

EFFECTS OF STRATEGIC MONITORING PRACTICES ON SUSTAINABILITY OF YOUTH LIVING WITH DISABILITIES SELF HELP GROUP PROJECTS IN RONGAI SUB-COUNTY, KENYA

Peterson Mwangi Kimani 

Jomo Kenyatta University of Agriculture & Technology,
School of Entrepreneurship, Procurement and Management, Kenya
kimanipete57@gmail.com

Michael Mundia

School of Human Resource Development, Jomo Kenyatta University of Agriculture & Technology, School of Entrepreneurship, Procurement and Management , Kenya
mmundia20@gmail.com

Abstract

Youth living with disability projects have not achieved their intended objectives. This study evaluated the effects of strategic monitoring practices on sustainability of youth groups living with disability projects in Rongai sub-county. The basis of the study was information accessibility, capacity building, project appraisal and effective reporting. Descriptive research design was adopted with a target population of 410 respondents. 138 respondents were purposively sampled and administered with structured questionnaires. Collected data was analyzed quantitatively. Findings revealed project feedback was considered in decision making (mean= 4.691), communication and consultation with stakeholders was conducted (mean, 4.418), project managers underwent training (mean=4.00), technical skills influenced project sustainability (mean=3.655), reports were regularly produced (mean=4.301), groups conducted project appraisal and valuation (mean=4.836). There were significant correlations between information accessibility ($r=0.741$), capacity building ($r=0.719$), effective reporting ($r=0.697$), project appraisal ($r=0.704$) and project sustainability. The study concluded that group leaders had good managerial skills; monitoring reports were available for project assessment and market analysis to determine the cost of projects. The study recommended that projects should

enhance feedback provision on project monitoring for decision making, government should review and fund youth groups with disability adequately, project baseline plans should be well documented and followed during project implementation.

Keywords: Project; Sustainability; Stakeholder; Participation; Appraisal; Information; Accessibility; Capacity; Building; Effective; Reporting

INTRODUCTION

In the recent past, organizations worldwide have established planned Monitoring practices to improve their sustainability outcomes. Due to the growing importance of strategic monitoring all over the world, many projects identify the benefits accrued and are trying to establish it in their operations (Baker, 2011). According to Turner (2014) a project is an endeavor in which human, financial and material resources are organized to undertake a unique scope of work, of given specifications, within constraints of cost and time so as to achieve beneficial changes defined by quantitative and qualitative objectives. Consequently, projects are designed and implemented to meet specific goals and achieve desired change. However some projects require that their activities be sustained over time to ensure continued flow of outputs and hence achievement of the desired change which could be social, cultural or economic. A successful project therefore, often presents significant changes to the ways businesses operate in general (Durey & Lockhart, 2014). This involves inter alia planning and designing into the project strategic monitoring provisions that would ensure sustained benefits continue to flow and are enjoyed by the recipient beneficiaries.

Project Sustainability

The most adopted definition of sustainability is in Brundtland report “to meet the needs of the present without compromising the ability of the future generations to meet their own needs (WCED, 1987). An analysis of the WCED definition points out that it’s the nature life support systems and community that needs to be sustained whereas people, economy and society need to be developed (Kates, 2005). To this extent sustainability matches or is equivalent to sustainable development and terms can be used synonymously. Another commonly cited definition of sustainable development is the triple-bottom-line also called “Triple-P” or “TBL” which underscores the considerations of environmental (planet), social (people) and economic (profit) impacts on the organization (Schieg, 2009). Accordingly, granted the most quoted definition of a project viz “a temporary endeavor undertaken to create a unique product or

service or result (PMI, 2013). It is imperative that project management ideals should be coordinated (to transcend beyond its horizons) with sustainable development with its concern for present and future generations and conduit (Silvius et al., 2013). Intrinsically, sustainable development as an integrative concept also encompasses intra and intergeneration equity and stakeholder involvement in planning and decision making process (Ness et al., 2007).

Project sustainability is the capacity of a project to continue to deliver its intended benefits over a long period of time (Bamber & Cheema, 1990). The USAID argued that a development program is sustainable when it is able to deliver an appropriate level of benefits for an extended period of time after major financial, managerial and technical assistance from an external donor is terminated (USAID, 2013). Furthermore, a project is considered sustainable if it continues to deliver a high level of benefits after the donor ends major financial, managerial, and technical support. Sustainability is one of the most critical challenges for all grassroots, national and international development agencies. Sustainability has higher chances of occurring when during the project tenure, investment is focused on practices which influence behavioral changes among target population and when in response the potential beneficiaries positively perceive the utility of envisaged behavioral and attitudinal shift (Hoque et al., 1996).

While the trend with the project implementation is showing significant improvement, the trend with sustainability is rather disappointing as fewer projects are being sustained (TANGO, 2014). This means that the expenditure incurred during implementation is not commensurate with the benefits accrued. Some of the most common constraints encountered on sustainability are: not conducting risk analyzes prior to project design and lack of concrete risk management strategies. In addition, inadequate consideration of contextual issues, such as a lack of infrastructure or financial services has led to the development of market-driven project designs which might not be sustainable. An important factor for the sustainability of projects is genuine involvement of local people as active participants and equal partners whose concerns and experience are intrinsic to the project success (Admassu et al., 2003).

The level of community support determines whether a project becomes established, how quickly and successfully it consolidates, and how it responds and adapts to meet changing needs (USAID, 2009). Williams (2003) observes that failure by communities and other stakeholders to take up ownership of projects has plunged community projects into immense financial huddles threatening sustainability. It is therefore important that involving local communities, starts at the planning stage, when decisions are being made about what type of project is required. The success and sustainability of any project or program largely depends on constant feedback about on-going project activities (Harvey & Reed, 2014). Leaders should therefore be trained on monitoring skills to enhance the effectiveness and sustainability of

project. Sustainability indicators must be developed as a measuring tool to assess project progress, detect problems well in advance and take timely corrective/preventive measures. Constant retraining of project members must occur in order to ensure continuity and sustainability (Niekerk, Kruger & Lamey, 2014).

Monitoring in Spain has become an increasingly important tool within global efforts toward achieving environmental, economic and social sustainability (Mrosek, Balsillie & Schleifenbaum, 2006). Likewise, evolution of Monitoring in France has been grouped into several distinct phases for the purpose of clarity (Roger & Tim, 2008). In China, there were special officers in the government who control the duties of Monitoring and Evaluation (Angus & Mohammed, 2014). As of date, the M&E function has grown in its importance, partly because it helps the management to compensate for the loss of control as a result of increase in organization complexity, but most importantly it helps management to detect and manage risks which is a crucial part of corporate governance process (Mu'azu & Siti, 2012).

Developing countries are performing some kind of regular monitoring activities that range from comprehensive national assessment systems in countries such as India and Malaysia to basic monitoring of selected projects in many countries in Africa and the Middle East (Zvoushe & Gideon, 2013). The imperative being to focus and strengthen monitoring capacity across all spheres of the government otherwise large number of projects implemented at huge costs often tends to experience difficulties with sustainability (Mackay, 2007).

South African government has placed increasing importance on monitoring during its third term of office since democracy (Florin, 2011). Paulinus and Iyenemi (2014) carried out a study called M&E rural water supply projects and sustainable development in Nigeria and Ghana. The study reviewed the sustainability issues that are associated with rural community water provision and established that developing countries rely on traditional and informal methods to assess projects, instead of the more formal and planned monitoring/assessment practices.

In Kenya strategic monitoring systems have not been incorporated in the Government projects control systems (Abdulkadir, 2014). Community based development projects are planned for a certain period of time called gestation period or life-span after which they come to an end and the manager is expected to continue running the project and make them self-sustaining. A World Vision (2009) assessment report found that most community development projects have failed to sustain themselves, become self-reliant and the communities have failed to continue running them after funding organizations withdraw their support.

Youth Living with Disabilities

Persons with disabilities include those who have long-term physical, mental intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation on an equal basis with others, UN Convention on the Rights of Persons with Disabilities, (CRPD). Stone and Colella (2014) suggest that disabled persons are grouped into six different categories: physical conditions, mental conditions, sensory impairments, learning disabilities, neurological conditions, and addictive disorders. The Agency for Disability and Development Africa's (ADDA) main purpose is to empower persons with disability through promoting and facilitating the adoption of best practices within Disability Person's Organizations (DPO's), the public, private sector and development agencies. Disability is "A physical, sensory, mental or other impairments including a visual, hearing or physical disability which has a substantial long-term adverse effect on a person's ability to carry out usual day-to-day activities (KNCPLWD, 2012). In Kenya, the Persons with Disabilities Act, 2003, which was reviewed in 2014 clearly states in Article 18 (1) that no person or learning institution shall deny admission to a Persons With Disabilities to any course of study by reason only of such disability, if the person has the ability to acquire substantial learning in that course. Part 2 continues to explain that learning institutions shall take into account the special needs of Persons with Disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar consideration. 3.5% of the total Kenyan population are persons with disabilities, which translates to 1.3 million, Kenya National Census, (2009). According to the National Survey on Persons with Disabilities in Kenya, 3.6 percent of youth between ages of 15 to 24 years have disabilities out of which visual and physical impairments have the highest prevalence at 1.1 percent each.

Amongst persons aged between 25-34 years, the prevalence of disability is 4 percent. Youth living with disability is a priority group (Kenya's National Youth Policy, 2008). However, Mugo et al., (2010) notes that this category is neither mentioned in any of the ten objectives (of the Kenya National Youth Policy), nor is there any strategy geared towards realizing the objectives for this category. All of these policies are framed within Kenya's 'Vision 2030, a development strategy encouraging sustainable economic growth, tackling poverty, and combating discrimination, including those faced by persons with disabilities (Mbithi & Mutuku, 2010). Youths themselves can be a contributing factor of their own disabilities, as young people are at an increased risk of acquiring a disability through such incidents as road traffic accidents, injuries from diving and other sport activities, violence and warfare (Aito et al., 2005, Cripps,

2003). Statistics from several countries show that the incidence of spinal cord injury is highest among youth.

Many young people with disabilities, experiences exclusion, isolation, abuse, as well as lack of educational and economic opportunities (Cripps, 2006). Disparities in education, employment, and relationships are more pronounced in youth with disabilities. Like adults with disabilities, youth with disabilities do not enjoy the same human rights or equal access to goods and services as peers without disabilities. People Living with Disabilities (PLWD) are registered at the County level through the Disability Services Officer (DSOs). The registration process is a continuous exercise where children and adults are all registered. The National Council for Persons with Disabilities has been mandated to ensure that all organizations, institutions and associations offering services to Persons with Disabilities are registered under the Council (Karacan et al., 2000). It is critical that all these entities serving Persons with Disabilities be registered with the Council for purposes of administration and recognition.

