

**UTILIZATION OF NON-GOVERNMENTAL ORGANISATIONS FUNDS
IN PLANNING AND DEVELOPMENT OF PRIMARY SCHOOLS IN
MTITO-ANDEI DIVISION, MAKUENICOUNTY- KENYA**

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ABSTRACT

The study was designed for the purpose of establishing the extent of partnership between primary schools and Non-Governmental Organizations (NGOs) on development agenda and any challenges resulting from the partnership in regard to planning and implementation of school projects. The partnership is based on the support given by NGOs which comes in form of funds and expertise in Mtito-Andei division. The study was a descriptive survey. Systematic sampling was used to select the schools to participate in the study. All the Head teachers of the sampled schools participated as respondents in the study. Stratified sampling by proportional allocation was employed to ensure participation of respondents by gender. Simple random sampling was then used to select 50% of the selected schools' teacher population (excluding Head teachers) to participate in the study as respondents. Questionnaires were used to collect data from the head teachers and teachers who participated in the study. The questionnaire was subjected to a pre-testing process to ensure validity and reliability. The researcher presented the questionnaires to the respondents after seeking and acquiring permission from the management of the institutions where they worked and the respondents answered the questions. The researcher filled in data on a checklist about the observable physical structures in the schools studied. Data collected was analysed using descriptive statistics; frequencies and percentages. The study findings revealed that, schools partnered with NGOs in the project planning stage toward utilization of NGO funds. Utilization of Non-Governmental organization funds in planning and development of primary schools evidenced by different projects with construction of latrines (health and sanitation), construction of water tanks, provision of school uniform, capacity building and in-service training being prominent programs in which respondents indicated partnership. Other areas of school development that did not seemingly attract such kind of partnership included construction of classrooms, provision desks and provision of instructional materials. A positive perception was established from teachers and head teachers as far as time spent and non-interference with systematic school planning and management was concerned, Head teachers however raised issue with parents' ability to sustain the NGO – school partnership through their contribution towards the partnership. Results on physical observable structures indicated that majority of the schools examined did not have most of the structures indicated in the checklist. The researcher recommended the need for school stakeholders to create a favourable partnership environment between them and Non-Governmental organizations. Sustainable parent contribution to NGO/school partnership was recommended by firstly carrying out needs and capability assessment among parents in order to ensure that their contribution emanates from their ability to provide rather than what is allocated to them by development partners. A further study should be carried out on the factors affecting effective partnerships between NGOs and primary schools in facilitating sustainable school development.