



Kitchen-table UK charities funding
educational projects in sub-Saharan
Africa: issues of sustainability

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I dedicate this work to my parents, Kay and Nigel FitzGerald, who would have been very proud.

ABSTRACT

My research addresses the question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

Kitchen-table charities are managed by volunteers that meet in the home of one of the trustees, usually around the kitchen table. My professional experience as a founder member and Chair of Trustees of a kitchen-table charity, whose mission is to provide secondary education in a remote area of Tanzania, is integral to this research. Despite the contribution of small charities to the funding of education at grass-roots level in sub-Saharan Africa, research into their experiences and challenges appears non-existent.

My study has three objectives: to identify issues that affect the long-term sustainability of kitchen-table charities, to investigate and record ways of building resilience to these issues and to produce an original research information booklet, based on my findings, as a practical tool for practitioners.

I adopted action research as the methodological framework and used grounded theory as my analytical approach to the data. Key findings have been drawn from the generation of sub-categories that I connected to core-categories and include: lack of an exit plan; problems relevant to management at a distance; corruptive practices in-country; no succession plan. Issues of sustainability can be mitigated with increased awareness and thought for the preparedness of problems.

My research has shown that small charities encounter common issues relating to sustainability. I devised a template based on an action research model to assist with problem-solving and forward planning strategies. This template is included in a Research Information Booklet entitled A Practitioner's Handbook (Appendix 1). The booklet contains the findings of my research and has been welcomed by the participants and other interested trustees.

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CHAPTER ONE – RESEARCH BACKGROUND AND OVERVIEW

1.1 Opening Statement

Since 2005, I have been the Chair of Trustees of a kitchen-table charity supporting an educational project in Tanzania. The long-term sustainability of Charity2M (pseudonym) has been of concern and puts the project in-country at risk.

This situation inspired me to investigate:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

1.2 Overview of Chapter One

I start with an explanation of the title which includes my definition of kitchen-table charities and my interpretation of the terms ‘education’ and ‘sustainability’ in the context of my research. I give a brief personal biography and clarify my professional interest in the research. I have adopted Charity2M as a pseudonym for the charity that I co-founded in 2005 and give some information on the issues that Charity2M faced when I began the research. I explain the aim and objectives of the research and outline the methodology and methods that I have chosen to carry out the study. This first chapter includes a section on why I consider my research to be of importance and concludes with an outline of the ensuing chapters.

1.3 An Explanation of the Title

The title of my thesis is: Kitchen-table UK charities funding educational projects in sub-Saharan Africa: issues of sustainability.

I am using ‘kitchen-table’ as a descriptive term for UK-registered charities run by trustees and volunteers. Meetings are characteristically held around a kitchen table in the home of one of the trustees. These small charities tend

to be informal and are often founded on, and driven by, passion and compassion.

Educational projects, funded solely or in part by UK kitchen-table charities, include sponsorship schemes, the construction, maintenance and staffing of buildings for educational purposes and skill training.

Sub-Saharan Africa is defined by the United Nations Development Program as the area of the continent of Africa that lies south of the Sahara desert. Forty-six African countries are partially or fully located in this region and are considered part of sub-Saharan Africa (UNDP, 2016). During the study I narrowed my focus to East Africa and concentrated on the educational landscape in Kenya, Tanzania and Uganda because the majority of participant charities were supporting educational projects in those three countries.

I am using the term 'sustainability' in two ways: the first is in the context of something whose future is not threatened (Santillo, 2007) the second is by adopting the meaning of 'sustainable' which Kafka and Stephenson (2006) define in terms of self-sufficiency. The combination of these definitions can be applied at both organisational and individual levels.

1.4 The Researcher – Who Am I?

In 2003, I embarked on a three-year BSc Hons degree in Anthropology with Education. This was a turning point in my life when, at the age of 50, my family circumstances changed and I decided to immerse myself into the field of higher education. In the second year, I encountered a young British anthropologist who was living amongst an indigenous Maasai community in a remote area of Northern Tanzania.

She explained her determination to set up a secondary school for Maasai young people in this remote region and I grasped the opportunity to join her in Tanzania to undertake fieldwork for my dissertation. I went with an open mind not knowing what to expect. Once there, the elders of the local community stressed their desire for the provision of post-primary schooling.

At that time, all secondary schooling in Tanzania was based on a fee-paying structure and there were few secondary schools in rural areas. The Maasai believe that education is the way out of poverty (Bonini, 2006), but the dream of secondary education for many was unattainable without external funding (Fratkin and Mearns, 2003). It did not take me long to realise that although my fieldwork was the prime reason for my visit to Tanzania, there was much I could do to initiate the funding of the construction of a school and so I pledged to help my contact achieve her ambition.

On my return to the UK from Tanzania I was able to draw on my previous experience of charitable work in the UK and co-founded Charity2M in 2005. Over the years, Charity2M has funded and completed the building of a secondary school in the heart of Maasailand in Northern Tanzania and serves young people mostly from the indigenous Maasai communities where I did my fieldwork. The school is maintained with funds raised largely by the UK charity, but is managed by the local community. There are currently over 200 male and female students enrolled and since its inception, many students have completed secondary education. I try to visit the project at least once a year.

In 2006, I decided to continue my academic pursuits with a Master's degree in Humanitarian Development Practice which gave me the opportunity to embark on further research amongst the Maasai. This deepened my knowledge and understanding of some of the issues concerning the impact of schooling on those people residing in this remote and harsh environment. Poverty in this rural area of Tanzania persists, employment opportunities are few and most Maasai families live at subsistence level (Homewood *et al.*, 2006; Bishop, 2007; Wedgwood, 2007; Raymond, 2014).

I entered into this research with comprehensive knowledge from my own professional practice and a passion for my topic.

1.5 The Problems that Sparked my Research

Although Africa has vast physical and natural resources, it is intangible assets such as knowledge and information that determine wealth creation (Nafukho,

2013). Charity2M was founded on compassion for those unable to afford secondary schooling and a passion for facilitating education as an escape from a poverty trap. The charity is organised and managed by a board of seven trustees who live in various parts of the UK. We give our time voluntarily and hold quarterly meetings round a kitchen table, usually in Oxfordshire.

The survival of the secondary school in 2018 is in question as it may not be sustainable without Charity2M, but a further complication is that Charity2M may be facing an unsustainable future. The problems in-country centre around issues of allegations of corruption and poor leadership. We have been concerned that unless we can resolve the management issues, we may have to withdraw funding. This could put the completion of a secondary education for some students at risk and have negative consequences for their future.

An aging Board of Trustees at Charity2M is another concern due to the lack of a succession plan. This is a situation that is causing concern amongst the trustees. A lack of forward planning generally forces us to adopt a reactive approach. As the Chair of Trustees since its inception, I have a responsibility to help develop a strategy to ensure a sustainable future for the charity which, in this case, will secure secondary schooling in the foreseeable future for some young people from pastoralist communities in this area of Tanzania.

I believe that the input from small organisations that are working on educational projects with individuals at grass roots level, is making a positive impact on future choices for many young people. Funding would likely cease if the factors that affect long-term sustainability are not addressed and that could have a detrimental effect on many individuals who rely on external funding for educational provision. From this mind-set of concern for the future of Charity2M, I wanted to carry out research into the experiences of other similar kitchen-table charities working in sub-Saharan Africa.

1.6 The Aim and Objectives

The aim of the research was to investigate how UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa can

mitigate factors that negatively affect the sustainability of their work. The intention of the study was not to produce a piece of work that would appear negative, but to highlight issues for which positive outcomes could evolve.

The premise of the objectives emanated from the problems encountered by Charity2M which provided the platform from which the study was launched.

The first objective was to identify and explore issues that can affect the sustainability of the charity and/or the funded educational project. I wanted to know whether there was some commonality with the problems faced by Charity2M amongst similar charities.

The second objective was to subsequently record ways of preparing for, and overcoming, these issues. The motivation behind the study might appear to be self-serving, so it is important to me that the research proves to be meaningful and of value to charities apart from Charity2M. I addressed this with my third objective.

The third objective was to incorporate the findings into a practical resource for existing or start-up kitchen-table charities. I realised that input from others would be beneficial in order to ensure that we, at Charity2M, were not the only stakeholders. I therefore consulted with participants and the outcome is a Research Information Booklet which has been published and distributed as a Practitioner's Handbook and is attached (Appendix 1).

1.7 The Participants who took part in the Study

The first step to begin the research involved the identification of a representative sample of up to fifteen charities that mostly met around a kitchen-table and that matched certain criteria. Each charity had to be:

- registered with the UK Charity Commission
- managed by volunteers
- have an income up to £100k per annum
- funding educational projects in sub-Saharan Africa

During the early months of planning my research I talked to others in my social circle about my intentions and found a positive response to my ideas. This network approach led me, via personal contacts, to two trustees who worked in a similar environment. I telephoned these two trustees using the personal connection as a means of introduction and found that both met with my ideas positively and were keen to be involved. I then decided to work the internet and use search engines and specific websites, such as The Small Charities Coalition which proved useful in gathering information on small charities that support education in sub-Saharan Africa.

I decided not to make any contact via individual charity websites, as I wanted to speak to the Chair of Trustees who would have the authority to speak on behalf of the charity. I therefore found personal contact details of trustees, including phone numbers, posted on the web pages of the UK Charity Commission. This information is in the public domain and not subject to data protection restrictions. The numbers of UK charities that provide funds specifically for educational purposes in Africa is significant.

The UK Charity Commission website provides comprehensive information on, and for, all registered UK charities. A total of 180,664 UK charities were registered in November 2015, of which approximately 130,000 operate within an income band of £0-£100k per annum and are therefore considered small. Charities listed as supporting education in Africa number 1,333, but these can only be categorised within an income bracket or region of Africa via an individual search. These charities include both small and very large organisations such as Christian Aid, Oxfam and Save the Children Foundation (Charity Commission, 2016).

As a result of my search and subsequent contact, a total of seventeen trustees agreed to take part. In the end, fifteen trustees became active participants in the data collection process. I have kept them informed with an interim letter (Appendix 12) of the progress of the study, asked for their comments on the draft Research Information Booklet and intend to organise a networking event later in 2018.

1.8 Outline of the Research Methodology and Methods

It seemed fitting for me to adopt a small-scale qualitative methodological approach that fell within the paradigm of action research because:

“action research ... can bring about change on a small scale ... is attractive to practitioners as they can understand, inform and reform their practice” (Basit, 2010, p.23).

The methods for data collection included questionnaires, semi-structured interviews and a workshop forum. By using these three techniques I was able to collect data from participants in three stages. A fellow trustee represented Charity2M at each stage.

The first stage was a short questionnaire that was emailed or posted to a maximum of 15 charities who gave consent to take part in the research. The purpose of this was to extract initial information in order to discover whether the subject of sustainability was an issue for other kitchen-table charities.

The second stage progressed to a semi-structured interview with five charities at a convenient place and time. The interview took no more than two hours and explored relevant points that were raised from the questionnaires.

The third stage involved trustees from four charities participating in a collaborative workshop forum. This occasion allowed for expansion and clarification of issues that had emerged from both the questionnaires and the interviews. At this event, I introduced the idea of the Research Information Booklet, which was welcomed.

I used grounded theory to guide my analysis. I scrutinised the data and grouped the emergent sub-categories to establish the core-categories as follows:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding

➔ **Matters Concerning Finance**

- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools

→ Issues Relevant to Education

- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer

→ Professional Practice of Trustees

- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance

→ Managing from a Distance

- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support

→ Crises and the Unexpected

I used these categories to help me to conduct aspects of my analysis which I have detailed in Chapter Seven. These categories were also the tools which enabled me to build the content of the Research Information Booklet which has been produced as a Practitioner's Handbook.

1.9 The Importance of the Research

Education lies at the core of Africa's development (Nafhuko, 2013; Caprani, 2016; UNDP, 2018), but in sub-Saharan Africa, the number of children out of school has been recorded at 30 million (UNESCO, 2016a). The image below portrays an example of a successful outcome of education funded through a UK sponsor via a kitchen-table charity.



Figure 1.1: Loi's educational journey

Loi comes from a large indigenous Maasai family whose livelihood depended on pastoralism. The problem facing the Maasai is increasing poverty resulting from growing threats to their sources of income. Reduced access to grazing lands has been the main reason that pastoralists have been forced to seek alternative sources of income (Homewood *et al.*, 2009; Sendalo, 2009), but young Maasai without formal education find themselves in the lowest paid, unskilled jobs and many cannot find employment (Bonini, 2006). Some look for entrepreneurial opportunities, but without any education they often fail (Ndemo, 2005).

It will never be known what would have happened to Loi without a sponsor from secondary school to his graduation from university, but he is now in a position to give support to his family. It is from testimonies such as this that weight is added to my belief that charitable funding of education is not wasted and is valued. Until such time that national governments in parts of sub-Saharan Africa can provide adequate educational provision for all, then I maintain that UK kitchen-table charities perform an important role.

1.10 The Structure of the Thesis

In this first chapter I have introduced myself, given my reasons for embarking on the research and provided a brief overview of the study.

In Chapter Two, I offer an account of how I considered my positionality as both practitioner and trustee through the theories of reflection and reflexivity. I introduce the idea of a transitional space between entering an inside, or an outside position, which I have called the 'doorway'.

In Chapter Three, I put the research into context by developing a conceptual framework. I discuss the success or otherwise of the Millennium Development Goals (MDGs) and explain how the current targets of the Sustainable Development Goals (SDGs) are relevant to my research. I describe the educational landscape in Kenya, Tanzania and Uganda and present some of the critical arguments on the rise of private schools in less-developed countries which are important contextual factors. I include a discussion on the theories of neo-colonialism, cultural invasion and capability theory and conclude the chapter with a discussion on donor dependency, sustainability and change.

In Chapter Four, I discuss my rationale for choosing action research as the methodological framework and grounded theory for the analysis of data. I explain how the questionnaires, semi-structured interviews and a workshop forum provided me with a variety of methods to obtain the data. Information on how I planned to design the Research Information Booklet is described in this chapter.

In Chapter Five, I demonstrate in detail how I used grounded theory to generate the sub-categories from which five core-categories were established. I give a clear account of each stage of my analysis.

In Chapter Six, I revisit the data and continue to make sense of it by generating sub-categories and developing the five core-categories that I identified in Chapter Five. This process enabled me to address the first objective of my investigation: to identify and explore issues that can affect the sustainability of the charity or the funded educational project.

In Chapter Seven, I demonstrate how the core-categories and sub-categories were the product of my grounded theory activity that enabled me to address my second objective: to record ways of preparing for and overcoming these

issues. I have done this by using participant input and personal experience from which I have developed a set of suggestions as to how some of the underlying issues might be overcome.

I explain how I have combined a summary of the findings from my analysis with a proposed action research model and presented this as a Research Information Booklet. The development of the Booklet represented an additional application of my theory and has been welcomed by the participant trustees as a Practitioner's Handbook to help improve practice.

In Chapter Eight, I reflect on my study by looking back at the limitations and the obstacles and consider the notions of validity and reliability. I conclude that I have achieved my objectives. I discuss my professional development and look forward to the future as a more professional trustee of a kitchen-table charity funding education in sub-Saharan Africa.

CHAPTER TWO – REFLEXIVITY, REFLECTION AND MY POSITIONALITY

2.1 Introduction

Reflection is a thought process that leads to a growth of understanding. Bolton (2005, p.31) suggests that when communicating one's understanding to others in writing, an effort has to be made to ensure clarity and that forces a researcher to rethink and revise. Charmaz (2014, p.344) defines reflexivity as “the scrutiny of decisions and interpretations through a form of self-investigation”.

Central to action research is a process of reflection in the search for greater understanding of a problem, in order to effect change in practice (Kemmis, 1985). I used action research as my methodological framework to identify and explore issues of sustainability that may arise for small charities that support educational projects in sub-Saharan Africa. At the heart of my study was the aim of finding ways to mitigate these issues. Reflective practice was therefore a key element of my role as an ‘action researcher’ because “a [reflective] practitioner is interested in transforming the situation from what it is to something he/she likes better” (Schön, 1983, p.14).

In the first part of this chapter, I explore my understanding of the concepts of reflexivity and reflection which have underpinned the research process and the narrative of my thesis. In the second part, I explain how I thought through my positionality by situating myself ‘in the doorway’. This was an activity of thought in line with Dewey (1933, p.38) who said that thinking is a process that involves “turning a subject over in the mind and giving it serious and consecutive consideration”.

I have applied a self-conscious awareness to my positionality in the research as both an insider and an outsider, and introduced the idea of ‘the doorway’ as a transitional space between the two positions.

2.2 Part One: Reflexivity and Reflection

Pillow (2003) critically posits that reflexivity is widely accepted as a methodological practice for qualitative research but researchers use reflexivity without defining how they use it. Pillow understands reflexivity as an ongoing self-awareness during the research process which helps to make visible the construction of knowledge (Pillow, 2003, p.178). Reflexive practice is further defined by Bolton (2005) as a strategy of questioning personal attitudes, assumptions and prejudices and of striving to understand the complexity of roles in relation to others. This can only be done by attempting to look at oneself as if from the outside. I expand on this point in part two of this chapter by considering my positionality. A recognition of subjectivity through self-enquiry potentially enables the researcher to address their own bias and prejudice (Robson, 2002, p.173). Reflexivity is, I believe, an activity that is fundamentally self-centred; but through reflexive practice, levels of subjectivity can at least be acknowledged.

Salzman (2002) analyses the term within a social setting and suggests that reflexivity is the examination of one's own thoughts and feelings after and during interaction with one or more persons. Lynch (2000) writes about reflexivity in connection with methodological efforts to root out sources of bias by self-reflection and suggests that reflexivity can reveal bias which once stood unchallenged. During this research, I became aware of a bias within my own beliefs between the value of Indigenous Knowledge and a curriculum steeped in Anglo-American tradition. As a consequence, I was careful not to contest any opposing view but to accept that participants and I viewed phenomena through different lenses.

2.2.1 *Reflection in practice*

I return to Dewey, who stated that:

“... the demand for the solution of a perplexity is the steady and guiding factor in the entire process of reflection ... the nature of the problem fixes the end of thought, and the end controls the process of thinking” (Dewey, 1933, pp.14–15).

I have interpreted this statement in two ways. Firstly, that reflection is used as a starting point to solve a problem, but has an end if the solution is found. Secondly, if the problem remains or further problems ensue, there is a continued need for reflection. Reflection can therefore be the guiding tool to address a problem, but conversely the problem can guide the reflective process. As an example of how this theory manifests in practice, I recount in the next paragraph some of my own professional experience.

I, and my fellow trustees, had spent much time reflecting on and discussing problems that had arisen in-country. These problems were concerned with our suspicions of malpractice at management level at the project and included financial discrepancies and inadequate leadership. It was decided that I, and another trustee, would visit the project to investigate, get to the root causes and find a way to resolve the problems. Solutions were not found and by peeling back the layers we discovered other problems which included low staff morale, little evidence of accounting procedures and absent leaders. We returned to the trustee meetings in the UK and, in line with Carr and Kemmis (1986), reflected on courses of action which could aid our understanding of the situation and lead to some solutions. The Board of Trustees decided to consider each problem and to utilise the model in the Research Information Booklet (Appendix 1) as a problem-solving tool. A circle of action-in-practice and action-on-practice initiated through reflective enquiry is a continuing process for the trustees at Charity2M.

2.2.2 The concepts of reflection-in-action and reflection-on-action

Reflection on the nature and cause of a problem in order to discover new ways of both acknowledging responses as well as understanding and implementing solutions, is an art. Schön (1983) refers to this process as reflection-in-action. Retrospective reflection occurred after each stage of my research and was an important process for the planning of the next step. Reflecting on my actions enabled me, in my role as both researcher and practitioner, to revisit previous actions and consider them through deliberate and critical self-examination. As a result of reflection, new actions arose and were implemented. The term 'lessons learned' came to mind which I chose

to view positively as 'to be built on', rather than negatively as 'not to be repeated'.

Reflective practice can be viewed as a strategy for researchers and practitioners to learn and develop through the examination of what happened on any occasion (Bolton, 2005). It is a process that involves reviewing or reliving an experience to bring it into focus by looking back (Hellawell, 2006). During my collection of data, I assumed that participants gave reflective thought to their written responses in the questionnaires. I give an example of a trustee who, in answer to a question asking if her charity was concerned about sustainability, included her reflection on incidents of deceit at the project in-country. In her answer, the trustee writes "*... we were too innocent to ever think this would happen*". The trustee had looked back and provided details on how the charity had been forced to change direction to safeguard its future. There is an indication in her response that she recounted the incident and reflected on what she had learned.

Reflective practice was energised by dialogue as I entered into conversations about practice problems with the participants during the interviews. At the workshop forum, data was forthcoming through collaborative reflection. The participants shared examples of issues relating to sustainability they have faced, are facing and perhaps will face in the future. Through reflective conversations with my supervisors on how I had approached each phase of my research, I developed theoretical knowledge and achieved a better understanding of the research procedure. Reflection-on-action not only gave me a greater understanding of myself in action during the research, but also a better understanding of my actions within the charity.

Schön (1983, p.68) described reflection-in-action as reflecting on an activity whilst it can still impact on the current situation, rather than reflecting after the event on how things might be done better in the future. It is contemporaneous reflection which enables the practitioner to make and examine changes that occur during professional action. Reflection-in-action is a cognitive process involving awareness and thought whilst carrying out actions. In this way the practitioner can decide what works best at that time for that situation (Bolton,

2005). Decisions are taken on the spot by the practitioner to change a situation and are done impulsively and automatically. These decisions are based on internalised or intrinsic knowledge and this 'knowing-in-action' refers to the spontaneous process involved in, for example, how to handle an awkward pause during an interview or a group meeting. This concept resonated with me as I found myself thinking on my feet during the interviews and the workshop forum.

The two theories of reflection-in-action and reflection-on-action permitted me to take a good look at how I progressed with my research and how I could make improvements and adjustments along the way. This has not been an exhaustive process and I am sure there are many improvements that have been overlooked. By consciously thinking about the reflective process in my professional life, I could see things more clearly and approach the continual in-country problems with a renewed determination to resolve the issues.

To summarise my definitions of reflection and reflexivity: I see reflection as a concept to look back, evaluate and learn from actions. This reflection can be in-action which is spontaneous and on-action which is after the event. Reflexivity is a self-centred thought process in abstract terms which involves a self-scrutiny on the part of the researcher.

These definitions are encompassed by Kemmis who describes the process of reflection as looking:

“...inward at our thoughts and thought process and outward at the situation in which we find ourselves; when we consider the interaction of the internal and external, our reflection orients us for further thought and action” (Kemmis, 1985 p.141).

In the next part of this chapter, I have chosen to explore the inward and outward relationship in the context of my roles as an insider and outsider researcher.

2.3 Part Two: Understanding the Insider and Outsider – A Theoretical Standpoint

Much of the 'insider-outsider' literature has tended to focus on how researchers view themselves in qualitative research in the context of observation, ethnography and field research (Dwyer and Buckle, 2009). However, action research requires comprehensive pre-understanding of the practice that is being researched and embraces an investigation into experiences within that practice (McNiff, 2013).

Insider research undertaken by practitioners often means enquiring about one's own work organisation, but it is not a necessary condition. Rather, an insider researcher may be described as an individual who possesses intimate knowledge of "the community and its members" (Hellowell, 2006 p.483). The word 'community' has wider implications than one organisation and in-depth professional knowledge does not necessarily mean being employed by a particular organisation. I included myself in this explanation as I am a member of the small charity community, but I have not conducted my research entirely from within any particular charity.

Although I came to the research with previous knowledge and practical experience and did not have to fully orientate myself with the research participants or the environment in which the study took place, I appreciated that my knowledge was limited and that each charity had similarities and differences. Dwyer and Buckle made this point by proposing that:

"...holding membership in a group does not denote complete sameness within that group. Likewise, not being a member of a group does not denote complete difference"
(Dwyer and Buckle, 2009 p.60).

My study exemplifies the concept of insider researcher in that I held prior knowledge and understanding of areas that I wished to investigate. Once I had found similar charities that met my criteria and obtained the contact details, access to the participants was straightforward. The benefit of being a fellow trustee was one of acceptance and at the starting point, one of 'being

an equal partner' (Denscombe, 2014, p.127). This automatically established a level of trust and openness and gave me access to participants who might otherwise have been less welcoming to an outsider. In this way, I did not have to confront a gate keeper which can be an obstacle for researchers who are from the 'outside' (Chavez, 2008).

Dwyer and Buckle (2009) propose that the status of an insider frequently affords the researcher complete acceptance by their participants who are typically more open. This openness produces greater depth to the data gathered. Participants were possibly more willing to share their experiences with me because there was an assumption of understanding and shared experience. Although this shared status was very beneficial and provided common ground from which to begin the research, there was potential for hindrance. It was possible that participating trustees made assumptions that some information was already obvious to me and therefore not worth mentioning.

Sometimes I shared experiences, opinions, and perspectives with my participants, and at other times I did not. Chavez (2008) points out that the influence of the researcher's own beliefs and perceptions can enhance a biased representation. By making conscious decisions about what information to share and by admitting this to myself, it could be possible that participants may not have been entirely full and frank in their responses to me. It was also possible that my interaction with participants could have been shaped and guided too much by my own experience.

2.3.1 Notions of subjectivity and objectivity

Greene (2014) suggests that insider research forces the researcher to examine the relationship between subjectivity and objectivity and questions whether the researcher as an 'insider' can ever be truly objective. I have recognised the importance of considering this point in Chapter Four and have demonstrated an awareness of my subjectivity that could have influenced the findings of my study.

The important role played by the 'outsider within the research' (Hellawell, 2006) included my supervisors, colleagues and critical friends. These relationships were effectively outside of my actions, but became inside inasmuch as I allowed their opinions to influence and refine my work. These 'outsiders' were fundamental to how I progressed with and evaluated my research, but during these interactions with others, my position remained firmly on the inside of my research. Positionality clarifies the personal experiences that have shaped a research inquiry and makes the relationship between the researcher and the participants transparent (Greene, 2014).

Chavez (2008, p.491) notes that outsider researchers traditionally start with getting to know the field, whereas insider researchers need to start by getting into their own heads. They need to recognise the ways in which they are like and unlike their participants and to know which of their social identities may give advantage to or complicate the process. Not all populations are homogeneous, so I expected differences (Dwyer and Buckle, 2009).

As a researcher from the small charity sector and a fellow trustee, I was familiar with the *modus operandi* of kitchen-table charities and although each charity managed their affairs in different ways, the ethos was similar. However, a criticism of insider research is that 'member knowledge' brings too much subjectivity to the research and this may narrow the objectivity of the analysis and limit expansions of patterns and themes (Denscombe, 2014). Being a member of the group does not unduly influence the process in a negative way. Detailed reflection on the subjective research process, with a close awareness of personal biases and perspectives, may reduce the potential concerns associated with insider membership (Greene, 2014).