Individuals can register as individual or as a group. People living with disabilities get their funding through Youth Enterprise Development Fund (YEDF). There are other funds specifically for persons with disabilities, such as the National Disability Development Fund, dispersed through the National Council of Persons with Disabilities which also provides funding to youth with disabilities to establish group and personal businesses, as well as to a number of TVET training institutes. In addition, the National Fund for the Disabled of Kenya provides persons with disabilities with equipment and cash to set up their own businesses (NCPWD, 2016). Other funds aiding Youth With Disabilities include the Uwezo Fund. The Fund (YEDF) provides grants to Community and Self Help projects for Economic Empowerment or Revolving Fund Schemes. These grants aim to help Persons with Disabilities gain self-sufficiency in generating income and to enable them to gain the skills and experience to access the loans required to grow their business. The project must be of and for persons with disabilities. The project must be at least one year old to be eligible. Projects need to be legally registered, (by the registrar of companies) to operate within the Republic of Kenya. Likewise they need to be registered with the National Council for Persons with Disabilities in order to apply for the funds (NCPWD, 2016). The program has two funds disbursements approaches. The first one is funding the groups to jointly undertake common projects for the members. The second one is a revolving fund for on-lending to project members to engage in businesses at individual level (NCPWD, 2016).

Revolving fund schemes are schemes where established groups of persons with disabilities provide loans to their members. Groups can apply to the Fund for a grant to start off this scheme. The group can then give loans to group members to run self-managed small businesses. Any profits accruing from the loans should add to the savings, be re-invested, or

contribute to welfare of persons with disabilities and their families. It is worth noting that. The grants provided by the Fund are not to be repaid (NCPWD, 2016). Records from Rongai Sub-County social services department offices at Kampi Ya Moto indicate that there are 20 most established youth with disability registered projects. According to NCPWD, on registration the project should provide its constitution and bylaws obtaining. The constitution should provide the governance structure and financial management policy. The project should have the chairperson, the vice-chairperson, the secretary, the vice-secretary and the treasurer as project officials or managers. The financial management policy consists of source of income, investing procedures and profit distribution. Majority of these projects undertake the following activities; table banking, tree nurseries, apiculture, goat keeping, bakery, M-pesa and tailoring shops, horticulture, milk selling and candle manufacture.

Statement of the Problem

Youth with disabilities often face marginalization and severe social, economic, and civic disparities as compared with those without disabilities due to factors ranging from stigma to inaccessible environments. As countries embrace United Nation's Agenda 2030 on sustainable development and African countries further adopt African Union's agenda 2063, on poverty reduction and equitable development, it is imperative that all youth have equal opportunities of becoming productive and contributing members of their societies. According to the Disability Act 2003, people living with disability should enjoy all rights, privileges and fundamental freedoms of citizenship. Additionally, ISO 14000 demands that companies or organizations should manage their environment responsibly. On the same note, ISO 9999:2016 establishes a classification and terminology of assistive products, used by a person with disability with the assistance of another person for their operation. Poor project performance and un-sustainability of youth projects has led to an increase in poverty and failure of many income generating projects in Kenya. OHSAS 18001 sets out the minimum requirements for occupational health and safety management best practices for all people including those living with disabilities. With poor performance and lack of project sustainability, a lot of funding is wasted on projects, effectively causing dismal impact on the lives of the targeted communities. Despite all the proper and appropriate organizational arrangement being setup; such as good leadership, training and financial management, it is quite alarming to find out that youth with disabilities projects are still going down, thereby not achieving their intended objectives. It is evident that project sustainability is still a major challenge in many developing countries as many of projects implemented at huge costs often tend to experience difficulties with sustainability.

General Objective

The general objective of the study was to assess the effects of strategic monitoring practices on sustainability of youth living with disability self help group projects in Rongai Sub-County.

Specific Objectives

- i. To establish the influence of information accessibility on sustainability of youth living with disability self help group projects in Rongai Sub-County
- ii. To identify the influence of capacity building and development on sustainability of youth living with disability self help group projects in Rongai Sub-County
- iii. To determine the influence of effective reporting on sustainability of youth living with disability self help group projects in Rongai Sub-County
- iv. To establish the influence of project appraisal on sustainability of youth living with disability self help group projects in Rongai Sub-County

Research Hypotheses

- i. H₀₁: Information accessibility has no significant influence on sustainability of youth living with disability self help group projects in Rongai Sub-County
- v. H₀₂: Capacity building has no significant influence on sustainability of youth living with disability self help group projects in Rongai Sub-County
- vi. H₀₃: Effective reporting has no significant influence on sustainability of youth living with disability self help group projects in Rongai Sub-County
- vii. H₀₄: Project appraisal has no significant influence on sustainability of youth living with disability self help group projects in Rongai Sub-County -Kenya

Significance of the study

The study findings will enable the Government to set up a conducive environment in terms of Policy and regulation and also provide appropriate financial support to Youth Living With Disabilities (YLWD) on income generating projects which promote poverty reduction .The study will also engender insights which would lead to better planning, design and implementation of Youth Living With Disability projects Furthermore the study will involve people living with disabilities and will ,strive to give them an insight on the roles they are expected to play thus, empower them to enhance sustainability of these projects for their long term socio-economic development and improvement of their welfare. Negligible research has been conducted concerning sustainability of youth living with disability projects in Kenya. Therefore the study will enhance information concerning the body of knowledge on the influence of project monitoring

on sustainability of youth living with disability projects. The findings of this study will be important to current and future scholars who may need to research on the sustainable factors of projects for people with disabilities. This will help them lay a solid foundation of knowledge on performance of Youth projects and majorly those living with disability and their sustainability. From these findings also they would identify areas of further research.

Scope of the Study

The study assessed the effects of strategic monitoring practices on sustainability of youth living with disability self help group projects in Rongai Sub-County. The study focused on only four objectives or variables: capacity building, information accessibility, effective reporting and project appraisal and their effects on project sustainability. The study further targeted a population of 138 respondents from 20 most established projects from Rongai sub-county. The project committees were comprised of the chairman, vice-chairman, secretary, vice-secretary, treasurer and 2 other members. The study was conducted between the months of April to October 2017.

Limitations of the Study

This study focused on four objectives only: Information accessibility, capacity building; effective reporting and project appraisal. There are other factors which influence project sustainability. Further, some respondents expressed reservations due to fear of the unknown regarding the study. The researcher used the introduction letter and research permit and further explained to the respondents that the study was only meant for academic purposes and that their information was confidential.

LITERATURE REVIEW

Theoretical Review

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions. The theoretical framework introduces and describes the theory which attempts to explain the research problem under study (William, 2010).

Systems Theory

Bertalanffy (1968) defines systems theory as a working hypothesis, the main function of which is to provide a theoretical model for explaining, predicting and controlling phenomenon. Karl Ludwig von Bertalanffy was an Austrian biologist known as one of the founders of general

systems theory (GST). Systems theory is an interdisciplinary theory about the nature of complex systems, society, and science, and is a framework by which one can investigate and/or describe any group of objects that work together to produce some result. Hartman (2010) also observes that all organizations consist of processing inputs and outputs within internal and external systems and subsystems which are helpful in providing a functional overview of any organization. Youth groups need a functional system to manage their projects well. Rousseau (2015) states that, systems need to be controlled as failure in one system could lead to failure in another. Systems theory achieves insights into communication especially influential in organizational communication. Systems theory describes how and why people form groups, each of which is a system as well as part of a larger system. Its focus is on the whole system rather than on its parts, and how these parts interact to affect the whole system.

This theory observes that within a formal framework an organization is a social system which consists of individuals who unite to draw resources, people and finances to produce products. In this study, youth groups need good governance systems in order to ensure there is transparency and accountability. Community participation in community-based projects will ensure efficient and effective management of their projects and other resources for maximum outputs (Caws, 2015). This theory explains the important role that governance play as part of the overall system that makes up youth groups. This theory was used to elaborate the importance and effect of information accessibility on project sustainability. As a result, systems theory was also critical in explaining the relevance of capacity building on project sustainability for youth living with disability in Rongai sub-county.

Theory of Change

The idea of the theory of change approach first emerged in the United States in the 1990s, in the context of improving evaluation theory and practice in the field of community initiatives. In its early conceptualization in 1995, Carol Weiss described a theory of change as “a theory of how and why an initiative works.”The theory of change defines the process of change by looking at it through outlining the causes in an initiative, that is, its short term outcomes intermediate and the long term initiatives. These processes are identified as outcomes path-ways showing each change as an outcome path-way and each result has a logical relationship to each of the variables as well as chronological flow. However, the links between outcomes are explained by rationales/assumptions or statements of why one outcome is a result of another outcome (Brest, 2010). This theory was very critical in elaborating the effect of project appraisal on sustainability of projects. One aspect that stands out in the theory of change is its innovation in bringing out

the distinction between the desired outcome and the real outcomes before deciding on types of intervention to get the expected output (Clark & Taplin, 2012).

According to Clark and Taplin, (2012), one of the common errors that has been made is on the belief that describes the theory of change as basically a methodology to plan and appraise instead of viewing it as an important theory that establishes a transparent distribution of power dynamics, hence the approach has to be inclusive of many perspectives and partners in achieving solutions. However as monitoring of data becomes available, stakeholders can periodically refine the theory of change as the requirement of the next process. This aspect of the theory affects reporting of project outcomes which in essence impacts on project sustainability. This can be best done at the stage of critical reflection through the evaluation process when what has worked and what has not worked are being determined. Regular monitoring of the change process forms an important part of the Theory of Change thinking.

Subsequently, many organizations choose to link strategic monitoring systems to their Theories of Change by: setting indicators at each level of change on their conceptual path-way and attempting to assess change directly, James, (2011). If change is occurring at one level but does not translate into change at another level there is good indication that the assumptions/rationales are false or incomplete. This will help in understanding what happened in the past and hence be able to plan for the future (Austin & Bartunek, 2004). The pathway of change helps to describe the type of interventions that brings about the outcomes that had been predicted in the pathway of a change map. Nevertheless each output in the process of change is linked to an intervention. This theory was also very useful in enhancing access to information, capacity building of the project implementers and also in systematic appraisal of project goals.

Normalization Process Theory

The Normalization Process Theory (NPT) was developed in the United Kingdom by Professor Carl May and Dr. Tracy Finch in collaboration with a host of national and international colleagues and published in the year 2010. NPT aims to explain and understand the processes by which innovations or interventions become routine in project management. It focuses on the work that has to take place to implement innovation in day-to-day practice. This ensures that information access is prioritized in project implementation of project outcomes. Normalization Process Theory is a socio-behavioral theory focused on the 'social organization of the work (implementation), of making practices routine elements of everyday life (embedding) and of sustaining embedded practices in their social contexts (integration)' (May, 2009). It explores the 'processes of interventions' within community projects to demonstrate the factors impacting on sustainable changes in practice.

