

Influence of International Organizations and Donors on Policy Decisions in Basic Education in Public Secondary Schools in Kiambu County, Kenya

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ABSTRACT: International and donors play an important role in shaping key policy decisions regarding provision of basic education in Kenya. However, in many public secondary schools in Kiambu County, while primary school enrollment rates in Kiambu County have risen to 92%, dropout rates remain alarmingly high at 18%. This trend is replicated in secondary schools where enrollment is often high but completion rates are often very low. Thus, the purpose of this study was to examine the influence of international organizations and donors on policy decisions in basic education in public secondary schools in Kiambu County, Kenya. The study was anchored on the public choice theory. The study adopted mixed methodology and concurrent triangulation research design. Target population comprised 227 principals, 3479 teachers, 103 coordinators of international donor agencies and 24 Sub-county Directors of Education (TSC & MoE) totaling 3833 respondents from which 372 respondents was sampled using Yamane's Formula. Stratified sampling was adopted to create 12 strata based on the number of sub-counties in Kiambu County. From each sub-county, two (2) and five (5) coordinators of international donor agencies were selected using purposive sampling. All the Sub-county Directors of Education (TSC & MoE) were purposively considered for the study. However, from each of the sampled secondary schools, 11 teachers were selected using simple random sampling to avoid bias. This sampling procedure realized a sample of 24 principals, 264 teachers, 60 coordinators of international donor agencies and 24 Sub-county Directors of Education (TSC & MoE). Questionnaires were used to collect quantitative data from teachers whereas interview guides were used to collect qualitative data from principals and coordinators of international donor agencies. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using linear regression analysis with the help of Statistical Packages for Social Sciences and presented by using tables. The study found that the number of students enrolled in Form I in public secondary schools has been on the increase since 2017 to 2023 due to the 100.0% transition policy by the government. However, after four years upon enrollment, the number of students who complete their secondary education is low. This has interventions from international organizations and donors who play a key role in funding education programmes aimed at retaining students at school and ensuring that they access quality education. Thus, the study recommends that principals and policymakers should establish collaborative frameworks with international organizations to align their interventions with national education priorities. This can be achieved by creating joint committees that include representatives from schools, local education authorities, and international organizations to ensure that funding, programs, and initiatives directly address key needs such as infrastructure, teacher training, and curriculum development.

KEYWORDS: Public secondary schools, international organizations and donors, policy decisions, basic education, Kiambu County

INTRODUCTION

International organizations and donors have played a pivotal role in shaping educational policies across the globe. These influences manifest through funding, policy recommendations, and advocacy initiatives. For instance, a study carried out in the United States of America by Smith and Jackson (2021) found that international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank have influenced basic education by promoting Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education. According to Smith and Jackson (2021), international organizations such as UNESCO and donors like the Gates Foundation have exercised significant policy influence through grants for curriculum innovation and teacher training programs. For example, the World Bank has partnered with regional education networks to enhance equity in school funding structures (Smith & Johnson, 2022).

Development aid has primarily targeted marginalized communities to improve literacy rates, though resistance often arises due to federalist complexities and ideological differences. This corroborates the assertions of the National Center for Education Statistics (2022), who noted that external funding sources have primarily targeted underserved communities through programs like UNESCO's Global Education Coalition. Finland, renowned for its exceptional education system, has embraced international recommendations from organizations like the Organisation for Economic Co-operation and Development (OECD). The OECD's

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Programme for International Student Assessment (PISA) data has significantly influenced Finnish policies aimed at maintaining equitable access and high-quality education. Between 2020 and 2023, Finland's adherence to global benchmarks demonstrated a 5% improvement in student performance in mathematics and science (OECD, 2023).

In the same token, a study carried out in Canada by John and Martin (2022) established that donor organizations like UNICEF have contributed to indigenous education programs, aiming to bridge disparities. For example, John and Martin (2022) further revealed that UNICEF's partnership with Canadian provinces improved access to basic education for indigenous children by 12%. In India, collaboration with international organizations has been instrumental in addressing educational inequities. The World Bank's funding of the Samagra Shiksha program led to an 8% increase in enrollment in rural areas between 2021 and 2023 (World Bank, 2023). In Russia, the scenario is the same with sporadic collaborations with UNESCO and UNICEF having supported inclusive education for marginalized groups.