The inherent subjectivity in terms of bias that an insider brings to research challenges the positivist stance that research should aim to be objective. However, Denscombe (2014) points out that no research is ever free from the influence of those who conduct it. One advantage of an outsider is given by Hellawell (2006) who suggests that the researcher, who is not familiar with the people or the setting in which the research is situated, has the scope to stand back and take a more objective view. I could liken this to the outsider

being able to 'see the wood from the trees'. However, an outsider may not have empathy with the participants or a full understanding of the subject of the research. The outsider may be better placed to see things that the insider may not notice of due to the normality of the phenomena. Chavez (2008) suggests that insiders must endeavour to adopt a detachment from the field and by doing this manage both positions.

2.3.2 Positioning myself in the doorway

The literature related to researcher positioning suggests that it is important to consider how participants view the researcher in the field and the different elements that influence the relations between researcher and participants. However, despite the influence of theoretical and cultural viewpoints, Greene (2014) says that researchers often neglect to address their position in their research. Furthermore, papers which focus on the task of conducting insider research are often limited to autoethnographies and participatory research accounts.

The motivation to embark on my investigation came from my role as a trustee of a charity that had become embroiled in some complex issues concerning sustainability. From this perspective of self-interest, I designed this study which would involve the participation of other trustees working in similar charities. Qualitative researchers are centrally placed and essential to all aspects of the research process and Denscombe (2014, p.301) recommends that "to ignore the role of the researcher's self in qualitative research would be ill-advised". Bearing this in mind I wanted to establish my positionality.

As the researcher, I considered myself to be an outsider, but as a fellow trustee and member of the kitchen-table charity community, I viewed myself as an insider. I was one of them as a 'club member', but not one of them as 'the researcher'. Throughout the study I was managing the apparent duality of these positions by placing myself in a metaphoric doorway at certain times. Being in the doorway meant that I could decide at any point the most appropriate place to position myself; on the inside or on the outside.



Figure 2.1: Positioning myself as an insider or outsider

2.3.3 In the doorway

Placing myself in this doorway was sometimes conscious sometimes unconscious, and it enabled me to take a step back and reflect on-action or indeed, in-action. In other words, by taking that mid-position, I was neither an insider nor an outsider and I could take a view on the appropriateness of these insider/outsider roles at any point. I considered the trustees who took part in my research to be at the core of the study, so one can argue that these participants came in from the outside and joined me on the inside. They moved inside by demonstrating a growing interest in my topic and wanting to be actively involved at every stage.

The intimacy of sharing the lived-experiences at interview and at the workshop forum, brought me closer to the participants and carried me further into the realms of an 'insider'. Insider positionality refers to "the aspects of an insider researcher's self or identity which is aligned or shared with participants" (Chavez, 2008, p.475). In the back of my mind I knew I was always 'the researcher' and felt compelled on occasions to redress this by withdrawing mentally to the outside.

I have reflected on two specific examples of how and when I adopted this strategy. Firstly, during the introductory phone calls with the initial sample of participants, I passed through this invisible doorway many times. I introduced myself as a fellow-trustee of a similar charity which placed me on the inside and the dialogue was instantly friendly. I explained that I was a doctoral student which placed me as an outsider, but also gave a serious reason for the conversation. Throughout the phone calls, I judged when to be the trustee and when to be the researcher and moved between positions as a means to attract enough interest in my topic to obtain a verbal agreement to participate in the research.

Secondly, if I found the conversation at an interview losing relevance to the subject of sustainability and drifting into a friendly chat as fellow trustees, I had to politely bring the dialogue back into focus. I moved myself consciously through the doorway back to the outside to resume my role as the researcher and create some distance. This action did not stifle the information from the participant, but meant that I was mindful of both roles of researcher and practitioner. It became easier for me to be aware of this mental doorway position as the study progressed.

2.3.4 *The ‘inbetweener’ and ‘on the hyphen’*

I suggest that being in the doorway is a transitional position for the researcher which is similar, but not the same as the ‘inbetweener researcher’ suggested by Milligan (2016, p.248), when referring to her research within secondary schools in Kenya. The concept of an ‘inbetweener’ is being neither entirely an insider nor an outsider. Milligan argues that the term ‘inbetweener’ recognises that the researcher can make active attempts to place themselves in an in-between position when the boundaries between the ‘researcher’ and the ‘researched’ become less distinct. Milligan argues that she became a ‘knowledgeable outsider’ during her fieldwork in Kenya and subsequently an ‘inbetweener’ and that this middle position can be adopted by the researcher when a participatory approach is employed. The position of an ‘inbetweener’ becomes an identity. Being in the doorway, for me, was not an identity. It was a transitionary position.

Dwyer and Buckle (2009) discuss this notion of a space between the dual roles of insider and outsider status and maintain that researchers can only ever occupy the space between. They suggest that to portray these roles in binary terms is simplistic and that a researcher cannot be completely an insider or an outsider. I disagree; for me the doorway was a position from which I could move from the inside to the outside and vice versa and not a position in which to linger. The doorway was not an identity or a label, but it did mean that I could look at myself from both perspectives of the insider and the outsider and choose which role to adopt to suit the situation. I also believe that I retained a degree of professionalism as a researcher by consciously being self-aware of the positions.

Humphrey (2007) undertook a study on minority groups in trade unions and stumbled across ethico-political dilemmas at every stage. She talked of the confusion arising from the multiple positions established by what she calls the 'insider-outsider continuum' and the effects of being on the 'hyphen'. Humphrey explains that she tottered on the tightrope of this insider-outsider hyphen, torn between the views and values of academics and activists on either side of her and suggests that perils for the insider-outsider can result in a loss of 'self' (2007, p.16). Humphrey advocates a cultivation of the art of crossing over between these two positions. The hyphen placed her between being an insider and an outsider, but it seemed that the hyphen was a refuge and a place to which she could retreat when the researcher and practitioner roles became hazardous and here she could regain her sense of self. The idea of a conflict between the insider and outsider positions is apparent in this example.

On reflection, I now realise that in my private life I often automatically and effortlessly move between doorways especially in my relationship with my grown-up children. I move from mother to friend to mother and in some instances realise that I seem to take the role of the child. In my professional life it is sometimes appropriate to take a leadership role amongst colleagues who are also close friends. The transitionary position between doorways has become a metaphor that in practice is proving useful.

2.4 Summary

In this chapter, I have argued that the concepts of reflection and reflexivity have been significant throughout my research. I have considered the two concepts of reflection proposed by Schön (1983) namely reflection-on-action and reflection-in-action. I have demonstrated how I applied these two theories to my study and charitable practice by looking at previous actions in both settings.

To be reflexive is to pay close attention to one's own actions and their effect upon others and the reflexive thinker has to stand back from their own beliefs and values and try to create a separateness in order look at their thoughts as if from the outside (Bolton, 2005). I have demonstrated how I have done this by placing myself in the doorway between the inside and the outside. I think there was much to be gained from being close to my study, inside the doorway, but there was also much to be gained from distancing myself and taking a perspective from outside the doorway.

Being an insider or an outsider can be seen as a balancing act for the researcher. Tottering on the hyphen, being the inbetweener or standing in the doorway, demonstrate that researchers view themselves differently. Hellawell (2006, p.487) advocated that "ideally the researcher should be both inside and outside the perceptions of the researched". The roles I took were also determined by the reactions of others who were involved in the research project. I entered the research as a professional and the participants were professionals of an equal status. I have shown that I recognised my positions of both an insider and an outsider and explained how I have differentiated the two roles by consciously, or subconsciously, passing through a doorway.

During the meeting at the Board of Trustees, I have since made conscious decisions to adopt the strategy of stepping back, standing in a metaphorical doorway and reflecting on what decisions have to be made. Reflection, in this instance I believe, can be a stepping-stone to action.

In the following chapter, I put my research into context by developing a conceptual framework.

CHAPTER THREE – CONCEPTUAL FRAMEWORK

3.1 Introduction

In this chapter, I use the term conceptual framework to explain the theoretical and contextual background in which my research is situated. A conceptual framework explains what is out there, what is going on and why. It explains factors and concepts relevant to the study and the presumed relationships between them (Miles and Huberman, 1984; Robson, 2002). My research was directed toward the specific question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

The complexity of this question became apparent as I started to develop my understanding of the theoretical context in which my topic was situated. I needed to decide where to direct my attention: sub-Saharan Africa is an immense area containing many cultural differences and aspects of education encompass many topics. The importance of defining the focus and deciding how wide to cast the net, is emphasised by Randolph (2009) and Denscombe (2014).

I used Google Scholar, the university library catalogue and internet searches to access relevant literature. I also ‘snowballed’ my search by following up key references from articles and papers. Randolph (2009) suggests that in addition to qualitative research papers, non-research reports such as newspaper articles and records of meetings can be included in the review and should not be regarded as having less value than qualitative research papers. Hart (2005, p.25) suggests that “there is no such thing as a perfect review” and that, irrespective of the topic, reviews are written from the perspective or standpoint of the author.

I constructed a mind map to help me acquire meaningful knowledge and used it as a way of organising my ideas. Hart (2005, p.143) refers to this as “mapping ideas” that can be produced in many forms and individual styles.

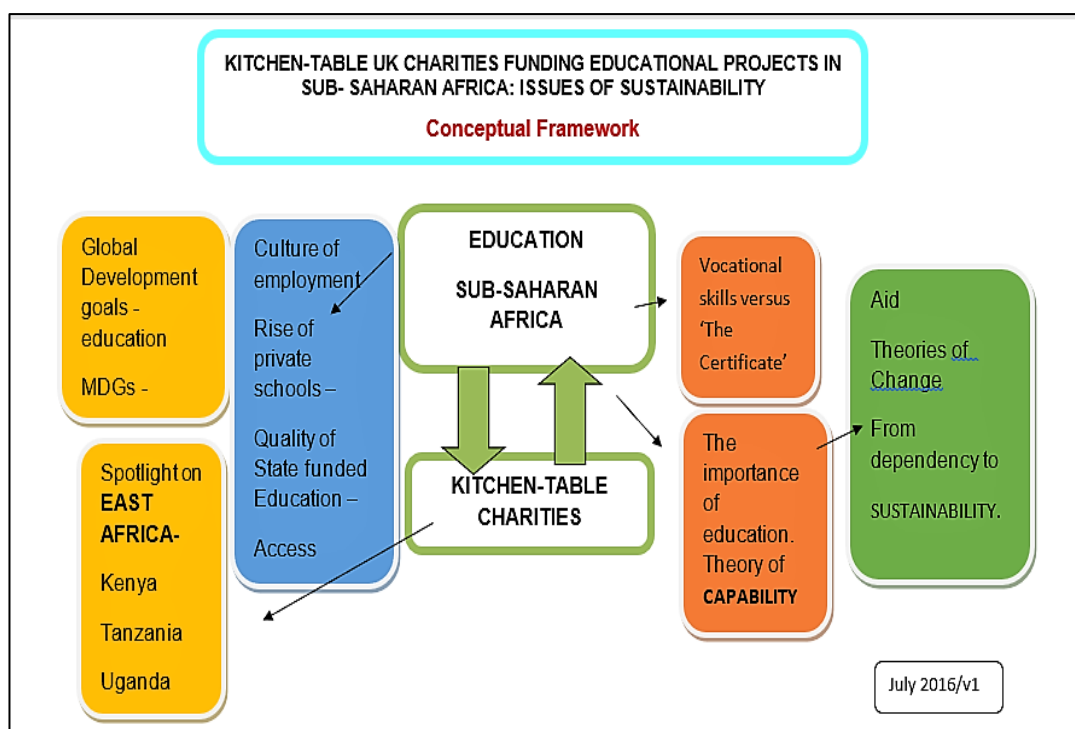


Figure 3.1: Mind-map for Conceptual Framework

The mind map helped me to keep focused and to structure the writing of the conceptual framework in a clear and logical manner.

This chapter is divided into four sections under the following headings:

- Education - the Global Perspective
- Educational Context in East Africa - Kenya, Tanzania and Uganda
- Neo-Colonialism, Cultural Invasion and Capability Theory
- Donor Dependency, Sustainability and Change

3.2 Education - the Global Perspective

In 2000, the importance of education for both economic and personal development was endorsed by world leaders with the sanction of eight Millennium Development Goals (MDGs) (UNDP, 2018). At the forefront of this initiative was the objective to achieve Education for All (EFA) whereby every individual worldwide would have free access to education starting with Universal Primary Education (UPE) (UNESCO, 2017). The MDGs drew to a close in 2015 and the subsequent Sustainable Development Goals (SDGs)

were devised and agreed in 2016 in order to continue with a global focus on measures to reduce poverty and improve the well-being of populations living in less-developed countries. The SDGs are current until 2030 (United Nations, 2015).

I have taken a view on the success or otherwise of the Millennium Development Goals and the expectations of the Sustainable Development Goals. These overarching global initiatives provide a broad landscape in which my research is positioned and demonstrate the resolve by the international community to alleviate poverty by improving socio-economic standards in less-developed countries. I have concentrated on the efforts of these initiatives in relation to education and have drawn on information from academic publications and reports posted online by global organisations. My online searches revealed that global agencies frequently update their information and as a consequence it was sometimes problematic to revisit a particular page.

3.2.1 The Millennium Development Goals (MDGs): 2000-2015

The eight goals were wide reaching and concentrated on halving poverty and improving the welfare of the world's poorest by 2015 (UNDP, 2018).

Goal 1	Eradicate extreme poverty and hunger
Goal 2	Achieve universal primary education (UPE)
Goal 3	Promote gender equality and empower women
Goal 4	Reduce child mortality
Goal 5	Improve maternal health
Goal 6	Combat HIV/AIDS, malaria and other diseases
Goal 7	Ensure environmental sustainability
Goal 8	Develop a Global Partnership for Development

Figure 3.2: The Eight Millennium Development Goals

Goal 2 of the MDGs included an agenda for Education for All (EFA) whereby every individual worldwide would have free access to education starting with Universal Primary Education. At the World Education Forum, it was recorded in the Final Report that:

“The concept of ‘inclusive education’ has emerged in response to a growing consensus that all children have the right to a common education in their locality regardless of their background, attainment or disability” (UNESCO, 2000, p.18).

The educational aspect of the MDGs was viewed as instrumental in the alleviation of poverty in less-developed countries and focused on the growth of human capital through the programme of Education for All (UNESCO, 2011; Dixon, 2013).

Equal status and importance were applied to all of these goals at their inception, but the achievement of universal primary education (MDG2) was considered instrumental to the success of other targets (Jekayinfa, 2012). Access to safe drinking water, adequate nutrition and basic sanitation are considered essential if people are to be healthy enough to complete their schooling and subsequently gain employment. Improved health education reduces infant and maternal mortality and helps combat sexually transmitted diseases. (UNDP, 2018). The guarantee of access to education and equal opportunities for women was considered essential as women play a key role in the human development of a nation (Unterhalter, 2005; UNESCO, 2014; UNICEF, 2015; DFID, 2018b).

3.2.2 How has the success or otherwise of Education for All and the Millennium Development Goals been reported?

The Global Monitoring Report (GMR) for 2013 reported that the goals of cutting extreme income poverty by half, the increase in the proportion of people with access to clean water, and progress on the elimination of gender disparity in both primary and secondary education, had been accomplished by 2010 (World Bank, 2013). Similarly, it was noted by the International

Monetary Fund that clear progress had been made regarding the increase in access to primary education between 2000 and 2012 (IMF, 2015). Despite this notable achievement, the progress made has not been equitable as it is the most disadvantaged children who are still left behind (UNESCO, 2015a). Similar findings have been documented by other researchers (Ainscow and Miles, 2008; Vandemoortele, 2009; Milligan, 2014).

While access to education expanded considerably at the beginning of the 2000s, a publication entitled 'Out of School Children Data Release 2015' showed that a total of 65 million children and young adolescents around the world were not attending primary or secondary school. In sub-Saharan Africa, the number of children out of school was recorded at 30 million with almost no change in participation or gender parity since 2000 (UNESCO, 2015). Lewin (2011) suggests that simple definitions of enrolment registration need to be accompanied by a broader vision which includes entry and progression at an appropriate age, regular attendance, satisfactory achievement and appropriate chances to progress to post-primary. Unterhalter (2017) goes further with this point saying that the MDGs had focused on access and completion of primary education and gender parity, but had ignored what was actually learned in school.

Mundy (2006, p.45) suggests that despite various judgements, universal public access to free primary education has progressed and maintains global status. Fifty-three countries were aiming for universal primary education by 2015, but it has been predicted that it will be closer to 2050 before this target is eventually achieved (Easterly, 2009; Dixon, 2013). The International Monetary Fund (IMF) recorded that despite the delays in the design and implementation of policy and relatively low starting points in sub-Saharan Africa, significant progress had been made in absolute terms (IMF, 2015, p.3). However, the MDGs were reported as unfair because sub-Saharan Africa had the greatest progress to make in order to achieve the targets (Easterly, 2009; Vandemoortele and Delamonica, 2010).

When the MDGs drew to a close at the end of 2015, world leaders called for a new, broader agenda to improve the lives of individuals and to protect the

planet for future generations. In a report entitled *Time for Global Action* (UNDP, 2016) it was recorded that the United Nations was working with civil society, governments and other partners to build on the momentum generated by the MDGs and to embark on an ambitious post-2015 development agenda.

3.2.3 The Sustainable Development Goals (SDGs): 2015-2030

On 1 January 2016, the world officially began implementation of the 2030 Agenda for Sustainable Development (UNDP, 2016). This ambitious plan of action is based on seventeen Sustainable Development Goals which are designed to address urgent global challenges leading up to 2030 (Appendix 2).

This post-2015 development agenda includes a determined quest for sustainability by improving health and education, ending poverty and hunger, combating climate change, making cities more sustainable and protecting oceans and forests (UN, 2015). This rhetoric was intended to strike a chord with multi-national and multi-cultural sections of the worldwide community. The Organization for Economic Co-operation and Development (OECD), whilst supporting the SDGs, criticised the targets for being aspirational and trying to cover too much ground (OECD, 2018). Defenders of the SDGs pointed out that the seventeen goals emerged from a genuinely inclusive process (Caprani, 2016). Voices and opinions from developing countries were taken into account, unlike for the MDGs, which were devised and handed down by those round the 'global top table'. The new Goals are universal and apply to all countries, whereas the MDGs were intended for action in less-developed countries only (UN, 2015).

The relevance of the SDGs for the work of the charities taking part in this study is concentrated on SDG4:

“to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015).

The task of ensuring total inclusion and equitable quality worldwide is ambitious. Few would contest that the statement is anything other than worthy, but it would be naïve to consider this goal in isolation. SDG3, “to ensure healthy lives and promote well-being for all at all ages”, can only be met if there is improvement to the lives of the poorest. The target of SDG1, “to end poverty in all its forms everywhere” is dependent on the achievement of SDG8, “to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”. Strategies to improve economic standards through Education for All would aid the success of SDG5 “to achieve gender equality and empower all women and girls” (UN, 2015). It is estimated that nine million out-of-school girls live in sub-Saharan Africa (UNESCO, 2016a). The Department for International Development (DFID) documented that by unlocking female potential, returns are not only seen for the girls and women themselves, but also for the population of their countries in socio-economic terms (DFID, 2018b).

3.2.4 The expectations of Sustainable Development Goal No. 4

At the World Education Forum 2015, the international community of world leaders pledged to provide every child with a primary and secondary education by 2030. The UNESCO Director-General, Irina Bokova, said that:

“... the focus must be on inclusion from the earliest age and right through the learning cycle, on policies that address the barriers at every stage ...” (UNESCO, 2017a, p.1).

The inclusive aspirations of the EFA programme have been questioned by scholars as failing to serve those living in marginalised or hard-to-reach societies (Tooley and Dixon, 2006; Rose, 2010; Keiper and Rugira, 2013; Dyer, 2016). These groups are difficult to track because they are often invisible in education data.

The need to position educational equity at the heart of global, national and local agendas in order to promote access to learning for all, is emphasised, but requires extra funding (Theunynck, 2009; UNESCO, 2018). Even though aid budgets for education increased steadily from 2002, this trend has

reversed. Total aid to education was 4% lower in 2015 than in 2010 (UNESCO, 2015).

A stagnation or decrease in funding could put at risk the ambitious target of an inclusive education for all (UNESCO, 2017b). It is projected, in the Global Education Monitoring (GEM) Report, that on current trends, universal primary education will be achieved in 2042, universal lower secondary education in 2059 and universal upper secondary education in 2084 (UNESCO, 2016b). This means that the world would be half a century late for the SDG4 deadline of 2030. In this landscape, it would seem that for the foreseeable future, there will be a place for the efforts made by kitchen-table charities with regard to the provision of education

The complexity and interlinked nature of the current SDGs have been briefly discussed above, but I have emphasised that SDG4, “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015) is the goal that is most relevant to my enquiry.

3.3 Educational Context in East Africa - Kenya, Tanzania and Uganda

I turn the spotlight on the educational setting in East Africa in this next section because although one charity supported a project in Rwanda and another in South Africa, thirteen of the fifteen trustees who participated in the research worked in Kenya, Tanzania or Uganda. This was by chance and not design.

Kenya, Tanzania and Uganda have common characteristics and share historical colonial connections with the UK. Few of their population had access to education at all levels in the past, and hence, each faced similar educational challenges at the time of their political independence in the 1960s (Orodho, 2014; Mugo *et al.*, 2015). Kenya declared a campaign for free Universal Primary Education (UPE) as a long-term objective in 1963. Tanzania followed in 1967, and Uganda improved access from the time of independence in 1962 until the late 1970s when internal political unrest caused serious disruption (Oketch and Rolleston, 2007). In 1997 the policy for UPE was resumed (Brans, 2013). Free secondary education has been

introduced in each country, but enrolment numbers remain low especially in rural areas (Mingat *et al.*, 2010; Brans, 2013; Orodho, 2014). An increase in numbers attending primary school has been witnessed throughout Africa, but of all regions sub-Saharan Africa has the highest rates of exclusion from education (UNESCO, 2016a).

Kenya, Tanzania and Uganda have been characterised as zones of exclusion by the Consortium for Research on Education Access, Transition and Equity (CREATE). This statement means that these are countries with young people who have restricted access to an education (Lewin, 2011). All countries in East Africa have signed up to the SDG4 “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015), but this goal will not be easy to achieve as many challenges remain.

The obstacles to inclusive, equitable and quality education for all (UN, 2015) are complex. Persistent disparities in educational participation are linked to location, wealth and sex (Unterhalter, 2012; Milligan, 2014). Low numbers of enrolment among the most disadvantaged groups still presents a problem. Orodho (2014, p.697) emphasises that children most at risk of not being enrolled, not attending regularly and/or dropping out of school again will include orphans, the disabled and urban street children. Attendance at school for females presents other challenges such as domestic duties, early marriage, pregnancy and poor facilities for female hygiene. (Lewis and Lockheed, 2006; Sommer, 2010; Keiper and Rugira, 2013; Milligan, 2014; Raymond, 2014;). For those living in hard-to-reach areas and from extremely poor households restricted access to school is high (Orodho, 2014; Dyer, 2016).

3.3.1 *The quality of education in Kenya, Tanzania and Uganda*

There are a substantial number of children completing primary education without basic numeracy and literacy competencies and this situation is a social and economic loss to the individual learners, their families and the nation at large (Filmer and Fox, 2014 p.10).

Uwezo (a Kiswahili word meaning “capability”) is an East African citizen-led initiative that measures basic competencies in literacy and numeracy among children from primary to lower secondary levels. Recent reports show that although access to education, especially at primary level, has increased, the learning outcomes in literacy and numeracy are low across all three countries (Uwezo, Tanzania, 2012; Uwezo, Kenya, 2016a; Uwezo, Uganda, 2016b).

In 2016, I visited Tanzania and in 2017, I returned and stayed in Kenya. On each occasion I bought a national newspaper, the East African News and Saturday Nation. I have included some extracts which are relevant to my study, but accept that news coverage is not always backed by research and that the press can print content for reactionary or political motives. However, the articles emphasise concerns with the provision of education that match the academic literature that I have recorded in this chapter.

The extracts below show concerns with the poor outcome of primary schooling in Tanzania and suggest that education may be deepening the social division between the rich and poor and urban and rural families.

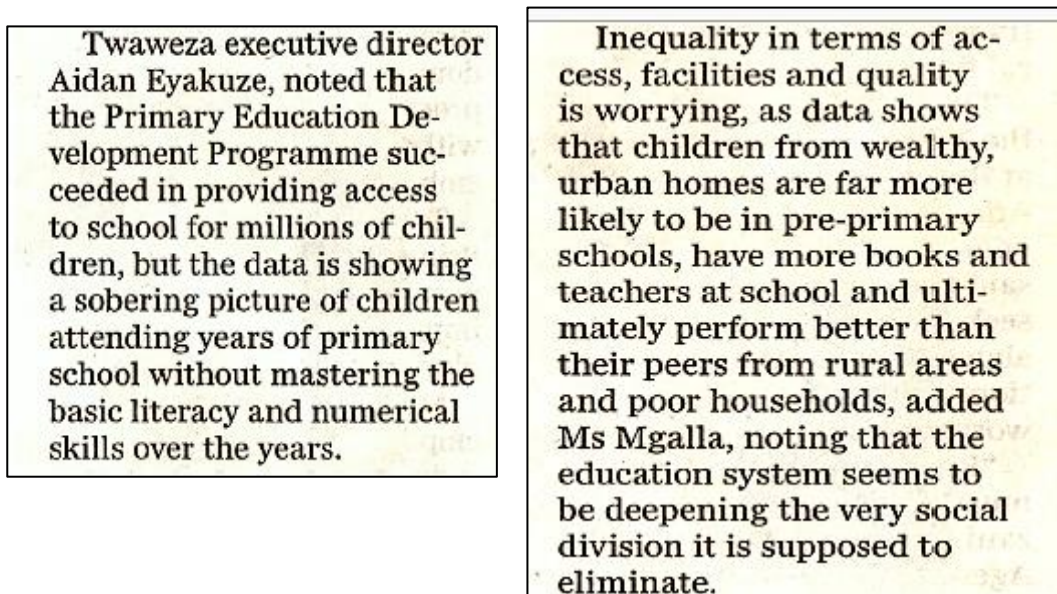


Figure 3.3: East Africa News 08.10.16 - Quality of Education- Tanzania

In Kenya and Uganda, children from poorer families and in rural areas continue to underperform relative to their peers in wealthier urban households (Uwezo, 2016a; Uwezo, 2016b). Although education is nominally free,

transport, examination papers, school lunch, uniforms, books and stationery are some of the extra financial burdens which can act as barriers for the poorest students to access school (UNESCO, 2015b).