This theory elaborated the role of project appraisal in sustainability of project outcomes and benefits to the community. The theory consists of four constructs that describe the organization of the action or work performed, and proposes that for a complex intervention to become routine everyday practice, we need to consider the following mechanisms - coherence ('what is the work'), cognitive participation ('who does the work'), collective action ('how does the work get done') and reflexive monitoring ('how is the work understood') (Finch, 2009). These constructs are not linear, but iterative and interrelated drivers of change include individual, organizational, political and economic factors (Grol & Wensing, 2014). Process appraisal of complex interventions can identify contextual factors associated with practice change. Implementing and evaluating complex interventions, new technologies, and business processes in youth projects is complex and demanding. NPT can therefore be greatly used to support the work of implementation and appraisal of complex interventions. Project implementers should be empowered through capacity building to achieve sustainability of project goals.

Empirical Review

Information Accessibility and project sustainability

To achieve effective project outcomes, accurate and detailed information is required. A critical reason for complete stakeholder involvement is that different stakeholders possess important information required to assess, develop and maintain the project. However, acquiring this information can be a challenging task in many situations (UN-Water 2014). Just as there are many different groups; of stakeholders there are several information types. UN-Water (2014) identifies three information groups these being, technical information (that which is required by professionals, this include journals, library reference materials and relevant research works; use of web 2.0 technologies such as wikis, blogs and social networking; use of mobile digital platforms e.g. smartphones, web-serving and use of cloud computing) public "right to know" information (the legal rights and responsibilities/obligations of citizenship, civic education on governance, local customs and believes, social equity, physical environment and entrepreneurship), as well as information in the form of data which is used for monitoring purposes including all information groups in the project development which contributes to providing optimal holistic outcomes.

Information flow can be difficult in developing countries due to common technological limitations such as reduced access to internet and email services, and other electronic databases as well as cultural differences and the resulting communication barriers which occur with an international group of stakeholders. For such cases broadcast media and printed materials may be required to reach the most inaccessible stakeholders (UN-Water 2004). Ideas

such as drama and songs have also been identified as effective information providers to communities with low literacy rates and high proportion of children to facilitate the same. Creating partnerships to share and distribute this information and resources between agencies and organizations can contribute to achieving holistic project outcomes. The generation of such partnerships also helps new projects to learn from past experiences and reduce duplicative efforts (UN-Water 2014). Within the core stakeholder group exists sub-groups of which some are often under-represented in project processes.

It is vital that all subgroups be engaged so that the information and experiences they hold are utilized. In particular women are a common sub-group who often need to be actively engaged, as traditionally they are not involved directly in decision making (PTB 2015). Accordingly, facilitators of projects must be patient at all times and willing to learn from managers and should have an open mind. Checklists and appraisals are vital for both the facilitator and project members. Constant retraining of project members must occur in order to ensure continuity and sustainability (Niekerk, Kruger & Lamey, 2010). It is apparent that through financial planning, project team members realize the importance of sound money management; and that resources should be effectively allocated. All the required information for the monitoring activities of the project should be made accessible to all the stakeholders for effective appraisals.

Capacity building and project sustainability

Capacity building is the conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their development goals while enhancing the abilities that will allow them to achieve measurable and sustainable results (Sewell, 2010). Today, "community capacity building" is included in the programs of most international organizations that work in development, the World Bank, the United Nations and non-governmental organizations (NGOs) like Oxfam International. Extensive use of the term has resulted in controversy over its true meaning (Tran, Chou & Nguyen, 2013). Capacity building is a term commonly used in the international development sector explaining the process by which an organization builds the ability of another organization, managers or individuals to improve their own development situation.

More specifically, this improvement can be one which strengthens the ability of the managers to build their structures, systems and skills so that they are better able to achieve objectives and engage in consultation, planning and manage their own community projects (Skinner 2014). Building the capacity mean to assemble resources, strengthen institutions and

to train individuals so that the appropriate and required skills become accessible (UN-Water 2004). Capacity building is a critical element for achieving sustainable development, with the main objective being to improve the quality of decision making and overall sector efficiency so that the progress towards development continues long-term. There are two key approaches to achieving this, either using the concept of 'learning by doing' or through direct training (Strigl 2013). Learning by doing refers to building the stakeholder capacity through encouraging direct involvement so that learning occurs through the process of carrying out an activity. Capacity building as a direct training approach may not always be adequate. Whilst considered by some an essential stage to all development projects. Kaplan (2010) has raised some critical arguments relating to the inadequacies of the current capacity building methodology of many organizations.

The study noted that the capacity building 'interventions' most commonly performed are those such as the straight forward provision of resources, training, needs assessment and audits. These are termed by Kaplan (2010) as the 'visible', 'tangible' elements, and are often accompanied by 'advice-giving' as opposed to facilitation of projects. This advice-giving is somewhat restricting to the capacity building objectives, as it may leave the organization in focus with a plan but without the ability to innovate, reflect on and adapt the plan over time (Kaplan 2010). Balintetal (2005) noted that these elements includes; values and attitudes towards appreciation of their inherent but untapped potential, reinforce their self-confidence and a sense of autonomy as opposed to dependency. These elements are critical for the project to achieve its core capacity building objectives, thus should be incorporated into the project plan. Development projects of different types mainly aim to alleviate poverty and ameliorate the livelihoods of local people, Merino and Carmenado, (2012).

One of the strategies commonly used is to focus on organizations and build from their existing capacities in order to improve their living standards or try to build new organizations to work in a common project. Social and human capitals are two key components of these organizations and they might be crucial to the success of the actions that they accomplish. Both can be considered as part of the social capacity of the local organization. This capacity can be enforced within development projects through capacity building. This term means much more than training activities as it includes not only human resource development but also organizational and institutional development. Capacity development and capacity building concepts, as well as capacity measurements in this context are explored to build a framework to appraise the social capacity generated within the interventions and to better plan the actions to be undertaken by the projects to succeed.

Reporting and project sustainability

Project reports are an essential way of keeping everyone informed. PMBOK (2010) mentions that Base line plans, Cost budgets, Risk management Plan, Quality Plan, Contract document are the best inputs for monitoring. Again, PMBOK (2010) mentions that change requests shall form the main ingredient to changes to planned documents. In view of this, monitoring is the starting stage of 'Project controls' and involves report generation. Frigenti (2002) mentioned that efficient monitoring systems will enable project participants to receive relevant and accurate information in a consistent and timely manner. A typical report includes executive summary, bar charts, variations to time, cost and scope including risks (Aitken, 2010) however the quality of information is important. As, Jackson (2014), mentions that the work sites are busy and do not provide monitoring personnel with much needed information. So, getting complete and accurate data from the field is very important and is also a robust link to the project control process.

Jackson (2014) also mentions that monitoring report should focus on project targets, vulnerable work sections, productivity growth/decline, projected completion date, budget and outcome. Standard project reporting is to be produced at regular intervals to project manager, other senior management and the client, (Aitken, 2010). Further he mentions that reports should be made in a way which can be understood by non-specialists. However, it is necessary to know how much quality information is being produced by the project controllers and how much time is being spent on data collection and what kinds of skills are required for such activity. Many times, actual progress does not match the planned progress, making it essential to keep the management, client, engineer, and sponsor, informed of the progress and the precise conditions that can affect each occurrence. Fringenti (2012) mentioned that controlling includes monitoring but it also includes taking timely and corrective action to meet project objectives.

So, depending upon the extent of variation between planned and actual, the management should initiate appropriate control actions. Aitken (2010) mentions that most information is analyzed by variance i.e. difference between planned and actual performance and it is the management which will determine what is useful in analyzing individual situations. Also, Changes in time, cost, scope and quality leads to variations and many times variations leads to cost escalation than savings (Aitken, 2010). There are many techniques which can be used for monitoring variations such as Bar Charts, CPM, PERT etc. However, Ahuja and Tiruvengadam (2014) mentions that network-based techniques such as CPM (critical path method) and PERT (program evaluation review technique) are having limitations due to growing complexity of projects. During construction phase(in the construction industry), actual progress is recorded and compared with planned progress and budget. Without monitoring of progress, there is a danger that manager's priorities could be downgraded or that token manager's involvement

could take the place of real participation by local residents. Throughout the monitoring process, full account must be taken of the manager's views (Madi, 2007).

Project Appraisal and project sustainability

Probably, this is the best-known stage of the cycle of project development. The project appraisal purpose is establishing whether the project is worth in terms of project's expected benefits and resource commitments. A project appraisal is crucial in decision making as to whether or not to proceed with a project. This will involve the consideration of alternative projects (with options), or alternatively, by comparison within a status quo (that is, the do-nothing option). This is a sophisticated and intricate procedure of investigation, which requires substantial data. Specialized services of examining project viability may involve appointed consultants and appraisal missions. Project appraisal is covered in four major aspects: financial, institutional, technical and economic (Potts, 2012). The technical aspect is mainly concerned with issues related to physical scale, layout, location of facilities, technology used, cost estimates and their relation to engineering or other data on which they are based, proposed procurement arrangements, procedures for obtaining engineering, architectural or other professional services, the potential impact on the human and physical environment, and a range of other similar concerns related to the technical adequacy and soundness of the project.

