initiation of project tasks	(11) 21%	(18) 35%	7% (4)	(18) 35%	(1) 2%	<b>4.02</b>	<b>1.093</b>
Stakeholders are involved in designing monitoring tools	(17) 32%	(31) 60%	(3) 6%	(1) 2%	(0) 0%	<b>3.38</b>	<b>1.223</b>

**Source:** primary data

Key: SA= Strongly Agree, A=Agree, UD =Undecided,D=Disagreed, SD=Strongly Disagreed

From the above table 12, it is observed that standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given while scores above one show differences in responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal respondents that disagreed to the statement. Further, objective two project planning of the independent variable stakeholder participation was measured in terms of three sub themes, and these included; stakeholder participation in setting project objectives, stakeholders participation in identification & allocation of project resources and stakeholders participation in initiation of critical project tasks & monitoring tools. This was measured using six questions as seen above.

Findings obtained from sub theme one stakeholder participation in setting project objectives displayed in the above table reveal that, majority of the respondents constituting (44.0%, n=23) agreed to the question posed that stakeholders usually participated in identifying and setting of project objectives as compared to (25.0%, n=13 ) that strongly agreed, (15.0%, n=8) disagreed, while (4%, n=2) strongly disagreed and (12%, n=6) neither agreed nor disagreed. Similarly, the mean score of 3.94 linked to a percentage return of ( n=29,56%) who agreed & (n=14, 27%) strongly agreed clearly indicate that, most of the respondents participated in identification of project objectives. These revelations can be attributed to the fact that, the numerous stakeholders fully understood and described the project outcomes intended as having direct, short- and medium-term effects on the target group, that project objectives must lie within the scope of the project, and above all that , one must be able to directly attribute the effects to the project.

Further, Qualitative data sought from key district informants including District Education Officer, District inspector of schools, college administrators and head teachers to supplement on the questionnaire data on sub theme one above yielded the following results. For instance, stakeholders interviewed revealed that, identifying and setting project objectives was in phases; at strategic (Organisational level) involving UNICEF CFS project managers, district level and at schools level involving key stakeholders such as head teachers and Deputy head teachers, representatives of teachers and SMCs. To the stakeholders, this was done in order to reduce the likelihood of management blind spots, add expertise from different perspectives, and to create buy-in from different stakeholders who matter in education affairs at both district, schools and organisational levels. In addition, the stakeholders were aware that the objectives are of great importance if the outcomes and impact are to have any significance to project sustainability. And this was supplemented by one school administrator who commented that,

*“it is good to be part of the project planning team especially when setting project objectives, it gives us administrators a sense of direction”.*

Meaning the significance of stakeholders participation in developing CFS project objectives was carefully attended to by project managers in order to bring about project sustainability.

In addition, the document reviews conducted in schools, college (the lead partner implementing UNICEF- CFS project) and at district education office revealed records of planning sessions involved between UNICEF CFS project staff and key stakeholders. These included a report from Moroto District education sector / partners working group meeting minutes 2010, Schools Development plans 2012, and records of attendance. However, although the above indicate positive responses, not all stakeholders were

represented especially following discussions obtained from children during FGDs. Majority of the children complained that,

*“not even any representative of the pupils from beneficiary schools participated in setting of CFS project objectives intended to enhance project sustainability of quality education services provided in rural”.*

Similarly, sub theme two identification & allocation of resources had two question posed by the researcher to the respondents. First question posed was on whether stakeholders participated in identification of project resources. This revealed the mean score of 3.94 linked to a percentage return of (n=29,56%) constituting the majority who agreed & (n=14, 27%) strongly agreed, clearly indicating that most of the respondents participated in identifying project resources. These revelations can be attributed and linked to the fact that the numerous stakeholders were fully informed that after all objectives are listed and set, they needed to identify the resources required to complete each task by using a resource plan connected to a schedule indicating when each resource will be used and not any assumptions and constraints made during the resource planning process in order to enhance sustainability of CFS quality education project services.

However qualitatively to support the above findings, one official had this to say,

*“ involving us in identifying project resources enabled us district officials determine what was required to execute the project activities, It simplified our roles and facilitated our ownership of the project. Without our involvement we would be green about what is supposed to be done to ensure CFS project execution, a wastage of time and resources ”*

More, interesting results obtained from respondents on whether stakeholders participated in allocation of resources required to execute the project revealed that, (86.0%, n=45) respondents agreed they participated in allocating resources intended to execute CFS



project, although (10.0%, n=5) disagreed and (4%, n=2) neither agreed nor disagreed this meant that, stakeholders were aware that planning for resources to execute the project determines project deliverables and other direct outputs. Further to them, this phase was one in which the plans designed in the prior phases of the project life would determine allocation of resources that would be fully utilised during implementation stage there after, and its purpose is to determine and deliver the project expected results (deliverable and other direct outputs). They were also aware that at this phase, the execution team utilizes all the schedules, procedures and templates that were prepared and anticipated during prior phases to ensure what is put down enhances sustainability of CFS project services. To supplement the above, in one of the interviews, one respondent in the category of District Officials and Head teachers had this to say, “ *involving stakeholders like Headteachers, teachers and SMCs in allocating resources required to execute projects intended to enhance quality education in schools has so far increased trust, transparency and accountability on project activities, impacts and sustainability of CFS project services in Nadunget rural schools*”

Implying, this question on sub theme two was properly harnessed as according to the above view.

On the other hand, results obtained from sub theme three reveal that, respondents (40%,n=21) strongly agreed on the question whether stakeholders were involved in project task identification, (39%,n=20) agreed, while (4%,n=2) were undecided, (14%,n=7) disagreed and (2%,n=1) strongly disagreed respectively. Equally, the mean score of 4.02 coupled with (35%) return reflected how many of the respondents indicated that there was regular involvement of stakeholders in initiating of project tasks and the above statistics would mean that numerous tasks were laid down by stakeholders and each task for instance teachers capacity development, head teachers training in management and whole school

improvement among others were defined, resources were assigned to complete the activities; i.e can be one or more people, defined activities could be of any length of time or duration from a few hours, to days or weeks coupled with varying cost involved with each task, be it small or great thus influencing sustainability of CFS project services.

Additionally the scores obtained from question three, sub theme three indicate that, n=31,60% of the respondents agreed being involved in designing M& E tools, n=17,32% strongly agreed, n=3,6% were undecided and n=1,2% disagreed. Meaning that the significance of M&E tools in determining the key role of project progress or failure were properly prioritised by CFS project management, since M&E is usually considered as an important component in determining project success or failure through its tools and frameworks and subsequent data collected and analysed.

#### 4.4.2.1 Correlation results for Project planning and sustainability of CFS project services

The researcher wanted to establish whether a relationship existed between project planning and sustainability of CFS project services. This was done with support of Pearson correlation product moment technique, a feature embedded in SPSS as shown in table 13 below.

**Table 13: Correlation Results**

		project planning	Sustainability of CFS
project planning	Pearson Correlation	1	.499**
	Sig. (2-tailed)		.001
	N	<b>52</b>	<b>52</b>
sustainability of CFS	Pearson Correlation	.499**	1
	Sig. (2-tailed)	.001	
	N	<b>52</b>	<b>52</b>

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

It can be observed that, table 13 comprises of key variables, Pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that, Pearson correlation score is ( $R=.499^{**}$ ), sig at 99% confidence level is ( $p<0.01, .000$ ) and  $N =52$ . Pearson correlation product moment (R) value of  $.001^{**}$  reveals that, there is a significant relationship between stakeholder participation in planning and sustainability of CFS project.

#### 4.4.2.2 Regression results for project planning and sustainability of CFS project services

The researcher sought to establish the percentage variation project planning has on sustainability of CFS project services; this was done using the regression technique with emphasis laid on the summary model (adjusted  $R^2$ ). Below are the corresponding results reflected in table 14.

**Table 14: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.449 <sup>a</sup>	.202	.186	.55805

A predictor: (constant), project planning

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where  $R = .449^{**}$ ,  $R^2=.202$ , adjusted  $R^2= .186$  and standard error = .55805 using the predictor; project planning. The adjusted  $R^2$  value of (.186) means that, stakeholders participation in project planning is found to have a 18.6% effect on sustainability of CFS project services and the remaining percentage of 81.4% is attributed to other factors.

## Hypotheses statement two

The hypotheses statement that stakeholder participation in project planning significantly affects sustainability of CFS project services in rural primary schools is upheld (accepted) and the null rejected.

### 4.4.3 Stakeholder participation in project implementation affects sustainability of CFS project services

The objective of this section was to enable the researcher find out the degree of effect stakeholders participation has on CFS project sustainability. And the researcher set a number of questions of which the following responses were obtained in table 15 below.

**Table15: Descriptive statements about project implementation**

Statements on Participation in Project Implemented	Percentage Responses (%)					Mean	Sd. dev
	SA	A	UD	D	SD		
Stakeholders are involved in developing project schedules	(17) 33%	(31) 60%	(3) 6%	(1) 2%	(0) 0%	<b>4.23</b>	<b>.645</b>
Stakeholders are involved in identification of different strategies of delivering project activities /output	(13) 25%	(34) 65%	(2) 4%	(2) 4%	(1) 2%	<b>4.08</b>	<b>.788</b>
Stakeholders are involved in developing strategies for ensuring project output quality assurance	(16) 31%	(30) 58%	(2) 4%	(3) 6%	(1) 2%	<b>4.10</b>	<b>.869</b>
Stakeholders are involved in execution of project activities	(13) 25%	(33) 63%	(1) 2%	(5) 10%	(0) 0%	<b>4.04</b>	<b>.816</b>
Stakeholders are involved during sharing of feedback in order to ensure programme quality	(15) 28%	(26) 50%	(2) 2%	(7) 14%	(3) 6%	<b>3.83</b>	<b>1.167</b>
Stakeholders are involved in monitoring of project implementation progress.	(19) 37%	(28) 54%	(0) 0%	(3) 5%	(2) 4%	<b>4.13</b>	<b>.971</b>

**Source:** primary data

**Key:** SA= Strongly Agree, A=Agreed, UD =Undecided, D=Disagreed, SD=Strongly Disagreed

From the above table 15, as it is observed, the standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given, while the scores above one show differences in responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal respondents that disagreed to the statement. Objective three stakeholder participation in project implementation of the Independent variable stakeholder participation in project implementation was measured in terms of three sub themes and each involved two questions.

For instance; stakeholders participation in Developing activity schedules, Identification of different strategies of delivering services/output and sharing of feedback of programme quality. Views collected from respondents on sub theme one, on the question posed that, stakeholders are involved in developing project schedules yielded the following responses, (n=31,60%) respondents representing the majority agreed to the question that stakeholders were involved in developing project schedules, followed by (n=17, 33%) who strongly agreed while, (n=3,6.0%) were neutral and (n=1, 2.0%) disagreed. The results obtained therefore mean and can be linked to the fact that, stakeholders were aware that a key to a successful and sustainable project should involve among others; proper scheduling, followed by identification of all project outputs before considering the delivery dates and resource constraints. Further to them, scheduling helps the assigned team to objectively identify every thing that needs to be done without subconsciously leaving out real work in order to fit pre-determined dates in a project, hence realization of sustainability of CFS project services.