The start of the academic year in East Africa is January and concerns were raised in this small article published in December that parents were required to buy books for a new curriculum that had not been clarified.

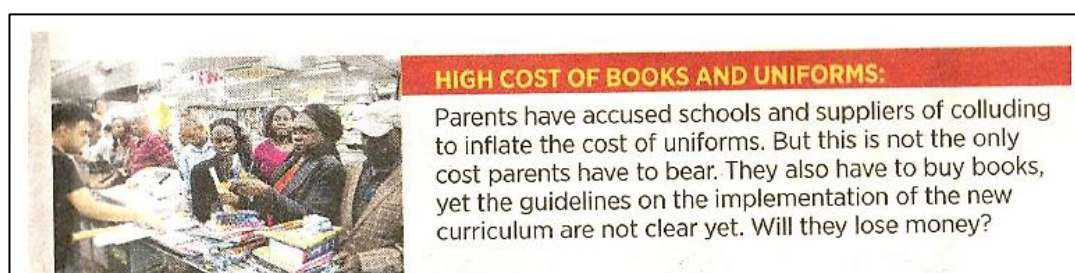


Figure 3.4: Saturday Nation 30.12.17 - Extra Education Costs in Kenya

These extra costs refer to Kenya, but it is the same scenario for Tanzania and Uganda which means that free schooling is not totally free and places those living at subsistence level at a disadvantage (Chapman *et al.*, 2010; UNESCO, 2015b). In neighbouring Rwanda, Williams *et al.*, (2015) found that a high drop-out rate from primary school was due to the hidden costs of a 'free' education.

When a decision is made to abolish fees, countries must offset the need for funds at the school level (UNESCO, 2015b). However, a rapidly expanding population and an inferior infrastructure present serious challenges to providing basic services and opportunities equitably across the country (Mtey and Sulle, 2013). The reality is that expansion in access to primary education has been beset by problems of resourcing and overcrowding which threaten educational quality (Mugo *et al.*, 2015).

Population growth means that demand for places in schools continues to exceed supply and many nations to struggle to provide more places (Theunynck, 2009; Gongera and Okoth, 2013). People who are either marginalised or left behind in education face the prospect of diminished life chances. Moreover, restricted opportunity in education is one of the most

powerful mechanisms for transmitting poverty across generations (Mtey and Sulle, 2013). An increase in population, matched with greater access to education, requires a balanced approach with an increase in job opportunities. If educational access expands more rapidly than the employment market then wages may decrease thus maintaining low standards of living (Oketch and Rolleston, 2007). Without access to jobs, people lack the ability to ensure their own survival and support in modern society (Filmer and Fox, 2014).

In both Kenya and Tanzania, teaching and learning have been compromised by large classes and a shortage of teachers (Sifuna, 2007). The press report below indicates that one reason for this poor outcome in Uganda is that teachers are lacking in the skills to deliver education to an acceptable quality.

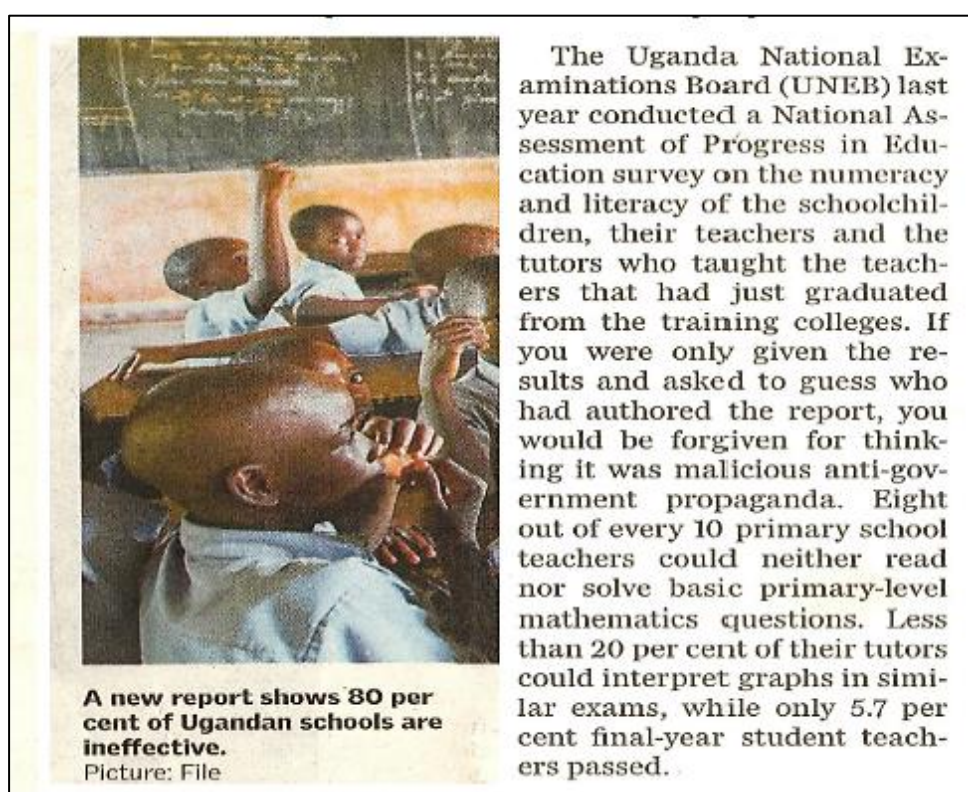


Figure 3.5: East Africa News 08.10.16: - Uganda Teaching Quality

As a counterargument to placing blame on the quality of teachers, I would say that overcrowding in schools puts a teacher under stress as they are unable to meet the needs of all pupils. Riddell and Niño-Zarazúa (2016) indicate that teachers' pay and low status may contribute to poor outcomes.

Tao (2013) in her research into why teachers are often absent from class in Tanzania concluded that poor health, poor pay and unsatisfactory living conditions were factors that led to many teachers not turning up to class. Competent head teachers, who are important to ensure the success of the policy of universal secondary education, are also cited as lacking in their ability and knowledge to implement policy (Chapman *et al.*, 2010).

The calibre of teachers has been raised as an issue by one participant who believes that her many years of teaching in the UK has given her the skill to impart her knowledge in a project in a poor urban area of Kenya. This trustee is emphatic that the provision of a quality education is essential and this places her project apart from the public system. She believes that without her teaching experience, the project, which relies on local teaching staff, would fail. This point is revisited in Chapter Six. Aid that concentrates on targets of higher enrolment figures may achieve the targets in statistical terms, but to make a lasting improvement to learning funding should seek to provide education that has quality of teaching at its core (Sumra and Rajani, 2006; Riddell and Niño-Zarazúa, 2016).

The experiences of Kenya, Uganda, and Tanzania show that the elimination of fees at the primary level has improved enrolment, but has resulted in concerns for deteriorating quality and efficacy of the education on offer in the primary sector (Sumra and Rajani, 2006). Many families view the attainment of the Secondary Education Certificate as the passport to a prosperous future (Bishop, 2007; Wedgwood, 2007; Milligan, 2017). In this climate of 'must have the certificate' and the problems with achieving a free education for all, East Africa has seen a rise in the provision of private schools.

3.3.2 *The rise in private schools in Less-Developed Countries*

In this section my focus mainly remains with sub-Saharan Africa as I have chosen not to widen my discussion on the private school system outside of countries situated in the economic South. The map below represents the North to South divide which is globally recognised as a division in economic terms.



Figure 3.6: Map showing the global North/South Economic Divide

Despite the introduction of free state funded education from primary through secondary levels in East Africa and other parts of sub-Saharan Africa the number of private schools is growing (Rose, 2010). The private sector is popular amongst parents from both affluent and impoverished sections of the population (Lewin and Sayed, 2005; Tooley and Dixon, 2006; Rose, 2010). Kitchen-table charities are linked to the ethos of private schooling through the construction and management of schools which are mostly dependent on donor funding and fall outside government ownership. Fees are required to sustain these schools, but trustees have said that although sponsors support many students at these schools, wealthier parents can afford fees that subsidise poorer students. Sponsorship schemes are often but not exclusively aimed at private schools that offer a better standard of education. Participant trustees stated that there are parents clamouring for places in schools even if fees are required. In a climate of building new public schools and the pledge of a free place in school for everyone, it would appear that private schools in less-developed countries are thriving (Rose, 2005; Oketch *et al.*, 2010; Dixon, 2013).

The reasons given for this situation are: a dissatisfaction with the quality of teaching in the government schools; absenteeism of the teaching staff; lack of resources; and over-crowding in the classroom (Rose, 2010; Tao, 2013; Zeitlyn *et al.*, 2015; Milligan, 2017). Parents who are dissatisfied either with

poor quality schooling or restricted access for their offspring, seek an alternative.

Theunynck (2009) examines the scope of the infrastructure challenge and points out that investment in the construction of more schools to increase numbers takes precedence over quality of facilities across sub-Saharan Africa. Schools are lacking water supplies, desks and resources. The cost of providing free education for all in less-developed countries, with an expanding population and a weak economy, is burdensome and unsustainable (Samoff, 2007).

Oketch *et al.* (2010) have contributed to the debate on why the poor attend private schools when there is a policy of free primary education in Kenya after completing research in the slum and non-slum areas in Nairobi. Their conclusions suggest that as a result of public expenditure in education not being sufficient to satisfy the demand for school places in the slum areas, the poorest are forced to seek private places. This decision to use the private system is not necessarily a preference, but is due to exclusion from a lack of supply to meet demand in the government sector. For those living in the non-slum areas the public system is seen to offer low-quality education and this has triggered the supply of what is perceived as a better quality private system. For the wealthy in the non-slums, free primary education offers them a choice. What is evident from this research is that a proportion of the poor utilise private schools not through choice.

3.3.3 *Models of private education*

In 2006, Uganda became the first sub-Saharan country to adopt a policy of free universal secondary education, a move prompted by the convergence of rising parental demand, employers' need for a more highly educated workforce, and a national presidential election in which the incumbent president recognised that a promise of 'free' education could draw votes. Whilst a seemingly effective political move, the policy was adopted with little attention to system capacity (Chapman *et al.*, 2010).

According to the Ministry of Education in Uganda, parents are free to send their children to any secondary school around the country. The most common schemes are 'contracting models', which refer to a process whereby a government procures education-related services of a defined quantity and quality at an agreed price from a specific private provider. Parents may send their children to other 'state' secondary schools that do not take part in universal secondary education if they can afford to pay the fees (Brans, 2013).

In other less-developed countries private schools are often considered to offer a better quality of education than government schools. Dixon (2013) undertook extensive research in India and found that the poorest in the community were finding what resources they could to provide the fees for a private education (Dixon, 2013).

Rose (2003, p.6 in Tooley *et al.*, 2008) recorded that in Malawi and Uganda, even as the success of free primary education was being applauded, private schools for the poor "mushroomed". Zeitlyn *et al.* (2015) found that in Malawi many children did not complete primary school, but the demand for places at secondary school exceeded the supply. Parents were in effect forced to use low-cost private secondary schools. In Kenya, where free primary schooling has widened participation, the rise of a fee-paying private education sector that charges low fees and sets out to meet the needs of the poor, is an indication of inadequacies in the government sector (Tooley *et al.*, 2008). A critique of the low-cost private system is put forward by Watkins (2004) who maintains that any private schooling is a bad concept not just for the poor, but for the wider public interest and that it widens socio-inequality.

3.3.4 *The private school and the kitchen-table charity*

Some of the charities who participated in this study are facilitating a private system of education due to the construction and management of schools outside of local authority. Sponsorship schemes are provided for poorer students to attend either the charity-owned school or in-country private

schools and in some instances, participants reported that wealthier parents paid higher fees to subsidise the poorer pupils.

In the area in which Charity2M works, problems with access to secondary school are due to distances and the poor quality of the nearby primary school. The low attainment levels prohibit entry into the over-populated government secondary school and therefore the school supported by Charity2M offers entry with lower standards and an opportunity to repeat Form One.

There is also an open-door policy at the school for girls who do not wish to enter into early marriage or be genitally mutilated. These are complicated female issues of a cultural nature that I am unable to investigate fully in this research, but I felt it was important to demonstrate the inclusiveness of the school that Charity2M has built and funds.

The school has gained a good reputation and attracts fee-paying students from afar. The sponsorship scheme supports some of the poorest in the surrounding areas to attend the school, but of course not all can be funded. Some pupils have to be turned away and I know that their opportunities for the future could be restricted by hard decisions. Sadly, we do not have the resources to assist all the young people who are seeking places at secondary school.

Lewin (2009) suggests that the extent to which private schooling improves learning among the most disadvantaged children in sub-Saharan Africa is not clear. Alcott and Rose (2016, p.506) found on average, private schooling improved a child's chances of learning the basics in reading and writing. However, they did not find evidence that private schools helped to close learning inequalities in Kenya, Tanzania and Uganda. The attainment level of the poorer children learning in private schools remained low and was at best equivalent to the richest learning in government schools. This implies that private schooling is unlikely to help close the wide gaps that remain between rich and poor in each country.

3.4 Neo-Colonialism and Cultural Invasion and Capability

The debate on neo-colonialism cannot be overlooked as external donors from the North could be unintentionally perpetuating a colonial attitude in the South from both cultural, economic and educational positions with their work. I have explored this topic with the participants and through my reading. This subject was only mentioned once in interview and then, on reflection, was dismissed by the interviewee. However, this is a debate that cannot be ignored as educational policy within many African nations is influenced by a colonial past (Crossley and Tikly, 2004).

The power of the decision makers working within the global agencies over many populations throughout the world, is a force that could perhaps be perceived as hegemonic dominance or neo-colonialism. Neo-colonialism is an element of a new imperialism that recognises the sovereignty of former colonised nations, but reflects the interests of Northern nations and the ideology of capitalism. Neo-colonialism refers not only to the continuation of past colonial practices, but also to the attempts by the colonising nations to maintain influence in former territories. This is often achieved by economic means (Nguyen *et al.*, 2009).

3.4.1 Cultural invasion

The expectations of the Education for All initiative emanate from and replicate the educational practices of wealthier nations in the North, many of whom are ex-colonial rulers. The principle of colonialism continues (Jekayinfa, 2012, McCullum *et al.*, 2005), but it is in the subtle form of 'cultural dominance' or 'cultural invasion'.

Freire (1970, pp.152-153) describes 'cultural invasion' as 'an act of violence' against the persons of the invaded culture who lose their originality or face the threat of losing it. Freire proposes that all domination involves invasion and that a cultural conquest leads to a cultural inauthenticity. The 'invaded' adopt and adapt to the values, standards and goals of the 'invaders'. This route may be the hidden agenda of the Northern education policy which encourages individualism, consumerism and unsustainable lifestyles for

many (Mtey and Sulle, 2013). Education as emancipation from a Northern dominance, means challenging the cultural invasion and developing a pedagogical environment that is indigenously created. This environment should reflect and enhance the inherent values and norms of the nation (Nafukho,2013).

Jekayinfa (2012) took the neo-colonial debate to a more pragmatic level regarding the situation in Nigeria and argued that formal education, embedded in a colonial culture, worsens unemployment rates which in turn plunges the country further into poverty. The argument is based on the perception that in many cases, the classroom environment does not prepare pupils for the workplace. Kafka and Stephenson (2006) and Filmer and Fox (2014) advocate the teaching of locally skill-based, informal education that relates to the local conditions, incorporates traditional knowledge and promotes entrepreneurial skills. The legacy of colonial power can still unwittingly undermine or negate indigenous educational principles (Crossley and Tikly, 2004). Neo-colonialism is often viewed in negative terms as oppressive, powerful and exploitative.

I have thought about how Charity2M and the participants could be viewed with respect to the notion of 'cultural invasion'. All the charities involved in this study are perpetuating a form of 'power' in terms of control of financial dominance. With funding from agencies, large and small, comes an expectation that certain values will be adhered to, for example: transparency, accountability, ethical standards and results (Breeze, 2013). These are all principles that guide best practice in the North.

Luckett (2016) studied the challenge of 'de-colonising' the curriculum to better serve its post-colonial context in South Africa and suggests that within the discipline of the Social Sciences, this subject is now firmly on the table for discussion. She wrote at a time when protests by students against a curriculum steeped in colonial origin, were spreading across universities. Her surveys and interviews amongst the student population revealed a belief that the curriculum promoted "cultural conditioning". The students complained of

unequal access to civil society and an emphasis on linguistic proficiency in colonial languages.

The subject of cultural conditioning is not only pertinent to Africa, but also in parts of Asia. Asians look to the more economically developed nations in the North for intellectual inspiration by promoting exchange programmes and sabbaticals. Asian governments continue to send future educational leaders to study in overseas universities. Given the continued hegemony of Euro-American educational practices and theories, it is not surprising that international students return home with orientations that are likely to maintain a euro-centric model of education (Nguyen et al., 2009). The cultural influence is also perpetuated in the context of resources with a sustained hegemony of Northern materials and text books (Rose, 2005; Broch-Utne, 2015).

Akani (2012) suggests that Africa is being re-colonised intellectually in the 21st century and stresses the importance of African universities producing manpower that is capable and confident enough to confront global challenges. He believes a commitment is needed to work towards education policies which focus on the diversity of the African environment.

Many African nations could move away from this 'cultural invasion' by influencing the design of the curriculum (Kafka and Stephenson, 2006; Jekayinfa, 2012). More participation in policy decisions at a local level is suggested by Milligan (2011) and Riddell and Niño-Zarazúa (2016). However, resistance to a change in policy is evident as the Anglo-American system is often the preferred route by many Ministries of Education (Neke, 2005). This reluctance may reflect a need to keep the costs at bay, as innovation often requires extra investment in time and expense and cost prudence makes economic sense.

3.4.2 Capability Theory as an enabler

The topic of human capability in relation to education forms a significant part of the rhetoric around development and poverty alleviation (Sen, 1999; Tikly and Barrett, 2011; Nafukho, 2013). It is also documented that an education that leads to employment opportunities enhances economic sustainability

and self-sufficiency (Bishop, 2007; Wedgwood, 2007; UNESCO, 2010; Mtey and Sulle, 2013).

As it stands, the global framework for Universal Primary Education and Education for All, reflect a neo-liberal policy which advocates a functional literacy and numeracy curriculum with the aim of developing 'human capital' for value in the workplace (Unterhalter, 2012; Filmer and Fox, 2014;).

Sen (1999, p.293) outlines the connection between human capital theory and capability approach. Both theories place humanity at the core of human capability, but with human capital theory emphasis is placed on the agency of humans in enhancing possibilities of production. Conversely, the capability approach places emphasis on the freedom of people as a priority to increase choices for leading lives that they value. Both theories are concerned with abilities to achieve and attain, but concentrate on different outcomes. Both approaches depend on the dimensions of capabilities.

Nussbaum (2003, pp.41-42) includes capabilities such as life, health, integrity of senses, imagination and thought, emotions, reason, affiliation with others, play, and control over one's environment. Robeyns (2003, pp.71-72) expands on this and includes: political empowerment, education and knowledge, domestic work and non-market care, paid work, shelter, mobility, time-autonomy, respect, and religion.

I have narrowed this to three characteristics of values:

- Intrinsic – well-being, esteem, individual freedom
- Positional – place in society, workplace
- Instrumental - results, certificates, wages

Merge these values with competencies in life-skills and choices for life-options and the summation embraces the concept of human capability in relation to the purpose of education: to equip an individual with the skills necessary to sustain a lifestyle of their choice (Sen, 1999).

Having the opportunity of an education expands human freedoms to make choices, but not having an education constrains human development and thus can compromise the attainment of a fulfilling life (Terzi, 2007). A favourable outcome depends on the content and quality of the education and whether the ethos of the educational establishment recognises the choices and outcomes that students are seeking. Only then will an individual be able to measure whether personal goals have been achieved.

The concept of capability theory points to the enabling of young people to pursue diverse and meaningful life paths and to choose and enjoy activities that they each have reason to value (Sen, 1999; Alkire, 2005). Capabilities are seen to be crucial within an educational setting, to improve opportunities for young people to exercise control over their own social and economic futures (Terzi, 2007; Sawamura and Sifuna, 2008).

The success of the goals set by the global agenda is monitored and evaluated in numerical outputs. The oft-quoted statistics on 'children out of school' are indicative of this method of measurement (Nussbaum, 2011). This system of measurement of success has generated significant critical engagement where more emphasis is placed on numerical outputs such as enrolment numbers than opportunities that are developed and realised.

Development partners globally need to appreciate that evidence of increased enrolment is a quick fix to satisfy numerical targets (Lewin, 2011), but does not "measure the unmeasurable" such as well-being, applied knowledge, creativity and equality (Unterhalter, 2017 p.2-3).

Access to an education and being knowledgeable allows a person to prosper and, according to Robeyns (2006), education functions as a foundation for other capabilities. Tikly and Barrett (2011) argue that formal education needs to empower learners to realise their human rights and extend their capabilities.

3.4.3 Formal education and the Maasai in Northern Tanzania

Mlekwa (1996) stated that formal education does not serve the Maasai well. The young people are not engaged in activities that equip them with the necessary skills for a self-sufficient livelihood in their environment. Research carried out by Bonini (2006) ten years later found that although school provision had gradually increased in remote regions, the socio-economic situation of the Maasai pastoralists had not changed and in many cases, had deteriorated. The Global Monitoring Report issued in 2010, stated that the opportunity for a meaningful education was a basic human right, but noted that pastoralists remain a marginalised population who are at an educational disadvantage (UNESCO, 2010). Those who have developed education policy have paid little attention to the form and content of education that will best support pastoralist livelihoods (Dyer, 2016).

The main obstacle to post-primary enrolment for children in these communities is poverty as the young people are needed as a workforce at the homestead (Bonini, 2006; Wedgwood, 2007; Dyer, 2016) and the girls attract a dowry of cows if offered for marriage. There is often a conflict between the home and school environment. This conflict is reflected in the attitudes of the young who believe that to be “uneducated” places them in the lower echelons of society and reduces their self-esteem. The young Maasai are keen to find an opportunity to attend secondary school to become “educated” and as a route to employment (Hodgson, 2001; Vavrus, 2002; Raymond, 2014).

The findings from an extensive tracer survey concluded that waged employment opportunities for secondary school leavers in Uganda, Zimbabwe and Tanzania had declined (Al-Samarrai and Bennell, 2007). A more recent survey undertaken in 2014 indicates that finding work continues to be difficult for youth in less-developed nations, including Uganda and Tanzania (Spareboom and Staneva, 2014).

Wedgwood (2007) doubts that an improved secondary system of education can contribute to the creation of an enabling environment, but concedes that

a more appropriate education could be catalytic for change in indigenous communities with small populations of enterprising individuals. Having spent time in rural Tanzania with the traditional Maasai communities, I have seen that many small businesses and entrepreneurial enterprises, which drive wealth creation, tend to be restricted by a lack of funds for investment and a poor infrastructure rather than mediocre education.

3.5 Donor Dependency and Self-sufficiency

Countries that are making progress in achieving UPE are now looking for innovative strategies and financing options for the expansion of secondary education consistent with national 'human capital' development goals (UNESCO, 2015). It is my view that the initiatives of UPE and EFA emanate from a global 'top-table' of policy-makers influenced and guided by Northern concepts steeped in colonial history. If less-developed nations invest in education for the population to acquire the necessary skills to improve their economy, then these nations will become less dependent on foreign aid (Gongera and Okoth, 2013). Direct global influence emanating from the aid-giving nations in the North may decrease as countries move from being lower to middle-income countries (World Bank, 2015).

Moyo (2009), an economist, argues that aid has compounded many of Africa's problems by creating a culture of dependency by stripping governments of responsibility. Zambia is cited as an example of a country that has received massive funds from global aid agencies and yet only a small minority of the population complete a full course of education from primary through to tertiary. One radical proposal, suggested by Moyo, is a withdrawal of aid which would reduce dependency and force nations to take control of their own affairs. In my view, a major criticism of this route is that such action may plunge some African nations into heightened instability and worsened poverty. At grass roots level, any young person who is stripped of the chance of education would, I believe, have future choices denied.

Using Northern Ghana as an example, Akyeampong (2004) argues that a centralised model of basic education cannot adequately serve the needs of

poor rural communities. This scenario has led to NGOs, and other donor organisations, stepping in with various intervention programmes. Al-Samarrai and Reilly (2008, p.258) advise that it is essential to obtain information on the labour outcomes of secondary school leavers and university graduates. This information can then be used to enable key stakeholders, such as policy makers and donor agencies, to develop well-designed education and employment policies. Riddell and Niño-Zarazúa (2016, p.30) state that development agencies may include local personnel in the planning and implementation of the programme, but that typically it is a challenge for people in-country to compete alongside international agents.

Samoff (2007, p.501) discusses the challenges of managing aid-funded educational programmes in various sub-Saharan African countries and from his research has noticed an increase in bureaucratic procedures. The persistent involvement of expatriate staff, who are employed by aid agencies, results in detailed frameworks, projections and evaluations.

The established concept of 'go to school and get the certificate' (Bishop, 2007; Wedgwood, 2007) could shift towards a model of 'go to school, learn how to generate income and get the certificate'. Al-Samarrai and Bennell (2007) suggest that there is a need to revise the curriculum to one that is more vocationally orientated. All those working with students in East Africa who ask what a student wants after graduation will say without fail that they want a job and more often than not they expand by stating that they want to be a pilot, doctor or lawyer. For the student, the point of education is employment, but rarely is their 'dream' job at the local level. Employment in modern society is important for social identity, acceptance, respect and psychological fulfilment through raised self-esteem. This point is raised by Sumra and Rajani (2006) who stress that education systems should have policies in place that identify realistic objectives and learning outcomes for the individual.

Akyeampong (2004) suggests that NGO and other donor funding to provide alternative routes to basic education comes with difficulties and unintended consequences. Many donor-funded schools are unable to engage in

productive collaborations with local authorities to sustain financial commitments and programme delivery.

3.5.1 *Towards self-sufficiency*

Charities are dependent on funds from donors, and the projects in-country are mostly dependent on funding from charities. Dependency can be defined as an explanation of the economic development of a state in terms of the external influences such as political, economic and cultural in relation to national development policies. However, the national interest can only be satisfied by addressing the needs of the poor within a society, and not by satisfying corporate or governmental needs. Trying to determine what is best for the poor is a difficult analytical problem over the long-term (Ferraro, 2008).

Without a route towards a more sustainable future in terms of self-sufficiency for the in-country project, dependency on charitable input will continue (Kafka and Stephenson, 2006; Gongera and Okoth, 2013). A move from a pattern of dependency would necessitate a review and possible change of practice for both the UK charity and the project in-country. This fits with the action research approach that I have adopted for my methodology which I describe in Chapter Four.