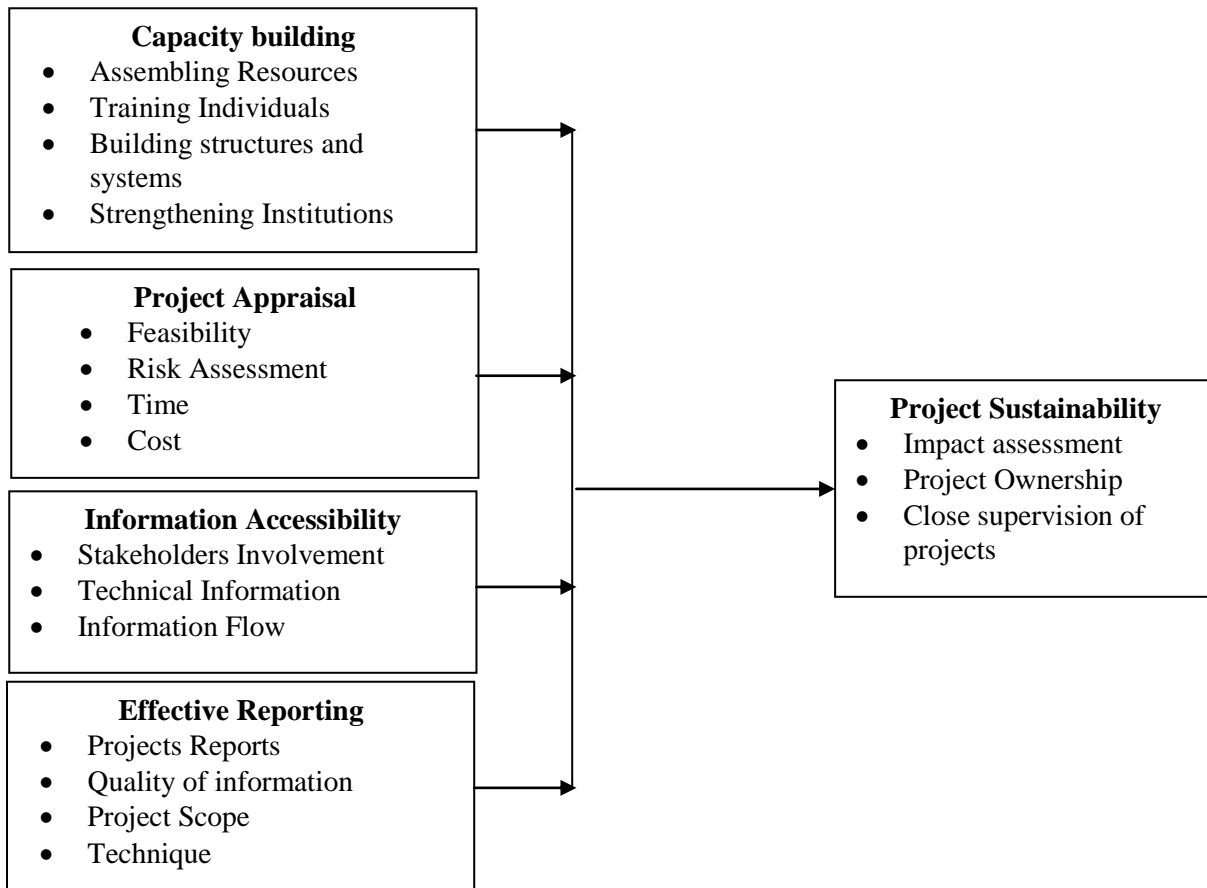
The technical appraisal of an educational project for instance, will need to be given the curriculum, the nature and number of educational establishments, their physical facilities (classroom, space, laboratories, libraries, and equipment), personnel, skills gaps and training requirements, (Potts, 2012). Many projects' objective is not necessarily to add to capital and physical assets, but also create and expand human and capabilities of institutions to manage and maintain development undertakings. Institutional appraisals are exceedingly affected by the great number of queries that deal with human capabilities and institutional frameworks for which projects are implemented. Possibly, this is the greatest exciting factor of the project's overall success. There might not be scarcity of technically well - endowed and well - designed projects but many projects however have limitations at the human and institutional level (Potts, 2012). Therefore, project appraisal requires careful and sensitive consideration of the institutional dimension and local conditions. Further, market appraisal, proficient understanding of the working of demand/supply and considerations of social cost benefit analysis are indispensable.

Conceptual Framework

Conceptual framework is a logically developed network of interrelationships among variables deemed to be the integral part of the dynamics of the situation being investigated (Serakan,

(2003). Capacity building is a term commonly used in the international development sector explaining the process by which an organization builds the ability of another organization, managers or individuals to improve their own development situation. A critical reason for complete stakeholder involvement is that different stakeholders possess important information required to assess, develop and maintain the project. As such there is a significant need for complete and accurate information availability. Monitoring is the starting stage of 'Project controls' and involves report generation and should focus on project targets, vulnerable work sections, productivity growth/decline, and project completion date & budget outcome. Project appraisal purpose is to establish whether the project is worth in terms of project's expected benefits and resource commitments. Project appraisal requires careful and sensitive consideration of the institutional dimension and local conditions. The current study reviews the theoretical literature and draws empirical insights, to sketch out the relationship between the dependent variable (DV) and the independent variables or predictors. Accordingly the independent variables are; capacity building, information accessibility, reporting, and project appraisal which are the ingredients of strategic monitoring. The dependent variable was project sustainability (Figure 1).

Figure 1: Conceptual Framework



Summary of Literature Review

A critical reason for complete stakeholder involvement is that different stakeholders possess important information required to assess, develop and maintain the project. Information flow can be difficult in developing countries due to common technological limitations such as reduced access to internet and email services, and other electronic databases as well as cultural differences and the resulting communication barriers. Creating partnerships to share and distribute this information and resources between agencies and organizations can contribute to achieving holistic project outcomes. In particular women are a common sub-group who often need to be actively engaged, as traditionally they are not involved directly in decision making. All the required information for the monitoring activities of the project should be made accessible to all the stakeholders for effective appraisals. Capacity building is a term commonly used in the international development sector explaining the process by which an organization builds the ability of another organization, managers or individuals to improve their own development situation.

Building the capacity mean to assemble resources, strengthen institutions and to train individuals so that the appropriate and required skills become accessible. Capacity building is a critical element for achieving sustainable development, with the main objective being to improve the quality of decision making and overall sector efficiency so that the progress towards development continues long-term. Capacity building as a direct training approach may not always be adequate. Whilst considered by some an essential stage to all development projects. Social and human capitals are two key components of these organizations and they might be crucial to the success of the actions that they accomplish. Both can be considered as part of the social capacity of the local organization. This capacity can be enforced within development projects through capacity building.

The change requests forms the main ingredient to changes to planned documents and efficient monitoring systems will enable project participants to receive relevant and accurate information in a consistent and timely manner. A typical report includes executive summary, bar charts, variations to time, cost and scope including risks however the quality of information is important. Further, reports should be made in such way that they can be understood by non-specialists. Controlling includes monitoring but it also includes taking timely and corrective action to meet project objectives or goals. A project appraisal is crucial in decision making as to whether or not to proceed with a project. Specialized services of examining project viability may involve appointed consultants and appraisal missions. Project appraisal is covered in four major aspects: financial, institutional, technical and economic.

Many projects' objective is not necessarily to add to capital and physical assets, but also create and expand human and capabilities of institutions to manage and maintain development undertakings. There might not be scarcity of technically well - endowed and well - designed projects (in regard of their 'hard' inputs), but many projects however have limitations at the human and institutional level. Failure to wholly participate and manage risks in a project is a major constraint to project sustainability. Organizations concerned with these projects should put in place proper mechanisms to monitor and appraise the project progress so as to come up with corrective/preventive measures to arrest the situation in case deviations are detected. This should be done in all the stages of project life cycle from the start to the end to ensure project sustainability of youth groups.

Research Gaps

A study carried out by Nyakundi, (2013) on factors influencing implementation of monitoring processes on donor funded projects indicates that staff technical skills, poor budget allocation and stakeholders' participation affects implementation of monitoring practices. The study was limited to how participation of stakeholders, influences M&E. According to the study implementation is more critical than how monitoring or evaluation can affect various aspects of project success, sustainability included. Aspects such as education and training, entrepreneurial orientation, market accessibility, stigmatization among others and how they influence persons with disabilities project's sustainability have not, been substantively considered. Furthermore not much research has been carried out, at least in Nakuru County, on what influences the sustainability of projects of living with disabilities.

Various studies have been conducted on factors affecting the sustainability of community based projects but none has addressed (at least in Nakuru county) issues concerning, among other issues monitoring. For example Admassu et al., (2003) conducted a study that singled out genuine involvement of local people as active participants and equal partners whose concerns and experience are intrinsic to the project's success as a key factor of project sustainability. The level of funding, timeliness and duration of the financial support, has great and direct influence on projects implementation, (Tot, 2013 His study again did not address the influence of such implementation issues such as strategic monitoring among others on sustainability of projects. The researcher will therefore seek to find out the level and direction of the influence of strategic monitoring on project sustainability of youth living with disabilities in Rongai Sub-county. In this study sustainability of community- based projects is conceptualized as an outcome of interrelated factors such as reporting, information accessibility, project appraisal and capacity building. As community based projects get established, they are under

the influence of all these factors. However the study didn't address the effect of strategic monitoring (among other factors) on the sustainability of community based project. The current study therefore seeks to ascertain the level and direction of the effect of strategic monitoring on project sustainability of youth living with disabilities in Rongai Sub-County.

Research Methodology

Research design

The study used a descriptive research design. This design involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data. Descriptive studies portray the variables by answering who, what, and how questions. According to Mugenda and Mugenda (2003), descriptive design is a process of collecting data in order to answer the questions of the current status of the subject under study. Its advantage is that, it is used extensively to describe behavior, attitude, characteristic and values. The reasons for using the descriptive research design in this study are that it gives the opportunity to use both quantitative. Quantitative data are measures of value or count and are expressed in numbers.

Target Population

Target population refers to all the members of a hypothetical or real group of subjects, objects or individuals to whom a researcher desires to generalize the conclusions of the study (Kothari, 2014). The target population of the study was consisted of all 22 registered youth with disabilities self help groups comprising of 410 members in Rongai sub-county.

Sampling Frame

According to Silverman (2005), the sampling frame should be large to allow the researcher to make inferences of the entire population. The sample frame for this study comprised of 410 youths with disabilities from 22 registered self help groups.

Sample Size and Sampling Technique

A sample is a set of individuals selected from a target population and usually is intended to represent the population of study (Neuman, 2000). Every scientific enterprise tries to find out something that will apply to everything of a certain kind by studying a few examples, the results of which being as we say 'generalizable' (Neuman, 2000). The study purposely selected 20 most established youth living with disability self help groups. The 20 groups were subjected to the Krejcie and Morgan (1990) sample size table to obtain a sample size population of 19 projects. From each of the 19 projects, 7 members were selected from the elected management

committee comprising of chairman, vice-chairman, secretary, vice-secretary, treasurer and 2 members. Further, the study purposively selected 5 officials from youth living with disability offices in Kampi ya Moto, Rongai Sub-County. According to Krejcie (1970), the following model can be used to determine the sample size.

$$n = \frac{\chi^2 Npq}{d^2(N-1) + \chi^2 pq} \dots\dots\dots \text{(Equation 3.1)}$$

Where,

n= desired sample size

N= population proportion (take 0.5)

d= degree of accuracy reflected by the amount of error that can be tolerated in fluctuations of a size about the population and corresponds to the significance level with a standard error of proportion at the corresponding confidence level.

χ^2 = the table of chi-square value for one degree of freedom relative to the desired level of confidence ($\chi^2 = 3.841$ at 95% confidence level)

From the target population a sample size of 19 was selected as shown in the table above. Sub-county officials helped in dropping one, based on level of establishment. From each of the 19 projects a seven member committee was selected, comprising of the following elected members; chairman, vice chairman, secretary, vice secretary and 2 other members. Additionally 5 officers from persons with disabilities offices at Kampi Yamoto were included. Accordingly, the number of respondents was 138 persons with disability and sub-county officers. According to Dickerson and Flanigan (2013) elected (PTO) officials act as trustees (representatives) of a group or managers. The 7 member committee was therefore selected on judgmental basis.