Further still, (n=34, constituting 65%) respondents representing the majority responses agreed that stakeholders were involved in identification of different strategies of delivering project activities /output, (n=16, 31%) strongly agreed, a response return of (2,4%) represented

both neutral and those that disagreed, while (n=1, 2%) strongly disagreed. This further means that, the majority respondents fully understood the value of participating in identification of different strategies of delivering project activities / output. And to supplement the above, one project official had this to say,

*“identifying different strategies for delivering project out put for instance involving key stakeholders such as District Education officers, District inspectors of schools , college administrators, head teachers, deputy head teachers, teachers and project staff is an overall framework of what CFS project is about, how it will be implemented and documented”*

Implying that, UNICEF recognized the importance of sub theme one stakeholders participation in project implementation and subsequently harnessing it in order to effect CFS project sustainability.

Additionally, answers provided by the respondents and extracted from the data obtained on sub theme two revealed that, many of the respondents (n=30,58%) constituting the majority agreed to the question that stakeholders were involved in developing strategies for ensuring project output quality assurance, followed by (n=16, 31%) that strongly agreed, (n=3,6%) disagreed, (n=2,4.0%) were neutral and (n=1,2%) strongly disagreed. These findings can be linked to the fact that, stakeholders were fully aware of the standards, procedures and other measures required to ensure that proper designs were made to enhance continuity and the provision of quality education services in the schools. Further, the researcher during interviews found out that, the majority respondents were aware of the planned and systematic activities that needed to be implemented in CFS quality Education project so that quality requirements for a service for instance, education services would be fulfilled. In addition, stakeholders realized that quality assurance was mandatory as the activities and management processes were done to ensure that the services CFS quality

education project delivered were at the required quality level. Thus in an interview with project staffs, one respondent observed that,

*“Project Quality Assurance is one search strategy that UNICEF emphasises in order for beneficiaries and organisation to realize value for money, without it the organisation will not be accountable to our donors when impact evaluation of the project is done ”*

while another interviewee from the category of Head teachers and district officials had this to say,

*“Quality assurance is a process driven and focused on the delivery of services for which education is one of them, through it sustainability of CFS project services will be realised”*

Linked to the above sub theme two, on whether stakeholders were involved in executing project activities; (n=33, 63%) respondents constituting majority positively agreed, while (n=13,25%) strongly agreed respectively, (n=1,3%) were neutral and (n=5,10%) disagreed. These revelation can therefore be linked to the fact that, UNICEF effectively recognised the significance of involving key stakeholders such as; District education officers, District inspectors of schools, Head teachers, teachers, college administrators Center coordinating tutors, project staff among others, as core if any of CFS project outcomes must be realized in the short term, in achieveing project objectives and in the long run in achieving the programme goal and subsequently ensuring project sustainability. Secondly, they also knew that cooperation with and between various stakeholders assured them that different actors were brought in to the implementation process, and therefore implementation is based on the “foundation” which is a combination of the action plan, the project setup and above all communication and involvement.

However, the documentary review results on the above questions posed on sub theme three, project implementation reveal that, all key stakeholders were involved. For instance evidence from records obtained from quarterly reports 2011/2012 in the Moroto district education office, Moroto Primary teachers college, and head teachers offices in the 06 primary schools all revealed involvement & participation of key stakeholders in refresher trainings & monitoring of project activities aimed at building their capacities in effective provision of child friendly schools/learning environments. This was done for instance with the; DEOs & DISs trained on effective monitoring and supervision, continuous research and data collection on quality education services delivered in the rural schools, teachers trained on child friendly teaching learning processes especially of math and English which were core in order to enhance numeracy and literacy and subsequent performance at national exams among learners, College administrators including Deputy principal outreach, principal and Center coordinating tutors were the lead in implementing/facilitating implementation of capacity building trainings together with UNICEF Staff designated in the Zonal office, Head teachers trained in effective management of schools involving four core areas of; i) curriculum monitoring & supervision, ii) whole school improvement planning, iii) management of schools finances iv) leadership, SMCs & PTAs trained on their roles and responsibilities, these were aimed at improving capacity of various institutions to enhance CFS project sustainability.

In addition, other findings obtained from the field of study on questions one posed on sub theme three, on whether stakeholders were involved during sharing of feedback in order to ensure programme quality yielded the following results, respondents totaling to (n=26,50%) formed the majority who agreed to the above question, followed by (n=15,28%) who strongly agreed, (2%) were non-decisive, (n=7,14%) disagreed and (n=3,6%) strongly disagreed. This implied, that stakeholders knew the real benefit of



feedback as it creates opportunities through which stakeholders are able to step in through information sharing and be able to take a deeper look into the project cycle management.

Qualitatively, one official during interviews said, *“Project feed backs allow stakeholders to follow project processes, be able to examine underlying values, practices, assumptions and above all; it creates a foundation for precisely crafting appropriate and monitoring solutions carefully while being able to avail quality education services to the beneficiaries”*,

while another project official argued that, *“the stakeholders are aware that during the process of delivery when a problem is observed, the inclination is to fix things quickly”*.

And lastly, other findings obtained from question two posed on sub theme three, on whether stakeholders were involved in monitoring of project implementation progress revealed that, (n=28,54%) constituting the majority respondents agreed to the above question, followed by (n=19,37%) who strongly agreed respectively, compared to (n=3, 5%) that disagreed and (n=2, 4%) strongly disagreed. The results obtained mean that, the stakeholders who were involved in the project understood that, with the implementation and monitoring of the strategic programme and the action plan by all, the management cycle would reach its very core. And that, all the preceding assessments and planning had the overall objectives of improving the way the project would be sustained.

Further, they fully knew that implementation was a demanding task in terms of the project activities, and thus enhancing processes by involving all key stakeholders in monitoring would provide feedback that would enhance quality service delivery and enhance effective processes that would help enhance CFS project sustainability.

However in all the above two subthemes under objective three, revelations from focus group discussion revealed that beneficiaries in the category of children were not involved

in CFS project implementation processes. This was commented by some of the children in schools saying that; *“We are only informed of such programmes when project staffs and head teachers are expecting external evaluators. Anything more, we benefit without knowing much”*

#### 4.4.3.1 Correlation results for Project Implementation and sustainability of CFS project services

The researcher wanted to establish whether a relationship existed between project implementation and sustainability of CFS project services. This was done with support of Pearson correlation product moment technique, a feature embedded in SPSS as shown in table 16 below.

**Table 16: Correlation Results**

	project implementation	Sustainability of CFS project services
project implementation	1	.561**
Pearson Correlation		
Sig. (2-tailed)		.000
N	<b>52</b>	<b>52</b>
sustainability of CFS	.561**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	<b>52</b>	<b>52</b>

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

It can be observed that, table 16 comprises of key variables, Pearson correlation, significance and the number of respondents upon which questionnaires were administered. Results obtained reveal that, Pearson correlation score is (R=. 561\*\*), sig at 99% confidence level is (p<0.01 = .000) and N was (=52). The Pearson correlation product moment (R) value of .000\*\* reveal, there is a significant relationship between stakeholder participation in project implementation and sustainability of CFS project.

#### 4.4.2.2 Regression results for project Implementation and sustainability of CFS project services.

The researcher sought to establish the percentage variation project implementation had on sustainability of CFS project services; this was done using the regression technique with emphasis laid on the summary model (adjusted  $R^2$ ). Below are the corresponding results reflected in table 17 below.

**Table 17: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561 <sup>a</sup>	.315	.301	.51707

A predictor's: (constant), project implementation

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where  $R=.561^{**}$ ,  $R^2=.315$ , adjusted  $R^2=.301$  and standard error=.51707 using the predictor ; project implementation. The adjusted  $R^2$  value of (.301) means that project implementation is found to have a 30.1% effect on sustainability of CFS project services and the remaining percentage of 69.9% is attributed to other factors.

#### Hypotheses statement three

The hypotheses statement that stakeholders participation in project implementation significantly affects sustainability of CFS project services in rural government primary schools is upheld (accepted) and the null rejected.

#### 4.4.4 Stakeholders participation in project Monitoring & Evaluation and sustainability of CFS project services

In this study, a number of questions pertaining stakeholders participation in project M&E were set and administered to the respondents. And the purpose for collecting data on this

objective was to find out whether stakeholders participation in project M&E contributes to CFS project sustainability. The results obtained are reflected in the table below.

**Table 18: Descriptive statements about stakeholders' participation in M&E**

Statementson Stakeholders' Participation in M&E	Percentage Responses (%)					Mean	Sd. dev
	SA	A	UD	D	SD		
Stakeholders are usually involved in Monitoring & Evaluation of Quality education project progress in schools by use of project tools	(27) 52%	(19) 37%	(2) 4%	(4) 8%	(0) 0%	<b>4.33</b>	<b>.879</b>
Stakeholders are oriented in the use of Monitoring & Evaluation project tools to track project performance	(27) 52%	(19) 36%	(2) 4%	(0) 0%	(4) 8%	<b>4.10</b>	<b>.934</b>
All stakeholders are involved in data collection and management that is relevant to the project	(14) 27%	(31) 60%	(2) 4%	(0) 0%	(3) 6%	<b>4.00</b>	<b>.907</b>
Stakeholders are usually involved in periodic Analysis of information	(9) 17%	(33) 64%	(5) 9%	(3) 6%	(2) 4%	<b>3.85</b>	<b>.916</b>
Stakeholders are involved in reporting project progress	(13) 25%	(34) 65%	(3) 6%	(3) 6%	(0) 0%	<b>4.12</b>	<b>.676</b>
Stakeholders are always involved in taking collective decisions about project	(16) 32%	(23) 44%	(2) 4%	(9) 17%	(2) 4%	<b>3.81</b>	<b>1.172</b>
All Stakeholders participate in disseminating of project information and management	(8) 15%	(34) 65%	(2) 4%	(7) 14%	(1) 2%	<b>3.79</b>	<b>.936</b>

**Source:** primary data

Key: SA= Strongly Agree, A=Agreed, UD =Undecided, D=Disagreed, SD=Strongly Disagreed

From the above table 18, it can be noted that, standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given while the score above one show differences in responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal respondents that disagreed to the statement.

Findings obtained from sub theme one, stakeholders participation in the use of monitoring tools & frameworks to track project performance that formed objective four had 4 questions asked and revelations are that, the majority of the respondents (n=(27,52%) strongly agreed to the question that stakeholders are usually involved in monitoring & evaluation of quality education project progress in schools, where as their counterparts (n=19,37%) agreed, (n=2,4%,) neither agreed nor disagreed and, (n=4,8%) disagreed respectively. More and linked to the above, (n=24, constituting52%) respondents strongly agreed to the second question posed that stakeholders are oriented in the use of monitoring & evaluation project tools to track project performance as compared to (n=19) constituting 37% that agreed, (n=4,8%) strongly disagreed and (n=2,4%) were neutral. These revelations therefore imply that, majority of the stakeholders involved in CFS project were well oriented in M&E processes which enabled them participate effectively in the project and this study, with the aim of fulfilling UNICEF core objective of participatory M&E as to increasing the sense of local and national ownership of programme activities, ultimately promoting the likelihood that the programme activities and their impact are sustainable, and above all, increasing the understanding of stakeholders of their own programme strategy and processes.