For instance, the inclusion of Roma children in basic education rose by 10% from 2020 to 2023 following UNICEF's advocacy campaigns (UNICEF, 2023). In Many countries in Sub-Saharan Africa, there is no exception with international organizations and donors playing a key role in shaping basic education policies. For example, a study carried out in Nigeria by Global Partnership for Education (GPE) (2023) found that, between 2020 and 2023, GPE grants supported teacher training programs, leading to a 15% increase in teacher effectiveness. In Rwanda, partnership with the World Bank and the GPE has been transformative. The Rwanda Basic Education Project (2021-2023) resulted in a 20% increase in school attendance rates and a notable decline in dropout rates (World Bank, 2023). In Uganda, donor interventions have focused on improving girls' education. Between 2021 and 2023, GPE-funded programs increased female enrollment in primary schools by 18% (GPE, 2023).

In Kenya and Kiambu County, situation is not different since the basic education policies have been shaped significantly by international donors. Between 2020 and 2023, numerous studies indicate an increasing alignment of Kenya's national education policies with global agendas such as the United Nations' Sustainable Development Goal 4 (SDG4). The World Bank, through its Global Partnership for Education (GPE), has committed large-scale funding to boost access, equity, and quality in basic education. According to Mwangi and Omondi (2021), such funding often comes with conditions or "policy strings," requiring Kenya to adopt specific frameworks, including Competency-Based Curricula (CBC). In other words, the Competency-Based Curriculum (CBC), rolled out in Kenya between 2017 and 2022, remains a critical area where donor influence is evident. Reports show that the implementation timelines and focus areas have been heavily influenced by donor-supported pilot studies and evaluations. For instance, Nyamweya (2021) illustrates how USAID-backed interventions guided specific policy shifts to accommodate technology in curriculum delivery. These findings underscore the fact that donor-funded initiatives have been instrumental in increasing access to basic education in Kenya.

Reports by Kenya's Ministry of Education (2021) highlight that projects such as "School Meals for All" and UNICEF-supported menstrual hygiene programs have improved retention rates among vulnerable populations. In Kiambu County specifically, new academic centers and enhanced infrastructure, supported by partnerships with international donors, demonstrate tangible benefits in narrowing education gaps. Teacher training and capacity development have also been key focus areas for international support.

According to a study carried out by Otieno (2021), donor-backed workshops improving pedagogy have enhanced teacher performance in Kenya, ensuring readiness for the Competency-Based Curriculum (CBC). In Kiambu, these initiatives have been tailored to address challenges such as overcrowded classrooms and technology readiness, further aligning with local objectives. These findings point to the fact that the role of international organizations and donors in shaping policies with regard to basic education cannot be wished away, with success stories and attendant failures. However, much still needs to be done to interrogate how specific policy interventions and activities undertaken by these organizations influence key decisions in basic education in Kenya, especially in Kiambu County.

STATEMENT OF THE PROBLEM

International and donors play an important role in shaping key policy decisions regarding provision of basic education in Kenya. However, while the involvement of international donors has been increasingly prominent in influencing educational policy decisions across Kenya, including Kiambu County, evidence suggests that basic education in the region faces ongoing challenges. In a study by Ngigi and Waweru (2021), donor contributions accounted for approximately 30% of the funding allocated to education in Kiambu County. However, the report revealed inefficiencies in fund utilization, with only 60% of the resources directed toward meaningful education programs. Furthermore, recent statistics from the Kenya National Bureau of Statistics (KNBS) (2022) indicate that, while primary school enrollment rates in Kiambu County have risen to 92%, dropout rates remain alarmingly high at 18%. This trend is replicated in secondary schools where enrollment is often high but completion rates are often very low. Rural households, in particular, struggle to address hidden costs like uniforms, books, and transportation, which donors' policies often overlook. Thus, there was need to interrogate the extent to which international organizations and their policy initiatives and activities influence key decisions with regard to provision of basic education, hence the study.

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OBJECTIVE OF THE STUDY

The study sought to address the following objectives;

1. To assess the status of access to education in public secondary schools in Kiambu County;
2. To examine how international organizations and donors influence policy decisions with regard to provision of basic education in public secondary schools in Kiambu County.