Kafka and Stephenson provide a possible route in their document on the topic of self-sufficient schools. They cite The Songhai Center, Benin, in West Africa and the San Francisco Agricultural High School in Paraguay as two successful self-sufficient schools. Both these schools are in poor, rural areas with little prospect of employment opportunities (2006, pp.9-10). Kafka and Stephenson refer to education as a tool to achieve skills and values that promote sustainable living.

They suggest that school enterprise is becoming more popular as financial constraints limit the availability of sustainable post-primary education. A self-sufficient school is one that covers the costs of providing an education to its students from internally generated revenue rather than relying on external financing or user fees (Kafka and Stephenson, 2006 p.5).

With the production and sale of goods and services as part of the skills and entrepreneurship training, it is my view that schools could generate their own resources and increase the relevancy of the education they provide. The issue of donor financial sustainability is crucial for sustaining self-help efforts. Alternative routes tend to be short-term initiatives and crucially the efforts do not link very well to the formal system, making many of them a dead end (Akyeampong, 2004).

As primary completion rates increase, the demand to provide sufficient places for enrolment at secondary school puts a heavy burden on the poorest of less-developed countries (Lewin and Sabates, 2012; Mingat *et al.*, 2010). However, in virtually every country of the world, unemployment is significantly higher for those with the least education and lowest for those who have at least completed secondary education (Šlaus and Jacobs, 2011; Sparreboom and Staneva, 2014).

Ainscow and Miles (2008) suggest that inclusive education needs involvement from all stakeholders working together to address barriers to participation and learning in conjunction with resource-intensive measures. Collaboration between schools, the wider communities and teaching professionals would help to break down barriers that currently prevent access to education for all (Westhorp *et al.*, 2014). With restricted access to education and reduced opportunity for employment, people lack the ability to ensure their own self-sufficiency in modern society. As governments assure the right to education they must also ensure the right of every person to gainful employment as education is the key to sustainable growth and employment (Šlaus and Jacobs, 2011).

3.5.2 Theory of change

Overcoming the issues relating to an inclusive education for all that I have identified in this conceptual framework may require a change of approach. The theory of change is a mechanism for strategic planning or policy planning to make the transition from one situation to another for the better. It is being increasingly used in international development by a wide range of

governmental agencies, international NGOs and research programmes (Anheier, 2014; Westthorp *et al.*, 2014).

Vogel (2012) suggests that theories of change are grounded in the forward planning and design of strategies to realise change and are considered crucial in providing a framework that allows organisations to usefully incorporate data into logical models to aid improved practice. Powell (2011) proposes that trustees are taking larger roles as decision-makers as part of an increasingly professional voluntary sector. In Chapter Seven I show how I have incorporated the theory of change into my research by creating a model for trustees of small charities to use as a practical tool for developing and guiding professional practice.

3.6 Summary

My choice of literature and the points highlighted for discussion in this chapter have enabled me to gain a broader understanding of the concepts which shaped my research design. In my pursuit of relevant literature, I did not find any previous research that specifically addressed my topic and have not been able to draw any direct comparisons.

From the global perspective, the interlinked nature of the MDGs and the SDGs has been briefly explained. These overarching initiatives provide a broad landscape in which my research is positioned and demonstrate the resolve by many stakeholders to achieve the goal of access to education for all. Despite the commitment given by global organisations in recent years, millions of young people remain out of school in sub-Saharan Africa (Lewis and Lockheed, 2006; UNESCO, 2015; World Bank, 2015). East Africa is a region in the global South that has been highlighted as falling behind with the Education for All programme. There are many children who have dropped-out of school and there are a large number who have been excluded from both primary and secondary education (World Bank, 2015).

The experiences of Kenya, Uganda, and Tanzania show that the elimination of fees at the primary level has increased enrolment, but the levels of literacy and numeracy are poor (Uwezo, Tanzania, 2012; Uwezo, Kenya, 2016a;

Uwezo, Uganda, 2016b). With these poor standards, formal education for many stops at primary level. Increased enrolment has resulted not only in concerns for deteriorating quality, but an increased demand for secondary education (Sumra and Rajani. 2006; Mingat *et al.*, 2010).

Concerns about the poor quality of teaching, overcrowded class rooms and extra costs of education have been identified as some of the problems faced with the commitment to the SDG4: “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2015).

In all three countries, large disparities in educational opportunities persist (Mugo *et al.*, 2015) and it is likely that the poor will find it difficult to access secondary education even after completing primary education. The rise in private schools continues as parents seek an education for their children that they believe will provide a quality education. In some cases, the private system is the only option (Dixon, 2013).

Education is widely seen as a pathway to economic improvement and thus leverage out of the poverty trap (Wedgwood, 2007; Mtey and Sulle, 2013). The development of human capabilities with a skill-based curriculum has been highlighted as a possible route to improving economic sustainability (Lewin, 2009). The concept of capability theory points to the enabling of young people to pursue diverse and meaningful life paths and to choose and enjoy activities that they each have reason to value (Sen, 1999).

Neo-colonialism retains an influence on policy decision (Crossley and Tikly, 2004; Neke, 2005). It is therefore suggested that an understanding and acceptance of traditional knowledge and culture may assist the in-country projects to find a way to improve their long-term sustainability through appropriate skill-knowledge for the workplace. This will limit the impact of education in poverty reduction and in meeting the SDGs.

The cost of providing free education for all in less-developed countries, with an expanding population and a weak economy is burdensome and unsustainable (Mingat *et al.*, 2010). The kitchen-table charities involved in this study are helping to fill that gap and my findings in Chapters Six and

Seven indicate that without donor funding, there are many young people who would be denied the chance of completing education beyond primary level. Therefore, the sustainability of kitchen-table charities funding educational projects in sub-Saharan Africa becomes all the more important.

From my professional perspective, I wanted to ascertain if these charitable efforts are necessary. In June 2017, I participated in an International Development Debate at the House of Lords hosted by Lord Blunkett. The motion, "Small charities have no role in international development: The Global South should take ownership of their own development" was lost, but two key points were made. Firstly, the number of small charities in the business of aid to the Global South outstrips the larger ones by an estimated ratio of 80:20, but the funding contribution is estimated to be at a ratio of 20:80. Secondly, large organisations are able to influence policy at Government level, but the delegates felt strongly that the work of a small charity is valuable at an individual level. However, the contribution from small charities and the commitment from donors at an individual level do not appear to be mentioned in any publication or website of the international agencies.

Despite the amounts of global aid designated for education in sub-Saharan Africa since 2000, millions of young people remain out of school (Lewis and Lockheed, 2006; World Bank, 2015; UNESCO, 2016a). This region in the Global South has been highlighted as falling behind with the Education for All initiative by global agencies and scholars (Easterly, 2009; Dixon, 2013; UNESCO, 2016b). If the trend of a reduction in international aid continues (UNESCO, 2015) then the work of all NGOs and kitchen-table charities will have an important role in the funding of educational projects in sub-Saharan Africa for years to come.

The conceptual framework was a tool that provided a foundation for developing my understanding of the contextual background in which my study was situated. At the heart of my enquiry was an investigation into issues of sustainability relating to the charity, the in-country project and the individual. I have adopted the meaning of 'sustainable' which Kafka and Stephenson (2006) define in terms of self-sufficiency and 'unsustainable' in the context of

something whose future is threatened (Santillo, 2007). Dependency on funding from donors at any level affects sustainability but a sustainable future for the individual in terms of capability, through the provision of education, was an important element of the study. The conceptual framework underpinned my study and provided links from the literature to the analysis of the data (Chapters Six and Seven).

My search for literature has not been exhaustive and I have been selective with the areas that I have chosen to explore. In the next chapter, I explain how I developed the research design.

CHAPTER FOUR – RESEARCH DESIGN

4.1 Introduction

This chapter is divided into four parts. In the first part I give an overview of the research question and the aims of the study. The notion of sustainability and how it relates to my study is explained.

In the second part, I provide the detail about how I came to select action research as the methodological framework in which to situate my qualitative study. I highlight how boundaries between approaches can be blurred and that there are cross-overs between paradigms. A critique of action research is included in this section.

The third part gives a clear account of my choice of methods used to collect the data. I used a mixed method approach to obtain the data: questionnaires, semi-structured interviews and a workshop forum. I explain the reasons behind my choice of a small qualitative study and how I selected a purposeful sample. My approach with sourcing and contacting individuals with an invitation to participate is explained.

In the fourth part, I explain how I ensured that all ethical procedures were followed.

4.2 Part One: Research Question and the Objectives of the Study

I came to my research project knowing what I wanted to accomplish, but at the beginning of the research design stage, I had little idea of how I would undertake the study. My overriding consideration was that I should remain focused on the aim of the study which was to investigate the following question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

I wished to understand what factors negatively affected the sustainability of other charities comparable to Charity2M. I also wanted to find out how funded

educational projects could continue in the event of a withdrawal of funds. The subject of sustainability was at the core of the data collection process and I needed to fully understand and be able to convey what I meant by the notion of sustainability.

The Brundtland Commission (1987) as cited in Scott and Gough (2004, p.147) offers a definition of 'sustainability' as "meeting the needs of the present generation without compromising the ability of future generations to meet their needs" In this context, sustainability theory is often used in contemporary rhetoric regarding the environment or development. Kuhlman and Farrington (2010) suggest that the concept has been further re-interpreted as encompassing three dimensions: environmental, social and economic. The term 'sustainable' has also been used to describe being 'self-sufficient' by Kafka and Stephenson (2006). Another definition of 'sustainable', given by Santillo (2007), is an activity or action that is capable of being sustained indefinitely. These terminologies are interchangeable and can be applied at the organisational or individual level.

Education is at the heart of the Sustainable Development Goals (United Nations, 2015), but at grass roots level the educational targets, aspiration of economic and environmental sustainability can be in conflict. Charity2M supports communities that rely on pastoralism as a livelihood, but this way of life is becoming unsustainable due to factors such as climate change, reduced lands and migration of the young to the cities (Homewood *et al.*, 2009; Sendalo, 2009; McCabe *et al.*, 2014). If education does not lead to employment opportunities to enable a young person to lead a sustainable future, then the value of education is brought into question.

The trustees of Charity2M have accepted that if students' economic needs are met then natural resources could be reduced as their material requirements increase. This could be at the expense of future generations. Enabling students to sustain themselves and their future families in order to alleviate poverty has to be the priority for the secondary school that we support.

I believe that 'sustainability' is a term that can be used for any phenomenon where a future is threatened.

In Chapter One I explained that Charity2M encountered problems with management and allegations of corruption at the project in-country. This was compounded by a lack of forward planning within the charity that could threaten the future of the charity. The trustees believe if the funding stream was curtailed, a self-sufficient future for students attending the school could be at risk.

My assumption, at the start of my research, was that similar charities faced issues of a comparable nature. I sought other individuals from UK kitchen-table charities supporting education in sub-Saharan Africa to share their experiences. I wanted to ascertain whether the subject of sustainability was an issue for them and if so, in what way and what measures had been adopted to address this subject.

4.2.1 *The objectives*

The first objective of my investigation was to identify and explore problems that can affect the sustainability of the charity and/or the funded educational project. The premise of this objective emanated from issues that Charity2M had encountered which I have outlined above and provided the platform from which the study was launched.

The second objective was to investigate whether other comparable kitchen-table charities encountered similar problems and to subsequently record ways of preparing for and overcoming these issues.

The third objective was to incorporate the findings into a practical resource for existing or start-up kitchen-table charities. I wanted this to be a collaborative exercise and therefore consulted with participants to produce a Research Information Booklet which has been published and distributed as a Practitioner's Handbook and is attached (Appendix 1).

Candy (2006) suggests that in a doctoral study, claims of originality and contribution to knowledge may be demonstrated through creative outcomes.

It was a crucial factor for me in undertaking the research that the outcome would be meaningful and of value to other small charities. The Handbook was important to me as I knew that whilst I wanted to find some answers through a rigorous research procedure, as a pragmatist I would not be satisfied if I finished the study without a tangible result.

I needed to situate my research within a methodological framework that would provide me with effective direction to achieve my objectives satisfactorily. The three 'what' 'why' and 'how' questions (Yin, 2014, p.195) were key elements of my research: What are the issues of sustainability for UK kitchen-table charities? Why are the issues that can affect the sustainability of the project in sub-Saharan Africa of concern? How can these issues be addressed?

One overriding consideration was for me to ensure that a rigorous approach was maintained throughout. My strategy was that if the study could be replicated at another time by another researcher, then this would strengthen the research in terms of reliability and authenticity (Basit, 2010; Denscombe, 2014; Silverman, 2014). The detailed account of 'what I did' and 'how I did it' in this thesis provides a template for the study from start to finish and will support any future replication of the study.

4.3 Part Two: Action Research – A Considered Choice

Basit states that;

“action research ... can bring about change on a small scale
... and is attractive to practitioners as they can understand,
inform and reform their practice” (Basit, 2010, p.23).

I related to this statement and it formed the basis of my methodological framework. I wanted to *understand* what the issues of sustainability were from the perspective of the participants. I wanted to report back and *inform* as many interested people as possible about the findings. The underlying intention was to produce an outcome that could *bring about change* and provide some thoughts on how trustees could put in place a strategy to *reform*

their practice. This plan would be developed to help mitigate problems with sustainability either with the charity or the funded project, or both.

I recognised that the parameters of methodologies are not rigid and that a certain amount of overlap is possible. Before making a definitive decision, I investigated the merits of five other qualitative typologies presented by Creswell (2013) to ascertain where boundaries may overlap. Creswell gives a thorough description of the theory behind case study, phenomenology, ethnography, narrative study and grounded theory. I considered whether grounded theory would fit with my intentions.

Grounded theory is well suited to research that is qualitative, exploratory, small-scale and involves the study of human interaction (Denscombe, 2014 p.108). Charmaz (2014) explains that grounded theorists are encouraged to incorporate the multiple voices, views and visions of participants in declaring their lived experiences. I found some relevance to my research with this statement as I sought to explore information about the experiences of other professionals who funded the provision of education in parts of sub-Saharan Africa.

Other features of a grounded theory design include a constant comparison of data using sampling of different groups to maximise the similarities and differences of information and is shaped by the desire to uncover and investigate social and psychological processes (Creswell, 2013; Robson, 2002).

Denscombe (2014) suggests that for the researcher who wishes to take a pragmatic approach to a small-scale qualitative study, then the spirit of grounded theory might be an appropriate model but, it is not best suited to those who come to the investigation with fixed ideas and a precise plan. I knew that I would carry out this research within a structure that would be carefully planned and with specific detail. Although I came to the study with ideas based on my experience, I wanted to remain open and flexible to the ideas of others.

According to Robson (2002, p.191) it would seem that grounded theory has shifted for some researchers from the original intent of a strategy for 'doing' the research, to a particular style of 'doing' the data analysis. At the early stages of the planning, the door was left open for grounded theory as an approach for consideration. As the data collection progressed, I found that grounded theory was the appropriate methodological framework for the analysis (Robson, 2002; Charmaz, 2014). In Chapter Five I expand on why and how I adopted this approach.

According to McNiff (2013, p.39) there is debate about whether action research is a paradigm, a methodology or a method. Kemmis and McTaggart (2005) describe action research as encompassing action in various terms. The suggestions include: critical action research, classroom action research, action science, industrial action research and participatory research. The question being addressed, the situation and the people involved all determine which type of action research is most appropriate, but all contain the element of participation.

I wanted to assure myself that I was fully prepared to formulate a framework for my methodology. The participatory nature of my study, would have made it unwise not to consider the concept of participatory action research which is described as:

“...a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities” (Reason and Bradbury, 2008, p.4).

Participant action research can be regarded as an ethnographic approach to an investigation where culture is of significance (Durrant, 2015). The spirit of participant action research focuses on a community working together for the self-interest of that community (Reason and Bradbury, 2001). My

interpretation is that participant action research claims that those involved in the issues are co-researchers and collaborate to develop knowledge to solve concrete problems and inform their practice. I perceive this to be more of an internal exercise. I felt this ethos did not fully embrace how I intended to conduct my research.

One of the main purposes of both action research and participant action research is to produce practical knowledge which is embodied in the day-to-day activities of an organisation (Kemmis, 2009). Although there was a collaborative element to my research, I was organising and controlling the extent to which the participants were involved and not immersing myself in the culture of their charity. We were not working together within any particular community or establishment. For these reasons I concluded that action research model was the most appropriate research design for my study.

4.3.1 The pragmatic nature of action research

Kurt Lewin used the term ‘action research’ in 1946 to mean a type of social action intended to learn about organisations in order to effect change (McNiff, 2013). I wanted to find a pragmatic way to mitigate problems of sustainability for my own charity which I then wanted to share with other charities. I felt it necessary to improve my professional practice and the realistic nature of such an approach suited my logical and practical character.

The character of action research is suitable for investigating ‘why’ and ‘how’ questions particularly where the focus is on finding solutions to problems encountered in practice. Unlike much academic research whereby the researcher decides on a problem and then sources a suitable research site, in action research the source of the problem and the initiative for seeking a solution may emanate from the researcher (McNiff and Whitehead, 2011), which in my case was the problem of sustainability faced by Charity2M.

Research that produces “nothing but books” Lewin (cited in Robson, 2002, p.216) argued “will not suffice”. Lewin proposed a cyclical approach to research involving planning, fact finding and taking action on the results. Planning for the overall project begins with the identification of a research

problem for which an action research approach is appropriate. The planning itself typically relates to a social or practical problem rather than a theoretical question (Kemmis, 2009).

The planning includes phases of activity which must be worked through in order to implement and complete an investigation. The following diagram shows the cycle of actions that I created and used as a template for conducting my research.



Figure 4.1: Cycle of Actions

The central points about this cycle of action are that the process began with identification of the issues within my own charity and I visualised what would be a useful outcome for improved practice. A strategy for action followed: information in the form of data was collected, analysed and reflected upon, findings emerged and as a result an adjusted strategy was developed and the cycle began again with the identification of the new or confirmed problems emanating from the previous steps of the cycle. Action research is a work in progress (Brydon-Miller *et al*, 2003; Dowling and Brown, 2010).

I was conscious of this cycle throughout the study and the template gave me a frame within which to proceed and devise the necessary steps to take.

Returning to the debate as to whether action research is a strategy, a methodology or a method, McNiff (2013, p.39) portrays this in metaphoric terms as a journey that could be taken by bike, car or on foot. The purpose is to reach the destination, but the mode of transport to get there differs. If I consider the mode of transport to get me to my 'end goal' then I would prefer to go 'on foot', take time, reflect and consider at each step.

This process of cyclical actions can be repeated and applied to the modus operandi of any organisational structure. As a consequence of my doctoral research, the learning and action process will continue long after the research has ended and the model applied to the ongoing management of my charity. This foundation can be built on and adapted by any organisation and used for positive outcomes in the future. I have included an adaptation of the model in the Research Information Booklet that has been distributed to participants and is also available to interested parties.

4.3.2 The learning and reflective nature of action research

In Chapter Two I gave my theoretical account of the significance of reflective practice in relation to my positionality and return to the topic as part of the learning and reflective nature of action research. The cycle of action assumed an active participation in the learning process on my part. The point is emphasised by Coghlan and Brannick (2014) who explain that action research encompasses first-person professionals learning in action and engaging in an inquiry about themselves, their assumptions, their practices and how they tackle understanding their organisations.

Individuals learn on the basis of observing and reflecting on actual experience, forming abstract thoughts and generalisations and then testing the implications of these concepts in new situations (McNiff, 2013). This philosophy of experiential learning can be interpreted as the relationship between situation and interaction (Dewey, 1998, p.43). How did I relate this philosophy to my research? I could apply the term 'interaction' to interaction

with people or interaction with the stages of the process. In the field of academia, I was finding my way through a territory of unknown and unexpected encounters. Each situation was a new experience. I was learning along the way that to achieve a successful outcome to my study, it was crucial for me to harness, understand and explain this new knowledge.

In terms of action research, each cycle leads to new experiences and the beginning of another cycle. According to McNiff (2013) action research improves practice by developing the practitioner's capacity for discrimination and judgment and helps to develop practical insight. This insight is founded on the reflection of real-life experience.

Coghlan and Brannick (2014, p.35) suggest that reflection is the process of stepping back from experience to process what the experience means, with a view to planning further action. It is the critical link between the concrete experience and taking new action. Reflection-in-action is a process that allows ongoing work to be reshaped during its development, and reflection-on-action could be re-titled as 'lessons learned' (Schön, 1987). Reflection on the operational aspects of Charity2M and the project in Tanzania was and remains essential for improved practice. In the undertaking of this research I wanted to draw on both my personal experience and the real-life experience of others in order to adopt a change in practice where appropriate. The 'lessons learned' by all involved were a key ingredient to a successful and useful outcome of my study.

4.3.3 The importance of feedback

In my view 'lessons learned' have the most value when they are shared through feedback. Feedback is included as one of the four main characteristics of action research as defined by Denscombe (2014, p.123) as follows:

- *Practical nature*: It is aimed at dealing with real-world problems and issues, especially at work and in organisational settings.
- *Change*: As a means of discovering more about the phenomenon and as a way of dealing with practical problems.

- *Cyclical process*: Research involves a feedback loop in which initial findings generate possibilities for change.
- *Participation*: Practitioners are at the heart of the research process as their participation is active and not passive.

Lewin (1951), cited in Robson (2002), believed that organisational and individual ineffectiveness could be blamed to some extent on a lack of adequate feedback on processes. I could relate to this sentiment looking at my own practice, but believed that there was an additional cause of ineffectiveness; small charities work within a vacuum. I had assumed that, like Charity2M, other kitchen table charities did not have contact with similar organisations and their charity's work was only appraised or discussed from within. This assumption was based on my own experience and was subsequently confirmed when the participants welcomed the opportunity to meet each other to discuss and share aspects of their work.

My research was designed to give participants an opportunity to assess and give feedback not only on the research process, but also on their organisation's management and operational structure. This was not in the form of negative criticism, but I likened it to a team effort. My study embraced a pragmatic approach to problem-solving based on the views and interpretations of the participants. The participants themselves needed to be actively involved in the research process to the extent that they considered themselves stakeholders. Shared feedback of a constructive nature was a fundamental element. The workshop forum provided an informal setting for trustees to discuss and debate further how the topic of sustainability impacted on their work. At this forum the findings from the questionnaires and the interviews gave prominence to the issues raised by all the participants. The gathering of information from feedback followed by suggested actions proved to be a hand-in-glove exercise.

4.3.4 A critical view of action research

Action research is not without its critics. One criticism is that action research is 'unscientific', at least in so far as 'scientific' is perceived in terms of the positivist approach to research. In positivist research, findings are validated by logic, measurement and consistency (Robson, 2002). Knowledge created in positivist science is universal, while that created through action research is particular and situational (Coghlan, 2007). I refer to Kemmis (2009) who points out that action research can be considered a meta-practice which can include technical, practical and critical elements. Logic, measurement and consistency would be components of a meta-practice, but at the core of action research is practice-changing-practice. Action research aims at changing three things: practitioners' *practices*, their *understandings* of their practices, and the *conditions* in which they practice (*ibid*, 2007). All this takes place within a real world setting with the end result of effecting change within that setting. It is my opinion that action research is very much 'real research'. Carr and Kemmis (1986) argue that action research, in the practical sense, develops the ability to form judgements on ways to effect change. The concept of judgement is subjective and therefore the subjectivity of this model can leave validity and reliability open to doubt (Brydon-Miller *et al.*, 2003). I have expanded on how I have considered the notions of validity and reliability with my research in Chapter Eight.

Reflective practice is a major component of the action research model. It is a process to consider what has been done and what could be done, by analysing decision making and drawing on relevant theory (McNiff, 2013). Critical analysis and evaluation refocuses thinking on existing knowledge and helps generate new knowledge and ideas. However, reflective practice is subjective and I could not contest or verify any of the information given. I accept that the validity of the findings may be affected by this subjectivity, but action research meets the criteria of validity testing more effectively than do other forms of social research (Brydon-Miller *et al.*, 2003). This is because those doing the testing are interested parties for whom the result is based on relevant problems. I asked participants to think about their charity in the UK

and their work in sub-Saharan Africa and to reflect on whether the subject of sustainability had been of concern either at the charity or at the funded project. I analysed their views and theories in the context of the relevant theories that have been presented in the conceptual framework (Chapter Three).

Action research presents other practical challenges for the would-be action researcher. When practitioners alter their usual position by becoming both practitioner and researcher within an organisation, the duality of roles can create some confusion (Coghlan and Brannick, 2014). Work colleagues may also view the researcher with suspicion. I work with six other trustees and they may have queried to what extent I was sharing information and they may have viewed my research with some apprehension. In order to alleviate a possible awkward situation, I remained open about my research to my fellow trustees and left no doubt about my role as researcher and my intentions with the study. At all times, their comments have been welcome and I have kept them informed at every stage of the process. I have also maintained confidentiality throughout the study by ensuring that any shared information was anonymous.

Denscombe (2014, p.129) addresses the disadvantages of action research and talks of a 'work-site' approach that can affect the representativeness of the research and therefore limit generalisations. Problem solving in a specific context poses questions about the relevance of any findings beyond the immediate research setting (Coghlan, 2007). I have not worked within one organisation operating in one location, but with a group of participant trustees albeit working in related areas in various locations, namely kitchen-table charities based in the UK and supporting education in sub-Saharan Africa. I sourced fifteen comparable charities from an unknown total and accept that the representativeness of my research may be open to criticism.

There was a danger of becoming bound or restricted by a too detailed and structured 'plan of work' or 'cycle of action' and this could be viewed as a weakness of the action research model. I recognised that I needed to remain

open to new ideas and to keep the 'cycle of action' fluid and evolving and able to suit any unforeseen outcome.

I was conscious of this cycle throughout the study and the template (Figure 4.1) gave me a framework with which to devise the necessary steps forward with my research at each stage of the data collection and analysis. Information was collected, analysed and reflected upon, findings emerged and an adjusted strategy was developed. The cycle began again using the findings that had emanated from the previous cycle. Each point on the cycle results in an action that informs the next. The cycle starts again if there are outstanding or new action points to address and demonstrates how action research is a work in progress (Brydon-Miller *et al*, 2003; Dowling and Brown, 2010). I have continued to promote and utilise my conception of action research with a revised action research model (Figure 7.3) as a practical tool for problem solving which is included in the Practitioner's Handbook.

In the next section of this chapter, I specify how I selected and applied a mixed method approach to collecting the data within the framework of an action research strategy in order to investigate my overarching research question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

4.4 Part Three: A Mixed Method Approach

Denscombe (2014) suggests that a sequence of methods drawn from different paradigms should be chosen to suit the researcher's requirements. My data was collected in three stages:

- The first was a short questionnaire which was emailed or posted to seventeen trustees who had verbally given their consent to take part in the research.
- The second involved a semi-structured interview with five of the trustees who had returned completed questionnaires.