Research Instruments

The study adopted a structured questionnaire to collect primary data from the sampled respondents. Sekaran and Bourgie (2010) emphasized that using questionnaires has three advantages. Firstly, all completed questionnaires can be collected and assembled within a short period of time; a researcher can answer any question from the respondents on the spot which improves respondents’ participation. Thirdly, it is less expensive and time consuming than conducting interviews. Compatibly, questionnaires approach was preferred because it assisted the researcher to collect ample and detailed amount of information in a large area within a short period of time (Orodho, 2003).

Data Collection Procedure

The data was collected from the respondents on a drop and pick later basis. The researcher used an introduction letter (Appendix I) to obtain permission from the department of Social Services at Kampi ya Moto Sub-county offices to collect data from youth living with disability self help group projects. Communication with the respondents was done using English or Kiswahili where applicable. Where the researcher encountered youth with deaf disabilities, a sign language translator was used to ease the communication while in case of the blind, a reader was used.

Pilot Test

It is essential to pilot test any survey to evaluate its content and assess the administration time, Armstrong and Tylor (2014). The purpose of pilot testing was to polish the instrument so that the respondents don't have difficulties in answering the questions. In addition it provides easy recording and analysis of data, thereby assisting in assessing the validity of the instrument and the reliability of the data.

Validity of Instrument

Validity is the degree to which a result obtained from the analysis of the data actually represents the phenomena under study, Greener, (2008). According to Borg and Gall (1989) it is the degree to which a test measures its purpose. The study focused on content validity. This is a measure of the degree to which data collected using a particular instrument concept. All judgment of validity is subjective views based on the assessment of the researcher. Consequently the researcher sought expert opinion in the field of study especially from the university supervisor.

Reliability of Instrument

Reliability is the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept, Orodho (2004). Bolt et al., (2009) posits that reliability is the consistency of measurement, or degree to which an instrument measures the same way each time it is replicated under the same conditions with the same subject(s). To test the reliability of the research instrument, the questionnaires will randomly be administered to a pilot group of 14 respondents at Persons with disabilities networking and development SHG in Nakuru West Sub-County. Furthermore Cronbach's alpha (KR20) reliability coefficient will determine reliability of the research instrument. This is a measure of relative estimate of the relative coefficient of equivalence and is computed using the standardized Cronbach's alpha.

Furthermore Cronbach's alpha (KR20) reliability coefficient will determine reliability of the research instrument. This is a measure of relative estimate of the relative coefficient of equivalence and is computed using the standardized Cronbach's alpha formula.

Data Processing and Analysis

Collected data was cleaned, edited, coded and entered into SPSS version 23 software to generate summaries, patterns and relationship. Further these summaries patterns and relationships was explored, displayed and examined. Data analysis involves reduction of accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques.

Data collected in this study was quantitative in nature. In addition, descriptive and inferential statistics will be used in this study. Descriptive statistics such as percentages, frequencies tables, measures of central tendency (e.g. mean, median and mode), measures of dispersion (e.g. standard deviation and co-efficient of variation) and measures of association (e.g. Pearson's product moment coefficient) was used to describe the characteristics of the target population.

Data was cleaned edited, coded and entered to generate summaries, patterns and relationships. Further, data will be explored displayed and examined using the SPSS software. Multiple regression analysis was used to establish the relationship between the dependent and the independent variables. According to Orodho (2007), regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. Multiple regression analysis was employed to establish the relationship between the dependent and independent variables.

The regression equation was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots \dots \dots \text{(Equation 3.2)}$$

Where;

Y =Sustainability of youth living with disability projects

X₁ represents Information accessibility, X₂ represents Capacity building, X₃ represents Effective reporting, X₄ represents Project appraisal

ε = Error Term

β₀ represents Constant Term

β₁, β₂, β₃ and β₄ = Beta Coefficients

FINDINGS AND DISCUSSION

Response Rate

The study targeted a sample size of 138 respondents out of which 110 filled and returned the questionnaires giving a response rate of 79.7%. 28 questionnaires were not obtained from the respondents, a 20.3% response failure. With a 79.7% response rate, the study had a considerable sample size adequate for the research. According to Barbie (2014), a high response rate is advantageous since it greatly reduces non-response bias as compared to a low response rate.

Pilot Test Results

A pilot study was conducted at Persons with disabilities networking and development SHG Nakuru West in Sub-county. A Sample size of 14 respondents was selected which formed 10% of the study sample as recommended by Mugenda and Mugenda (2003). The response rate was 100%. The questionnaires were coded and Cronbach's Alpha Test was then conducted. All the 5 variables gave Cronbach's Alpha threshold values greater than 0.7 as shown in Table 1. From the study results, the variables had 6, 6, 6, 6 and 6 items with Cronbach Alpha values of 0.715, 0.705, 0.731, 0.714 and 0.722 respectively. Therefore, information accessibility, capacity building, effective reporting, project appraisal and project sustainability all had Cronbach values which were greater than 0.7. According to George and Mallery (2003), Cronbach correlation coefficients greater or equal to 0.7 are acceptable. Field (2005) observes that a Cronbach's $\alpha > 0.7$ implies that the research instrument provides a good measure for research. The results of the pilot test will not be included in the final data analysis of the study.

Table 1: Reliability Test Results

Variable	No. of Items	Cronbach's Alpha Value
Information Accessibility	6	.715
Capacity Building	6	.705
Effective Reporting	6	.731
Project Appraisal	6	.714
Project Sustainability	6	.722

Demographic Profile of the Respondents

The study analyzed the demographic profile of the respondents based on gender distribution, age categories, Duration of service, level of education, and experiences of the respondents with youth groups in Rongai sub-county.

Gender Distribution of the Respondents

From the findings, the females were the majority 60 (54.5%) while 50(45.5%) were male as shown in Table 2.

Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percent (%)
Male	50	45.5
Female	60	54.5
Total	110	100.0

Age Category of the Respondents

From the findings shown in Table 3, majority of the respondents, 40(36.3%) were aged 25-35 years, 34(30.3%) were aged between 18-24 years, and 18 (16.4%) were aged less than 18 years while 18(16.4%) were aged more than 35 years.

Table 3: Age Category of the Respondents

Age Categories	Frequency	Percent (%)
Less than 18 years	18	16.4
18-24 years	34	30.3
25-35 years	40	36.3
More than 35 years	18	16.4
Total	110	100.0

Duration of Service

The findings revealed that majority of the groups 62 (56.4%) had been in service for between 1 and 2 years followed by those which had offered service for between 3 to 7 years 26 (25.5%). Moreover, 12 (10.9%) had been in service for between 8-10 years while 10 (7.2%) of the groups had offered service for over 10 years (Table 4).

Table 4: Duration of Service

Duration in years	Frequency	Percent (%)
1-2 years	62	56.4
3-7 years	26	25.5
8-10 years	12	10.9
More than 10 years	10	7.2
Total	110	100.0

Level of Education

The results in Table 5, majority of the respondents 30 (27.2%) had attained secondary school education, 28 (25.5%) had attained primary education and college education respectively, and 12(10.9%) attained university education while 12(10.9%) had not attained any level of education.

Table 5: Level of Education

Highest Level of Education	Frequency	Percent (%)
University	12	10.9
College	28	25.5
Secondary	30	27.2
Primary	28	25.5
None	12	10.9
Total	110	100.0

Duration in Youth Groups with Disabilities

The findings in Table 6 revealed that majority 38(34.5%) of the respondents had been members of youth groups living with disabilities for between 3-4 years, 36(32.7%) had been members for 5-6 years, 16(14.5%) had been members for less than one year while 18(16.4%) had been members for 1-2 years respectively.

Table 6: Duration in Youth Groups with Disabilities

Duration in Years	Frequency	Percent (%)
Less than 1 year	16	14.5
1-2 years	18	16.4
3-4 years	38	34.5
5-6 years	36	32.7
6 years and above	2	1.9
Total	110	100.0

Descriptive Statistics

Influence of Information Accessibility on Project Sustainability

The first objective of the study sought to establish the influence of information accessibility on project sustainability for youth groups with disabilities. The first statement sought to establish

whether key information about the project was easily accessible. The findings in Table 7 revealed that majority of the participants were strongly in agreement with a mean of 4.655 and standard deviation of 0.700. This finding is congruent to that of UN-Water (2014), that acquiring information can be a challenging task in many situations. On whether the feedback received after monitoring is considered in project decision making, majority of the respondents strongly agreed with a mean score of 4.691 and standard deviation of 0.505.

Table 7: Effect of Information Accessibility on Sustainability

Information accessibility	N	SA	A	N	D	SD	Mean	S.D
Key information about the project is easily accessible	110	69.1%	14.5%	9.1%	5.5%	1.8%	4.655	0.700
Feedback received after monitoring is considered in project decision making.	110	58.2%	27.3%	1.7%	5.5%	7.3%	4.691	0.505
Information regarding project implementation is delivered on time	110	16.4%	54.5%	7.3%	9.1%	2.7%	3.910	0.776
Communication and consultation with stakeholders takes place whenever necessary.	110	47.3%	40.0%	3.6%	3.6%	5.5%	4.418	0.738

Furthermore, the study sought to establish whether information regarding project implementation is delivered on time. The findings revealed that majority of the respondents were in agreement with a mean of 3.910 and standard deviation of 0.776. In addition, the study sought to find out whether communication and consultation with stakeholders took place whenever necessary. Majority of the participants were in agreement in their responses with a mean of 4.418 and standard deviation of 0.738. Partnerships also help new projects to learn from past experiences and reduce duplicative efforts (UN-Water, 2014).

Effect of Capacity Building on Projects Sustainability

The study sought to establish the influence of capacity building on project sustainability as shown in Table 8. The first statement required respondents to respond to whether project managers undergo training programmes. The findings revealed that majority of the respondents were in agreement (mean=4.00, SD=1.262). This finding supports that of Niekerk, Kruger and Lamey (2010), that constant retraining of project members must occur in order to ensure continuity and sustainability of projects.

On whether all the stakeholder were actively engaged throughout the capacity assessment processes, majority of the respondents were in agreement (mean=4.400, SD=0.829). This finding support those of Skinner (2014) that in order to build their structures, systems and skills so that they are better able to achieve objectives and engage in consultation, planning and manage their own community projects .

Table 8: Influence of Capacity Building on Project Sustainability

Statements on Capacity Building	N	Min	Max	Mean	Std. Deviation
Project managers undergoes training programmes	110	1	5	4.000	1.262
All the stakeholder are actively engaged throughout the capacity assessment process	110	1	5	4.400	0.829
Group receives government funding	110	1	5	3.346	1.554
Group receive grants from well-wishers and donors	110	1	5	3.091	1.613
Groups leaders have good managerial skills	110	2	5	4.846	0.662

Further, the study sought to establish whether the groups received government funding, majority of the respondents were impartial in their responses to the statement (mean=3.346, SD=1.554). On whether the groups receive grants from well-wishers and donors, majority of the respondents were impartial in their responses (mean=3.091, SD=1.613). Further on whether the group leaders had good managerial skills, majority were strongly in agreement (mean=4.846, SD=0.662).