THEORETICAL FRAMEWORK

The study was guided by the Public Choice Theory, whose proponents were James M. Buchanan and Gordon Tullock in the year 1962 to examine how economic principles and methodologies influence political and social decision-making processes. This theory emphasizes that decisions made by governments or institutions are not always intended to serve the broader public good, but are often shaped by the self-interests of those in power as well as the influence of stakeholders, including international organizations and donors. The principles of Public Choice Theory revolve around the understanding of political actors, such as politicians, bureaucrats, and interest groups, as rational entities driven by incentives. These actors are assumed to make decisions that maximize their utility, whether through political gains, budget allocations, or policy influence. The theory also highlights issues of collective decision-making, such as the provision of public goods, rent-seeking behavior, and challenges related to voter preferences and government inefficiencies.

International organizations and donors have emerged as key influences on policy decisions, particularly in low and middle-income countries, where external funding plays a vital role in development projects like education. Through conditional aid, grants, and loans, these entities often steer basic education initiatives by imposing conditions that align with their own strategic priorities or global standards. These influence mechanisms can range from incentivizing specific educational reforms to implementing accountability measures such as standardized testing or public-private partnerships. In the context of this study, the application of Public Choice Theory helps to critically analyze the interactions between international organizations, donors, and recipient governments in the realm of basic education. While international donors may aim to improve educational outcomes, the theory suggests that their influence may inadvertently lead to policy decisions that prioritize donor interests over the nuanced needs of local populations. Rent-seeking behavior might also occur, where government officials or intermediaries capitalize on education funding for personal or political gain rather than addressing systemic issues.

RESEARCH METHODOLOGY

The study adopted mixed methodology and concurrent triangulation research design. Target population comprised 227 principals, 3479 teachers, 103 coordinators of international donor agencies and 24 Sub-county Directors of Education (TSC & MoE) totaling 3833 respondents from which 372 respondents was sampled using Yamane's Formula. Stratified sampling was adopted to create 12 strata based on the number of sub-counties in Kiambu County.

From each sub-county, two (2) and five (5) coordinators of international donor agencies were selected using purposive sampling. All the Sub-county Directors of Education (TSC & MoE) were purposively considered for the study. However, from each of the sampled secondary schools, 11 teachers were selected using simple random sampling to avoid bias. This sampling procedure realized a sample of 24 principals, 264 teachers, 60 coordinators of international donor agencies and 24 Sub-county Directors of Education (TSC & MoE). Questionnaires were used to collect quantitative data from teachers whereas interview guides were used to collect qualitative data from principals and coordinators of international donor agencies. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using linear regression analysis with the help of Statistical Packages for Social Sciences and presented by using tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objectives. It also outlines the methods of presentation of the study findings and discussions.

Response Rate

In this study, 264 questionnaires were distributed among teachers, but 244 were successfully filled and returned. At the same time, 19 principals, 18 Sub-county Directors of Education (TSC & MoE) and 48 coordinators of international donor agencies were interviewed. These yielded response rates shown in Table 1;

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Table 1: Response Rate

Respondents	Sampled Respondents	Those who Participated	Response Rate (%)
Principals	24	19	79.2
Teachers	264	244	92.4
Sub-county Directors of Education (TSC & MoE)	24	18	75.0
Coordinators of International Donor Agencies	60	48	80.0
Total	372	329	88.4

Source: Field Data (2024)

Table 1 shows that principals registered a response rate of 79.2%, teachers registered 92.4%, 75.0% of the Sub-county Directors of Education (TSC & MoE) took part in the study whereas coordinators of international donor agencies registered a response rate of 80.0%. This yielded an average response rate of 88.4% which, according to Creswell (2018), is appropriate besides being of acceptable levels for generalization of the results to the target population.

Status of Students' Participation in Public Secondary Schools

The study sought to assess the status of students' participation in public secondary schools in Kiambu County. This was measured by taking stock of the number of students (cohorts) who were enrolled between 2017 and 2023, those who completed their secondary education and those who dropped out. The findings are presented in Table 2;

Table 2: Status of Students' Participation in Public Secondary Schools

Academic Year	Status of Students' Participation Rates		
	No. of Students Enrolled in Form I	Number of Students who Complete Form IV	No. of Students who Dropped Out of School
2017	56785	42408(2017-2020 Cohort)	14377(25.3%)
2018	73089	51162(2018-2021 Cohort)	21927(30.0%)
2019	81234	53695(2019-2022 Cohort)	27539(33.9%)
2020	83456	54747(2020-2023 Cohort)	28709(34.4%)
Totals	294564	202012(68.58%)	92552(31.42%)