- The third stage was a workshop forum, an informal occasion involving trustees from four charities. These participants had completed the questionnaires and subsequently given interviews.

I decided that an initial questionnaire would reveal relevant points, which could then be expanded and clarified at interview and that a workshop forum would be the best environment for a solution-based discussion once the issues had been identified.

I needed other individuals from similar UK kitchen-table charities to share their experiences in order to ascertain whether the subject of sustainability was an issue for them and if so, in what way and what measures had been adopted to address this subject. There is no straightforward answer as to the appropriate size of a sample. This depends on the scale and type of the research and factors such as time, expense and feasibility (Bryman, 2012; Denscombe, 2014; Robson, 2002). I decided that a trustee from fifteen charities was an appropriate number to manage within a reasonable timescale.

By choosing questionnaires, interviews and a workshop forum, I was able to combine different techniques which proved valuable for cross-checking, confirmation and completeness (Robson, 2002). Other qualities of mixed methods include improved validation of findings in terms of authenticity and accuracy. This is achieved from the production, replication and confirmation of data developed from previous findings (Denscombe, 2014). In my study, the second and third stages were each informed by the findings from the previous stage.

By visiting the data three times I had the opportunity for clarification and endorsement of points that were raised. I would like to think that by using this approach I have succeeded in obtaining results that are acceptably valid and reliable.

The participative and collaborative nature of my research was essential to accomplish an action research design (Basit, 2010). If I could not persuade

participants to join me then the study would need a major re-think. I could not contact any potential trustees until I had a coherent plan in place to present. I entered the research from a solid professional stance on two counts: firstly, with my personal knowledge and experience of the subject; secondly, with the banner of a researcher at doctoral level.

I carefully thought through each stage of the data collection and in order to counter-balance my subjectivity and influence on the research process, I asked a colleague to be a co-participant for Charity2M at each stage. This request was enthusiastically accepted.

4.4.1 The sample – how many, who and from where?

I chose a purposeful sample which Basit (2010) also refers to as a judgmental sample, whereby participants are chosen to suit the purpose of the research. I devised the criteria for my sample selection that would fit with my intentions. This decision was based on finding UK charities that operated in parts of sub-Saharan Africa that were matched in terms of finances, mission statements and management structures. This like-for-like approach meant that the participating charities came to the research from certain commonalities, but had encountered different experiences.

Charity2M was the benchmark for the criteria and meant that all participants came to the research from a similar environment. This put us all on a level playing field. Succinctly put, the criteria for the sample of charities were:

- Managed by volunteers
- Income up to £100k per annum
- Registered with The UK Charity Commission
- Funding educational projects in sub-Saharan Africa

I identified an initial purposeful sample of seventeen suitable charities that fitted the above criteria from a few personal contacts followed by an extensive internet search. I found personal contact details of trustees, including phone numbers posted on the web pages of the UK Charity Commission. This information is in the public domain and not subject to data protection

restrictions. I decided not to make any contact via the website of any charity, as I wanted to speak to the Chair of Trustees who would have the authority to speak on behalf of the charity.

All seventeen calls ended with a positive response to my invitation to complete and return the questionnaire. I stressed that I would not be sending any information to their charity website email addresses as all information would be kept confidential. All respondents seemed happy with this arrangement and confirmed personal details for future contact. I wrote a reflective piece about my initial experience of 'cold calling' (Appendix 20) which was posted on a university webpage as part of the student experience.

It was at this point that my focus for the study shifted from charities working across sub-Saharan Africa to those working within a more concentrated area of East Africa. The trustees that came to the fore with my internet search worked in Kenya, Uganda, and Tanzania, with one charity working in Rwanda. The majority of charities supported projects in Kenya.

4.4.2 The questionnaires

Following the introductory conversations, I sent an information sheet and consent form by email or post (Appendices 3 and 4) to the seventeen possible participants. On receipt of the signed consent form, I emailed or posted the questionnaire (Appendix 5) to the resultant fifteen trustees who made up the sample. The six questions were as follows with a concluding space for any other comments:

1. What or who was behind the motivation to start the charity?
2. What is the current objective or mission statement of the charity?
3. What consideration has been given to the long-term sustainability of the charity? And is this of concern to you?
4. How sustainable is the educational component of your mission without donor funding? And is this an important

factor when decision making?

5. What would be the impact on your beneficiaries from an educational point of view should the funding from your charity cease? And have you plans in place to address any impact?
6. This questionnaire is the first phase of my research. The second phase will involve an interview which I may like to conduct with you at a later stage. Would you agree to this?
7. Please add any further comments.

The design of the questionnaire was uncomplicated and to the point as I was aware that in today's world people are generally time-poor. I heeded advice that inexperienced researchers can devise questions that ultimately give information that is of little use to the study. This can result in wasted time and expense and it is therefore important to ask the right questions to suit the purpose of the research (Dowling and Brown, 2010; Robson, 2002). The questionnaire was not informed by reviews or examples of similar research as I found my specific topic to be under-researched. In this situation, Basit (2010, p.80) suggests discussing the content with a fellow professional. I gave a template to my colleague who took a critical view and I consequently made minor amendments accordingly and we then agreed a final version.

The questionnaire was designed to attract interest, provide a chance for reflection on professional practice, but more importantly to extract information that would go some way to addressing issues of sustainability which were applicable to the context of the study. The space for answers could be expanded to allow respondents to give as full an answer as they wished.

Four completed questionnaires were returned within two weeks and I revisited the questions to assure myself that they were appropriate for my study. I was satisfied that these initial responses indicated that the subject of sustainability was a concern for the kitchen-table charities that had replied and that my research was of interest.

I allowed a period of one month before I politely made contact, for the second time, to those who had not responded. At this stage, I remained unsure whether the initial enthusiasm for the research had waned, but over a period of a few weeks I received fifteen completed questionnaires. Two of the original seventeen trustees failed to respond. I was extremely pleased with the high response rate which indicated a good level of interest in the research topic.

Details of how I analysed the questionnaires are given in Chapter Five showing how significant points shaped the substance of the interviews. Dowling and Brown (2010) point out that with mailed questionnaires, the researcher has no opportunity to probe answers further at the time of response. I subsequently thought that questions 3, 4 and 5, which include two separate questions, should have been split into extra open-ended questions. For example: What consideration has been given to the long-term sustainability of the charity? And is this of concern to you?

This second part could have been another question: If this is of concern to you what are your intentions to address this concern?

I addressed this criticism of my design in part, by following stage one with interviews. I say 'in part' because I did not have conversations with all respondents.

4.4.3 *The interviews*

Creswell (2013, pp.163-166) offers useful steps to follow with the design and implementation of face-to-face interviews which include:

- Identify interviewees
- Design an interview guide
- Determine location
- Pilot test
- Follow interview protocol

I used these suggestions as the template for the initial design of the second stage of the data collection.

All fifteen responded positively on the questionnaire to take part in the second phase of data collection, semi-structured face-to-face interviews. I considered whether 'semi-structured' was the correct terminology as Dowling and Brown (2010, p.78) suggest that all interviews have a structure. Their point is to what extent is the structure determined. They refer to interviews that are 'loosely structured' or 'unstructured'. This point is discussed by Denscombe (2014) who goes on to say that with both semi-structured and unstructured interviews there is scope for changing course or deviation from a set agenda. From this comment, I chose to stay with semi-structured interviews.

The semi-structured interviews took place with five of the fifteen charities. The purpose was to further explore the topics raised from the questionnaires, to nurture a personal rapport and to gain deeper insight into the research question: How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

The interviewees were selected by me on the basis of their responses to the questionnaire and their level of interest in the research. The five interviewees included three females and two males and their ages ranged from under thirty to over seventy. I have attached brief pen-portraits of these participants (Appendix 6) to provide a degree of identity to these participants.

They all readily agreed to meet me which made me very eager to visit them and find out more. I forwarded an information sheet to them which highlighted the points that I wished to discuss at the interview. This acted as an aide memoire or guiding sheet (Appendix 7) for me, but also meant the interviewee had time to consider what points they wanted to discuss or raise. I do not believe this method of preparation, whereby the interviewer's prompt sheet is given in advance, is commonplace. It is usual for the interviewer to take the

prompt to the interview (Dowling and Brown, 2010). I am making this assumption based on my conversations with other researchers.

I wanted to expand on some of the answers that were provided in the questionnaire by addressing the following:

- Clarification of the meaning of 'sustainability' in the context of the research. In what way did other trustees consider sustainability in relation to their charity and the project?
- How significant was the quality of education that was delivered from the standpoints of curriculum and teaching standards?
- To what extent did the charity consider the North/South divide and cultural differences?
- Was gender a consideration for the mission?

I also wanted to clarify to what extent their Board of Trustees had considered the following points which had been raised by some respondents as significant issues affecting sustainability. These included:

- Donor fatigue
- Donor dependency for both charity and the beneficiaries
- Impact on those who rely on the provision of education if funds were withdrawn
- Unexpected crises
- Reduced energy and enthusiasm of the charity's trustees
- Personal dilemmas of emotional attachment and detachment
- Planning for an exit strategy

4.4.4 Interviewing in practice

I travelled to various parts of the UK as all five trustees invited me to their homes. Once I arrived and we settled for the conversation, I ensured that consent forms had been duly signed. The first interview was conducted with a fellow trustee from my own charity in a 'trial run' session. This gave me an

idea of timing and whether the prompt sheet was effective or needed any amendments prior to the remaining four interviews. This first exercise also boosted my confidence.

During each interview, I was mindful of my behaviour and thoughts. The interaction between researcher and interviewee is complex. I have explained how I considered my positionality in Chapter Two by consciously placing myself between the doorways of 'inside' and 'outside'. The interviewee and I were both trustees and I also had the role of the researcher. Basit (2010) emphasises that a successful interview involves a rapport between individuals. I maintained respect for all comments offered throughout and whilst adopting a friendly attitude made sure that I focused on the task in hand. The interviews lasted between one and two hours and I kept a close eye on my watch as I was aware of time constraints. Robson (2002, p.273) states that "closure skills are important as an escape route can be difficult when the interviewee has a willing ear". My previous experience as the chair of meetings has given me a solid skill-set for allowing conversation, but keeping to a timescale.

An audio recorder was used with their permission, but because of my mistrust of technical equipment, I took notes at the time of the interview and wrote a reflective piece shortly afterwards whilst the conversation was fresh in my mind.

All recordings were transcribed in readiness for the analysis. I did not invent, falsify or distort the recordings or transcripts and therefore preserved authenticity and reliability (Basit, 2010). I have attached an extract from a transcript (Appendix 8), but they are all available in full until the research has drawn to its final close and at that time the recordings will be deleted and transcripts destroyed.

4.4.5 The workshop forum

The term 'focus group' may have been appropriate which Denscombe (2014, p.188-189) describes as having three particular features:

- there is a focus
- there is a facilitator rather than a leader
- group dynamics are key to eliciting information.

These three characteristics were all applicable to the event that I had planned, but a focus group is helpful when a researcher is seeking issues as a precursor to interviews or further investigation (Basil, 2010). The group situation that I wanted to organise differed in that I wanted to use the event to discuss issues that had already been presented at the two previous stages of data collection. Discussions on finding solutions to these issues was of importance in the design and production of the resultant booklet (Appendix 1).

I felt the term focus group had more relevance to situations where communities may have faced issues of a social or health nature. Although focus groups are helpful for discussions to elicit different views (Bryman, 2012) my group would be concerned with business, its members were there to talk about the practicalities of running a kitchen-table charity that funds educational projects in parts of sub-Saharan Africa. The purpose of the workshop was to meet and share ideas and discuss strategies in a group situation.

My preference remained with referring to the day as a workshop forum which had a tone of business about it. I was the researcher/facilitator, but was very aware that I was also the leader and as such wanted the day to be organised in a professional manner and for discussion to flow within a planned structure.

4.4.6 How did I plan the workshop?

I had intended to ask only three participants as I wanted to allow for maximum individual involvement, but I chose four who I thought would bring diversity and lively opinion to the group. I made this subjective decision as I had spent some time with each trustee in their homes; I felt I knew them perhaps better than if we had met in a neutral space. Elements of trust, and an atmosphere of openness, had been created prior to the event. All four eagerly accepted the invitation.

As the organiser, I meticulously planned the day with a detailed schedule from start to finish which I forwarded to each participant beforehand to give them all time to think about the workshop (Appendix 9). I was hopeful that practical suggestions would emerge.

I gave a reminder of why I was doing the research and what questions I sought answers to. The day was planned to be a creative exercise to further explore the issues of sustainability that had been identified from the data provided by all fifteen participating trustees. The information from the interviews, combined with the analysis of the questionnaires formed the core points for discussion at the workshop forum.

I posed open-ended questions to the group to stimulate further thoughts and conversation. I placed large pieces of paper and pens on the table so that all trustees could write freely and thereby capture any thought or idea that came to mind.



Figure 4.2: Creative exercise at workshop forum

This strategy also allowed for thoughts and experiences to be shared in a collaborative and informal setting and for practical suggestions to emerge that could mitigate the problems that had been highlighted.

The workshop forum proved to be a very valuable and enjoyable exercise and brought the process of my data collection to a satisfactory end. At the close of the day I gave the participants an evaluation form. However, emails

and texts received a day or two later proved to be more informative. This confirmed my belief that the practice of issuing immediate evaluation forms has little value.

4.4.7 The Research Information Booklet

The Research Information Booklet (Appendix 1) is a tangible outcome of my doctoral study. The design was discussed at the workshop forum where it was suggested that it should not be in the well-worn format of a business manual. Robson (2002, p.518) suggests that the production of pamphlets is daunting when large amounts of information have to be condensed. I followed advice to emphasise the findings and to use clear headings. The issues of sustainability are at the core of the booklet accompanied by suggestions on how to mitigate these issues. The content reflects the findings from my analysis by using the core-categories and sub-categories that were the product of my grounded theory analysis of the data. Quotations are included *verbatim* which give a personal flavour from real-life experiences. All quotations are anonymised and a draft version was sent to all participants prior to completion for their comments.

During the development of the Research Information Booklet, I gave thought to who the wider audience might be and for whom my research would be useful. The booklet has evolved into a Practitioner's Handbook to which all participants and interested parties can refer. I have included an action research model with a plan for steps to take when considering problem-solving. By doing this I am continuing to use the paradigm of action research by offering the model as a tool for practice. It is produced as an A5 booklet in both hard copy and digital format and will be available online.

This document has given me the opportunity to fulfil the promise made to all participants that I would let them know the outcome of my research. I believe it also provides added value to their input. Contact details were only listed with permission.

4.5 Part Four: Ethical Monitoring

I followed the guidelines at all times as I wished to ensure that those taking part in the study were comfortable that I had followed sound ethical procedures. My approved Ethical Application is attached (Appendix 10). I believed my research posed no potential risks to participants (or self) as the research topic was not contentious, all participants were adults and I had no reason to believe that anyone could be considered vulnerable. However, I was mindful that an unexpected situation may arise that could require unplanned action and that I would have to act in an appropriate manner. Obviously, unforeseen circumstances cannot be planned for, but I was willing to stop the research immediately with any participant if necessary.

Demonstrating to my participants that I was undertaking this research in a sound professional manner was a key element in how my colleagues and fellow charity trustees would engage in my study. Action research demands an openness regarding practice and there was a requirement to supply clear explanations of the intentions of the study and to receive signed consent forms (Denscombe, 2014; McNiff, 2013). Appropriate consent forms and information sheets were sent or emailed at each stage. All names of the individuals and charities were anonymised except at the workshop forum. It would have been odd for participants to engage in a collaborative situation with the expectation that all information they shared at the time was in total confidence. We agreed that we would not share, by name, any information outside of the forum. A climate of trust amongst a group of participants is a priority for members to feel at ease (Denscombe, 2014).

4.6 Summary

This chapter has given details of how I formulated a methodological framework in which to situate my research. I have justified my choice and explained how action research was the model that fitted my intentions.

An appropriate summation of how my research fits with action research is given by Carr and Kemmis (1986) who claim action research aims at improvement in three different areas: firstly, improvement of practice;

secondly, the improvement of the understanding of the practice by the practitioners involved; and thirdly, the improvement of the situation in which the practice takes place. In this chapter, I have covered the step-by-step methodological route that I took to address these three points.

Issues of organisational concern and a consequent change in practice have been highlighted as suitable subjects for action research. I have explained the close relationship between knowledge acquisition and action and how action research is more about research-in-action than research-about-action (Coghlan and Brannick, 2014).

I have covered the rationale behind my choice of a mixed method approach to the collection of the data. A detailed account of why the data was gathered from the questionnaires, semi-structured interviews and a workshop forum has been provided. Considerations which formed an integral part of the interaction with ethical the participants at every stage have been explained.

The three stages of collection were afforded the same status and all had the common purpose of giving rich data, but also of providing strategies for solutions to problems with sustainability. The action research model and the use of a mixed method approach provided the framework and the tools to investigate the research question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

In the following chapter, I explain how I approached the analysis of the data collected during each of the three stages.

CHAPTER FIVE – MY APPROACHES TO ANALYSING THE DATA

5.1 Introduction

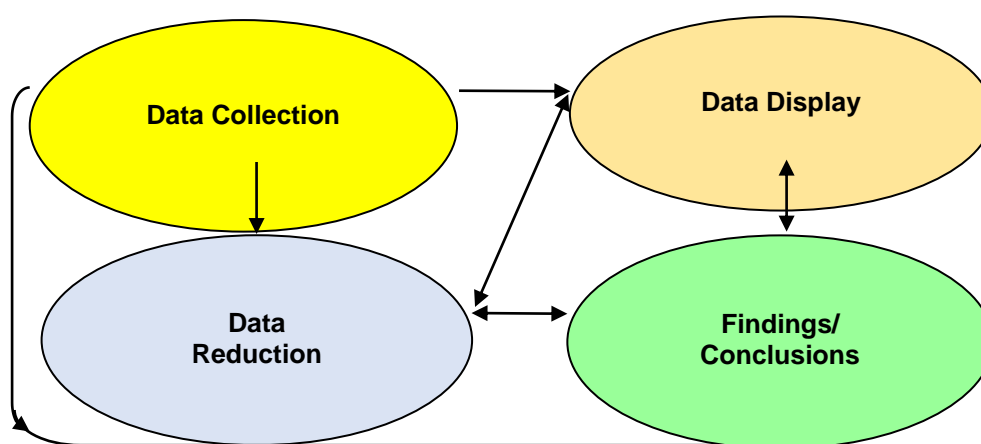
In the previous chapter I showed how the action research model and the use of a mixed method approach provided the framework for my research. In this chapter, I give my reasons for choosing the paradigm of grounded theory as the structure which guided me through the analytical process. I explain how I generated the sub-categories from which the five core-categories were established as follows:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding
 → Matters Concerning Finance
- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools
 → Issues Relevant to Education
- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer
 → Professional Practice of Trustees
- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance
 → Managing from a Distance
- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support
 → Crises and the Unexpected

Bazeley (2013) stated that writing and visualisation are integral components of analysis and Miles and Huberman (1984, p.1) referred to an “interaction

between display and analytic text”. I knew I was going to have to deal with a large amount of data and have used charts, tables and visual images as a way of helping me understand the data and to illustrate each step of the analysis.

I found it helpful to apply the model below which reflects the inter-connection and flow of the key elements of the analytical process.



***Figure 5.1: Components of Data Analysis from Miles and Huberman
(1984 p.23)***

To explain this model further, Robson (2002) argues that data collection and data analysis should overlap to allow for flexibility so that the researcher remains open to new ideas or patterns which may emerge. I collected my data from questionnaires, interviews and the workshop forum, but I did not wait until these three stages had been completed before starting the analysis. I conducted an initial analysis after each stage of the data collection as I used the information to inform and plan the next stage. By doing this, I had the opportunity to discuss, expand on and debate issues that had been raised. Data reduction occurred naturally as I approached each stage of the analysis through editing, segmenting and summarising the data. But any findings could not be conclusive until all the data had been collected and analysis completed.

I summarise the process of data analysis, in line with the illustrated model (Figure 5.1), as organising the collected information, dissecting it, searching for themes, and finding a way to effectively disseminate the findings.

I have presented any quotation made by participants *verbatim* in *italics*.

5.2 The Paradigm of Grounded Theory

Charmaz (2014) suggests that grounded theory makes its greatest contribution in areas in which little research has been conducted. It seemed appropriate for me to learn more about grounded theory as I had not found a study similar to mine. According to Robson (2002, p.492) the intention of grounded theory analysis is to generate a theory, or theories, to explain what is going on in the data. At the heart of grounded theory analysis is: coding, open coding, axial coding and selective coding (Corbin and Strauss, 2008). Coding is the pivotal link between collecting data and developing emergent theory to explain the data, consistently posing questions such as: “What does that mean?” (Charmaz, 2014 p.60).

Glaser (2002, p.2) succinctly suggests that “All that GT [Grounded Theory] is, is the generation of emergent conceptualizations into integrated patterns, which are denoted by categories and their properties”. Charmaz (2014) proposes that the overall aim is to establish **core-categories** which is done in three stages; firstly, conceptual categories or **sub-categories** are found in the data; secondly, the relationships between them are identified and grouped; and thirdly, from these groups or patterns **core-categories** are established.

Open coding is the first stage when data is split into parts, and codes or labels are attributed. Axial coding is the method used to link together into groups the sub-categories that have emerged during open coding. Each group belongs under the umbrella of a core-category. The third stage involves understanding and explaining the concepts in which each core-category is embedded (Robson, 2002).

I systematically followed a coding process at each stage of the analysis to make sense of the data until I needed to consider a saturation point. Charmaz (2014) refers to data saturation as the point at which no new insights are revealed. I found this impossible as every time I revisited the data, I could make a different interpretation and could not be sure that the task was complete. Bazeley (2013) warns against over-coding and suggests that how much to code is a question of purpose. Robson (2002) proposes that whilst grounded theory provides procedures for the analysis of qualitative data it can be problematic when deciding when saturation has been reached.

I reasoned that to analyse each stage sequentially would allow me to investigate as rigorously as possible the data collected from the questionnaires, interviews and workshop forum. This became a cyclical process because I revisited the data many times to verify and look deeper in an attempt to uncover any relevant concepts that were submerged in the data. This enabled me to make a link between the paradigms of action research and grounded theory in two ways: firstly, the idea of a cycle of actions; secondly, the suggestion that grounded theory does not test a hypothesis it sets out to discover theories hidden in the data (Glaser, 2002).

I had considered, but rejected, using a Computer-Assisted Qualitative Data Analysis program after attending a skill workshop on how to use NVivo. I knew that mastering another computer program would distract me from getting to know my data and I therefore chose to adopt a manual approach. I soon found that I liked the physical contact with paper and enjoyed being able to scribble ideas as they sprung to mind. These thoughts and ideas were either spontaneous or as part of a reflective process at a later time.

The use of memos and codes are key elements of the grounded theory approach and are powerful sense-making tools to use during analysis (Bazeley, 2013; Charmaz, 2014). At the start of the analysis I was concerned about interpretation and in January 2017, I wrote a memo in my portfolio about the problems with interpretation. I started to think about how one word may have a different meaning depending upon the situation. I include an edited extract below where I have chosen one hypothetical word 'disaster'

On the questionnaire – a respondent writes: ‘That spells disaster’.

Problem – Does this trustee really mean what I think she means by disaster? I am unable to clarify with a written response.

At interview – a participant says: ‘That spells disaster’

Problem - The facial expression can clarify the ambiguity of the statement made. ‘That spells disaster’ - stern face – ‘That spells disaster’ - not so stern. In this instance I am also interpreting the facial expression in a one-to-one situation. It would be more helpful if I knew this individual well and I could tell the strength of the facial expression. Is she normally stern?

During the workshop forum – ‘That spells disaster’ is shared amongst the group.

Problem - depending on the dynamics of the group conversation, a *disaster* may become more or less disastrous. The meaning may change from a disaster to ‘that spells a problem’.

Another **problem** came to my mind:

Just as an answer can be interpreted in many ways, so too can the terminology of a question. The participants interpret my written or spoken questions according to their understanding.

How do I know if the question has been understood the way I meant? I doubt that I can be certain of this, but I can try to seek clarification if I am in doubt.

I suggest that ‘interpretation’ has to be accepted with an understanding that different people put different meanings on the written and spoken word.

My interpretation of the data was influenced by my own understanding of meaning and my own assumptions which Robson (2002) suggests cannot be abandoned by the researcher. According to Bryman (2012), grounded theory

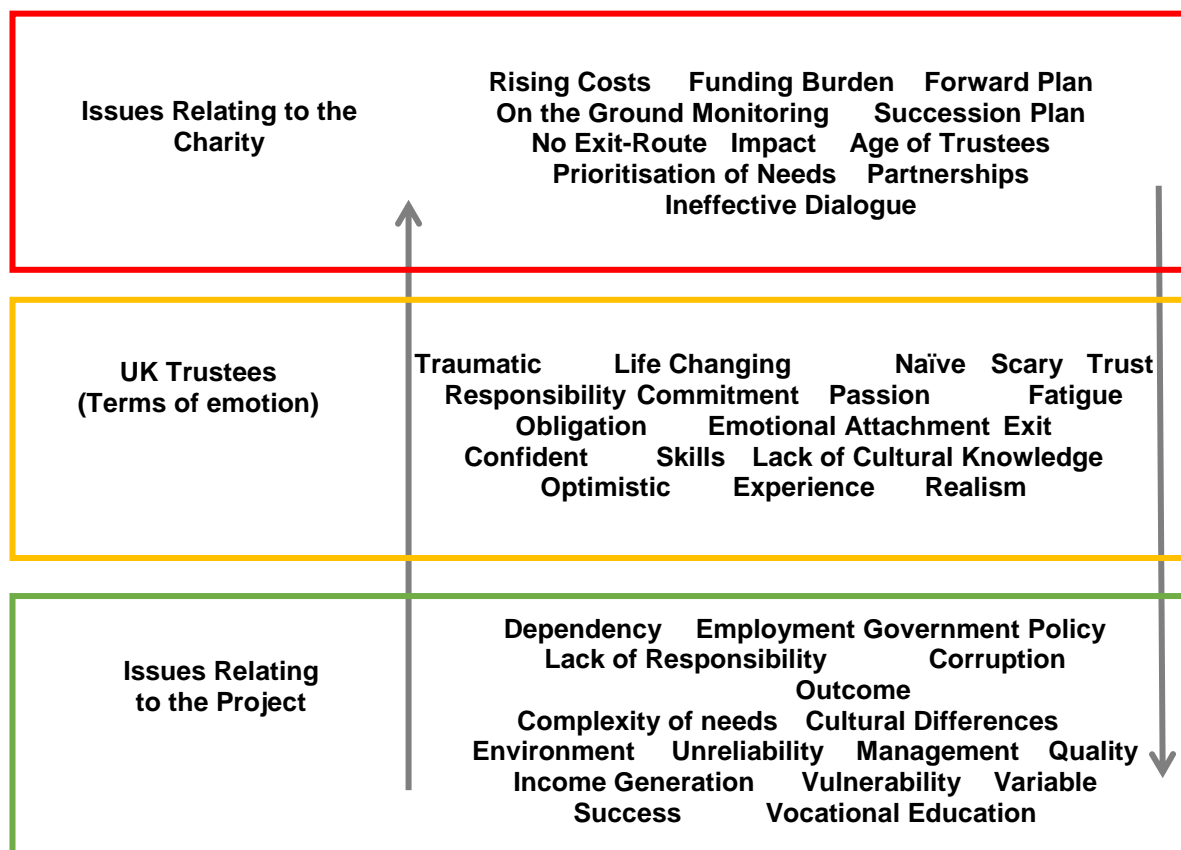


Figure 5.3: Word chart showing the initial emergence of categories

Figure 5.3 depicts how I began to frame the emerging categories from the post-its. I segregated words and placed them into three concepts: issues that related to the charity, terms of emotion relative to the trustees and issues relating to the project.