Aspects of Capacity Building

The study also sought to assess various aspects of capacity building and how they influence project sustainability. The results in Table 9 shows that majority of the participants strongly agreed that leadership development influences project sustainability (mean=4.673, SD=0.695). Furthermore, majority agreed that technical skills influences project sustainability (mean=3.655, SD=1.336). Similarly, majority of the respondents agreed that organizing skills also influences project sustainability (mean=4.273, SD=0.912). Majority of the respondents further strongly agreed that advocacy skills are critical in achieving project sustainability (mean=4.546, SD=0.765).

Table 9: Aspects of Capacity Building

Aspects of Capacity Building	N	Min	Max	Mean	Std. Deviation
Leadership Development	110	2	5	4.673	0.695
Technical Skills	110	1	5	3.655	1.336
Organizing Skills	110	1	5	4.273	0.912
Advocacy Skills	110	1	5	4.546	0.765

Influence of Effective Reporting on Project Sustainability

The researcher sought to find out the type of record the youth groups kept. The findings illustrated in Table 10 shows that majority of the respondents (58.2%) indicated that baseline plans influence project sustainability. 12.7% indicated that cost budgets, 1.8% indicated that risk management plans, 18.2% indicated quality plans while 9.1% indicated that contract documents influence project sustainability for youth groups with disability in Rongai sub-county.

Table 10: Type of Record Kept

Type of Record Kept	Frequency	Percentage
Base Line Plans	64	58.2
Cost budgets	14	12.7
Risk management Plan	2	1.8
Quality Plan	20	18.2
Contract document	10	9.1
Total	110	100

The study also sought to establish the influence of effective reporting on project sustainability as shown in Table 11. The first statement asked the respondents whether monitoring reports were available. Majority of the respondents were in agreement (mean= 4.363, SD=0.845). The finding is congruent to that of Frigenti (2002) who mentioned that efficient monitoring systems will enable project participants to receive relevant and accurate information in a consistent and timely manner.

Table 11: Influence of Effective Reporting on Project Sustainability

Statements on Effective Reporting	N	Min	Max	Mean	Std. Deviation
Monitoring reports are available	110	2	5	4.363	0.845
Group reports are produced at regular intervals	110	2	5	4.301	0.619
The group has a record management system	110	3	5	4.418	0.658
In case of any alteration of records all the involved parties are consulted	110	2	5	4.454	.812

Also, the study sought to find out whether group reports were produced at regular intervals and majority were in agreement (mean=4.301, SD=0.619). In addition, the study sought to establish whether the groups had a record management system and majority were also in agreement (mean= 4.418, SD=0.658). As well, the study sought to find out whether in case of any alteration of records all the involved parties were consulted. The findings revealed that the majority were strongly in agreement (mean=4.454, SD=0.812). The findings support those of Aitken (2010) that reports should be made in a way which can be understood by non-specialists.

Influence of Project Appraisal on Project Sustainability

The researcher sought to find out the influence of project appraisal on project sustainability. The findings from the analysis presented in Table 12 indicated that the respondents strongly agreed that the groups conducted project appraisal and project valuation before committing resources (mean=4.836, SD=0.672). The respondents further strongly agreed that the groups conducted a market analysis before settling on the cost of project (mean=4.563, SD=0.508).

Table 12: Influence of Project Appraisal on Project Sustainability

Statements on Project Appraisal	N	Min	Max	Mean	Std. Deviation
The group conduct project appraisal project valuation before committing resources	110	2	5	4.836	.673
The group conduct a market analysis before settling on the cost of project	110	2	5	4.563	.508
Specialized services of examining project viability are mandatory for appointed contractors	110	3	5	4.181	.513
The group consider financial capacity most in analyzing project viability	110	1	5	4.254	.670
Project appraisal requires careful and sensitive consideration of the institutional dimension and local conditions.	110	1	5	3.873	1.037

On the same note, the respondents also agreed that specialized services of examining project viability were mandatory for appointed contractors (mean=4.181, SD=0.513). The findings are congruent to those of Madi (2007) who posited that throughout the monitoring process, full account must be taken of the manager's views. The study sought to find out whether groups considered financial capacity most in analyzing project viability and majority were in agreement (mean=4.254, SD=0.670). Moreover, the respondents agreed that project appraisal requires careful and sensitive consideration of the institutional dimension and local conditions (mean=3.873, SD=1.037).

Elements of Project Appraisal

The study further sought to find out the influence of project appraisal elements on project sustainability in Table 13. Majority of the respondents (54.5%) agreed that cost estimates influences project sustainability. Furthermore, 3.7% indicated that procurement process, 27.3% indicated location of the project while 14.5% indicated that technology used influence project sustainability for youth groups with disability in Rongai sub-county.

Table 13: Elements of Project Appraisal

Elements of Project Appraisal	Frequency	Percentage
Cost Estimates	60	54.5
Procurement process	4	3.7
Location of the project	30	27.3
Technology Used	16	14.5
Total	110	100.0

Project Sustainability

The study sought to assess project sustainability for the youth groups with disability in Rongai sub-county as shown in Table 14. The study asked the respondents whether the projects guaranteed equal access to and distribution of project benefits. The findings revealed that majority were in agreement (mean=4.436, SD=0.833). The respondents also agreed that the projects guaranteed acceptable level of financial and economic returns (mean=4.091, SD=0.888).

Table 14: Project Sustainability

Statements on Project Sustainability	N	Min	Max	Mean	Std. Deviation
The project guaranteed equal access to and distribution of project benefits	110	2	5	4.436	.833
The project guaranteed acceptable level of financial and economic return	110	2	5	4.091	.888
The project considered environmental implication to avoid or mitigate negative impact	110	2	5	4.200	.524
The project developed appropriate technology and promoted indigenous knowledge	110	1	5	4.600	.784
The project received necessary institutional support to enable maintain required level of facilities	110	1	5	4.164	.977

The study also sought to find out whether the projects considered environmental implication to avoid or mitigate negative impact and majority of the respondents were in agreement (mean=4.200, SD=0.524). The findings are congruent to those of Admassu et al., (2003) that an important factor for the sustainability of projects is genuine involvement of local people as active participant and equal partners whose concerns and experience are intrinsic to the project success. On the same note, the respondents strongly agreed that the projects developed appropriate technology and promoted indigenous knowledge (mean=4.600, SD=0.784). Similarly, the respondents agreed that the projects received necessary institutional support to enable maintain required level of facilities (mean=4.164, SD=0.977).

Inferential Statistics

Correlation Analysis

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

Correlation between Information Accessibility and Project Sustainability

The study conducted a correlation analysis between information accessibility and project sustainability. From the results in Table 15, the study established that there exists a strong positive and significant relationship ($r = .741$, $P=0.000$) between information accessibility and project sustainability. Given that the level of significance is less than 0.05, the study rejects the

null hypothesis and concludes that information accessibility has a significant influence on project sustainability of youth groups living with disability in Rongai sub-county. Therefore the findings imply that access to information by youth groups with disability plays a big role in the sustainability of their projects. This finding is congruent to those of Harvey and Reed (2014) that the success and sustainability of any project or program largely depends on constant feedback about on-going project activities,

Table 15: Correlation between Information Accessibility and Project Sustainability

		Information Accessibility
Project Sustainability	Pearson Correlation	.741**
	Sig. (2-tailed)	.000
	N	110

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

Correlation between Capacity Building and Project Sustainability

In addition, the study conducted a correlation analysis between capacity building and project sustainability. The coefficient of Correlation ($r=0.719$ and $P=0.023$) illustrated in Table 16 shows that there is a strong positive and significant relationship between capacity building and project sustainability. Further, the significance level ($0.023 < 0.05$) implies that the relationship is statistically significant. Thus, the study rejects the null hypothesis and concludes that capacity building has a significant influence on the project sustainability of youth groups with disability in Rongai sub-county. The findings imply that enhancing capacity building programmes for youth groups with disability improves project sustainability in the long run. These findings are in support of those of Niekerk, Kruger and Lamey (2014) that constant retraining of project members must occur in order to ensure continuity and sustainability.

Table 16: Correlation between Capacity Building and Project Sustainability

		Capacity building
Project Sustainability	Pearson Correlation	.719*
	Sig. (2-tailed)	.023
	N	110

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

Correlation between Effective Reporting and Project Sustainability

The study further sought to establish the nature of the relationship between effective reporting and project sustainability as shown in Table 17. The correlation coefficient ($r=0.697$, $P=0.018$) indicated that there exists a strong, positive and significant relationship between effective reporting and project sustainability. Therefore, based on rule of significance, the study rejects the null hypothesis and concluded that effective reporting has a significant influence on project sustainability for youth groups with disability in Rongai sub-county. The findings support those of Baker (2011) who posited that due to the growing importance of strategic monitoring all-over the world, many projects identify the benefits accrued and are trying to establish it in their operations.

Table 17: Correlation between Effective Reporting and Project Sustainability

		Effective reporting
Project Sustainability	Pearson Correlation	.697*
	Sig. (2-tailed)	.018
	N	110

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

Correlation between Project Appraisal and Project Sustainability

The correlation analysis results shown in Table 18 indicate that there exist a strong, positive and significant relationship ($r=0.704$, $P=0.032$) between project appraisal and project sustainability. Therefore, the study rejects the null hypothesis and concludes that project appraisal significantly influences project sustainability of youth groups with disability in Rongai sub-county. This finding supports Abdulkadir (2014) who posited that in Kenya strategic monitoring systems have not been incorporated in the Government projects control systems.

Table 18: Correlation between project Appraisal and Project Sustainability

		Project Appraisal
Project Sustainability	Pearson Correlation	.704*
	Sig. (2-tailed)	.032
	N	110

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

Regression Analysis

Regression Model Summary

The study conducted a regression analysis to find out the strength of the relationship between independent and dependent variables as shown in Table 19. The regression model summary in Table 19 illustrates the variability of project sustainability of youth groups with disability in Rongai sub-county due to Information Accessibility, Capacity Building, Effective Reporting and Project Appraisal. The findings show that the variability in the project sustainability is 68.7% as explained by the independent variables under this study while 31.3% is the variation due to other factors which have not been covered in this study.

Table 19: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.687	.676	.64723

a. Predictors: (Constant), Information Accessibility, Capacity Building, Effective Reporting and Project Appraisal

b. Dependent Variable: Project Sustainability

The results also imply that in a case in which the study could have been conducted using entire population rather than a sample size, the variation in the results would have been 32.4% different from the current results which is 100-67.6 (adjusted R Square). Thus, the results obtained are 67.6% reliable and can be relied upon to explain the variability in the project sustainability of the youth groups with disability in Rongai sub-county. According to Durey and Lockhart (2014), successful project therefore, often presents significant changes to the ways businesses operate in general.