Additionally, the mean score of 4.00 coupled with standard deviation score of .907 were enough to reflect that most stakeholders were involved in data collection and management that is relevant to the project. The realization of such statistics can be attributed to the fact that during research for instance; (observations and document reviews), the researcher noted the presence of copies of structured administered questionnaires for M&E, interview check lists, documentary review checklists, observation checklists and focus group discussion guides as common tools deployed to the existing communities /schools, and are used to elicit valuable information needed for decision making. More, most of the key district

stakeholders 95% such as District education officers, District inspector of schools, college administrators, CCTs and head teachers, during face to face interviews conducted with the researcher, confirmed having been involved in the use of CFS project monitoring tools and framework to track project performance. They further confirmed being part of the several trainings organized/conducted by CFS Project staff geared towards enhancing their capacities in the use of monitoring tools and framework to track for instance; progress of quality education services provided by the project in the schools among others. And to supplement on this, one respondent in the category of college administrator confirmed that; *“stakeholders such as, Head teachers, DEOs, DISs, CCTs and college administrators involved in CFS project were trained in education management information system with the aim of equipping them with skills to better their information management skills, and improve on service delivery at school, district, college and project levels.*

Further, that the information collected using several M&E forms that include questionnaires designed to collect data on key thematic areas of quality education were periodically used by the project staff to analyse situations regarding quality education services available vis-à-vis outcome and impact of such processes and other key information had been managed by use of varying applications for example; MS Excel, MS project, SPSS, among others. Further, that through the use of M&E tools, schools managers and District Education Officers are able to track school performance especially, in regular attendance for both teachers and pupils, child friendly teaching- learning processes, performance at national exams, quality education interventions regarding facilities availability and gaps that exist for example, (Child friendly classrooms, Instructional materials, sitting facilities, teachers houses to avoid teacher absenteeism, Gender responsive toilets, among others).

Lastly linked to sub theme one above on question four posed on whether stakeholders are usually involved in periodic analysis of information are facts obtained where, (n=33)

representing 64% who formed the majority respondents agreed that stakeholders are usually involved in periodic analysis of information, (n=9) constituting 17% strongly agreed, (n=5,9%) were not sure, (3,6%) disagreed and ( n=2,4%) strongly disagreed respectively. Meaning that stakeholders with skills, competent and with required qualifications were identified to support and oriented other stakeholders in the analysis of information through the use of varying applications for example MS Excel, MS Project, SPSS among others.

In addition, reporting project progress was yet another sub theme representing stakeholders participation in M&E. And Linked to it are revelations below following questions posed on whether stakeholders were involved in reporting project progress, n=(34,65%) respondents agreed comprising the majority, (n=13,25%) strongly agreed while (n=(3,6%) disagreed and (n=(3,6%) were neutral. Meaning, reporting project progress was at the centre of CSF project. And by involving and encouraging reporting by all was considered one way through which raw data required was provided by relevant stakeholders, this would enable project staff and key education officials further analyse and synthesise data obtained, prior to reporting for decision-making.

Further, qualitative information obtained from document reviews and interviews conducted with key informants revealed that the concept of reporting in CFS was properly harnessed as evidence of copies of reports were properly documented at project offices, district education offices, Center coordination centres and in schools. These involved monthly activity reports, District Education cluster quarterly coordination reports, CFS project quarterly review meeting minutes and reports in colleges and above all, the presence of a well managed decentralized data information system was also availed and reviewed by the reseacher.

Finally, the last item posed under participatory M&E on sub theme three was on whether stakeholders participated on data use and management, this was measured with two questions. the first question posed was on whether stakeholders were usually involved in taking collective decisions about CFS project, this yielded the following results; (n=23, 44%,) respondents forming the majority agreed, followed by (n=16, 32%) strongly agreed, (n=9,17%) disagreed, (n=2,4%) strongly disagreed and (4%, n=2) neither agreed nor disagreed to the statement. More, (n=34, 65%) respondents agreed to the statement that most stakeholders participated in disseminating project information as compared to (n=8,15%) that strongly agreed, (n=2, 4%) were not sure, and (n=7,14%) disagreeing respectively. The above means that, participatory involvement of stakeholders in taking collective decisions about the project came from majority stakeholders who had identified the very best decisions key to the realization of the project goal to enhance sustainability. More, qualitatively during interviews with key stakeholders, the researcher noted that information dissemination has been handled by a number of key stakeholders for instance, District Education Officers, District Inspectors of schools, College administrators, head teachers, SMCs, teachers and project staff. Information was found to be distributed through sensitization of the majority locals for instance through workshops, school teacher training workshops and during CFS termly education cluster review meetings among others in order to create awareness about the programme as well as to ensure that CFS project sustainability is achieved as all stakeholders realized what is expected of them, and how their input as important. However, although the majority stakeholders showed positive responses towards M&E processes designed by UNICEF as reflected in the above questions, others lamented not being part of CFS Project M&E processes and one respondent from the category of SMCs, PTAs and Local leaders had this to say, *“UNICEF has ignored us sub county people, we are not always considered as part of key stakeholders that can contribute to*



*positive quality education service delivery in schools, yet, they don't know we are the watch dogs of any services delivered in the subcounties'.*

#### **4.4.3.1 Correlation results for Stakeholders Participation Project M&E and sustainability of CFS project services**

The researcher wanted to establish whether a relationship existed between participatory project M&E and sustainability of CFS project services. This was done with support of pearson correlation product moment technique, a feature embedded in SPSS as shown in table 19 below.

**Table 19:** Correlation Results

		project M&E	Sustainability of CFS
Participatory Project M&E	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	<b>52</b>	<b>52</b>
sustainability of CFS	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	<b>52</b>	<b>52</b>

\*\* . Correlation is significant at the 0.05 level (2-tailed).

It can be observed that, table 19 comprises of; key variables, pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that, Pearson correlation score is (R=.535\*\*), sig at 99% confidence level is (p<0.05, .000) and N was (=52) and Pearson correlation product moment (R) value of .000\*\* reveal that, there is a significant relationship between stakeholder participation in participatory project M&E and sustainability of CFS project.

#### 4.4.2.2 Regression results for project M&E and sustainability of CFS project services

The researcher sought to establish the percentage variation stakeholder participation in project M&E has on sustainability of CFS project services; this was done using the regression technique with emphasis laid on the summary model (adjusted  $R^2$ ). Below are corresponding results reflected in table 20 below.

**Table 20: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 <sup>a</sup>	.286	.272	.52758

A predictors: (constant), project M&E

The model summary table above comprises of values; R, R squared, adjusted R square and standard error of the estimate; where  $R=.535^{**}$ ,  $R^2=.286$ , adjusted  $R^2=.272$  and standard error=.52758 using the predictor; stakeholders participation in project M&E. The adjusted  $R^2$  value of (.272) means that project M&E is found to have a 27.2% effect on sustainability of CFS project services and the remaining percentage of 62.8% is attributed to other factors.

#### Hypotheses statement four

The hypotheses statement that stakeholders participation in project M&E significantly contributes to CFS project sustainability in rural government primary schools is upheld (accepted) and the null rejected.

#### 4.5 Sustainability of CFS project services

In this study, a number of questions pertaining sustainability of CFS project services were posed and the purpose was to find out the contribution stakeholders participation has to

CFS project sustainability. The corresponding answers obtained are reflected in the table below.

**Table 21: Descriptive statements about Sustainability of CFS project services**

Statements on Project Sustainability of CFS project services	Percentage Responses (%)					Mean	Sd. dev
	SA	A	UD	D	SD		
Quality education projects has so far achieved its objectives e.g. School attendance for both teachers & Pupils	(11) 21%	(36) 69 %	(3) 6%	(2) 4%	(0) 0%	<b>4.08</b>	<b>.652</b>
Quality education has so far improved performance of schools at National Exams	(18) 34%	(27) 52 %	(2) 4%	(1) 2%	(4) 8%	<b>4.04</b>	<b>1.084</b>
Quality education has so far improved effective Teaching- learning methods	(23) 44%	(27) 52 %	(0) 0%	(2) 4%	(0) 0%	<b>4.37</b>	<b>.687</b>
Quality education projects has so far improved completion, retention ,transitioning of learners	(4) 8%	(28) 54 %	(6) 12%	(9) 17%	(5) 10%	<b>3.33</b>	<b>1.150</b>
Quality education has been implemented within the project timeline and budget	(2) 4%	(20) 39 %	(18) 34%	(12) 23%	(0) 0%	<b>3.23</b>	<b>.854</b>
Quality education project has improved head teachers management of schools in terms of school administration, financial management, curriculum management and whole school environment management	(2) 4%	(5) 10 %	(6) 3%	(5) 10%	(2) 4%	<b>4.15</b>	<b>1.144</b>

**Source:** primary data

Key: SA= Strongly Agree, A=Agreed, UD =Undecided, D=Disagreed, SD=Strongly Disagreed

From the above table 21, it can be noted that standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given while the score above one show differences in responses that were given. In

addition, the mean scores above three reveal positive responses (agree) while those below three reveal respondents that disagreed to the statement.

From the above table, it is seen that the mean score of (4.08), percentage response of 69%, n= 36 indicate that, CFS quality education project has so far achieved its objectives e.g. school attendance for both teachers & pupils and child friendly teaching learning processes observed in schools, while n=11, 21% strongly agreed, n=3,6% were undecided and, n=2,4% disagreed. Similarly, the mean score of (4.04) coupled with a percentage response return of 52%, n=27 reflect that most respondents agreed to the statement that CFS quality education project has so far improved performance of schools at National Exams, however, n=4,8% strongly disagreed and n=2,4% neither agreed nor disagreed. The statistics obtained above could be connected to the fact that most head teachers of schools that obtained grade one for the first time in 2013 PLE expressed their gratitude to UNICEF for having thought and brought search a project of quality education in their rural schools, teachers are happy, doing well especially on consultations over weak subject areas and can now plan well for their lessons. And that a participatory teaching learning process is going on as revealed during one class room observation by the researcher, the children are eager to learn during lessons among others. As one interwee expressed,

*‘we are now ok with participatory teaching –learning process , if not for UNICEF CFS refresher training of teachers in Mathematics and English , we teachers were ‘badly off’.*

Additionally, answers obtained on whether CFS project has so far improved effective teaching- learning methods were as follows; n=27,52% agreed to the statement forming the majority, n=23,44% strongly agreed, n=0,0% were not sure and n=2, 4% disagreed respectively. Further, n=28,54% respondents forming the majority indicated positively

(agreed) that CFS quality education project has so far improved completion, retention, transitioning of learners, n=4, with a percentage return of 8% strongly agreed, n=9,17% disagreed, n= 6,12% were undecided and n=5,10% strongly disagreed. Meaning that, the research findings obtained from respondents who disagreed & strongly disagreed with a total percentage of 27%, indicate that, CFS Project has not fully improved retention and completion rate of learners. The findings above can be linked to information obtained where one interviewee noted that, “*Retention is a night mare in most rural schools of Nadunget sub county and the entire district of Moroto*”.

Implying, that there is need for UNICEF CFS project management to harness the above concepts, by identifying key factors that are detrimental in ensuring for instance; retention rates, completion and transitioning of learners in Nadunget rural government primary schools are attended to in order to achieve the project short and long term objectives.