I have positioned the UK trustees centrally in the diagram and placed arrows passing through the boxes to demonstrate the interconnection between the concepts. The terms of emotion expressed in the questionnaires reinforced my own belief in the passion and commitment that drives trustees to face the issues relating to the charity and the project. The trustees are the link between the charity and the project and are centrally positioned. I could see a problem emerging whereby dividing the data into individual words could lead to confusion and a loss of focus, but the word chart enabled me to gain a better understanding of the emotional effect on trustees with their work.

Sub-categories that emerged from this initial open coding process included 'corruption', 'dependency' and 'on-the-ground monitoring'. These eventually led to the core-categories of **Matters Concerning Finance** and **Managing from a Distance**. The recognition of 'cultural differences' with ineffective dialogue and unreliability also contributed to the problems relating to **Managing from a Distance**.

Income generation, vocational education and rising costs were terms that crossed the boundaries of sub-categories of 'unsustainable funding streams', 'employment opportunities' and 'dependency'. The 'impact of withdrawal of funds' was highlighted at this stage as a major **Issue Relevant to Education**. This was not surprising to me as a number of young people in Tanzania are dependent on Charity2M for secondary education. If we withdrew our support then schooling would cease for many and this responsibility weighs heavily on the trustees and is reflected on the word chart with words such as: obligation, commitment, and exit. The indications were that the absence of an exit route or succession plan, emotional attachment and a lack of cultural knowledge, were some of the elements relevant to the **Professional Practice of Trustees**.

The poor quality of education, emphasis on the proficiency levels of English and overcrowded state-funded schools, were sub-categories that came to the fore later in the analysis of the interviews. They are discussed in Chapter Six. The core-category of **Crises and the Unexpected** was also raised during the interviews, but was revealed in more detail during the workshop forum.

Corbin and Strauss (2008) maintain that coding data reduces researcher influence since the process allows for preconceived ideas to be put aside and the interpretation of the data to lead the analysis. I agree that by immersing myself into the words, I placed myself mentally as an 'insider' in the data and this left little room for 'outside' thoughts. This practice was not so easy with the transcripts from face-to-face dialogue with personal interaction.

I returned to the questionnaires and re-examined them by systematically marking relevant points in red or blue. I circled words or phrases that appeared frequently or that jumped out as different, contrary or surprising. See below:

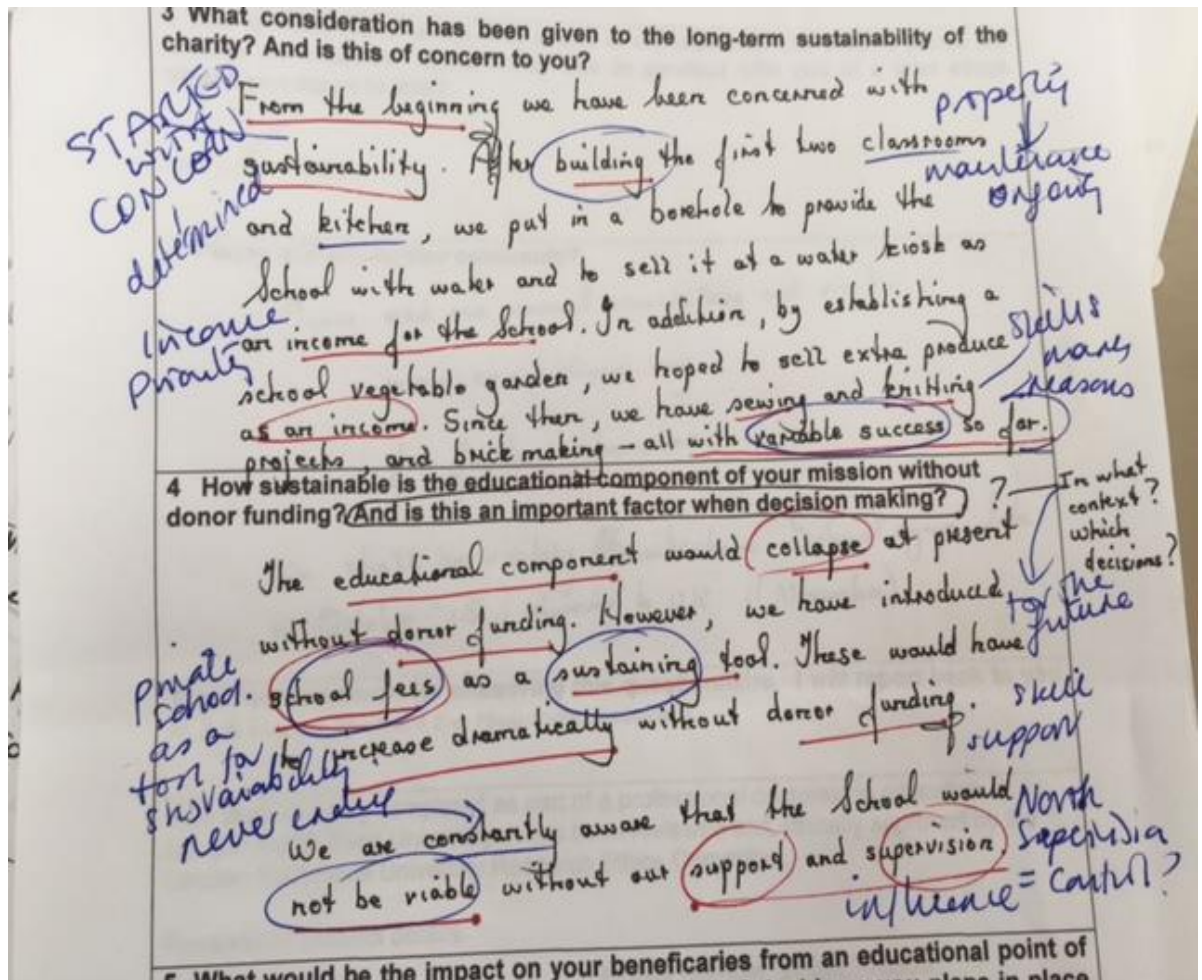


Figure 5.4: Open-coding taken from questionnaire

I did this line by line in accordance with the model of grounded theory suggested by Charmaz (2014) and this enabled me to really scrutinise the responses. From Figure 5.4 above, I have extracted the following comment:

... The educational component would collapse at present without donor funding ... we have introduced school fees as a sustaining tool.

This is an example of how I found data which added to the sub-categories of 'financial dependency', 'impact of withdrawal of funds' and introduced 'the private school'.

At this early stage of the analysis, I had not fully developed the core-categories which later became the substance of my findings, but these first attempts at open-coding proved valuable for a) getting to know my data and b) as the groundwork for building a more complete picture of the analysis.

I used my analysis of the questionnaires as part of the template for the semi-structured interviews to develop emerging theory. Charmaz (2014 p.193) refers to this practice as "theoretical sampling" within the paradigm of grounded theory.

5.4 My Approach to the Analysis of the Interviews

The dialogue that took place during the interviews gave an opportunity to expand and understand further some of the issues that were raised in the questionnaires and for new data to emerge.

When it came to the analysis of the interview data, I took the same approach that I did with the questionnaires. I dissected the transcripts into key phrases and highlighted sections of the transcriptions in a word document. I returned to the transcripts to familiarise myself completely with the content and added thoughts and notes by hand in the margins. An example of my approach to the analysis of the interview transcripts is shown below:

	equipment but rarely but it's within our remit.	
35. JFG:	That's to a particular school...	
36. P1:	Yes.	
37. JFG:	For them for resources?	
38. [00:06:58]		
39. P1:	Yes it is within our remit to do that but 95% of our fund, even more than that this year are just simply paying school fees.	School fees
40. JFG:	And how do you select those that you are going to support?	
41. P1:	Right. We had 2 Field Officers, one in the Maasai area and one up country in Kikuyu area. Now one works for me as a Farm Manager and has time on his hands to do to act as a Field Officer. The other lady up country in Kikuyu area is a retired teacher. She has time to do these things. Now they have common knowledge of their community that they live in, so what we do is we first of all have nominations from them and then I would probably interview those young people, also going to school sometimes where children have been sent home halfway through their secondary schooling by the Principal reluctantly because it's a no-win situation for anybody, school and people, if they get sent home because they can't pay. So we learn about those young people too and those young people we do regard as quite urgent cases. So we have those recommendations coming from school Principals, from our Field Officers, from people just simply coming to our back door and saying my daughter is here and then I will look up a little bit of like family intelligence, yes they are very poor, yes there has been a drought, they have got no crops, lost their animals.	Field officers ground connected manage distance Cm They have Local knowledg Kids sent hor way culture Compar No money environm Nexac Crisis - no drought

Figure 5.5: An example of my approach to the analysis of the interview transcripts

Data that does not translate easily into number form can be transcribed onto word documents with salient points forming columns (Bazeley, 2013). I devised a tabular chart with headed columns. This chart (Appendix 11) kept me focused, but not blinkered. It revealed categories that have relevance to issues of sustainability at an individual, UK charity or in-country level. I have included an example page (one of fifteen) from the chart below.

Interview location	Quote from participant	My Interpretation	Relevance to Sustainability	Sub-categories	Category
15MS p.26 para 309	'government will not take children from private schools into secondary schools '	Shift in government policy results in dilemma for charity wishing to get good results for children to do well at next educational level	Change in Government legislation affecting the outcome of charity's mission	Private schools Policy Mission	Education
15MS p.21 para 235	'our kids are taught English from day one'	English language seen as a priority but is this undermining the national language and mother tongues	Proficiency in English enhances job opportunities	English Capabilities Culture	Education
15MS p.16 para 184	'I am not trying to impose British education...I'm trying to give them better teaching strategies and improve the way English and Maths are taught'	Transfer of skills from experienced Trustee was an attempt to train and improve quality of teachers and lessons	Over-dependency on the skills of Trustees	Leadership 'us' and 'them' Quality	Education Trustees
15MS p.3 para 37	'unregistered private schools are cashing in'	The rise in private schools that demand fees for maximum profit has resulted in unscrupulous owners	Need for charities to distance themselves from unscrupulous practices and protect donor funds	Private Schools	Education Finance

Figure 5.6: Extract from the Coding Chart

I developed the chart by assigning quotations taken from the transcripts and questionnaires, interpreting my understanding of what was said and then relating the extracts to the relevance of sustainability. I clustered the salient points as associated concepts or sub-categories initially under a broad set of core-categories; FINANCE, EDUCATION, TRUSTEES, DISTANCE and CRISES.

I included sections from both the interviews and the questionnaires so that the chart contained the data from all fifteen participants. By continually asking myself into which category did a statement fit, meant I was in danger of

forcing the generation of codes. Multiple perspectives were revealed indicating how blurred the boundaries and relationships were between them. I was becoming caught up with the minutiae of detail and reminded myself of the first objective of my research, namely to identify and explore problems that can affect the sustainability of both the charity and its educational project.

Whilst the chart was useful to get to grips with a coding strategy, I found that it was not straightforward to look deeper into the 'umbrella' categories in isolation as there was much cross-over between them. Displaying the data in tabular form was not ideal and I suggest that for qualitative research it is challenging to present analysis results in a strictly-defined format. I used the chart as a reference to the original data which meant I re-engaged with the questionnaires, the interview transcripts and the conversation at the workshop forum.

The following example shows my train of thought in how categories and sub-categories developed and also highlights the interconnection between categories.

A trustee said:

I am not trying to impose British education... I'm trying to give them better teaching strategies and improve the way English and Maths are taught.

The transfer of skills from an experienced trustee in an attempt to train and improve teaching strategies and lessons showed that the quality of teaching was not acceptable to the trustee. The trustee was not trying to impose British education, but in effect that was what was being done. The sub-categories of 'proficiency in English' ... *improve the way English...* and a poor 'quality of education' were implied in this quote and could be placed under a core-category of **Issues Relevant to Education**. There is an implication that this trustee was reliant on in-country staff for delivery of a quality education. There is also an inference that the teaching staff would benefit from the transfer of skills from the trustee. Within this same quote the reference to ... *I'm trying to give them* ... I interpreted as an example of 'us and them' which I placed

as a sub-category with 'skill transfer' under the core-category of **Professional Practice of Trustees**.

I continued with this process by grouping together sub-categories in order to develop the core-categories:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding

→ **Matters Concerning Finance**

- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools

→ **Issues Relevant to Education**

- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer

→ **Professional Practice of Trustees**

- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance

→ **Managing from a Distance**

- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support

→ **Crises and the Unexpected**

5.5 My Approach to the Analysis of the Workshop Forum

The workshop forum was the third stage of my data collection, but by the time this was held I had already carried out much of the analysis of the questionnaires and interviews. The four participants who attended the workshop forum had given their time to answering the questionnaires and had taken part in an in-depth interview.

I compiled a brief spotlight pen-portrait of each interviewee (Appendix 6). I have expanded one (Figure 5.7) below which gives little personal information but is focused on points raised that were relevant to the objectives of my research.

Charity1LU Female – mid thirty – works for international charity – volunteered in Uganda started funding urban orphanage – corruption in-country an issue – now funding quality education – funds for skill training planned post-school – trustees initially naïve – transparency important - failure has meant experience and a resolve to change direction – sponsorship for quality education - reliance on in-country manager – trust and capability essential - distance a problem – focus of charity has changed from orphanage to education and particularly secondary schooling – need identified - jobs – vocational training important – apprenticeships for sustainable future for individuals – example of one individual passing education across and down through generations – steps to address sustainability have meant changing direction - small charity is a strength – in the wake of big charity bad press – transparency and accountability to donors - personal contact – transferable skills at trustee level – accept failures and learn – time is an issue for trustees – confidence in supporter retention – changing lives of trustees - lack of experience of trustees have meant steep learning curve and mistakes made – building relationships in-country – dependency culture – moving towards sponsorship and not maintenance/property – awareness of us and them – lack of cultural awareness – just rushed in led by heart –

Figure 5.7: Spotlight portrait of participant

The spotlight portraits had two functions: a) they were *aide memoires* and b) the strategy met with my intended continuum of using the analysis from each stage to inform the next. All interviewees had similar stories and I did not want

to go over old ground, but I did seek some verification on the categories that I had identified from the analysis of the first two stages. Robson (2002) suggests that group dynamics help to promote consistent and shared views on particular topics, but I also viewed the event as an opportunity to give contrasting views and to elicit new data.

I used an audio recorder to capture the entire dialogue throughout the whole day so that I had a complete record of any points raised. This meant that much of the recording contained dialogue that was not relevant to the research. I listened to the recording over a couple of days and made notes which I then recorded and subsequently transcribed. It is from this transcription and by referring back to the original recording, that I have constructed my analysis of the workshop forum. I also revisited the comments written during the discussions and displayed on the day.

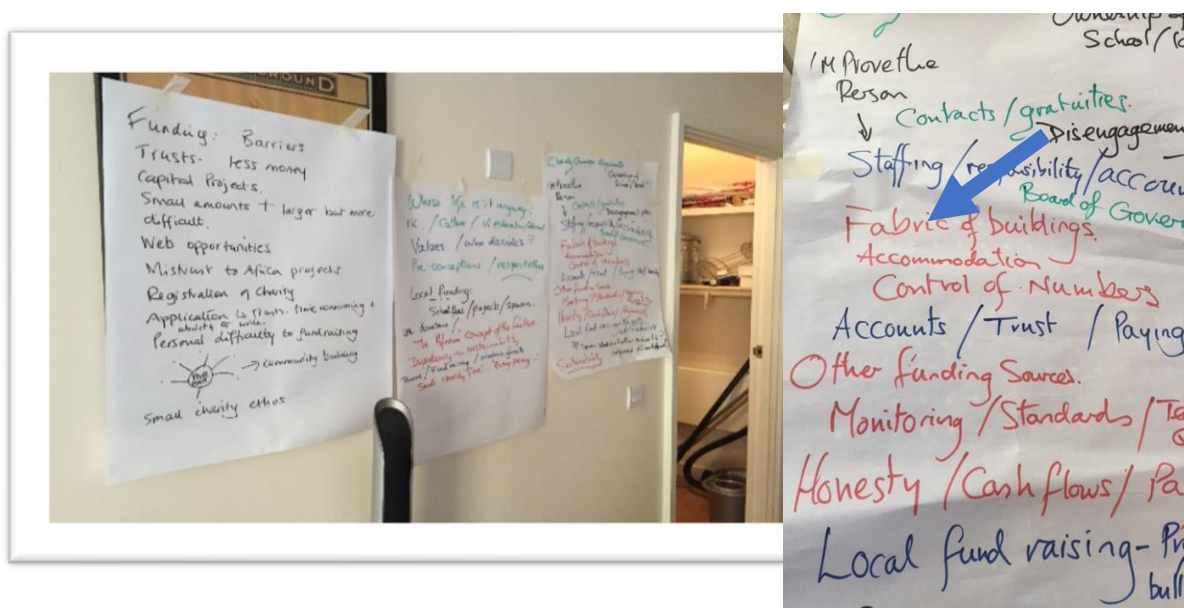


Figure 5.8: Example of written comments from the Workshop Forum

As an example of how I used the comments, I have noted ‘fabric of buildings’ with an arrow in Figure 5.8 above. This point was expanded on by a trustee who explained:

Our synergy was building a school and we have built a building. Two or three years later termites have taken over, gutters are broken and that place is in deterioration. The soil is volcanic. Just getting the water to mix the cement is a huge challenge.

In line with the grounded theory approach, I found that this represented an additional sub-category of 'maintenance' which I decided to add to the core-category **Managing from a Distance**. However, the comment indicates that buildings in challenging environments with insufficient funds and possible lack of expertise to rectify the problems, crosses into the **Professional Practice of Trustees** and **Matters Concerning Finance** with relevance to the sub-categories of 'skill transfer' and 'financial dependency'.

The subject of abuse in-country suddenly arose at the workshop forum and I have specifically placed this issue here as I felt that the only reason this sensitive topic was raised was because of the openness around the kitchen-table. Two stories were shared that had not been mentioned in the questionnaires or the interviews. These became the sub-categories of 'abusive situations' under the core-category of **Crises and the Unexpected**.

In the first instance, the trustee explained that:

Three boys in Kenya were being abused until one of them was brave enough to come forward.

The teacher involved had previously been viewed as a saviour. Explicit details of the abuse were not given and the group did not probe further, but as a result of this incident, the charity dissociated itself from the school. I discovered a research paper with evidence that both boys and girls had been victims of sexual harassment in seventy schools across Kenya. The research concluded that perpetrators get off lightly despite laws in place against abusive practices (Ruto, 2009).

This story prompted another trustee to reveal that a volunteer had accused a member of staff in-country of inappropriate behaviour. This raised all sorts of

questions for the UK trustees of what did or did not happen. An investigation revealed mixed messages and it was very difficult to find the truth from a distance. The volunteer returned home and immediately posted her story on social media. A partner school became aware of the situation and pulled all funding resulting in a 'sudden loss of donor support' even though the case was never proved. The teacher was sacked, but there was a possibility that the volunteer may not have understood cultural differences between male and female behaviour in that rural area. The charity reported the incident to the Charity Commission and followed all procedures and the volunteer programme was halted.

If the charity is linked with abusive behaviour, it will damage the reputation of the charity and, as in this case, could result in a 'sudden loss of donor support' which is a sub-category connected to **Crises and the Unexpected**. The link to 'unsustainable funding streams' with the loss of income manifests under the category **Matters Concerning Finance**. The abuse incident challenged the **Professional Practice of Trustees** and better training for the volunteer with the 'recognition of cultural differences' may have prevented the incident.

I make several points to note with these examples. Firstly, with the same participants, but in a different setting, new data emerged. Secondly, I realised that the data from the workshop was mostly in the form of anecdotal stories. This differed from the questionnaires and interviews whereby the stories were in response to questions. At the workshop forum the stories were 'performed' to an audience (Bazeley, 2013) around the table. Interaction between the members of the group resulted in one story naturally leading to another. Thirdly, the task of analysis was to pull out the stories from the general chit-chat and then consider them within the coding structure of grounded theory by continuing to develop the core-categories.

5.6 Summary

In this chapter I have given a detailed account of how I approached the analysis of my data. I have given examples that demonstrate how I used a

grounded theory approach to generate the sub-categories from which the five core-categories were established as follows:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding
→ **Matters Concerning Finance**
- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools
→ **Issues Relevant to Education**
- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer
→ **Professional Practice of Trustees**
- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance
→ **Managing from a Distance**
- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support
→ **Crises and the Unexpected**

CHAPTER SIX: ISSUES THAT CAN AFFECT THE SUSTAINABILITY OF THE CHARITY OR THE IN-COUNTRY PROJECT

6.1 Introduction

In this chapter I give more detail on how I generated sub-categories and developed the five core-categories that I identified in Chapter Five. I have done this in line with the coding procedure of grounded theory and show how this process enabled me to address the first objective of my investigation: to identify and explore issues that can affect the sustainability of the charity or the funded educational project.

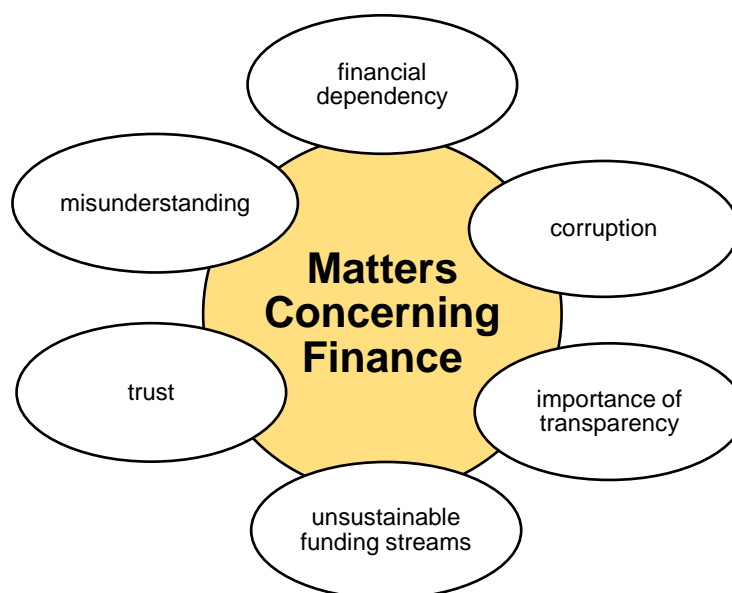
Throughout this chapter, I have made links with the conceptual framework (Chapter Three). I have done this for two main reasons (a) to take the opportunity to extend the review of the literature and b) to deepen my knowledge of the theoretical landscape in which my research is situated. I have also gained a better understanding of the issues that were identified by the participants. By taking a reflective position and examples from the work of Charity2M, I have acknowledged that my own experience forms a fundamental part of the analysis and discussion on the findings (McNiff, 2013; Denscombe, 2014).

My selection of excerpts from the data has meant that much has been omitted, but I am satisfied that I have included salient points. I have revisited the data from the questionnaires, the transcripts of the interviews, the coding chart (Appendix 11) and my notes from the recording made at the workshop forum. By doing this, I show how I identified the issues that can affect the sustainability of the charity, or the in-country project. I have used quotations *verbatim*, in *italics*, from each stage of the data as evidence to support the narrative, but have not personalised the quotations as I was interested in 'what' was said and not 'who' said it. My mind was concentrated on "what does this mean?"

I found the demarcation between core-categories could not be strictly defined. Sub-categories inevitably crossed boundaries. I have identified the sub-categories within the narrative of Chapter Six and Seven by single

quotation marks to help with clarification and used the core-categories as sub-headings.

6.2 Matters Concerning Finance



Financial dependency

The long-term sustainability of the charity and the project is dependent on adequate funds. The individual is dependent for support from the project and is therefore, by default, dependent on the funding from the charity. The project is financially dependent on the charity and the charity is dependent on donor funding to ensure its financial sustainability. This 'financial dependency' on donor funding was apparent when a trustee said:

...at the moment it [the charity] is not sustainable without donor funding and it is difficult to see how it would be otherwise ...

Corruption

A definition of 'corruption' is given as "the abuse of entrusted power for private gain" and corruptive practices exist throughout the world but the culture of 'corruption' pervades many African nations (Aborisade and Aliyyu, 2018, p.229). I found it lamentable, but not surprising that the topic of 'corruption' in-country was a major issue of concern as corruptive practices cause disruption and can result in a change of direction as one trustee discovered:

...when we started, we were supporting another project, we were just feeding into a project ... 3 months was enough to realise how corrupt it was ... finding that out I came home and we certainly had to change our objectives...

The situation above resulted from discovering that the in-country manager was stealing the funds from the residential house that the charity had built and was maintaining. Rather than pulling out completely, the trustees decided to close the residence and move the funds into supporting young people through schooling by sponsorship at existing schools. The 'trust' in the management had been destroyed, but the trustees were resolute in finding a new mission for the charity.

Importance of transparency

The issue of 'corruption' is difficult to resolve in the absence of a monitoring system on the ground. This was highlighted by my fellow trustee:

...in theory they [management in-country] should be charging fees from about half, more than half of their students who are not funded [sponsored] but we are struggling to find actual evidence of that ...