ANOVA of the Regression Model

In the ANOVA table above, the F statistic is equal to $5.400/0.419 = 12.888$ as illustrated in Table 20. The distribution is $f(3,106)$ and the probability of observing a value greater than or equal to 12.888 is less than 0.000. Moreover, f statistic (3,106) is 2.70 and calculated f value is 12.888. Since the f calculated is greater than f statistic, it infers that the model is statistically significant. Therefore, there is strong evidence that the regression results are statistically significant and the variation in the results is insignificant that cannot result to much difference in case of a change in the study units (population) and therefore the model did fit the data.

Table 20: ANOVA of the Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.200	3	5.400	12.888	.000 ^a
	Residual	44.403	106	.419		
	Total	60.603	109			

a. Predictors: (Constant), Information Accessibility, Capacity Building, Effective Reporting and Project Appraisal

b. Dependent Variable: Project Sustainability

Multiple Regression Coefficients

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

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

Where;

Y represents Sustainability of youth living with disability projects, X_1 represents Information accessibility, X_2 represents Capacity building, and X_3 represents Effective reporting and X_4 represents Project appraisal. β_0 represents Constant which defines the value of project sustainability without the inclusion of predictor variables. From the empirical results in Table 21, the given equation was answered by the values of Unstandardized Coefficients (B) and all of them were statistically significant since their p values (Sig. <0.05) were less than 0.05. The results indicate that all the predictor variables in the study have a positive relationship with project sustainability.

Thus:

$$Y = 1.216 + 0.622X_1 + 0.642X_2 + 0.639X_3 + 0.625X_4$$

The value of project sustainability without the influence of the predictor variables is 1.216. This explains that, at any given time, project sustainability will be 1.216 holding other factors constant at 0. The results also illustrate that, a unit change in information accessibility would result to 0.622 times change in project sustainability, a unit increase in capacity building would result to 0.642 times increase in project sustainability, a unit increase in effective reporting would result to 0.639 times increase in project sustainability while a unit increase in project appraisal would result to 0.625 times increase in project sustainability as given by the coefficients in the model.

Table 21: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.216	.875		1.390	.071
Information Accessibility	.622	.186	.491	3.342	.002
Capacity Building	.642	.176	.573	3.439	.001
Effective Reporting	.639	.262	.478	1.771	.033
Project Appraisal	.625	.196	.452	3.194	.002

Dependent Variable: Project Sustainability

SUMMARY OF THE FINDINGS

Influence of Information Accessibility on Project Sustainability

The assessment of the influence of information accessibility on project sustainability revealed that key information about the projects for youth with disability was easily accessible. The study also revealed that the feedback received after monitoring was considered in project decision making. This therefore meant that project feedback was considered in making decisions during the implementation and monitoring of the projects. Furthermore, the study found out that information regarding project implementation was delivered on time. In addition, the study established that communication and consultation with stakeholders took place whenever necessary. Communication plays a critical role in sharing project feedback and reporting on the project outcomes.

Influence of Capacity Building on Project Sustainability

Moreover, assessment of the influence of capacity building on project sustainability revealed that project managers underwent training programmes. The findings further revealed that all the stakeholder were actively engaged throughout the capacity assessment processes of the projects for youth with disability. On the other hand however, the findings revealed that the participants were impartial on whether groups for youth with disability received government funding. Similarly, the findings on whether the groups received grants from well-wishers and donors revealed that majority of the respondents were impartial. Furthermore, the study established that the group leaders had good managerial skills. The study additionally found that various aspects of capacity building did influence project sustainability for youth with disability.

In this regard, the study ranked various aspects of capacity building in which the majority strongly agreed that leadership development influences project sustainability. Furthermore, majority agreed that technical skills, organizing skills and advocacy skills are critical in achieving project sustainability.

Influence of Effective Reporting on Project Sustainability

Effecting reporting is very important in assessing project sustainability for youth living with disability. The study assessed the type of record the youth groups kept and the findings revealed that baseline plans being one of the key records influences project sustainability. Moreover, the findings revealed that cost budgets, risk management plans, quality plans and contract documents influence project sustainability for youth groups with disability in Rongai sub-county. Further, the findings established that monitoring and evaluation reports were available for assessment. As well, the study established that group reports were produced at regular intervals. On the same note, the study found that the groups had record management systems. Moreover, the study established that in case of any alteration of records, all the involved parties were consulted.

Influence of Project Appraisal on Project Sustainability

The findings on the influence of project appraisal on project sustainability revealed that the groups conducted project appraisal and project valuation before committing resources. The study also established that the groups conducted a market analysis before settling on the cost of project. Besides, the study found out that specialized services of examining project viability were mandatory for appointed contractors. The groups considered financial capacity most in analyzing project viability. Moreover, the findings revealed that project appraisal requires careful and sensitive consideration of the institutional dimension and local conditions. The study further established that project appraisal elements influenced project sustainability. Highest on list were cost estimates followed by procurement process, location of the project and technology adopted.

CONCLUSION

The study concludes that key information about the projects for youth with disability was easily accessible. Similarly, the study concludes that the feedback regarding project monitoring and evaluation was received and considered in decision making. The study further concludes that information on project implementation was delivered on a timely manner. In addition, the study concludes that there was necessary communication and consultation with stakeholders during

project implementation. Moreover, the study concludes that project managers underwent training programmes and all the stakeholders were actively engaged throughout the capacity assessment processes of the projects. The study further concludes that the groups for youth with disability did not receive adequate government funding. Similarly, the study concludes that there was indifference on whether the groups received grants from well-wishers and donors. Furthermore, the study concludes that group leaders had good managerial skills. Also, the study concludes that leadership development, technical skills, organizing skills and advocacy skills influences project sustainability.

On effective reporting, the study concludes that baseline plans influences project sustainability. Moreover, the study concludes that cost budgets, risk management plans, quality plans and contract documents influence project sustainability for youth groups with disability. Further, the study concludes that monitoring reports were available for project assessment. The study further concludes that group reports were produced at regular intervals and the groups had record management systems. Moreover, the study concludes all involved parties were consulted before any alteration of the records. On project appraisal, the study concludes that the groups conducted project appraisal and valuation before committing resources. The study also concludes that the groups conducted a market analysis before settling on the cost of projects. Further, the study concludes that specialized services for examining project viability were mandatory for appointed contractors. Correspondingly, the study concludes that the groups considered financial capacity most when analyzing project viability. Moreover, the study concludes that project appraisal requires careful and sensitive consideration in terms of institutional dimensions and local conditions. Additionally, the study concludes that project appraisal elements including cost estimates, procurement process, location of the project and technology adopted influences project sustainability.

RECOMMENDATIONS

The study recommends that projects implemented for youth living with disability should continue expanding accessibility to key information by beneficiaries and stakeholders. The projects should enhance feedback provision on project monitoring for decision making in a timely manner. Further, the study recommends that communication and consultation among all involved parties should be encouraged at each stage of project implementation. The study also recommends that training for project managers and other stakeholders should be regularly conducted to foster project sustainability. The government should review and fund youth groups with disability adequately. Other donors and well wishers should consider funding youths with disability to enhance their livelihoods. The projects for youth with disabilities should integrate

training programs for group leaders on management skills, leadership development, technical skills, organizing skills and advocacy skills to effectively enhance project sustainability. The study further recommends that project baseline plans should be well documented and followed during project implementation.

Moreover, the study recommends that project records including cost budgets, risk management plans, quality plans and contract documents should be integrated and keenly handled. The monitoring reports should always be made available for project assessment at regular intervals as may be required. In case of any alterations of project records, all the stakeholders should be consulted and involved to avoid derailing project implementation. As well, the study recommends that project appraisal and valuation should often be done before committing resources into projects. Market analysis should also be conducted before settling on the cost of projects. Project viability should be keenly examined before assigning appointed contractors to implement projects. Similarly, youth groups should consider financial capacity determine project viability. The capacity in terms of institutional dimensions and local conditions must also be seriously taken into consideration when assessing project viability. Project viability should also consider cost estimates, procurement process, location of the project and technology because these factors play a critical role in project sustainability.

SCOPE FOR FURTHER STUDIES

- i. The study recommends that further study should be conducted to find out the influence of risk, planning and communication on project sustainability for persons living with disabilities.
- ii. Further study should also be conducted to determine the influence of feedback provision on performance of project monitoring for donor funded projects.
- iii. Moreover, further research should be done to assess the effect of project record management on the performance of projects for people living with disability.
- iv. Further study should be done to determine factors affecting evaluation of projects for people with disability in Nakuru County.

REFERENCES

- Abdulkadir' B. (2014). Factors Influencing Awareness of Community-Based Shorebird Conservation Protects in Australia. *Applied Environmental Education & Communication*, 5(1), 63-72.
- Admassu, M Mengesha, F. & Misganaw, F (2003). Sustainability of Drinking Water Supply Projects in Rural of North Gondar, Ethiopia. *Ethiopian Journal of Health Development* 2003(3); 221-229
- Aitken, D. Saklofske, V. Egan (2010) Personality, well-being, and health correlates of Trait Emotional intelligence Personality and Individual Differences, 38 (2005), 547-55.

- Angus, T. & Mohammed, G. (2014). Corporate linkages and organizational Environment: A test of the resource dependence model. *Strategic management journal*, 11: 419-430.
- Armstrong, M. & Taylor, S. (2014). *Armstrong's Handbook of Human Resource Practice*; 14th Edition, London, Ashford Colour Press Limited.
- Austin, J.R., & Bartunek, J.M. (2006). Theories and practices of organization development, J.V. Gallos (Ed.), *Organization development: A Jossey-Bass reader*, 89-128. San Francisco: Jossey-Bass.
- Baker, T. & Nelson, R. (2005). Fiscal decentralization in Kenya and the growth of Government: The Constituency development fund. De-Kalb Illinois: Northern Illinois University.
- Balintetal, T. (2005). Public participation in environmental decisions: An evaluation framework using social goals. Discussion paper 99-106, Resources of the Future, Washington, DC.
- Bamber, T. & Cheema, L. (1990). General System Theory- A Critical Review. *General system*, 7, 1-20.
- Bertalanffy, L. (1968). Einführung in Spengler's Werk," *Literaturblatt Kölnische Zeitung*.
- Borg, W. R. & Gall, M. D. (1989). *Educational Research: An Introduction* 5th Edition. New York: Longman.
- Brent, S. (2004). The moral obligations of multinational corporations. S. Luper-Foy(Ed), *Problems of international justice*, 97-113. Boulder, CO: Westview Press.
- Brest, P. (2010). Framework on effective rural communication for development. Rome, Italy: Food and Agriculture of the United Nations and the Deutschen Gessellschaft für Technische Zusammenarbeit.
- Brundtland, S.H. (1989). *Our Common Future*. The World Commission on Environment and Development. New York, Oxford University Press.
- Caws, P. (2015). General System Theory: It is past and potential. *Systems Research & Behavioural science*, 32(5), 514-521.
- Carmenado, R. (2012). Participatory Rural Appraisal (PRA): Challenges, potentials And Paradigm. *World Development*, 22, 1437-1454.
- Clark, T. & Taplin, B. (2004). Public participation in wildlife management: What do Stakeholders want?
- Colella, C., & Purcell, K. (2014). Public participation and the environment: Do we know what works? *Environmental science & Technology*, 33, 2685-2692.
- Dickerson, H. & Flaniga, P. (2013). Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation. *International Journal of Project Management*, 21(5), 363-373.
- Duncan, C. (2010). A review of community consultation in the development of a Multi-purpose Service in rural and remote Australia. *Australia Health Review: A Publication of The Australian Hospital Association*, 28(1), 97-104.
- Durey, Y. & Lockhart C. (2014). A review of community consultation in the Development of a Multi-purpose service in rural and remote Australia. *Australian Health*.
- Field, A. (2009). *Discovering Statistics Using SPSS (3rd ed)* London: SAGE Publication Ltd.
- Finch, C., & Franklin, A.L. (2009). Citizen Participation in Budgeting Theory. *Public Administration Review*, 66 (3), 437-477. Education Technology.
- Florin, T. (2006) White Framing of project critical success factors by a systems model *International Journal of Project management*, 24 (2006), 53-65.
- Fringenti, B. (2004). Stakeholder theory and "the corporate objective revisited." *Organizational Science*, 15, 363-369.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn & Bacon.
- Greener, S. (2008). *Business Research Methods*. Copenhagen: Ventus Publishing Aps.