Lastly, on whether quality education has been implemented within the project timeline and budget; findings obtained reveal that, n=20, constituting 39% agreed to the question posed above forming the majority, followed by those that were undecided with a response rate of n=18, 34%, n=12, 23% disagreed and n=2,4% strongly disagreed. Further the mean score of 4.15 coupled with standard deviation of 1.144 clearly mean that, CFS quality education project has so far improved head teachers management of schools in terms of school administration, financial management, curriculum management and whole school environment management. These facts obtained above can be attributed to the fact that most head teachers interviewed appreciated UNICEF contribution towards head teachers capacity development to manage their schools, hence their participation in the study.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter provides a summary of findings, discussion of results, conclusion and recommendations arising out of the research findings in chapter four. It addresses the limitations of the study and suggests areas for further study as detailed below.

#### **5.1 Summary of findings**

The summary presented below is in line with the study objectives and the purpose of the study. The variables under study were Stakeholder participation conceptualised as Independent Variable and Project sustainability as the Dependent Variable.

Findings indicate that, the independent variable which entailed Stakeholder participation in project identification, planning, implementation, Monitoring and Evaluation were significant predictors of project sustainability and the four themes of the independent variable were mutually interdependent, complemented each other, intertwined and worked together to bring about project sustainability as seen below.

##### **5.1.1 Stakeholder participation in project identification and Sustainability of CFS project services**

Objective one of this study was, to find out how stakeholder participation in project identification influences sustainability of CFS project services in rural government primary schools in Nadunget sub county, Moroto district. A positive relationship of (.501\*\*) was realised with a (23.6%) between the two variables. Based on these findings, the following can be summarised that First, UNICEF identified key stakeholders for CFS project who included District education officers (District Education Officers, District Inspector of schools)

,College administrators (Principal, Deputy Principal Outreach, Centre Coordinating Tutors), Education cluster working group representative, Head teachers, Teachers, School Management Committee members, Parents Teachers Association members, and UNICEF Project staff whose responsibility was to effectively participate in project Identification of CFS project in order to enhance sustainability by maintaining high quality standards of the project based formal procedures. Secondly, that stakeholders were systematically engaged in setting up of procedures that were used to determine needs, examine their nature and causes, and set priorities for future actions. However, although the value of key stakeholders were ensured at every stage of the project, the key beneficiaries of the project services such as children, local leaders and sub county education officers were less involved and yet their participation is crucial at this stage of project management especially in needs identification, prioritization and their level of influence to enhance CFS project sustainability.

### **5.1.2 Stakeholders participation in project planning and Sustainability of CFS project services**

The second objective of the study was to establish the relationship between stakeholders' participation in project planning and sustainability of CFS project services in rural primary schools. The study found out that planning was positively related to sustainability of CFS project services with an effect of (.499\*\*) and a variation of (18.6%) was realised. Findings obtained reveal that, through the numerous meetings organized by CFS project management; stakeholders exchanged, shared and were involved in identifying and setting of project objectives for instance project indicators, involved in identifying resources for instance, financial, material and human resources. Other resources were also carefully chosen and used accordingly for instance; Initiation and identification of project tasks was done by project staff with help of key implementers from Primary Teachers college (CCT and DPO), while tools or instruments for M&E for instance questionnaires to track project progress, M&E project framework, Project

quality Assurance tools, Monthly reporting tools among others were designed by project managers in close consultation with key project stakeholders that included; District Official, College administrators, Headteachers, and teachers among others, with the help of MS project, MS Excel and MS Access computer packages.

### **5.1.3 Stakeholder participation in project implementation and Sustainability of CFS project services**

Objective three, was to determine how stakeholder participation in project implementation affects sustainability of CFS project services in rural government primary schools. A positive relationship of (.561\*\*) and a variance of (30.1%) was realized between the two variables. Based on these findings, the following can be summarised that the listing of a CFS project services' milestones, activities, and deliverables, usually with intended start and finish dates were executed with the help of key district education and school based stakeholders. The maintenance of a desired level of quality in education especially by means of attention to every stage of the process of delivery was prioritized to only four level project cycle implementation process of developing activity schedules, identification of different strategies of delivering services/Output, and sharing of feedback of programme quality. These were deemed to be the core in enhancing effective service delivery and sustainability of CFS-quality education project in the rural government primary schools of Nadunget Sub County, Moroto district. UNICEF CFS project managers together with other staff, District Education officers, college administrators and schools administrators were involved in ensuring that project activities were carried out in an effective and efficient way while ensuring that these were in line with the defined path for success and subsequent sustainability. Above all, most of the comments, remarks and other information related sources were used to effectively ensure that the project was on track.



#### **5.1.4 Stakeholders participation in project M&E and Sustainability of CFS project services**

The fourth objective of the study was to establish the relationship between stakeholders participation in project Monitoring & Evaluation and sustainability of CFS project services in rural government primary schools. A positive relationship of (.535\*\*) with a variance of (27.2%) was realised amongst the variables. With the above, it can be said that majority stakeholders involved in CFS project were well oriented in M&E processes with the aim of fulfilling UNICEF core objective of participatory M&E as to increasing the sense of local and national ownership of programme activities, ultimately promoting the likelihood that the programme activities & impact are sustainable and above all, to increase the understanding of stakeholders own programme strategy and processes. More, that most stakeholders were involved in data collection and management that is relevant to the project, and statistics obtained can be attributed to the findings obtained during observations & document reviews conducted in schools & districts that revealed the presence of copies of structured administered questionnaires used for M&E, interview check lists, documentary review checklists, observation checklists and focus group discussion guides as common tools deployed to the existing project areas (district & schools), and are used to elicit valuable information needed for decision making. In addition, several trainings organized/conducted were geared towards enhancing stakeholders capacities in the use of monitoring tools and framework to track for instance; progress of CFS quality education services provided by the project in the schools. Information collected using several M&E forms on key thematic areas of quality education were periodically used by the project staff to analyse situations regarding quality education services available vis a vis. out come and impact of such processes. And other key information had been managed by use of various applications for example; MS Excel, MS project, SPSS, among others. Further, through the use of M&E tools, school managers and District Education Officers were able to track school performances especially, in regular attendance for both teachers and pupils, child

friendly teaching- learning processes, performance at national exams, quality education interventions regarding facilities availability and gaps that exist for example, (Child friendly classrooms, Instructional materials, siting facilities, teachers houses among others). And above all, this means that, participatory involvement of stakeholders in taking collective decisions about the project came from majority stakeholders who had identified the very best decisions key to the realization of the project goal to enhance sustainability of CFS project.

However, although the predictors in the Independent variable showed positive/ significant relationship between IV and DV, however findings show that the four factors were not properly harnessed and had weaknesses to effectively bring about project sustainability as realised from respondents who disagreed to the questions posed by the researcher in chapter four.

## **5.2 Discussion**

Research findings in this study indicate that it was necessary to involve all stakeholders at all levels of UNICEF CFS –Quality education project activities in order to gain participation, support and ownership of the project to enhance project sustainability. Based on findings in chapter four the following discussions can be made asbelow.

### **5.2.1 Stakeholder participation in project identification and Sustainability of CFS projectservices**

Stakeholders participation in project identification and sustainability of CFS project services were found to positively link to each other. This evidence can be traced from the results obtained and presented in table 9 found in chapters four. For instance, majority respondents representing 64% indicated positively that UNICEF identified stakeholders for CFS -quality education project through conducting a stakeholder analysis. This can be linked to Mitchell, Agle & Wood, (1997) who argue that, a stakeholder analysis is important in determining stakeholders attributes of power, legitimacy and urgency to the organisation or institution and Fitz, (2009) who argues that, identifying and involving stakeholders can be a large part of ensuring early identification of

constraints, effort's success and sustainability, and fosters consensus on appropriate and effective strategies for building and widening the support base for the performance of projects as it empowers stakeholders to work on their own. While another portion of the respondents representing, 46% strongly agreed & 39% agreed respectively that after identification of stakeholders, they were categorized according to their level of influence, interest and benefits to the project. These findings are found to be in line with World Bank, (1996), who argue that, the overall purpose for identifying stakeholders of any development project is to find out how stakeholders interests, concerns, expectations and opinions of the most powerful can be used to shape projects at an early stage, increase chances of support to ensure sustainability, and the revelations from the findings on the background information of the respondents which indicate that, the majority of the stakeholders involved in UNICEF CFS –quality education project included a category of elite/educated with various status ranging from those at management level, operations and support staff, and the majority being of average ages between 30 – 39 years and followed by those between 20 -29 years of age. To the researcher this means that, the presence of the above middle age selected as stakeholders in CFS project had a great influence on their participation in project activities since they were considered to be in their active years of service, hence of benefit to the project. Secondly, that it is the responsibility of the organisation (UNICEF) to ensure that; strength, weakness, opportunities and threats analysis is undertaken in order to enhance the core goal and objectives of the project. And above all, organisations/institutions need to set a number of systematic steps to be followed with various stakeholders.

However, contrary to the above authors, Donaldson & Preston, (1995), with their study conducted on “Stakeholder theory of the Corporation” found out that, although project identification as a first step in project planning and management recognizes stakeholder analysis as a technique used to identify and analyse different stakeholders' interests,

expectations, impact & relations aimed at differentiating and studying stakeholders contribution to sustainability of projects on the basis of their attributes, influence, including networks and coalitions they belonged to, this to them does not address issues of power relations in the long run, and bringing stakeholders to the same table may sometimes result in more not less conflict which always threaten any sustainable initiative in projects and or programmes. And to supplement the above, in one of the face to face interviews held with key stakeholders, one member commented that,

*“the strategies designed and implemented by UNICEF still have areas of weaknesses especially while identifying and involving stakeholders according to their basis of influence, interests, legitimacy and how they benefit to/from the project ”*

While another, official in charge of Sub County schools & local leaders felt exempted and had this to say, *“We know the problems in schools better than our bosses, we live in this community were these Schools are. They should involve us during project initiation in order to provide CFS project management with valuable information”*.

This imply that, although UNICEF has designed good strategies for ensuring that stakeholders participate in project identification for instance; stakeholders Analysis, this sub dimension was not properly harnessed to ensure that all critical areas were attended to, this can be the reason schools in the rural communities of Nadunget sub county, Moroto district have continued to lag in key quality education indicators. For example; Net Intake Rate, Completion, PLE performance at district & national levels among others.

Similarly, on whether stakeholders are always involved in project identification according to their level of influence, interests, perception and how they benefit from the project. This can be linked to what Bilal, (2002) argued that, “Organisations can have a broad range of stakeholders with different interests and perceptions. But identifying stakeholders who can impact or are impacted by an organisations action becomes essential. And in the absence of stakeholders

identification & involvement according to how they benefit from the project, the effectiveness of stakeholder engagement becomes questionable or doubtful’

Additionally sub theme two stakeholders involvement in needs assessment with highest mean scores of 4.06 and sub theme three equally scoring 3.87 on stakeholders involvement in needs assessment & prioritization yielded positive responses. This is in line with ideas advanced by Accountability (2005); GRI (2006) & Accountability (2011), that enhancing stakeholders involvement and participation in project management is critical for sustainability of any social programme including education. It facilitates the identification and understanding of the material concerns of different stakeholders about particular projects or programmes, issues, perceptions, needs and expectations of stakeholders in relation to sustainability issues. And to the researcher this means that, UNICEF CFS management & the selected stakeholders were fully aware of the systematic processes for determining and addressing needs, or "gaps" and that elicitation of information was obtained from a series of sources which was used as a basis to determine the best quality education ingredients that were required to ensure that better education services are delivered to the schools. However, the researcher further noted that although the above mechanisms were in place, a section of beneficiaries who are key stakeholders at school level were not involved in any of the above (Needs identification & prioritisation). This followed comments made during focus group discussions as indicated in chapters four.