The situation caused an atmosphere of mistrust as this particular issue had not been discovered until one trustee visited the project unannounced. The trustees at Charity2M had accepted an attitude of complacency on their behalf with regular visits not being made; and ... *struggling to find actual evidence* ... demonstrated how the sub-category of 'the importance of

transparency' emerged. Although the importance of 'trustee visits' and the topic of 'on the ground monitoring' are both relevant to the discussion on **Matters Concerning Finance** they are also indicative of the emergence of the sub-categories that I grouped with the core-category of **Managing from a Distance**. As a result of this suspicion of corruptive practice the UK treasurer organised online book-keeping tutorials with the bursar in-country and emphasised the financial requirements of the UK charity. The action of the treasurer is an example of how the sub-category 'skill transfer' developed. When my colleague said ... *we are struggling to find evidence* ... not only did this indicate a lack of recognition of 'the importance of transparency' and 'trust', but also a lack of 'awareness' of what was happening in-country by the trustees of Charity2M. I grouped the sub-categories of 'skill transfer' and 'awareness' within the core-category of **Professional Practice of Trustees**.

Unsustainable funding streams

The precarious nature of finance was highlighted by one trustee who said:

We are unsure that we have funding to complete their education and we have no specific plans to address this other than to alert the School Governors to the vulnerability of the funding stream.

The terms *unsure* and *vulnerability* indicated uncertainty regarding the future for the project and the charity due to 'unsustainable funding streams' with ... *no specific plans* ... to address the problem. Another trustee said of their financial situation ... *the funding will gradually decrease* ... *there are insufficient reliable and regular payments*. The impact of insecure funding could lead to a 'withdrawal of funds' resulting in reduced 'employment opportunities' for those students unable to complete their schooling. These extracts show how **Matters Concerning Finance** are related to **Professional Practice of Trustees** in terms of 'forward planning' with ... *no specific plans* ... and also related to **Issues Relevant to Education** with uncertainty of funding ... *to complete their education*.

Trust

Another trustee was emphatic when she said she would:

... never, ever, ever trust anyone in Uganda and that makes me question life... but I recognise that for a Ugandan it is hard to live beyond the day and they are opportunistic.

I thought this trustee had expressed her absolute mistrust in ... *anyone in Uganda* ... in very strong terms, but she softened her emphasis by recognising the difficulties of everyday living ... *it is hard to live beyond the day*. The words ... *they are opportunistic* ... indicated to me this was referring to a financial gain and I understood 'trust' in a monetary sense. I realise that this is my interpretation and reinforces the difficulty in placing meaning on the words of others.

Misunderstandings

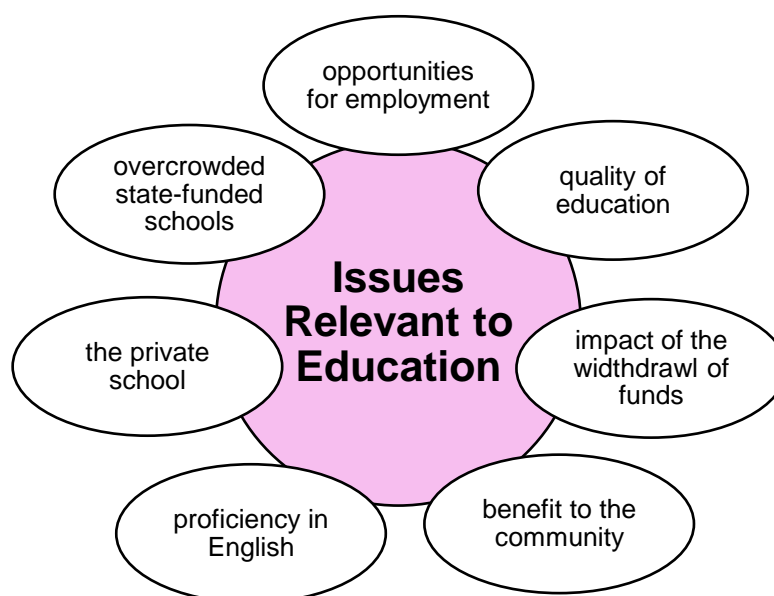
The sub-category 'misunderstandings' of a financial nature became evident when a trustee working in Kenya informed me that:

... He [the headteacher] claimed there were no fees, but then we knew that wasn't true but in the end we said, look xxxx, if you want to stay with us you need to give us those fees ... but he had spent them. He actually spent them, to be fair, not entirely on him ... his mother was ill. You know it's a big problem out there that people do borrow money it may never come back, probably never come back.

Corruption was not an issue in this case, but a 'misunderstanding' of what is expected when people ... *borrow money* ... may have needed an explanation. The idea that the charity was a bottomless pit was indicated by the same trustee with:

Oh well [the charity] will pay ... and that was a big warning to us and we thought, mmm, you know.

6.3 Issues Relevant to Education



Opportunities for employment

One participant, who was born and brought up in a village in Kenya, stated that it was her belief that ‘opportunities for employment’ were much reduced for an individual without an education. This trustee spoke from personal experience and considered herself lucky to have gone to school and, from her perspective, she had a duty to do what she could for others in her country. One point she emphasised was:

... You probably know this already but our main objective is to give people the opportunity to take their KCSE (Kenya Certificate of Secondary Education) to get that as evidence of education. If you haven't got that in Kenya, you know you are pretty much doomed ...

The Certificate of Secondary Education is seen as the ticket to ‘opportunities for employment’ which would lead to a more sustainable economic future for the student. The importance of this Certificate was raised by Bishop (2007) in her research with Maasai pastoralists in Northern Tanzania. The certificate was proof of a level of educational achievement that could not be denied and that opened doors. Wedgwood’s (2007) investigation into female education

in a secondary school in the region of Kilimanjaro showed that the leaving certificate raised self-esteem and confidence.

For students unable to attend a secondary school, the Primary School Certificate provides the opportunity to learn a skill. This was supported by one trustee who said:

... they [nearby Catholic Charity] do vocational training for people with a primary certificate. So that had always been my plan that less able children would, you know, go there.

I had interpreted ... *less able* ... to mean those students who had not achieved the academic results to gain entry into secondary school. Al-Samarrai and Bennell (2007) criticised educational policy in Tanzania for not providing a curriculum that was vocationally orientated to encourage self-employment and successful entrepreneurship. Although vocational education may be viewed as a more sustainable path for 'employment opportunities' the objective is often defeated as one trustee pointed out ... *most Africans are looking for white-collar jobs.*

Quality of education

The 'quality of education' in government schools was raised by a trustee working in Uganda with the words ... *I am concerned about outcome; I am concerned about quality.* The subject of the poor 'quality of education' is supported by the research of others such as Sifuna (2007) and Milligan (2011) and has been widely reported in the East African Press (Figures 3.3 and 3.5). Sponsorship of pupils in schools with high standards of achievements was a priority for some trustees.

One trustee whose charity supported orphaned students in two secondary schools in Uganda disclosed:

They are not government schools ... they are private, private in the sense of they are high fee-paying.

This trustee continued by saying that sponsored children were achieving in the schools chosen by the charity; these were schools which were selected by the standard of education that they provided. The trustee spoke of a sponsored student:

.... who in primary was at the bottom of the class throughout year six ... he was the lowest. He's now shot up to third place so you know we can see for him he has seen massive improvement.

Impact of withdrawal of funds

The question: "What would be the impact on your beneficiaries from an educational point of view should the funding from your charity cease?" was answered on the questionnaire with:

... the school could not survive long as we pay for all the teachers and maintenance and repairs ...

In answer to the same question on the questionnaire another trustee wrote:

... since all aspects of education costs money, it is estimated that the most vulnerable – a minimum of 45% would not go to school and ... 80% would not attend secondary school ... and ... the outcome for them in society [Rwanda] will be greatly diminished by virtue of them only having primary education.

My understanding of ... *the outcome in society ... will be greatly diminished* ... led me to assume that the sub-category 'impact of a withdrawal of funds' would lead to reduced 'opportunities for employment' and restricted future choices for the ... *most vulnerable*. This trustee was the only participant whose charity worked in Rwanda, but the system of a free education which is not completely free ... *since all aspects of education costs money* ... excludes the poorest. This situation is comparable to Kenya, Tanzania and Uganda where costs are incurred with books, stationery and uniforms. It would seem to be an unfavourable educational climate in which to achieve

the target of the SDG4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015).

Benefit to the community

I recognise that the benefits of schooling can filter through communities and families and this was highlighted in interview:

... the kind of job they get, it's just you know in the farm and if there's no crop, there is no money, so unless you get one of the family to get a better education then they get a job and then lift the others up... education can mean jobs and money coming back into the family.

The precarious nature of working in a challenging environment is emphasised with ... *if there's no crop, there is no money* ... and this situation also puts the sustainability of the community at risk. This is relevant both to the core-category of ‘employment opportunities’ and to ‘environmental disaster’ which is a sub-category of **Crises and the Unexpected**. The sub-category ‘benefit to the community’ emerged from this quotation with ... *they get a job and then lift the others up* ... and those who find employment support the villages with ... *money coming back into the family*.

The idea that one sibling who has attended school is in a position to use their education with the subsequent ‘employment opportunities’ to ‘benefit the community’ was suggested by another participant:

... by the time that he has graduated he's then in a position to hopefully support his brothers and sisters.

Africa’s rural to urban transition is advancing rapidly with the accumulated relative growth rate of its cities now among the highest in the world (Awumbila, 2017). This urban growth presents opportunities for migrants to create livelihoods and accumulate assets, thus contributing to human capital development (Terzi, 2007; Unterhalter, 2012; UNESCO, 2015).

However, the relationship between migration and education is complicated because poverty is held to be a key driver of migration (McCabe *et al.*, 2014), but often the poorest cannot migrate since resources are needed to do so (Awumbila, 2017). Education as a means to improved economic sustainability and a route out of poverty, is accepted at the global level (UNDP, 2016), at the kitchen-table grassroots level and by academics (Sen, 1999; Wedgwood, 2007; Tikly and Barrett; 2011; Nafukho, 2013; Dyer, 2016). The chance of an education even for a short while was viewed as having benefits ... *even if, you know, you go to school for a year ... you know it opens doors.*

If education leads to 'employment opportunities', the pressures of poverty that drive migration are reduced, but the accompanying increase in income provides the resources to enable migration. Money filters back to the villages from those working in the cities (Awumbila, 2017), but I question whether formal education may contribute to the erosion of the heart of rural communities due to the numbers of the youth migrating to the cities. The rising numbers of migrants may threaten the long-term sustainability of rural communities. Lewin and Sabates (2012) discuss the changing patterns of access to education and suggest that urban/rural differences remain, but the magnitude of these differences is declining. High rates of urbanisation will ensure that many more children will be urban and may come to outnumber rural populations. The extra demand for schooling could increase educational exclusion for the urban poor (McCabe *et al.*, 2014).

Proficiency in English

The sub-category of 'proficiency in English' emanated from the importance placed on ... *evidence of being able to speak English*. Trustees found that competency in the English language was essential for opportunities for the future:

... and we know very well that even if you don't go to do any further studies that (Certificate) is evidence of being able to speak English.

This could be viewed as cultural dominance or cultural invasion as part of the neo-colonialism debate which refers not only to the perpetuation of past colonial practices, but also to the attempts by past colonising nations to maintain influence in former territories (Crossley and Tikly, 2004; McCullum *et al.*, 2005; Jekayinfa, 2012). Neke (2005, p.74) suggests that an Anglo-American system with an emphasis on the English language means that those who do not speak English are likely to remain poor peasants and unskilled labourers. Is an issue for sustainability one of conforming or adapting to exogenous pressure? I explain this query through a comment made by my fellow trustee:

... part of the philosophy behind setting up the secondary school through the UK Charity was the inspiration of a number of different tribal groups in Tanzania to share the best of their own cultures and knowledge for the betterment of everybody.

From this vision which was ... *the inspiration of a number of different tribal groups* ... a curriculum subject of Indigenous Knowledge was devised by one of our trustees and introduced by Charity2M. We believe this to be unique to the secondary school that Charity2M has built and continues to support. The subject has been valued and enjoyed by the students, but seems not valued for the modern world of commerce. English is often the route preferred by many African Ministries of Education and employers look for merit in core subjects steeped in Anglo-American philosophy. Indigenous Knowledge was dropped by one headmaster, but has recently been re-introduced by the current head and although the subject is not recognised by the Ministry of Education in Tanzania, it is delivered alongside the National Curriculum. I do not expand on the topic of Indigenous Knowledge in relation to the National Curriculum in this thesis as the subject was not raised by other trustees.

The private school

Support for 'the private school' is clearly put in the following excerpt ... *what parents are doing are going to private schools* ... and this situation is

evidenced by the first-hand experience of the trustee who comes from Kenya. The subject of 'the private school' in sub-Saharan Africa is a contentious topic in the academic arena (Lewin, 2009; Dixon, 2013; Zeitlyn *et al.*, 2015; Alcott and Rose, 2016) which I have discussed in the conceptual framework in Chapter Three. It is my belief that the rise of the 'the private school' will continue until the governments in East Africa are able to reduce the numbers in 'overcrowded state-funded schools' and improve 'the quality of education' in government schools. All of the participant charities were supporting 'the private school' in some way either through the sponsorship of individuals at existing private schools or by the construction and 'maintenance' of schools. In this way, and I include Charity2M here, small charities are contributing to the rise of private schools in East Africa.

Participants believed their charity was making a difference to individuals, not only in terms of education, but also well-being. One participant said of her mission in Zanzibar:

... they haven't even been fed enough ... we reckoned that if you gave them [pupils] porridge it would rejuvenate them.

Another trustee said of pupils sponsored in a private boarding school in Kenya:

... and you can see not only do they not have the school fees, they haven't even been fed enough ... in the boarding school they get well fed and education as well. When they come back after three months are they the same person? ... You know the difference is obvious.

From these extracts relating to poor nutrition, I suggest that ... *in the boarding school they get well fed and education as well* ... indicates that the 'private school' not only provides an education, but adds 'benefits to the community'. For those students, who come from the poorest of families, the funding of a school meal would reduce pressure on the family budget by having one less mouth to feed during term time. Charity2M works in an area where many pastoralist families live at subsistence level and we recognise the importance

of providing meals for the boarders; there are a few day students whose school lunch is often their only meal for the day. Each day, young children walk miles to and from the government primary school in the district, but no food is provided.

I have not looked for any specific literature in relation to the provision of school meals, but an article in the Kenya national press showed that although fees had been abolished expenses will continue. Parents will be required to buy school uniforms, books and meet lunch costs (Figure 3.4).

I have raised the topic of free school meals at the 'private school' as an issue of sustainability relevant to the 'impact of withdrawal of funds'.

Overcrowded state-funded schools

One trustee made the following comment regarding the problems with a policy of Education for All in Kenya:

... It's universal primary education but ... the classrooms are absolutely bulging and the local primary school, which was built to have 30 in the class, has got 80 and other schools, many other schools have far more. So basically, it's absolutely bursting at the seams and it's not free ... so actually what parents are doing are going to private schools, most of whom are unregistered; ours is registered and they get smaller classes.

6.4 Professional Practice of Trustees



Forward planning

Added to the sub-category of 'age' was the sub-category of 'forward planning' and this was indicated by the lack of a succession plan which was a concern for the sustainability of most charities. This point was illustrated by:

... the charity will gradually diminish unless a new group of younger people wish to extend the aims.

Coupled with the issue of no succession plan was the lack of a plan for an exit route. This had not been a priority when this charity was founded:

... we should have that [exit strategy] really but we haven't, so far... we have put it off... I think it [the Charity] will shut down when I finish.

Age

The sub-category of 'age' emerged as significant for the sustainability of the charity. The age of trustees was seen in both negative and positive terms:

... we've all got 15 years older ... the older you get the more difficult it is to have a laugh and shrug shoulders ... we are two old pensioners ... despite our age we are credible.

The implications of 'age' were raised because most of the trustees who took part in my study were retired. This is perhaps inevitable as younger trustees face pressures of work and/or young families. From my experience, an older person commands respect and credibility in-country as many communities in East Africa revere elders.

Emotional attachment

The sub-category of 'emotional attachment' emerged through expressions of *... our hearts leading us rather than our brains ... it's my baby ...* and the difficulty of being able to break away from the project became evident in interview... *I want to be able to let go.* Another trustee made the point that her previous training as a nurse had helped with any 'emotional attachment' *... if I become emotionally involved I can't do what I want to do.* Personal dilemmas connected to this 'emotional attachment' are faced as part of **The Professional Practice of Trustees**. The conviction of *'it's my baby'* and not *... being able to let go...* indicates nurturing and caring, but also control in a parent and child relationship; telling them what to do and yet holding on. Is this trustee creating a situation of dependency that serves to heighten the issues affecting the sustainability of both the charity and the project?

Recognition of cultural differences

The naivety of trustees when founding a charity and the 'recognition of cultural differences' were evidenced by:

... you do have to realise as well ... that we didn't know what the hell we were doing and you know there is a cultural difference of understanding and this still happens but basically you know we went in and we said we will support your school then we start telling them what to do and all the rest of it so you know in typical colonial fashion we were

taking over his school which he resented, quite rightly ... all the mistakes were not down to us, you know, it took us while...

The participant mentions how she recognised that she was taking control in what she termed ... *typical colonial fashion*. I am not suggesting that participants would label themselves as colonials and the above interviewee was the only one who used the word *colonial*. However, I felt there was an undercurrent of a neo-colonial attitude in this extract from the interview which brings to mind the works of Tikly (2011) and Nguyen *et al.*, (2009).

Us and them

In the context of a North to South divide, the notion of 'us and them' was not explicit, but I highlight ... *we start telling them what to do* ... which suggested the sub-category of 'us and them'. The sub-category of 'recognition of cultural differences' emerged with the trustee saying ... *there is a cultural difference of understanding*. However, I found that the cultural rift was on both sides as ... *all the mistakes were not down to us...* and that meant to me that a working relationship had to be established. Trustees were aware that they needed to consider the culture of the community that they worked with and that the cultural differences between 'us and them' had to be understood and overcome on a mutual basis. This was important when considering the sustainability of the project in-country. As one participant pointed out:

... it's the only way it can be sustained because otherwise if you drop everything and you have got a Western model which you have actually sort of imprinted on the village, they are not going to be able to sustain it ...

Later in this interview, the participant seemed to move from her position of achieving a sustainable situation based on a local model to one of ... *it can't be sustained without us*. From this statement I can infer that sustainability depends on financial input from the charity and comes into the core-category of **Matters Concerning Finance** through the sub-category of 'financial dependency'. On the other hand, sustainability may depend on those in-

country relying on 'skill transfer' from the trustees in the UK, a sub-category grouped with the **Professional Practice of Trustees**.

The 'recognition of cultural differences' in terms of the North versus South discourse was not given as high a profile as I expected. One trustee indicated in interview that working in a culturally different setting was a challenge and took patience:

... I feel like I know the culture well... and then ...no I've not got the hang of this yet...

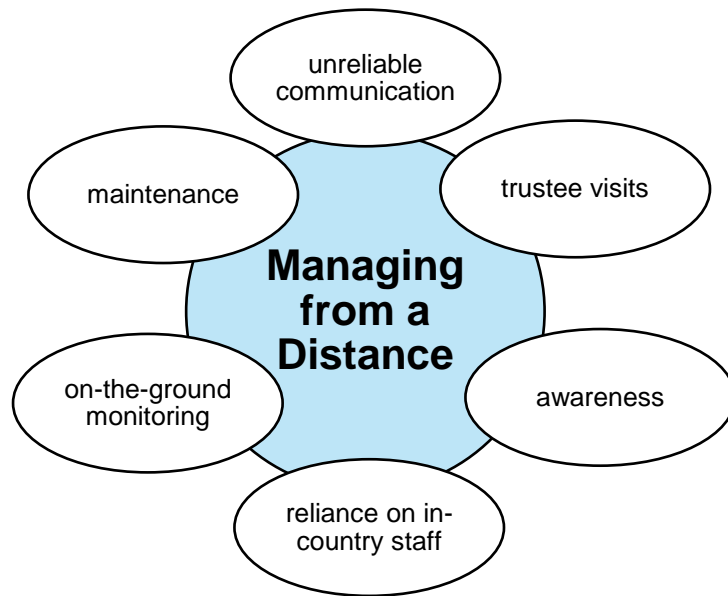
Skill transfer

'Age' can bring experience in terms of 'skill transfer' which I developed as a sub-category when the training of teachers became significant. One trustee working in Kenya, a retired teacher herself, emphasised that:

... education goes further than just doing a job, it's about thinking outside the box...I've trained the Headteacher, she was just a teacher. She had no idea. At the beginning she literally had no idea.

From this extract, I drew the sub-category of 'skill transfer' ... *I've trained the Headteacher* ... which indicates to me a sentiment of superiority ... *she was just a teacher* ... and a suggestion of an imbalance of power between 'us and them' ... *she had no idea*. The elite naturally believe they are superior and start from the belief that their way is not only good, but that all else is inferior (Freire, 1998). I feel that my interpretation of what the trustee said puts the **Professional Practice of Trustees** in a negative light, but I have no doubt that the trustee acted, in her opinion, in the best interests of the charity and the individual. I assume the trustee delivered the training in English and the Headteacher made improvements to the standard of teaching as a result of the trustee's input. I made connections to the sub-categories of 'proficiency in English' and the 'quality of education' which I grouped under **Issues Relevant to Education**.

6.5 Managing from a Distance



Unreliable communication

Managing anything long distance can present challenges. As one trustee wondered ... *how on earth do we endeavour to maintain what is taking place in a classroom 5,000 miles away?* Lines of 'unreliable communication' developed as a sub-category and were identified as obstacles to **Managing from a Distance**. Despite the rise in mobile phones ... *the internet connection is not good enough.*

Trustee visits

The importance of regular 'trustee visits' was suggested at the workshop forum with ... *you have to show your face.* The absence of regular visits by trustees can negatively impact the sustainability of the in-country project and the charity ... *if we haven't got the time to go out it will not work.*

Awareness

The possible 'impact of withdrawal of funds', which I placed with the core-category of **Issues Relevant to Education**, caused us alarm for the future of pupils reliant on the charity for their education. Our Board of Trustees accepted that we had failed to pay regular 'trustee visits' to the project and

were unaware of the situation. From this experience I drew the sub-category 'awareness' which is relevant to 'on-the-ground monitoring' and 'corruption' which is firmly placed with the core-category **Matters Concerning Finance**. In 2018, the trustees of Charity2M resolved to find solutions to these problems. I use this example to show how I have used my own experience to aid my analysis.

Reliance on in-country staff

'Reliance on in-country staff' and, in particular, on the manager, was brought to the fore as a sub-category relevant to the sustainability of the in-country project by the following:

... we are very dependent on her [the manager] ... if she [the in-country manager] left, we would close ... that's the thing that makes us not so sustainable.

I have used the statement *... if she [the in-country manager] left, we would close ...* to produce a sub-category of 'reliance on in-country staff'. The trustee has emphasised the importance of the manager relating to sustainability *... if she left, we would close ...* and this highlights the need for committed management in-country.

On-the-ground monitoring

Trustees have to have 'trust' in the staff in-country, but it seems that even though regular contact is maintained 'trust' is not always assured:

... twice a year for a month ... we are on the ground, we know the people, we control the money totally ... and if we haven't got the time to go out it will not work.

The sub-category 'on-the-ground monitoring' emerged as trustee visibility appears to be essential as *... we [trustees] control the money ...* which indicates a lack of confidence in the management in-country. The sub-category of 'trust' included in the core-category of **Managing from a Distance** can be connected to both the core-categories **Matters Concerning**

Finance and Professional Practice of Trustees and demonstrates the inevitable cross-over between categories.

Maintenance

A trustee responded on the questionnaire:

Maintenance and repairs are covered by us ... we are constantly trying to make the school more sustainable

I could relate to this comment as I visited the project in 2016 and the buildings had been neglected and were in a state of disrepair. Two subsequent visits by trustees from Charity2M in 2017 revealed that the manager was often absent and the route to sustainability for the project seemed to be moving further into the distance. We took a hard look at the problems with 'maintenance' and decided that the task to renovate was huge as large amounts of funding coupled with a skilled and reliable management in-country would need to be sourced. If we failed in our endeavours then we had decided to consider ending the donor support from Charity2M which would put secondary schooling for many young people at risk. Sub-categories of 'reliance on in-country staff' and the 'impact of withdrawal of funds' connect the core-categories of **Managing from a Distance** and **Issues Relevant to Education**.

6.6 Crises and the Unexpected



Political unrest

An unexpected riot reflecting ‘political unrest’ in the streets of Uganda presented an issue for the trustees of one charity when ‘unreliable communication’ made it difficult for them to react quickly to the situation. The concern was:

... her [the manager's] safety and whether she needs extra security and all of this and it's got to be quick because you know the tear gas is suddenly being used in town, we need to reply.

From this incident the sub-category ‘political unrest’ emerged as an issue that could potentially have evolved into an extreme situation for the project in-country. Any ‘unreliable communication’, a sub-category that I placed with **Managing from a Distance**, could cause extra anxiety for the UK charity and result in some form of crisis.

Effect of global news

News in the media of an attack on a young British girl on the other side of the world, and not connected to the project in any way, was cited as a crisis that

affected the financial stability of the charity because ... *our bursaries have tailed off* ... and this affected those students who at that time were receiving the bursary funding for their education:

... The girls would raise £350 each before they came ... so we had a week, a sort of cultural week which was brilliant and provided bursaries. Unfortunately, when the acid attack happened in Zanzibar that more or less stopped; well it did stop because parents weren't keen for their children [volunteer sixth formers] to come out. It was very sad. So, our bursaries have tailed off ...after that ... we said look I'm sorry we can't fund this anymore.

The 'effect of global news' in this case resulted in a 'sudden loss of donor support' and a subsequent 'withdrawal of funds' ... *we can't fund this anymore...* which impacted on the education of young people in Zanzibar. The sustainability of the charity, the project and the individual were threatened by this incident. In terms of coding, categorising this quotation shows the difficulty in keeping to a defined format with the inevitable overlapping of categories as the content is relevant to **Matters Concerning Finance, Issues Relevant to Education** and **Crises and the Unexpected**.

Abusive situations

The sub-category 'abusive situations' has come to the fore in recent months concerning the allegations made against aid workers employed by OXFAM and Save the Children. The circumstances are of concern to trustees who participated in this research and I have kept abreast of how the UK governmental agencies are dealing with the matter. I raise this subject again in Chapter Seven.

Environmental disasters

The drought across East Africa in 2016 had a major effect, raising food prices and reducing incomes as livelihoods dependent on cattle disappeared. An arid or unpredictable climate can tip the balance from a situation of financial

confidence to one of devastation which puts pressure on both the project and those in-country.