- Grol, T. & Wensing, K. (2014) Watershed councils: An emerging form of public Participation in Natural resource management. *Journal of the American Water Resources Association*, 35 (3), 505-518.
- Hartman, Q. (2010). The Role of community based organizations in rural development (A case Study of selected CBOs in District Swat). *Sarhad J. Agric.* 24 (4), 749-753.
- Harvey, B. & Reed, E. (2014). The impact of Participation on Sustainability: An Analysis of the Malawi Rural Piped Scheme Program. *World Development* 28(5), 929-44.
- Hoque, M.A., E. Okuma, M.N.A. Banu, Y. Nakamura, Y. Shimoishi & Y. Murata. 2007. Exogenous proline mitigates the detrimental effects of salt stress more than exogenous betaine by increasing antioxidant enzyme activities. *J. Plant Physiol.*, 164: 553-561.
- Jackson, B.J. (2004). *Construction Management Jump Start*, Sybex, Incorporated, Alameda, CA, USA.
- Kaplan, A. 2000, 'Capacity building: shifting the paradigms of practice', *Development in Practice*, 10 (3/4), 517-526.
- Kaplan, G. (2010). Award from the Gerontological Society of America (2009), Foundation IPSEN Longevity Prize.
- Kates, B.R.W., Paris, T.M. & Leiser Owitz, A. (2005). What is Sustainable development? Goals, Indicators and Practices *Environment*, 47(3), 8-21.
- Kothari, R. (2014). *Research methodology: Methods and Techniques*. New Delhi: New Age International (P) limited Publishers.
- M.W. Cripps (2006): *Asymmetric Information and Policy Coordination*, in *International Economic Policy Coordination*, Ed's C.Carraro, D.Laussel, M.Salmon, & A.Soubeyran, 242-251, Basil Blackwell Oxford.
- Mrosek, T., Balsillie, D. & Schleifenbaum, P. (2006). Field Testing of a criteria and indicators system for sustainable forest management at the local level. *Forest Policy and Economics*, 8,593-609.
- James (2010). *Designing for Results: Integrating Monitoring and Evaluation in conflict Transformation Programs*, Search for Common Ground.
- Mu'azu, S. & Siti Z. (2012). Improving the existing functions of internal audit at organizational level. *International Journal of Arts*, 6(2), 125-156
- Mugo, R., Saitoh, S., Nihira, A., and Kuroyama, T. 2010. Habitat characteristics of skipjack tuna (*Katsuwonus pelamis*) in the western North Pacific: a remote sensing perspective. *Fisheries Oceanography*, 19: 382–396.
- Karaca F, Alagha O, & Erturk F.(2005). Statistical characterization of atmospheric PM10 and PM2.5 concentrations at a non-impacted suburban site of Istanbul, Turkey. *Chemosphere*. 2005;59:1183–1190.
- Krejcie, R.V. & Morgan, D.W. (1990). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Mackay, J. (2003). Predicting Performance of Design-build and Designbid-build Projects. *Journal of Construction Engineering and management (ASCE)*, 130(1), 10-20.
- Massie, S. (2010). Capacity building in Development Projects. *Procedia – Social and Behavioral Sciences*, 46, 960-967.
- Mbaabu, T. Tran, B. & Bryant, S. (2012). Citizen Participation in City Governance: Experiences from Vietnam. *Public Administration & Development*, 35 (1), 34-45.
- Mbithi, N. & Mutuku, E. (2010). Factors influencing implementation of community Based Projects undertaken by the banking in Kenya. A case of Barclays of Kenya.
- Merin, R. & Carmenado, T (2012) Carmenado Capacity building in development Projects *Procedia – Social and Behavioral Sciences*, 46 (2012), 960-967.
- Merin, V. & Carmenado, E. (2012). Citizen Participation in City Governance: Experiences from Vietnam. *Public Administration & Development*, 35 (1), 34 – 45.

- Merino, G. & Carmenado, .R. (2012). Capacity Building in development projects. *Procedia – Social and Behavioral Sciences*, 46, 960-967.
- Mugenda, G. & Mugenda, O.M (2003). *Research methods; Qualitative and Quantitative Approaches*. Nairobi: Kenya Acts Press.
- Ness, B., Urbel-Piirsalu, E., Anderbag, S., & Olsson, L. (2007) Categorizing tools for Sustainability assessment. *Ecologica Economics*, 60(3), 498-508.
- Neuman, W.L. (1991). *Social Research Methods: Quantitative and Qualitative Approach*, 4th Edition, Boston: A Pearson Education Company.
- Niekerk, Y. Kruger, H. & Lamey L (2014). Influence of Community participation on Successful Implementation of Constituency Development Fund projects in Kenya: Case Study of Mwea Constituency. *International Journal of Education and Research*, 1 (8). 1-12.
- Nyakundi, J. (2013). Influence of Community Knowledge Management towards the Implementation of Community Based projects in Njoro Sub-County. *International Journal of Science and Research (IJSR)*, 3 (11), 23-35.
- Orodho, A. J. (2003). *Essential of Education and Social Sciences Research Method*. Nairobi: Masola publishers.
- Paulinus, T. & Iyenemi E. (2006). Community Consultation and Collection Development Policies in Medium- Sized New Zealand public Libraries. *Libri: International Journal of Libraries & Information Services*, 56 (2), 73-82.
- Potts C. (2012). Participatory evaluation in a community organization: Fostering Stakeholder Empowerment and utilization. *Evaluation and program planning*, 19, 19-93.
- Project Management Body of Knowledge (PMBOK Guide) (2010). Project Management Institute (PMI).
- Project Management Institute (2013). *Getting the Job Done on Time and in Budget*.
- Roger, G. & Tim, K, (2008); Stakeholder participation for environmental Management; A Literature review. *Biological Conservation*, 141, 2471-2431.
- Rousseau, D. (2015). General Systems Theory: Its Present and potential. *Systems Research & Behavioral Science*, 32 (5), 522-533.
- Schieg, M.(2009). The Model of Corporate Social Responsibility in Project Management. *Business: Theory & Practice*, 10, 315-321.
- Sekaran, U & Bourgie. (2010). *Research method of business: a skill building approach(7th edition)*. New York, NY: John Willey & Sons, Inc.
- Sewell, B. (2010). Early ModernisationTheory?The Eisenhower Administration and the Foreign Policy of Development in Brazil. *English Historical Review*, 125(517), 1449-1480.
- Silverman, D. (2005). *Doing Qualitative Research: a Practical Handbook*. Second edition.
- Silvius, A.J.G., Schiper, R. & Nedeski, S. (2013). Sustainability in Project Management; Reality bites, P.M, *World journal*, 2(2)1-14.
- Shintaro, O., Benavent-Climent, A., Navarro, A., & Henseler, J. (2015). Responses When the Earth Trembles, the Impact of Community Awareness Campaigns on Protective Behavior. *Journal of Public & Marketing*, 34 (1), 4-18.
- Skinner, J. (2009). Where every drop counts; tackling rural African water crisis. Geneva: International for Environmental and Development Society & natural Resources, 17, 629-639.
- Strigl M, (2010). *Communication strategy for community development; a case study of the Heifer project-South Africa*.
- Shtub, A. (2015). *Project management simulation with ptb project team builder*, Edition 1. New York: Springer-Verlag LLC.

- Thomas J, Harden A, Oakley A, Oliver S, Sutcliffe K, Rees R, Brunton G, & Kavanagh, J. (2002). Integrating qualitative research with trials in systematic reviews: an example from public health. *British Medical Journal* 328: 1010-1012.
- TANGO International (2008). Sustainability of rural development projects: Best Practices and Lessons learned by IFAD in Asia. The eight in a series of discussions papers produced by the Asia and the Pacific Division, IFAD.
- Tran, H.T, Chuo, L.M. & Nguyen, H.T. (2013). Increasing public Participation Through Awareness Raising Activities: A Case Study in Trao Reef Marine Reserve. Vietnam. *Environment and Natural Resources Research*, 3 (1), 24-36.
- Transparency International (2011). The Kenya Health Sector Integrity study report. Nairobi Kenya.
- Trainer of Trainers. (2013). Monitoring and Evaluation. Project Management Institute.
- Turner, B. (2014) The Importance of Thinking of Disasters as Social Phenomena. *International Civil Defense Journal* 6: 24–25.
- Uitto, J.A. (2004). Multi – country co- operation around shared waters: Role of monitoring and Evaluation. *Global environment change*, 14(1): 5-14.
- UN-Water 2004, The Sanitation Challenge: Turning Commitment into Reality, United Nations Water
- USAID (2013). Disability Policy Paper, Bureau for Policy and Program Coordination U.S. Agency for International Development Washington, D.C. 20523
- World Bank. (2011). World Development Report. Washington, D.C: Oxford Univ. Press.
- World Commission on Environment and Development (WCED) (1987). Report of the World Commission on Environment and Development: Our Common Future (The Bruntland Report). *Median, Conflict and Survival*, 4(1), 1-300.
- World Vision, (2009). Sustaining community based program's. World Vision press: New York.
- Zvoushe, H. & Gideon, Z. (2013). Utilisation of Monitoring and Evaluation Systems by Development Agencies: The Case of the UNDP in Zimbabwe. *American International Journal of Contemporary Research*, 3(3), 70 - 83.