### **5.2.2 Stakeholders participation in project planning and sustainability of CFS project Services**

Planning is described as the function of choosing the organizational /institutional Goals, objectives and establishing the policy guidelines, procedures and programmes necessary to achieve them. Findings obtained in the previous chapter four sections 4.4.2, table 12 reveal that planning is a valuable ingredient needed to ensure sustainability of projects. Respondents

constituting a majority with an overall mean score of 3.71 coupled with standard deviation of 1.126 indicated that, majority stakeholders participated in identifying and setting project objectives and therefore in line with Bartle, (2007) who argues that, for any project to succeed and provide long term effects, planning should entail above all, stakeholder participation in situation analysis, problem identification, defining of goals& objectives, formulating strategies, designing work plans, budgeting, organizing /implementing and monitoring of all steps in the correct sequence.

Equally the mean score of,3.94 coupled with (56%) return reflected how many of the respondents agreed that there was regular involvement of stakeholders in identification of project resources as part of planning, while a mean score of 3.81 coupled with standard deviation of 1.155 indicated that stakeholders participated in allocating resources required to execute the project. To the researcher, the above statistics mean that, numerous tasks were laid down by UNICEF together with the stakeholders and each task for instance; teachers' capacity development, head teachers training in management and whole school improvement among others were defined; resources were assigned to complete each task or activities. Further these revelations can be linked to ideas advanced by Smith & Cronje, (1992) &Akrani, (2010) who argue that, planning is a management function which is important for project success and sustainability, and a stepping stone for all other management functions and processes. And Kerzner who notes that almost all projects because of their relatively short duration and often prioritised control of resources require formal and detailed planning.

Additionally, a number of respondentsn=21, constituting 40% who were the majority agreed and equally n=20, constituting 39% strongly agreeing that they were involved in project tasks identification, while a mean score of 4.02 coupled with a standard deviation of 1.093 indicated that respondents were involved in initiating project tasks. These findings can be linked and are complemented by what the researcher obtained during interviews that,

stakeholders were aware that at this phase, the execution team utilizes all the schedules, procedures and templates that are prepared and anticipated during prior phases to ensure what is put in place enhances effective processes for implementation and sustainability of CFS project services. These are however linked to opinions obtained from interviews conducted with district officials and Head teachers who had this to say,

*“ Involving stakeholders like Head teachers, teachers and SMCs in allocating resources required to execute projects intended to enhance quality education in schools has so far increased trust, transparency and accountability on project activities, impact and sustainability of CFS project services in Nadunget sub county rural primary schools”*

Therefore from the above comment, the researcher noted that, CFS Project planning process incorporated all the would be ideas from relevant stakeholders although other findings obtained from a section of stakeholders in the category of pupils, local leaders, and those who disagreed during answering questionnaires among others, revealed that they were not involved in project planning. For instance; findings obtained during FGDs reveal that, no children were involved directly in any of the CFS project management activities, let alone management processes of which planning is among. 90% complained that,

*“Not even any representative of the pupils from beneficiary schools participated in setting CFS project objectives”.*

The above opinion therefore implies and can be linked to what Crewe & Harrison, (1998) argued that, stakeholder participation in project planning is merely a pre-requisite for sustainability. And that participatory approaches to planning in projects tend to overlook complexities and questions of power within rural communities and are designed based on the false assumption that the community or groups have mutually compatible interests. To the researcher, this means a lack of

coordination amongst the various stakeholders, limited participation of key beneficiaries and other stakeholders, and a use of top-down approach in management of CFS project.

Additionally, the scores obtained from question three, sub theme three indicate that, 60% of the stakeholders agreed being involved in planning and designing of M&E tools although 34 strongly agreed respectively. This means that, the significance of M&E tools in determining the key role of project progress or failure is properly prioritised by CFS project management and is considered as an important component in determining project success or failure through its tools and frameworks. This can be linked to MoES, (2007) & Bitamazire, (2005) who argue that, whereas planning and management as important determinant of the education system requires partnerships and participation, involving various stakeholders including teachers, students, head teachers, parents & communities in planning for M&E processes (Tools & frameworks) assists in providing & improving the monitoring, supervision, ownership and sustainability of education projects/programmes. And to the researcher, without effective planning coupled with proper monitoring and evaluation systems & practices in place, it will be impossible to judge whether work is going on in the right direction, whether progress & success can be claimed, and how future efforts might be improved.

### **5.2.3 Stakeholder participation in project implementation and Sustainability of CFS project services**

Stakeholder participation in project implementation of the Independent variable stakeholder participation was measured in terms of ; stakeholders participation in Developing activity schedules, Identification of different strategies of delivering services/output and sharing of feedback of programme quality. This objective was found to be significant to sustainability of CFS project with a 30.1 % effect. Among the aspects of stakeholders involvement in project implementation were sub themes Developing activity schedules and Identification of different strategies of delivering services/output with questions posed and findings obtained



indicating that, majority respondents who (agreed & strongly agreed) constituting (90.0%) were involved in identification of different strategies for delivering project activities or output, while another (93.0%) agreed & strongly agreed that they were involved in developing project schedules and (88%) constituting respondents who agreed & strongly agreed were involved in executing project activities. These findings are found to concur with Short & Greer, (2002) who argues that, the teachers along with the students as primary stakeholders play an important and interactive role in the education process because one cannot function without the other. The involvement of teachers & pupils facilitates their empowerment to exercise professional knowledge to identify gaps in teaching- learning processes, leading the students in instructions and the impact their role plays enhances good performance and a product of individuals who will be an asset to the community, Ried, (2000), who further supports the above and argues that, effective partnership between beneficiaries communities and knowledgeable elite in institutions/organizations in implementation of activities will result in success and subsequent project sustainability. And can further be linked to Spillane, Camburn, & Pareja, (2007) who argue that, Head teachers as school managers and key stakeholders in education service delivery are the most influential stakeholders in the school setting and when involved in project implementation strategy formulation and actual project implementation, can set the academic tone for students, parents, staff, and community members through effective participatory leadership, a successful distributive approach to routine school operations that will ensure maximum involvement of other internal and external stakeholders for sustainability of education institutions (U. S. Department of Labour, 2008).

More, positive results obtained from respondents constituting 89% (58% agreed and 31% strongly agreed) who were the majority reveal that, many respondents were involved in developing strategies for ensuring project output quality assurance. While a percentage return of 78% (involving 50% agreed & 28% strongly agreed) positively indicated being involved

during sharing of feedback in order to ensure programme quality. This therefore can be linked to what Bartle, (2007) observed that, the basic purpose of engaging stakeholders in project implementation is to drive strategic directions and operational excellence for organisations/institutions and to contribute to the kind of sustainable development from which organisations, their stakeholders and wider society can benefit from (Accountability 2005). And to Essex (2005) who argues that, involving all stakeholders including community can be resources themselves who will provide local knowledge for their children to facilitate school processes that are effective and of good quality. And that most importantly, involving persons such as local leaders, parents, and families in the process of research, data collection and collective sharing of information can reveal to them factors that contribute to low enrolment, attendance and poor academic performance in their schools. And that will further enhance gaining of knowledge and strategies that can be used to improve quality education service delivery by for instance suggesting effective processes for ensuring that systems are in place for monitoring and supervision of teachers and pupils attendance and teaching learning processes. They are further considered as powerful resources to be utilized not only in contributing to the improvement of educational delivery, but also in becoming core agents of the education delivery to ensure sustainability, can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance (World Bank 1995).

To the researcher, these findings can be linked to the fact that, the majority respondents were aware of the planned and systematic activities that needed to be implemented in CFS quality Education project so that quality requirements for a service for instance, education services would be fulfilled. And they, stakeholders were very much aware of the standards, procedures and other measures required in ensuring that proper designs were made to enhance continuity and provision of quality education services in the schools. Similarly, quality assurance was mandatory as the activities and management processes were done to ensure that the services CFS

education project delivered were at the required quality level. And this can be linked to findings obtained by the researcher during interactions with project staffs that, “Project Quality Assurance is one search strategy that UNICEF emphasizes in order for beneficiaries and organisation to realize value for money, without it the organisation will not be accountable to donors”. And during interviews with Head teachers and district officials, the researcher found out they were aware that Quality assurance is a process driven and focused on the delivery of services for which education is one of them, through it sustainability of CFS project services would be realized.

However, contrary to the above authors/other opinions, the education aspect of the respondent, age, work experience and status had a significant bearing on their involvement in project implementation. Findings obtained from both primary and secondary data revealed for instance that; head teachers, deputy head teachers, teachers and SMCs who attained good level of education and with various positions at schools were preferred in strategy formulation and execution of project activities as compared to children, parents and sub county local leaders. Further the project staff, education officers and college administrators who had more experience in education services delivery were engaged in most of the activities and above all in decision making processes of CFS project. Meaning that, although CFS management engaged and encouraged participation for all stakeholders in CSF activities/processes, some others were not fully involved. And yet according to Marilee, she argues that, “there are great expectations and benefits if all stakeholders participate in development projects and programmes intended to enhance sustainability”.

In addition, many respondents constituting 54% agreed and 37% strongly agreed forming a (91.0%) return positively responded that they were involved in monitoring project implementation progress and 86.0% (agreed & strongly agreed) they were involved in executing of project activities. These revelations are in line with evidence from Hannah, (2008) which

suggests that, enhancing major groups and stakeholders' involvement in implementation can increase and improve the effectiveness of project implementation, and a meaningful engagement demonstrates organizational accountability towards its stakeholders and ensures that organizational decisions are based on an accurate and full understanding of stakeholder aspirations & needs, (ISEA, 1999). And to the researcher, having a team of professionals responsible for performing key responsibilities in supporting implementation, monitoring and evaluation paves way for realization of a successful and a sustainable project. And the implementation processes among others should be geared towards ensuring that results are achieved not towards ensuring that all activities and outputs get produced as planned.

#### **5.2.4 Stakeholders participation in project M&E and Sustainability of CFS project services**

The study findings indicate that, Stakeholders' participation in M&E was found to have a positive effect on sustainability of CSF project services, with evidence provided by the number of positive responses realized when a couple of questions were answered for instance, respondents constituting (89.0%) observed that stakeholders were 'involved in M&E of CFS - quality education project progress in schools through the use of project tools, while (87.0%) having agreed & strongly agreed that they were oriented in the use of Monitoring & Evaluation project tools to track project performance. These findings can be linked to Guijt&Gaventa, (1998) who argue that stakeholders participatory M&E is an approach which involves local people of a particular intervention, development agencies and policy makers deciding together how progress should be measured and results acted upon. Further, they assert that M&E is a process where individuals and or stakeholders collectively learn, and capacity development through which people become more aware and conscious of their strengths and weaknesses, their wider social realities, their visions and perspectives of development outcomes and a learning process that creates conducive conditions for change & action. It can further be

linked to World Bank report (2004) which argues that, stakeholders of the monitoring & evaluation as identified in the stakeholder mapping exercise should be consulted, engaged and their capacity built appropriately in developing and in the use of M&E tools and frameworks, evaluation plans, drafting evaluation Terms of References, appraising the selection of evaluators, providing the evaluators with information and guidance, reviewing the evaluation drafts, preparing and implementing the management response, and disseminating and internalizing knowledge generated from Monitoring & evaluation.