Source: Field Data (2024)

Table 2 shows that the number of students enrolled in Form I in public secondary schools has been on the increase since 2017 to 2023 due to the 100.0% transition policy by the government. However, after four years upon enrollment, the number of students who complete their secondary education is low. These findings corroborate the findings of a report authored by the Ministry of Education (2023), which estimated that student participation in public secondary schools in Kiambu County hover around 55%, significantly lower than the national average of 75%. In the same token, a report by the Kenya Education Sector Report (2021) highlighted that students' participation rates in public secondary schools in Kiambu County, ranged from 40% to 60%, a stark contrast to urban areas where rates often exceed 80%. These findings underscore the fact that students are enrolled into secondary schools, however, not all progress to completion of their secondary education.

Despite the concerted efforts by the government and other stakeholders such as international organizations and donors in secondary education, the number of students who drop out has been consistently between 20.0-35.0%. This affirms the fact that the noble expectations of education have not been achieved in situations where the students' retention has been low and thus, leads to wastage. In other words, realization of basic education at secondary school level is still a challenge and is, thus, a critical issue confronting education system in most developing countries.

Influence of International Organizations and Donors on Policy Decisions with Regard to Basic Education in Public Secondary Schools in Kiambu County

The study sought to establish how international organizations and donors influence key decisions with regard to realization and access to basic education in public secondary schools. Results are shown in Table 3;

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Table 3: Teachers' Views on the Influence of International Organizations and Donors on Key Decisions on Basic Education in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
International organizations and donors have often influenced introduction and subsequent funding of school feeding programmes for students as a way of keeping them in school	58.6	18.6	4.1	10.5	8.2
International organizations and donors have always shaped quality standards of education by ensuring provision of adequate scholastic materials in public secondary schools	61.8	17.7	4.5	10.9	5.1
International organizations have sometimes provided grants, scholarships, and funding to reduce the financial burden on students and their families, especially in underserved or low-income communities	70.0	10.9	3.2	11.4	4.5
International organizations and donors have often implemented programmes to train teachers and improve their professional skills, ensuring quality education delivery in secondary schools	55.0	5.0	3.6	25.5	10.9
International organizations sometimes advocate for inclusive education policies and work with governments to implement reforms that prioritize access to education for marginalized groups, such as girls, children with disabilities and rural communities	58.2	7.3	5.5	19.1	9.9

Source: Filed Data (2024)

Table 3 reveals that 143(58.6%) of the teachers strongly with the view that international organizations and donors have often influenced introduction and subsequent funding of school feeding programmes for students as a way of keeping them in school with 46(18.6%) in agreement. Only 10(4.1%) were not decided, 26(10.5%) disagreed whereas 20(8.2%) strongly disagreed. During the interviews, principals also stated that international donors have been instrumental in providing funds to support the school feeding programmes as a way of reducing instances of dropout among students. Principal, P1, noted;

In my school, I have had the benefit of receiving donations from World Food Programmes to supplement financial provisions from parents, caregivers and government agencies to support efforts to retain students in school through regular and nutritious lunches These views were supported by the Chairs of school BoM and the Sub-county Directors of Education (TSC & MoE). They also indicated that international organizations and donors have been crucial in the sustainability of school lunch programmes. On their part, the coordinators of the international donor agencies also indicated their desire and mandate is to support learner-related activities and programmes which are meant to enable them access quality education uninterrupted. These findings affirm the fact that international organizations and donors have played a pivotal role in the implementation and sustainability of school feeding programs globally. This corroborates the assertions of World Food Programme (2020) that sustained engagement by global donors like the World Food Programme has ensured that thousands of students in impoverished regions have access to at least one nutritious meal daily. This further aligns with findings by Mwangi, Wanjiku and Otieno (2019), which highlighted an increase in school enrollment attributed to donor-supported school feeding initiatives in Kiambu County. These findings indicate that school feeding, funded by international stakeholders, boosts not just attendance rates but also cognitive development. For Kiambu County, this has been a vital intervention, addressing food insecurity and its intersection with education.

Most, 151(61.8%), of the teachers strongly agreed that international organizations and donors have always shaped quality standards of education by ensuring provision of adequate scholastic materials in public secondary schools whereas 43(17.7%) agreed. However, 11(4.5%) were undecided, 27(10.9%) disagreed whereas 13(5.1%) registered strong disagreement. These views were supported by most of the interviewees who also stated that role of international organizations and donors in the provision of teaching and learning materials cannot be wished away. Principal, P2, stated;

In my school, the donors have been crucial in supplementing the efforts of the government to ensure that curriculum support materials are adequate.