And the researcher agreed that stakeholders participation in monitoring & evaluation and orientation in the use of M&E tools can produce effective communication for various other objectives. These include; facilitating communication of 'early wins' to increase support and enlist engagement of those who are not yet engaged, ensure access of services of initiatives for intended beneficiaries, mobilize additional resources to fill resource gaps, and ensure effective use of lessons learned in future decision-making. Stakeholder participation throughout the programming cycle ensures ownership, learning and sustainability of results. And continued stakeholder participation in monitoring and evaluation cannot be assumed, it must be institutionalized, specific measures have to be built into programme and project management processes should ensure continued and effective involvement of stakeholders (Estrella, and Gaventa, 2000) .

More, it is observed that (82.0%) respondents were involved in the periodic analysis of information while (90.0%) were involved in reporting project progress. This is in line with Estrella et al, (1999) who argues that, appropriate tracking and documentation of information, use and management enhances gaining of information which can be used to improve planning, implementing and re-planning for future project goals, activities and subsequent proper management of projects. And the researcher agrees that monitoring aim is to identify progress towards results, precipitate decisions that will increase the likelihood of achieving results,

enhances accountability and learning. And using information gained through monitoring, programme managers are able to analyse and take actions on the programme and project activities to ensure that the intended results and resource frameworks are achieved.

In addition, another lot of respondents (75.0%) contended that stakeholders are usually involved in taking collective decisions about the project while 81% agreed that all stakeholders participate in disseminating of project information. These revelations concurs with a World Bank report of 2004 which highlights that the evolution in the field of M&E involving a movement from traditional implementation based approaches to the introduction of results based M&E, takes decision makers one step further in assessing whether and how goals are being achieved over time. The numerous parties involved should be consulted and allowed to equally participate in decision-making at every critical step of the project process. And the researcher observed that, harnessing processes to enhance effective M&E should be top priority to the organisation because of the benefits it brings with them. And although the majority respondents agreed to being involved, the minority who disagreed and revelations from the document review carried out by the researcher indicate that, not all stakeholders participated in M & E activities especially in periodic dissemination of information, designing of M&E tools and frameworks and trainings in the use and management. This area was overlooked by project management as observed by the researcher during document reviews and interviews conducted, a few stakeholders with high profile were preferred to others yet all were assumed to be stakeholders for CFS quality education project. This can be linked to findings in chapter four obtained from children who were engaged in Focus group discussions and others in the category of teachers, SMCs, Deputy head teachers and PTAs who disagreed to the questions posed to this particular theme participatory project M&E.

### **5.3 Conclusion**

This section provides conclusions derived from chapter four of this study. Findings obtained from questionnaires implored and interviews conducted with key informants reveal that sustainability of CFS project is heavily dependent on recognising stakeholders participation & their involvement in project identification, planning, implementation, M&E are core in any project management process. While findings obtained from Focus group discussions conducted with children, document reviews and observations done in schools reveal that they were not always involved fully involved in CFS project processes. With the above therefore, one can make the following conclusions.

#### **5.3.1 Stakeholder participation in project identification and Sustainability of CFS projects services**

Evidence from responses obtained in the research findings indicate the significance of stakeholders participation in project identification as a key determinant of CFS project sustainability. However, further findings from stakeholder analysis according to their interest, influence and benefit to the project, stakeholders involvement in needs identification, assessment and prioritization indicate that, much as UNICEF considered project identification as one such important stage in project cycle management to enhance sustainability of CFS project, some respondents from category of District Education Officials and head teachers reveal that, not all stakeholders considered for CFS project were involved according to their level of influence, interest, and benefit to the project. A response rate of 33.3% was recorded as having disagreed to the fact that project identification was done according to the above. Further stakeholders in the category of children interviewed during focus group discussions denied being involved in any of CFS activities extended by UNICEF for instance; during project identification. This implied that, much as key stakeholders were involved in project identification (according to their level of influence, interests and benefit to/from the project, not all were involved). Children, Teachers

some SMCs, PTAs, and Education officials in charge sub county schools felt exempted in this entire process. However Mitchell, Agle&Wood, (1997), argue and stress that,identifying& involving all key project stakeholders including beneficiaries can be a large part of ensuring early identification of constraints, effort's success, sustainability and fosters consensus on appropriate and effective strategies for building& widening the support base for the performance of projects. And a stakeholder analysis is important in determining stakeholders' attributes of power, legitimacy and urgency to the organisation or institution. Which seemed missing with the above category of stakeholders.

### **5.3.2 Stakeholders participation in project planning and Sustainability of CFS project services**

Participatory project planning was seen as having a significant relationship with project sustainability.The research findings revealed that, stakeholders knew that in order to effect CFS project, planning as a processes must be carried out to find the best course of action for project sustainability,thatthe project objectives must lie within the scope of the project and one must be able to directly attribute the effects to the project. Further, that identifying key project objectives was of great importance if outcomes and impact were to have any significance to project sustainability.

Additionally, that the numerous stakeholders fully understood and described that there was regular involvement of stakeholders in project tasks identification and initiation, they were informed that once all tasks to undertake the project were listed they needed to identify the resources required to complete each task by using a resource plan connected to a schedule indicating when each resource will be used and note any assumptions and constraints made during the resource planning process. And above all, the numerous stakeholders fully understood and described the project outcomes intended as having direct, short- and medium-term effects on the target group, and that if all the ideal stakeholders are involved in planning of CFS activities, sustainability would be realised.



However, although stakeholders were involved in project planning of CFS project activities, some respondents felt that not all stakeholders were involved especially following interviews conducted with district official and head teacher. They were not impressed with the way CFS projectmanagement involved stakeholders during planning and had this to say, “it does not make sense to have such development projects intended to benefit and improve the wellbeing of rural children, if all key stakeholders and beneficiaries at both school and sub county levels are not fully involved in the planning of project activities let alone a lack of coordination mechanism, and use of top –down approach in the management of CFS project. Implyingthe above confirms the positive relationship stakeholder participation in project planning has to sustainability of CFS project because of stakeholders demand for their involvement/participation in the project processes.

### **5.3.3 Stakeholders participation in project implementation and Sustainability of CFS project services**

Research findings revealedthat, there is a positive relationship between project implementation and project sustainability. Views collected from respondents and findings obtained from questionnaires indicate that majority stakeholders were involved in project implementation and this can be linked to the fact that stakeholders were aware that a key to a successful and sustainable project involved among others; proper scheduling and identification of all project outputs before considering the delivery dates and resource constraints. Further, that scheduling helps the assigned team to objectively identify everything that needs to be done without subconsciously leaving out real work in order to fit pre-determined dates in a project and realize sustainability of CFS project services. Additionally, it can be observed that the majority respondents fully understood the value of participating in identification of different strategies of delivering project activities / output. And these findings can be linked to what project officials said that,

*“identifying different strategies for delivering project output is an overall framework of what CFS project is about, how it will be implemented and documented.”*

Implying that, respondents were determined to fully participate in implementation processes of CFS Project activities. Hence, showing its significance and strong link to CFS project sustainability.

#### **5.3.4 Stakeholders participation in project M&E and Sustainability of CFS project services**

Research findings revealed that participatory M&E has a significant relationship to sustainability of CFS project. Although majority respondents agreed to being involved, the minority who disagreed and revelations from the document reviews carried out by the researcher indicated that not all stakeholders participated in M& E activities especially in periodic dissemination, designing of M&E tools & frameworks, and training in the use & management. To some respondents in the category of sub county leaders, teachers, parents and children, harnessing processes to enhance effective participatory M& E processes should have been top priority to UNICEF CFS Project because of the benefits it brings with it. And the researcher noted during interviews with education officers that, UNICEF ignored involving some key officials at sub county which didn't go well with them and had this to say, *“UNICEF has ignored us sub county people, we are not always considered as part of the key stakeholders that can contribute to positive quality education service delivery in schools, and yet, they don't know we are the watch dogs of any services delivered in these sub counties”*. This therefore implies that, the contribution of stakeholders' participation to effective Monitoring and Evaluation is recognized and upheld by various stakeholders, thus forming its significance to sustainability of CFS project.

#### **5.4 Recommendations**

Attention has been put more on the significance of stakeholders' involvement, engagement and examining stakeholder influence and assessing needs, than on prioritizing their needs,

assessing their cost, quality, time spent, power relations and their impact to the organisations business. However, focussing on the findings in chapter four, below are some of the recommendations deemed to be important by the researcher in addressing some of the underlying factors surrounding stakeholder's participation and their influence to UNICEF CFS project sustainability.

#### **5.4.1 Stakeholder participation in project identification and Sustainability of CFS projectservices**

- It is deduced that when identifying and involving stakeholders on the basis of their influence, interest, benefit, power relations, legitimacy and urgency to the project, UNICEF CFS Project should in future consider all key stakeholders and be able to scale down from focusing more on national level and district stakeholders, to down sub county and school level stakeholders (Bottom –up approach in project identification). And that, District officials (DISs), college administrators, Head teachers should not be the ‘only’ key stakeholders who matter in affairs of the schools. This is because in rural schools most decisions are taken care by all people, both in and out of school, and are considered as key to any activity that benefits teaching -learning processes. For instance the researcher noted during data collection that, not “ALL” Key stakeholders at school level such as SMCs, PTAs, teachers and children were involved in project identification activities of CFS project. And yet for instance; According to Essex, (2005), he argues that, involving all stakeholders including from schools & in the community can be resources themselves who will provide local knowledge to facilitate school processes that are effective and of good quality. Forinstance;
  - i. Children when involved, can improve teaching learning processes by identifying key, immediate and necessary issues (needs) deemed to be important in any quality education service delivery processes and that any

project/organisation can use them to prioritize quality education immediate needs, activities and strategies that can be achievable in the short term and sustainable in the long run since children are recipients of these services in schools (Reference to CFS project).

- ii. Similarly, Teachers on the other hand are considered important in identifying needs that affects effective teaching- learning processes and prioritizing them.
- iii. While SMCs and PTAs are considered as 'watch dogs' of schools affairs who plan, monitor and even implement practical solutions to schools problems which makes them important to any project identification process of quality education interventions.