These findings lend credence to the findings of Work Bank (2020) report which noted that, in Kiambu County, donors like the Global Partnership for Education (GPE) and USAID have implemented programs to distribute essential learning materials to underprivileged schools. These efforts reduce disparities and improve access to quality education for marginalized students. Moreover, international non-governmental organizations have partnered with local governments to establish robust quality assurance mechanisms to sustain progress.

These findings affirm the fact that international organizations and donors have played a critical role in shaping the quality of education in public secondary schools. These entities have prioritized the provision of adequate scholastic materials, which significantly enhances the learning experience and academic outcomes. In other words, education quality is closely tied to the

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availability of resources such as textbooks, laboratory equipment, and ICT tools, which are often supplied by global donors. Majority, 171(70.0%), of the teachers strongly agreed that international organizations have sometimes provided grants, scholarships, and funding to reduce the financial burden on students and their families, especially in underserved or low-income communities whereas 27(10.9%) agreed. However, 8(3.2%) were undecided, 28(11.4%) disagreed whereas 11(4.5%) strongly disagreed. During the interviews, the principals, chairs of school BoM and Sub-county Directors of Education also noted that international organizations have often supported needy but bright students to continue with their academic activities.

These findings are consistent with the assertions of UNESCO (2020) which highlights that scholarships provided to students in low-income communities often bridge gaps in access to quality education. Similarly, the United Nations Children's Fund (UNICEF) (2020) also emphasizes the importance of financial assistance in enabling children, especially girls, to remain in school. In the same token, grants have proven particularly impactful in Kiambu County, where poverty levels hinder many families from affording tuition fees and related expenses. The MasterCard Foundation (2021) reported that its scholarship programs for secondary and tertiary education in Kenya have significantly increased enrollment and retention rates. Additionally, organizations like the World Bank have provided funding for infrastructure improvements, creating an environment conducive to learning (World Bank, 2021). These interventions not only reduce immediate financial barriers but also foster long-term socioeconomic benefits by equipping students with skills for better employment opportunities. Nonetheless, there remains a need for sustained and strategic partnerships to maximize the impact of such initiatives in addressing educational disparities.

Slightly more than half, 134(55.0%), of the teachers were in strong agreement with the view that international organizations and donors have often implemented programmes to train teachers and improve their professional skills, ensuring quality education delivery in secondary schools while 13(5.0%) agreed. However, 9(3.6%) were undecided, 63(25.5%) disagreed whereas 27(10.9%) disagreed strongly.

These views were supported by the principals, chairs of school BoM and Sub-county Directors of Education (TSC & MoE) who noted that donors often provide curriculum materials and funding for capacity building and re-training of teachers to improve their pedagogical skills. On further probing, Sub-county Director of Education, SCDE (TSC)1, noted;

Whenever we have a programme to retrain teachers, especially on new teaching models such as those enshrined in CBC, donors have often come in handy to provide funds and the pre-requisite materials.

These findings support the assertions of UNESCO (2021) that international organizations and donors have played a crucial role in improving education systems worldwide by focusing on teacher training programs to enhance professional skills. According to UNESCO (2021), such initiatives have targeted secondary schools, aiming to ensure quality education delivery. In other words, teacher training is integral to fostering pedagogical competencies, enhancing subject mastery, and promoting innovative teaching approaches.

Slightly more than half, 142(58.2%), of the teachers were in strong agreement with the view that international organizations sometimes advocate for inclusive education policies and work with governments to implement reforms that prioritize access to education for marginalized groups, such as girls, children with disabilities and rural communities while 18(7.3%) agreed. However, 14(5.5%) were undecided, 47(19.1%) disagreed whereas 24(9.9%) disagreed strongly. On the qualitative insights, the principals, chairs of school BoM and Sub-county Directors of Education also responded in favour of the view that international organizations and donors have always advocated for realization of Education For All (EFA) at all levels. These findings are consistent with the assertions of inclusive education policies aim to provide equitable access to education for marginalized groups, ensuring no child is left behind. Over the past three years, international organizations have actively partnered with governments to advocate for and implement inclusive education reforms.