#### **5.4.2 Stakeholders participation in project planning and Sustainability of CFS project services**

According to Nambalirwa, (2010), communication occupies an innermost role in any institutional structure and regarded as the binding factor for all several disjointed activities of an executive institution in to a meaningful whole. Therefore,

- When planning for project activities/interventions, the researcher recommends that UNICEF- CFS management should take in to consideration that, communicating plans,using proper channels of communication by/to all stakeholders involved right from the top most (Ministry level), through districts, colleges, sub counties and school levels should be top priority and an intergral part of project planning by all relevant stakeholders.
- Secondly, that effective coordination mechanisms be created to cater for the rural stakeholders so that plans delivered are deemed appropriate, achievable and sustainable in the long run. Especially;

- i) When setting project objectives, and identifying crucial human resources to enhance project performance, CFS management should include district, Sub County and school level stakeholders in order to facilitate effective communication and coordination to enhance ownership of project plans at all levels etc.
- ii) Further, when identifying strategies for delivering services, it is crucial to determine numbers that are realistic and knowing stakeholders term of service visa vi the need identified during project identification. For instance when planning for stakeholders capacity building in child friendly teaching learning processes i.e. Teachers, SMCs, PTAs, Deputy Head teachers among others. This followed findings obtained by the researcher during data collection in schools that, teachers involved and trained in refresher courses to enhance their capacity in child friendly teaching learning processes were few compared to the need/capacity gaps identified inschools. Secondly, that even the few who were trained, most of them had either relocated with in the district or left particular schools for other districts which posed a challenge in many schools visited. And more, most SMCs and PTAs trained, their term of service had expired.

#### **5.4.3 Stakeholder participation in project implementation and Sustainability of CFS project services**

Following findings obtained from the study, reactions and comments made by respondents as noted by the researcher during data collection, that not all key stakeholders from sub county and school level were involved in CFS project implementation. For instance stakeholders in the category of sub county local leaders, children, some SMCs, teachers and PTAs complained that, *UNICEF -CFS project*

*management did not involve most of them in any CFS project implementation activities intended to improve the quality of education in rural schools, that they were only informed of up coming quality education activities by their headteachers. The researcher therefore recommends that ;*

- In future when deciding on numbers and stakeholders to participate in CFS project implementation activities intended to enhance effective and sustainable quality of education interventions in rural schools, UNICEF should be flexible in involving and engaging a realistic number of Stakeholders from both sub county and school levels, this will facilitate ownership of the programme by the local people and subsequent sustainability.

#### **5.4.4 Stakeholders participation in project M&E and Sustainability of CFS project services**

Although the majority stakeholders showed positive responses regarding their involvement in M&E processes designed by UNICEF as reflected in chapter four. stakeholders at sub county and school level felt exempted from being part of CFS Project M&E processes. Some respondents from the category of Teachers, Children, SMCs, PTAs and Local leaders felt incapacitated and many schools lacked proper systems for M&E especially for data collection for measuring CFS -quality education improvement, tools and frameworks designed were not documented. Yet according to Shapiro, (2009), Monitoring is a systematic collection and analysis of information aimed at improving efficiency & effectiveness of an institution based on the initial aims and objectives, while evaluation is an assessment of the institutions progress against agreed strategic plans. And a successful M&E leads to accountability, promotes greater rationality in public expenditure management & provides for a strong foundation for

Results based management (Uganda Joint Assistance strategy,2005).Therefore based on the above discussions, for future successful implementation of CFS project M&E, the following recommendations are deemed in order.

- There is need to harness mechanisms for CFS project M&E in schools for instance; through training of Teachers, Children, SMCs, PTAs and Local leaders in M&E processes of Data collection, Use & Management. This will empower them to participate in collecting data that will be relevant for situation analysis and decision making at school level on the relevance of CFS –quality education processes & progress in order to enhance performance of these schools and subsequent CFS project sustainability.
- Secondly, proper documentation system must be put in place especially in schools where CFS project is implemented. This will facilitate easy gaining of information by relevant stakeholders who may need such information for programme learning purposes.

### **5.5 Limitations of the study**

Below are some of the limitations that the researcher encountered and based on the findings obtained, the results could not be generalised.

- 1) Since Moroto district is one of the numerous districts of Karamoja sub region with quality education projects, there is a possibility that the issues to do with project sustainability among development agencies may not represent what takes place elsewhere in the remaining districts of Karamoja, and to this effect therefore, generalization of the findings cannot be made.
- 2) The researcher expected to have collected the entire questionnaires and conducted all the interviews however, these fell short of the planned number, meaning they were less as compared to the expected and therefore one cannot generalize the findings.

3) Deficient information obtained was another limitation that the researcher encountered. The researcher sought permission from the key respondents before interviewing them and informed them of the utmost confidentiality she was going to observe. However, it took numerous phone calls and individual follow ups before they released the required information. Since getting this partial information was difficult, the findings obtained can not be generalized.

### **5.6 Areas for further research**

Given that this study was conducted in only one district among other UNICEF-CFS project areas in Karamoja districts. It is recommended that more studies be carried out in other remaining districts in order to compare what stakeholders opinions are regarding CFS project in those districts, their participation, challenges and benefits that they have gained as a result of their participation in CFS project intervention, their contribution and recommendations for future UNICEF CFS related interventions.

There is need for more research that can unveil the underlying causes of project sustainability especially in reference to quality education projects targeting rural schools visa vie performance of these institutions regarding quality education indicators. This is because despite all the efforts made by development agencies, most schools still perform poorly in all quality education indicators i.e. Net Enrolment Rate, Net Intake Rate, Retention, Completion, PLE performance at national levels, schools infrastructural facilities development among others.



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## APPENDICES

### APPENDIX A: QUESTIONNAIRE 1

#### STAKEHOLDER PARTICIPATION AND SUSTAINABILITY OF QUALITY EDUCATION PROJECTS IN RURAL GOVERNMENT PRIMARY SCHOOLS. A CASE OF UNICEF- CFS PROJECT IN NADUNGET SUBCOUNTY; MOROTO DISTRICT:

*Dear Respondent,*

*My Name is Lorika Miriam Lonah. I am Pursuing a Masters in Management Studies (Project Planning and Management) at Uganda Management Institute.*

*I am Carrying out a study on Stakeholders Participation and Project Sustainability among Development Agencies in Uganda. A case of UNICEF CFS- Quality Education Projects in rural government primary schools, Nadunget Sub County, Moroto District.*

*As a key Stakeholder implementing CFS- quality education projects, you have been selected as a respondent for this study.*

*Please, the information that you will provide will be treated with utmost confidentiality & under no circumstances will it be personalized other than for this particular study.*

***Thank You***

**QUESTIONNAIRE FOR TEACHERS, DEPUTY HEADTEACHERS, PTAs, SMCs,  
SUBCOUNTY CHIEF ADMINISTRATIVE OFFICER, & LOCAL LEADERS**

**SECTION A: BACKGROUND INFORMATION**

**Instructions:** In this part of the Questionnaire, Please circle the answer that best describes you.

**1. Age**

(i) 20-----29 (ii) 30----39 (iii) 40----49 (iv) 50----59 (v) 60≤

**2. Gender**

(i) Male (ii) Female

**3. Highest Level of Education**

(i) Primary Level (ii) Secondary Level (iii) Tertiary Level (iv) Others (If so Specify) -----

**4. How long have you served in this school/project?**

(i) 1---5 years (ii) 6-----10 years (iii) 11---15 years (iv) 16---20 years (v) 21-----25 years

**5. What is your present status in this school?**

(i) Teacher (ii) Deputy Head teacher (iii) PTA Member (iv) SMC Member (v) Other (If so specify-----)

**SECTION B:**

**Instructions:** In the following Section, Please indicate the extent to which you agree with the statements by ticking an opinion that best represents your agreement. Please use the following scale

<b>Strongly agree</b>	<b>Agree</b>	<b>Un decided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**A. Stakeholder Participation**



1. Do you participate in CFS quality education project activities provided by UNICEF in this school?

Yes OR No

Which of the following statements represent your view/opinion on stakeholders' participation in UNICEF- CFS Quality Education projects?

<b>A : Project Identification</b>						
		5	4	3	2	1
1	UNICEF has taken steps to identify stakeholders for quality education projects through stakeholder analysis					
2	Stakeholders are always categorized according to their level of Influence, interests and benefit to the project					
3	Stakeholders are always involved in project identification according to their level of influence, interests, perception and how they benefit from the project					
4	Stakeholders are usually involved in needs assessment at school level					
5	Needs prioritization is always done by all categories of stakeholders involved in school quality of education projects					
6	Beneficiaries are key in every stage of any quality education project in this school.					
<b>B: Project Planning</b>						
		5	4	3	2	1
1	Stakeholders usually participate in identifying and setting project objectives					
2	Stakeholders participate in identifying project p resources					
3	Stakeholders participate in allocation of resources required to Execute the project					
4	Stakeholders are involved in project tasks identification					
5	There is always regular involvement of stakeholders in initiation of project tasks					
6	Stakeholders are involved in designing monitoring tools					
<b>C: Project Implementation</b>						
		5	4	3	2	1
1	Stakeholders are involved in developing project schedules					
2	Stakeholders are always Involved in identifying different					

	strategies of delivering project activities /output					
3	Stakeholders are involved in developing strategies for ensuring project output quality assurance					
4	Stakeholders are involved in executing CFS project activities					
5	All Stakeholders are involved in sharing of feedback in order to ensure programme quality					
6	All stakeholders are involved in monitoring of project progress					
<b>Participatory project Monitoring &amp; Evaluation</b>						
1	Stakeholders are usually involved in Monitoring & Evaluation of CFS -Quality education project progress in schools.					
2	Stakeholders are oriented in the use of Monitoring & Evaluation project tools to track performance					
3	All stakeholders are involved in data collection and management that is relevant to the project					
4	Stakeholders are usually involved in periodic Analysis of information of the project.					
5	Stakeholders are involved in reporting project progress.					
6	Stakeholders are usually involved in taking collective decisions about project activities in school.					
7	All Stakeholders participate in disseminating project information					

**SSECTION C: Project Sustainability**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Un decided</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

2. Please write down any quality education project activities that you participate in?

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3. Which of the following statements represent your view/opinion on how your participation in the above activities has resulted in sustainability of CFS- Quality Education projects in this school?

		5	4	3	2	1
<b>E:</b>	<b>Institutional capacity development</b>					
1	UNICEF CFS- Quality education project has so far improved infrastructural development in schools for both learners and teachers.					
2	UNICEF CFS-Quality Education project has so far achieved its objectives e.g. Regular School attendance for both teachers & Pupils,					
3	CFS-Quality education project has so far led to improved Performance of schools at National Exams					
4	CFS-Quality education project has so far improved Teachers Effectiveness in Teaching- learning.					
5	CFS-Quality Education project has so far led to Completion, Retention, and Transition of learners from one cycle of education to another.					
6	UNICEF-CFS- Quality education project has improved head teachers management of schools in terms of school administration, financial management, curriculum management and whole school environment management					

**4. In your own view, how else has your participation resulted in sustainability of Quality**

Education in Nadunget sub county schools? -----

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**5 Please write down any other challenges you have encountered during your participation in Quality education projects in rural government primary schools of Nadunget Sub County, Moroto District? -----**

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**APPENDIX B: QUESTIONNAIRE 2**

**STAKEHOLDER PARTICIPATION AND SUSTAINABILITY OF CFS-QUALITY EDUCATION PROJECTS IN RURAL GOVERNMENT PRIMARY SCHOOLS IN NADUNGET SUBCOUNTY MOROTO DISTRICT, UGANDA:**

*Dear Respondent,*

*My Name is Lorika Miriam Lonah. I am Pursuing a Masters in Management Studies (Project Planning and Management) at Uganda Management Institute.*

*I am Carrying out a study on Stakeholders Participation and project Sustainability among development Agencies and Reference is made to UNICEF- CFS Quality Education Project in rural government primary schools of Nadunget Sub county Moroto District.*

*As a key Stakeholder in implementing quality education projects, you have been selected as a respondent for this study.*

*Please, the information that you will provide will be treated with utmost confidentiality & under no circumstances will it be personalized other than for this particular study.*

**Thank You**

## QUESTIONNAIRE FOR UNICEF-CFS PROJECT STAFF

### SECTION A: BACKGROUND INFORMATION

**Instructions:** In this part of the Questionnaire, Please circle the answer that best describe you.

**1. Age**

(i) 20-----29    (ii) 30----39    (iii) 40----49    (iv) 50----59    (v) 60<

**2. Gender**

(i) Male    (ii) Female

**3. Highest Level of Education**

(i) Primary Level    (ii) Secondary Level    (iii) Tertiary Level    (iv) Others (If so Specify) ---  
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**4. How long have you served in this school?**

(i) 1---5 years    (ii) 6-----10 years    (iii) 11---15 years    (iv) 16---20 years    (v) 21-----25 years

**5. What is your present status in this Project?**

(i) Programme Manager    (ii) Programme Officer    (iii) Teacher Educator    (iv) Programme Assistant    (iv) Other (If so specify-----)

### SECTION B:

**Instructions:** In the following Section, Please indicate the extent to which you agree with the statements by ticking an opinion that best represent your agreement. Please use the following scale

<b>Strongly Agree</b>	<b>Agree</b>	<b>Un decided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

#### A. Stakeholder Participation

**1. Do you participate in quality education projects provided by UNICEF in rural government schools of Nadunget Sub County?Yes OR No**

As a project staff, which of the following statements represent your view/opinion on your organisational level of encouraging and involving of stakeholders as a strategy to enhance provision of quality education services in rural government primary schools in Nadunget Sub County?

<b>A : Project Identification</b>						
		5	4	3	2	1
1	UNICEF has taken steps to identify stakeholders for quality education projects through stakeholder analysis					
2	Stakeholders are always categorized according to their level of Influence, interests and benefit to the project					
3	Stakeholders are always involved in project identification according to their level of influence, interests, perception and how they benefit from the project					
4	Stakeholders are usually involved in needs assessment at school level					
5	Needs prioritization is always done by all categories of stakeholders involved in school quality of education projects					
6	Beneficiaries are key in every stage of any quality education project in this school.					
<b>B: Project Planning</b>						
		5	4	3	2	1
1	Stakeholders usually participate in identifying and setting project objectives					
2	Stakeholders participate in identification of project p resources					
3	Stakeholders participate in allocation of resources required to Execute the project					
4	Stakeholders are involved in project tasks identification					
5	There is always regular involvement of stakeholders in initiation of project tasks					
6	Stakeholders are involved in designing monitoring tools					
<b>C: Project Implementation</b>						
1	Stakeholders are involved in developing project schedules					
2	Stakeholders are Involved in identification of different strategies of delivering project activities /output					

3	Stakeholders are involved in developing strategies for ensuring project output quality assurance					
4	Stakeholders are Involved in execution of project activities					
5	Stakeholders are Involved during sharing of feedback in order to ensure programme quality					
6	Stakeholders are involved in monitoring of project implementation progress.					
<b>Participatory project Monitoring &amp; Evaluation</b>						
1	Stakeholders are usually involved in Monitoring & Evaluation of Quality education project progress in schools.					
2	Stakeholders are oriented in the use of Monitoring & Evaluation project tools to track performance					
3	All stakeholders are involved in data collection and management that is relevant to the project					
4	Stakeholders are usually involved in periodic Analysis of information					
5	Stakeholders are involved in reporting project progress					
6	Stakeholders are usually involved in taking collective decisions about project					
7	All Stakeholders participate in disseminating of project information					

**SECTION C: Project Sustainability**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Un decided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

2. Please write down any quality education project activities that you participate in?

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3. Which of the following statements represent your view/opinion on how your participation in the above activities has resulted in sustainability of Quality Education projects in these schools?

		5	4	3	2	1
5. <i>Strongly Agree</i> 4. <i>Agree</i> 3. <i>Undecided</i> 2. <i>Disagree</i> 1. <i>Strongly Disagree</i>						
<b>E:</b>	<b>Institutional capacity development</b>					
1	Quality Education projects has so far achieved its objectives e.g. School attendance for both teachers & Pupils,					
2	Quality education has so far improved Performance of schools at National Exams					
3	Quality education has so far improved Effective Teaching- learning methods					
4	Quality Education projects has so far improved Completion, Retention ,Transitioning of learners					
5	Quality education has been implemented within the project timeline and budget					
6	Quality education projects has improved head teachers management of schools in terms of school administration, financial management, curriculum management and whole school environment management					

4. In your own view, how else has your participation resulted in sustainability of Quality

Education in Nadunget sub county schools? -----

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5 Please write down any other challenges you have encountered during your participation in Quality education projects in rural government primary schools of Nadunget Sub County, Moroto District? -----

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## **APPENDIX C: INTERVIEW GUIDE FOR KEY INFORMANTS**

(HEAD TEACHERS, DISTRICT EDUCATION OFFICER, DISTRICT INSPECTOR OF SCHOOLS, PRINCIPAL PRIMARY TEACHERS COLLEGE, DEPUTY PRINCIPAL OUT REACH, CENTRE COORDINATING TUTOR AND DISTRICT EDUCATION CLUSTER REPRESENTATIVES).

### **DISTRICT:**

*Dear Respondent,*

*My Name is Lorika Miriam Lonah. I am Pursuing a Masters in Management Studies (Project Planning and Management) at Uganda Management Institute.*

*I am Carrying out a study on Stakeholders Participation and Project Sustainability of CFS-Quality Education Projects in rural government schools of Nadunget Sub county Moroto District.*

*As a key Stakeholder in implementing CFS-quality education projects, you have been selected as a respondent for this study.*

*Please, the information that you will provide will be treated with utmost confidentiality & under no circumstances will it be personalized other than for this particular study.*

**Thank You**

The interviewees will be both full time and partime implementing CFS-Quality Education inMoroto District.

**Instructions:** The questions are open –ended to permit probing.

1. a) In your own view what is Quality Education?  
b) What are some of the quality education projects activities you are involved in?
2. a) In your own view, what is sustainability of quality education?  
b) What sustainable outcomes have the quality education projects you are involved in achieved so far?

**(Probe for:** Institutional capacity development i.e.; Infrastructural development, improved Institutional funding realized in schools, improved capacity development teachers in child centered Teaching- learning processes, Good grades, Improved Attendance by both teachers and learners, Completion retention andTransitioningof pupils, improved of Head teachers' management of Schools)

- c) What factors enabled you achieve the above?
3. a) Which CFS - Quality education Project activities do you participate in?  
**(Probe for:** Stake holder participation in; project Identification, Planning, Implementation, Monitoring & Evaluation)  
b) Which project identification activities do you participate in?  
a) As key informants incharge of education at district and school level, has UNICEF Involved you in any project activities of stakeholders Analysis and Needs identification? How was it done?  
b) Why does management emphasize the above?  
c) How has stakeholder participation in project identification benefited the Performance of the schools in enhancing quality education?
4. a) What do you mean by project implementation?  
b) As a key stakeholder in education how are you involved in CFS-Quality education

project implementations are you involved?

**(Probe for:** involvement in project implementation i.e.; scheduling of activities, deciding on strategies for implementation, monitoring project activity progress during implementation)

- c) How has your participation in project implementation influenced sustainability of CFS-Quality education in the rural schools of Nadunget
- 5.
- a) What do you mean by project Participatory Monitoring & Evaluation?
  - b) As a key stakeholder in education, how are you involved in Quality education project Monitoring & Evaluation you involved in?  
**(Probe for:** involvement in project Monitoring & Evaluation)
  - c) How has your participation in project Monitoring & Evaluation contributed to Sustainability of CFS-quality Education in the rural schools of Nadunget sub county?
- 6.
- a) What Challenges have you encountered throughout your participation in quality Education projects in your district?  
**(Probe for:** Manipulation, Consultation, and Information disrespect of decision)
  - b) What measures have been instituted to enhance your participation in quality project Work in the District/sub County?

**APPENDIX D: FOCUS GROUP DISCUSSION GUIDE**

**(FOR PRIMARY SCHOOL PUPILS/ BENEFICIARIES)**

A number of people like you will be participating in this exercise. My purpose for conducting this focus Group Discussion with you is to find out how stakeholder participation influences sustainability of quality education projects services in your school.

**Instructions:** In a group of 8, Please discuss the following issues exhaustively.

**NB:** All recorded information will be handled with utmost confidentiality and it is strictly for Academic purposes.

**Date:** -----

**Group Number:** -----

**School:** -----

**Moderator**-----

**Discussants:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Average Age of the discussants:** -----

1. What do you understand by stakeholders participation?
2. What do you understand by Quality Education?
3. What is project sustainability?
4. What are some of CFS- quality education project activities you are involved in?

5. As a beneficiary how have you been involved in CFS project? Probe for involvement in **project identification** i.e.; needs identification, assessment and prioritization; **project planning**,ie; identifying tasks, objectives and resources; **project implementation** i.e., scheduling of tasks according to time, strategies; **Project Monitoring and Evaluation i.e.;** collecting data and progress of project.

5. What benefits have you so far achieved through your participation in Quality education projects services provided by UNICEF?

**Probe** to find out whether UNICEF training done for teachers has changed the teaching learning process in class, performance in national exams, infrastructure development in schools, teachers and pupils' absenteeism reduced, head teachers manage schools well, School environment is conducive for learning for both girls and boys.

## **APPENDIX E: DOCUMENTARY REVIEW CHECKLIST**

1. Minutes of meetings District education Review meetings, NGOs and schools
2. Attendance list/registers Meetings, workshops, Pupils in classes, Teachers.
3. Copies of plans (Project strategic plans &, Activity plans from NGOs.
4. District Education Annual work plan.
5. School Development Plan.
6. Quality education Monitoring and Activity reports from NGOs/schools.
7. Quality Education Evaluation reports.
8. Enrolment statistics for Pupils from schools.

## APPENDIX F: OBSERVATION CHECKLIST

<b>No.</b>	<b>Item</b>	Particulars for observation	<b>Availability/ Condition</b>	<b>Remarks</b>
<b>1</b>	<b>Teaching-Learning</b>	<ul style="list-style-type: none"><li>▪ Teaching –learning methods</li><li>▪ Text books</li><li>▪ And other teaching - learning aid in class rooms.</li></ul>		
<b>2</b>	<b>Infrastructure facilities</b>	<ul style="list-style-type: none"><li>▪ Classrooms facilities,</li><li>▪ Teachers houses,</li><li>▪ General school environment</li></ul>		
<b>3</b>	<b>Head teachers Management</b>	<ul style="list-style-type: none"><li>▪ Presence of school development plan</li><li>▪ Head teachers supervision of school activities</li></ul>		