These reforms target vulnerable populations, including girls, children with disabilities, and those from rural areas. According to UNICEF (2022), such programmes have played a pivotal role in promoting gender-sensitive education programs. Through community engagement initiatives, UNICEF has empowered girls to pursue education, particularly in patriarchal communities where traditional norms hinder female school attendance (UNICEF, 2022). Similarly, the Global Partnership for Education (GPE) has funded projects to enhance accessibility for children with disabilities, advocating for infrastructural adjustments such as ramps and disability-friendly classrooms (GPE, 2021). These findings indicate that international organizations play a pivotal role in advancing inclusive education policies, advocating for equitable access to education for marginalized groups such as girls, children with disabilities, and rural communities. Through collaborations with governments, these organizations provide technical expertise, funding, and frameworks for reform that prioritize inclusivity. These organizations work to dismantle systemic barriers to education by addressing cultural biases, financial constraints, and infrastructural deficiencies. For example, programs aimed at girls' education tackle issues like early marriage, gender-based violence, and the lack of female role models in education.

Inferential Analysis

To further ascertain the relationship between the influence of international organizations and policy decisions with regard to access to basic education in public secondary schools, data were collected from the principals of the 19 sampled public secondary schools

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on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) international organizations fund school programmes and the number of students in public secondary schools for the last four years (2020-2023). Results are shown in Table 4:

Table 4: Influence of International Organizations on Key Decisions with Regards to Realization of Basic Education in Public Secondary Schools

How Often International Organizations Fund School Programmes	Number of Students in Public Secondary Schools
3	78722
2	76444
4	89689
2	61731
2	64845
1	56411
4	81809
5	90913
3	73378
2	65834
1	57099
3	67894
4	79098
2	49055
2	87456
4	76122
4	98098
2	67569
2	77089

Source: Field Data (2024)

Table 4 shows that, in public secondary schools where donors frequently fund school programmes, the number of students in such schools tend to be higher than those who do not. This implies that frequent funding of school programmes by international organizations significantly boosts student participation in public secondary schools. These funds often improve access to resources such as textbooks, laboratory equipment, and modern technology, creating an engaging learning environment. Additionally, funding supports extracurricular activities, scholarships, and meal programs, addressing barriers like poverty and inequality. When students' needs are met, their motivation and attendance improve, fostering a sense of belonging and commitment to education. The results in Table 4 were subjected to Linear Regression Analysis and the results are shown in Table 5:

Table 5: Relationship between International Organizations and Key Decisions with Regards to Realization of Basic Education in Public Secondary Schools

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
1 (Constant)	61.936		3.004	.007
Frequency of Donor Funding of School Programmes	8.617	.541	2.806	.011

a. Dependent Variable: Number of Students in Public Secondary Schools

Table 5 shows linear regression analysis which generated a linear model of the form; **Number of Students in Public Secondary Schools = 61.936 + 0.541Frequency of Donor Funding of School Programmes**. From the linear regression analysis, the coefficient for number of students in public secondary schools attributed to whether parental income is 0.541. This indicates that for every increase in the number of times international organizations or donors fund school programmes, the number of students in public secondary schools is expected to increase by a factor of 0.541. The value 61.936 indicates that the number of students in public secondary schools does not only rely on funding from international organizations and donors, but on other factors such as students' attitude and principals' management styles among others, which were not part of the investigation. In the same breath,

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from the results in Table 5, the p-value, 0.011 is less than 0.05, that is, a low p-value ($0.011 < 0.05$). These results indicate that there is significant influence of international organizations and donors on key decisions regarding realization of basic education in public secondary schools.

SUMMARY OF FINDINGS AND CONCLUSIONS

From the study findings, it is evident that the number of students enrolled in Form I in public secondary schools has been on the increase since 2017 to 2023 due to the 100.0% transition policy by the government. However, after four years upon enrollment, the number of students who complete their secondary education is low. This has interventions from international organizations and donors who play a key role in funding education programmes aimed at retaining students at school and ensuring that they access quality education.

RECOMMENDATIONS

Based on the findings above, the study recommends that principals and policymakers should establish collaborative frameworks with international organizations to align their interventions with national education priorities. This can be achieved by creating joint committees that include representatives from schools, local education authorities, and international organizations to ensure that funding, programs, and initiatives directly address key needs such as infrastructure, teacher training, and curriculum development.

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