The precariousness of the environmental conditions is an added problem for a sustainable future for many communities. A participant working in Kenya said ... *they are very poor... there has been a drought, they have no crops, lost their animals.*



Figure 6.1: Effect of Drought Conditions in Tanzania 2016

In this instance, I could not extract myself from my own experience and understanding of this issue. The above photograph was taken by a teacher from Charity2M. Our reserves were affected by this ‘environmental disaster’ with the increase demand for emergency funding. Events such as this put both the sustainability of the project-in country and the UK charity at risk. It was emotionally upsetting for us mainly because we could do nothing except send money. A bull project that the charity had financed from a large donation proved unsustainable as the project, which was designed to raise income locally in-country, died with the bulls. The sub-category of ‘unsustainable income streams’ is part of the core-category **Matters Concerning Finance**.

Sudden loss of donor support

A ‘sudden loss of donor support’ was highlighted by another participant when ... *one of our wonderful fundraisers died and she left us a legacy.* The legacy was welcome, but charities are vulnerable to **Crises and the Unexpected**. When individual donors or partnerships come to an end the financial sustainability of the charity is threatened and the issue of ‘unsustainable

funding streams' is heightened, hence the relevance of **Matters Concerning Finance**.

6.7 Additional Comment

I end this chapter by recalling an interview I had with a young woman who asked if I would share my experience from my charity involvement and my research. She wanted some advice about starting her own charity in India. I was delighted to help, but she was unaware that a minimum balance of £5,000 in a bank account has to be evidenced in order to register with the Charity Commission. UK registration is necessary for donor confidence and eligibility to claim gift aid which is a helpful source of income to aid financial sustainability. I use this anecdote to highlight the sub-categories of 'awareness' relating to the core-category of **Professional Practice of Trustees** and **Matters Concerning Finance** as part of a strategy to combat 'unsustainable funding streams'. Although this was not a crisis for her, but an unexpected issue, I believe it is relevant to the core-category of **Crises and the Unexpected**.

6.8 Summary

I have established, through the coding process of grounded theory, a set of core-categories and sub-categories that have enabled me to develop my understanding of issues affecting the sustainability of the charity or the funded educational project. These issues are embodied in the five core-categories, with their sub-categories:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding
→ **Matters Concerning Finance**
- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools
→ **Issues Relevant to Education**

- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer

→ Professional Practice of Trustees

- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance

→ Managing from a Distance

- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support

→ Crises and the Unexpected

The individual at grass-roots level, whether receiving support for education or employment, would be adversely affected were these issues not addressed or planned for. In the next chapter I further analyse the data to see how UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa can mitigate factors that negatively affect the sustainability of their work.

CHAPTER SEVEN – MITIGATING ISSUES OF SUSTAINABILITY: THEORY INTO PRACTICE

7.1 Introduction

In the previous chapter I addressed the first objective of my research which was to identify and explore problems that can affect the sustainability of both the charity and its educational project. I showed how these issues emerged by using grounded theory as my methodological guide. I grouped these issues under headings of sub-categories and placed them into the following core-categories:

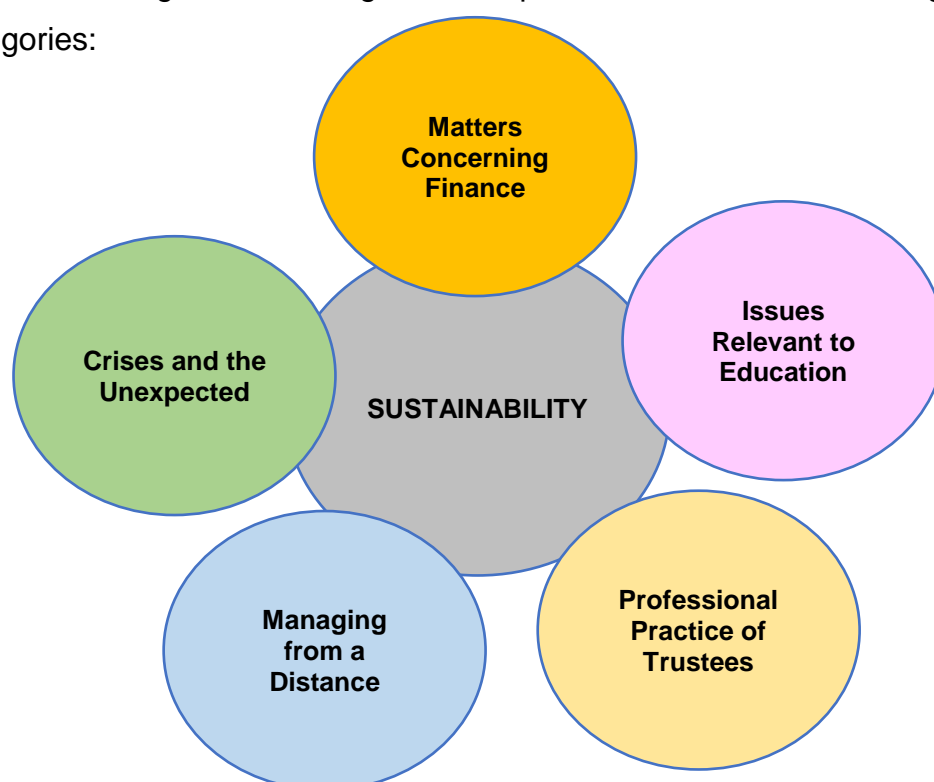


Figure 7.1: Core-categories of issues that affect sustainability

In this chapter, I address the second and third objectives of my research. The second objective was to record ways of preparing for and overcoming these issues. I draw on the experiences of the participants and use the five core-categories and the sub-categories as the tools to continue with my grounded theory approach to the analyse the data.

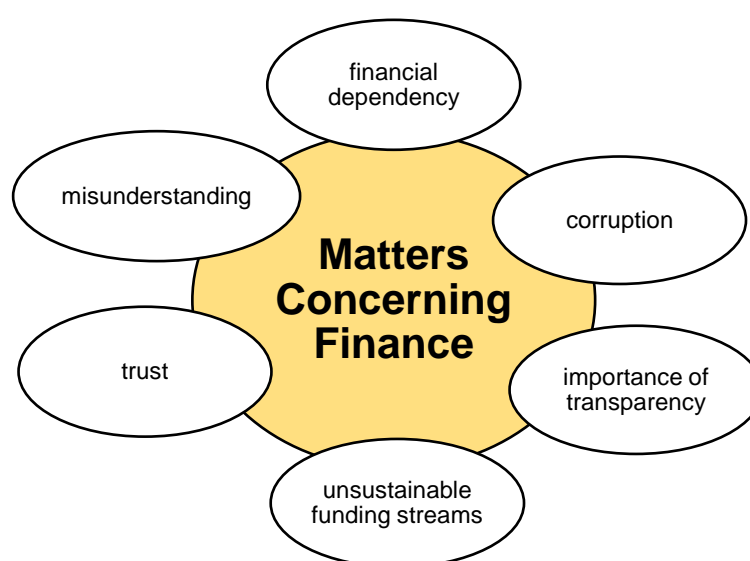
The third objective of my research was to produce an ‘end goal’ whereby I wanted to incorporate the findings into the creation of an original interpretive

model which would be of practical use. The five core-categories and related sub-categories enabled the development of the resource which is designed to assist existing or start-up kitchen-table charities with issues of sustainability. I have combined a summary of the findings with a proposed action research model and presented this as a Research Information Booklet. The creation of the Booklet represents an additional application of my theory to practice and has been welcomed by the participant trustees as a Practitioner's Handbook to help improve practice.

7.2 Mitigating Issues of Sustainability

I highlight suggestions for mitigating issues of sustainability to address my objective of finding ways of preparing for and overcoming these issues. I have not been able to ignore my own experience which forms part of the findings and do not profess to have solutions to all the issues that have been raised. I revisited the data, scrutinised categories and used the core-categories and sub-categories to build the context for the findings (Charmaz, 2014). However, the cross-over between categories was inevitable. I continue to incorporate quotations *verbatim* and denote sub-categories with single quotation marks.

7.2.1 Matters Concerning Finance



Financial dependency

All charities, large and small, are reliant on funding and the projects they support are entirely, or in the most part, dependent on donated funds. One participant made a succinct comment about his understanding of the relationship between dependency and sustainability:

... we [Trustees] are making the recipients of our generosity dependent upon us and in my explanation of sustainability is the word 'independence'.

I interpreted ... *generosity* ... to mean financial generosity and ... *independence* ... to mean no 'financial dependency'.

The difficulty in moving from a situation of 'financial dependency' to one of self-sufficiency or independence was highlighted by a trustee at interview:

... we just can't say no but there has to be a devolving of the responsibility for the sustainability of the school from the UK Trustees to the school itself. The school has to be able to stand on its own two feet largely ...

In order to go some way to being ... *able to stand on its own two feet* ... the school would need to generate some income of its own. This could be achieved by providing 'opportunities for employment' which could also 'benefit the community'. These were two sub-categories that I placed with **Issues Relevant to Education** and shows the cross-over between categories.

When asked what consideration had been given to the long-term sustainability of the charity, a participant answered:

... we do not wish for the charity to be sustainable as it's our ultimate goal for our work to continue without us ... the difficulty is the model of the school will have to change. Reduction in the involvement from the UK charity is not easy:

An idea to combat issues relating to 'financial dependency' was put forward by another participant who said:

...we are exploring working with other charities and local [in-country] NGOs.

The in-country project could become less dependent on the UK charity with a combination of income-generating initiatives and partnerships with local NGOs.

Corruption

A strategy to prevent 'corruption' and to avoid 'misunderstanding' was employed by a trustee whose charity only sponsors young people from poor families at selected private schools:

... we personally ... pay the school accountants direct to avoid any corruption ... from day one we never gave the parents of the students the money.

From this extract I understood there was an undercurrent that the trustees did not 'trust' the parents to pass the money on to the school. This would put their children at risk of having to leave if fees were not paid. The trustees of this charity stated that they *... pay the school accountants direct to avoid any corruption ...* and this reinforces the importance of trusting the accounting procedures in-country.

Importance of transparency

The 'importance of transparency' was made clear when a participant said that donor feedback to a UK Charity was reported by a trustee as positive because *... they [donors] know that we can tell them exactly how we are spending the money.* Confidence in the management of the charity may allay fears of financial malpractice and 'corruption' at the UK charity, but not necessarily at the project in-country. Any suspicion of 'corruption' could threaten the donations from supporters, but it is challenging for trustees to ...

guarantee ... that money would not go missing even with certain measures in place:

... everything is paid for by cheque. Petty cash slips are given for all small items but there is no guarantee that small amounts of money do not go astray.

The donor base must have trust in the UK charity through transparency which gives assurance that donations are spent where they are pledged. Regular contact with donors maintains a personal relationship.

Unsustainable funding streams

Finding new finance to mitigate 'unsustainable funding streams' in the UK is an ongoing issue and one trustee made the point that:

... all of our work is in response to local demand ... this is a small charity ... we get enmeshed in interesting developments that we want to see through but no obvious replacement funding has been found.

Applications to small trusts and grant-giving organisations had proved successful for specific initiatives such as ... *school equipment*. I suggest that whilst applications to grant-giving organisations and charitable trusts are an accepted route to secure finance for specific projects, this practice puts the small charity, run by volunteers, at a disadvantage compared with larger ones who have administrative staff. A participant said that ... *as a voluntary organisation there is no trustee who could afford the time for writing grant applications*. After completing many pages of an application form for Comic Relief, Charity2M was refused on the basis of being too small. This experience proved to me that small charities can find it difficult to attract large funds and reinforced my view that 'financial dependency' on individual donors would remain significant to the sustainability of our charity.

Partnerships with schools, Rotary Clubs and businesses in the UK were discussed at the workshop forum and were seen as good sources of reliable

support. Partnerships can lessen the 'financial dependency' on individual sponsors.

Another trustee said during interview:

... financial reserves are in place to ensure that all sponsored students are able to complete their schooling.

Adequate reserves and partnership programmes to replenish lost or diminished donor pools can mitigate the effects of 'unsustainable funding streams'.

Trust

A small charity was cited as advantageous for fundraising as ... *they [donors] like the fact that it is so small ... because they know us*. This comment indicates a degree of 'trust' in knowing the charity and the trustees personally.

Long-term and reliable income came from personal contacts who wished to ... *sponsor an individual and form a link with the sponsored student*. In this way the donor knew where their funds were going and were confident that their donation was making a difference to a known person. Research by Burgloh *et al.*, (2013) confirmed that donors generally prefer to give to charities with small revenues as their donations could have a bigger impact. Donor retention is based on loyalty and discussed by Naskrent and Siebelt (2011) who conclude that donors seek recognition for their contribution and that keeping the donor engaged with the charity is key for a lasting relationship.

Utmost 'trust' is also imperative with in-country management and can be developed by nurturing a close relationship based on mutual respect and clear understanding.

Misunderstanding

One trustee used the threat of withdrawal of funds in order to receive the required paperwork:

... I was saying that I'm sorry but we've really got to have this [statement of accounts] by then ... you know the project won't go forward unless you provide this ... I ordered [asked for it] a month ago ...

The trustee had been open with the in-country managers and emphasised that funds are hard-earned and not endless and need to be accounted for. The 'importance of transparency' had not been explicitly explained previously and in hindsight the trustee agreed that there may have been some 'misunderstanding'.

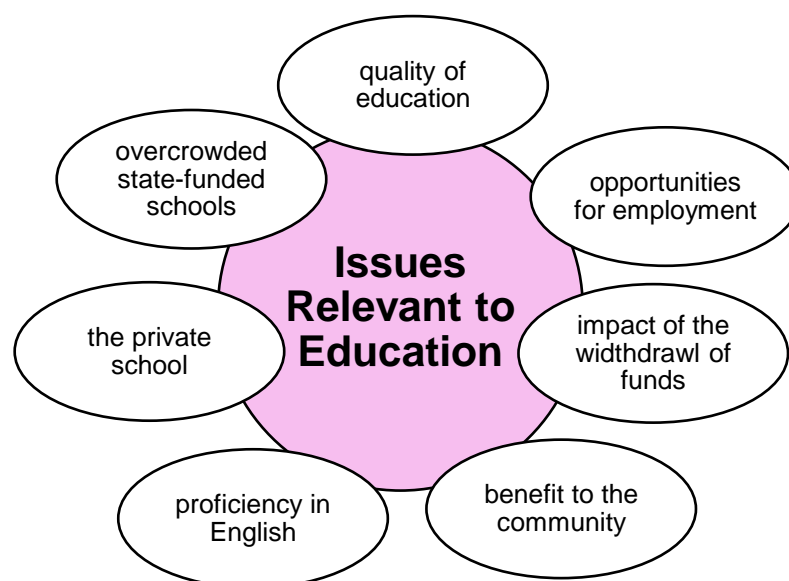
Statements of *... you know the project won't go forward unless...* and *... I ordered [asked for it] a month ago ...* are powerful and indicate a threat of withdrawal of funds. This could bring about complicated explanations to the donors as to why the charity has ceased the funding. I assume the paperwork was received as the charity is still supporting the project.

Corrupt practices and financial malpractice can be mitigated with robust accounting procedures, transparency and in-country monitoring.

Whilst financial best practice required by the UK charity needs to be clearly explained, one participant highlighted that *... there's difficulty in getting the message across ...* which implied either a language barrier or the lack of a clear explanation.

'Misunderstandings' between the UK and the in-country project team can be mitigated by the use of clear and consistently uncomplicated language and training in basic book-keeping skills to encourage sound accounting procedures in-country.

7.2.2 Issues Relevant to Education



Quality of education

The concern for the funding of education that would give the best outcome for the student was highlighted as a written response on the questionnaire:

Our mission is to work with vulnerable children to help break the cycle of poverty. We do this by ensuring they gain a full and high standard of education ...

This charity sponsors mainly orphans in Uganda and the trustee added:

...the biggest thing we've always wanted was to know that we are sustainable and that actually they [students] are going to come out of education ... not just going to... end up working as a chapat seller on a stall.

The 'quality of education' was a priority for another trustee who said at interview:

... our objective is to provide quality education for poor children that will make a difference to both their lives and the lives of their families in the future. This means providing

every child with the opportunity to do their best regardless of their ability and we have several children with special needs in our school including three profoundly deaf children [with a specialised teaching assistant].

In the extract above there is specific reference to ... *children with special needs* ... and this was the only time this subject was raised. I believe it is an area that presents many challenges including access to schools and the extra costs for specialised resources and staff (Orodho, 2014).

Tanzania recognises rights for children with disabilities, but continues to perform dismally when it comes to the provision of materials and resources essential for teaching such children. Many children with physical or mental problems are hidden away by their families and are never enrolled in school (Opini and Onditi, 2016). One pupil I met in a rural part of the country could not attend the secondary school due to a club foot and could not walk the three kilometres across rough terrain to get to the nearest school. The opportunities for this boy's future were limited unless some form of home-schooling could be provided or a place in a boarding school found. Either option would have incurred extra expense for his family already struggling with finances. A sponsored boarding place was found for him by Charity2M which opened up employment opportunities and the possibility of a more sustainable and self-sufficient future.

Opportunities for employment

Sponsorship is considered to be a preferred form of donor support as there is a natural end when the student graduates and there are no on-going costs. Providing funds for an education that will realistically help those who wish to pursue a professional career will often need to extend to university level. An education that leads towards a more sustainable and self-sufficient future with 'opportunities for employment' for all students, rich, poor or physically challenged, fits with the idea that education develops human capability for earning capacity (Tikly and Barrett, 2011; Unterhalter, 2012; UNESCO, 2015).

Students who have been successful in finding well paid employment could be encouraged to set up an *Alumni group* for past students to support the next generation. This would alleviate the impact of any reduced funding from the charity and go some way to sustaining the project. This suggestion was made when I spoke to a trustee about the Research Information Booklet.

Impact of withdrawal of funds

All charities faced the responsibility of ensuring that supported education lasted until the student had graduated and the 'impact of withdrawal of funds' did not curtail a young person's education prematurely. This could have a lasting negative effect on the young person. In this respect, I highlight the need for charities to address the issue of 'forward planning' which is a sub-category connected to **Professional Practice of Trustees**.

One trustee responded on the questionnaire:

*... the educational component is completely sustainable as
it is now going to be run by the Church ...*

Joining with an organisation such as the Church was considered a safe route for the future and would go some way to lessen the 'impact of a withdrawal of funds'. However, some may view a connection with a religious organisation as undesirable.

A connection with a local UK hospital proved an excellent way of engaging others to fundraise. One trustee cited an example:

*... one supporter was knitting hats for us waiting in a hospital
... asked what she was doing ... now this [hospital] unit
fundraises for us from time to time*

However, links with partnerships can be temporary. Sadly, a trustee [Assistant Head] who established a link between the school and charity was made redundant and ... *the school stopped supporting*. A 'sudden loss of support' affects finances and the sustainability of both the charity and the

project and is grouped under the core-category of **Crises and the Unexpected**.

Benefit to the community

The topic of seed funding is highlighted by Kafka and Stephenson (2006) as an effective mechanism for kick-starting income-generating projects, and I referred to their work in the conceptual framework (Chapter Three). Their research focused on agricultural projects in poor regions of Paraguay to increase funding for schools to improve sustainability and self-sufficiency for the individual and to 'benefit to the community' at large.

A participant working in Kenya said that ... *from the beginning we have been concerned with sustainability* ... and tried to develop income-generating projects as possible measures to decrease the level of 'financial dependency' and improve 'unsustainable funding streams'. These are sub-categories that I connected with **Matters Concerning Finance**. I also made the link with 'benefit to the community' as the trustee responded on the questionnaire:

... we put in a bore hole to provide the school with water and sell it at a kiosk as income for the school ... established a vegetable garden to sell produce as income ... we have sewing ... knitting ... bricklaying. All with variable success ...

This strategy to mitigate problems with sustainability at the project will only be beneficial if the environment is suitable; as another trustee said at interview they had ... *... no land or available space*.

Proficiency in English

Participants emphasised that to successfully compete in the workplace a proficiency in English gives a young person an advantage and is considered an asset. Tikly (2016) discusses linguistic capabilities as a key enabling factor within an increasingly globalised economy and suggests that English is often considered the global language in many countries.

I give an example of a successful story from my own experience in relation to the significance of reaching a level of proficiency in English. A young woman, who had been sponsored through secondary school with Charity2M, qualified as a nurse and wished to open a small pharmacy. She wanted to incorporate traditional Maasai medicine with a small range of pharmaceutical products.

A level of 'proficiency in English' had been necessary for her to pursue her ambitions, not only for the nursing qualification, but to gain knowledge and understanding of medicines. She also needed seed funding. We contacted her sponsor who readily supported her to get the business started.



Figure 7.2: A customer being served in the pharmacy March 2017

English language training in terms of 'skill transfer' from UK volunteers and trustees is a way of helping those in-country to gain employment.

The private school

One trustee responded on the questionnaire:

... the school would take in wealthy fee-paying students [from Nairobi] who would subsidise those with free places. Numbers would be approximately 50%...

Another trustee working in Kenya said:

... the only way to get income ... was to take in wealthier children who could pay fees to subsidise poorer children

The outcome of this strategy of wealthy families subsidising the poorest pupils would ease the pressure on the charity for funds by reducing 'financial dependency' and also improve the sustainability of the project. I have not found reference to this policy in discussions about the rise of 'the private school' in sub-Saharan Africa. However, the poor 'quality of education' and 'overcrowded state-funded schools' have been cited as reasons for an increase in private schools by Rose (2010) and Tooley and Dixon (2006).

In 2017 the out-of-school rate in sub-Saharan Africa was 21%, 34% and 58% for primary, lower secondary and upper secondary school age groups respectively, the highest rate for any region in the world (UNESCO, 2017). At Charity2M many of the local pupils reside in the remotest areas and cannot reach a secondary school. Their families are very poor and cannot afford any extra costs. Free places are offered to these pupils. The places are paid for by sponsorship or by the school that Charity2M has built using income from the fee-paying families.

It seems to me that charities using 'the private school' as a means to help the least well-off or those children unable to access schooling are assisting with the global goal of Education for All. One charity's specific mission is to ... *help young people in parts of Kenya who come from poor rural families who cannot afford secondary school*. Many of the participant charities are supporting the private school system in some way. Wealthy parents are seen as a means of subsidising the poorest pupils in the community. For this to be successful the education on offer has to be of a standard that parents want for their offspring. Numbers in the classroom must be much smaller than in the government schools.

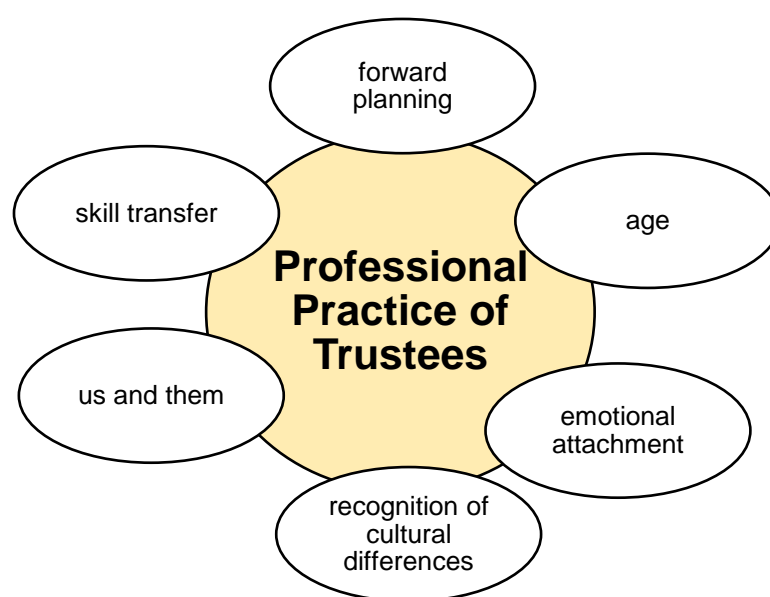
Overcrowded state-funded schools

The experience of charities working in East Africa confirms the problems in many government schools as highlighted in the conceptual framework (Chapter Three):

*... Universal Primary Education has meant more schools ...
but still not free ... absolutely bursting at the seams.*

Another trustee suggested that the ... *population increase outstrips resources in the educational sector*. For this charity the 'quality of education' and standards at the school were an investment to attract more affluent children with parents wanting the best for their offspring.

7.2.3 Professional Practice of Trustees



Forward planning

The sub-category of 'forward planning' not only embraced the issue of funding, but also issues of no succession plan and no exit route. Planning for an exit route with comments of: ... *we need to look at a five-year plan* ... and ... *at disengagement* ... was highlighted during each stage of my data collection.

A trustee working in Zanzibar answered on the questionnaire:

... we would not have begun if we didn't think we could exit within a decade leaving the project either sustainable in themselves, taken over by the government or passed to another charity.

Despite their aim of ... *within a decade* ... fourteen years later the charity continues its work. The funding of schooling through sponsorships with

another charity continues even though the trustee ... *made clear that sponsorship will end this year [2017].*

One charity is tackling the issue of sustainability in-country and an exit route for the charity as the ... *nursery school is now managed by the village community.* Another trustee who ... *from the start ... only sponsored children at other schools* ... indicated that once every sponsored student had completed their education the charity could exit with minimal effect.

Age

For the older trustees there were problems concerning their 'age' that needed attention:

... we are a group of elderly people ... the charity will gradually diminish unless a new group of younger trustees wish to extend the aims.

The only answer was either to recruit new trustees or to decide to withdraw gradually. The second option was a route that would be lamented. One trustee said she ... *could never do that until the job was done* ... and at the time of collecting data she could not envisage an end as ... *library facilities and gardening projects and breakfast clubs will gradually diminish unless we [in UK] find a group of younger people.*

Emotional attachment

The problem is finding a way to achieve a position of sustainability in-country when there are many challenges en route. These challenges often include some form of an 'emotional attachment':

... I think you have to be strict with yourself, certainly we are all incredibly emotionally attached. They are our family really...

Recognising the need for an exit route and then putting an exit plan into practice is difficult. The demand on the charity for educational provision is shown by the following comment:

... we always said we would support 30 children. Having said that we have taken on more ... we can't say no ... but there has to be a natural endpoint.

The words ... *we can't say no* ... suggests the trustee's dilemma in severing the attachment.

Recognition of cultural differences

Trustees were aware that they needed to consider the culture of the community in which they worked, but language barriers were not prioritised as an issue because English is widely spoken in East Africa. Comprehension of the meaning of words was cited as an issue ... *I will say something and they understand the words but from their experience it means something different ... I never use idioms.*

One of the trustees said at the workshop forum ... *I have enough Swahili to know what the subject matter is* ... They found this helpful and appreciated during visits to the project.

Us and them

The establishment of a Board of Trustees and willing friends who bring varied skill-sets and experience, can help with training programmes in-country and enhance best practice in the UK. I believe that to gain an understanding of the language in-country could reduce negative perceptions of 'us and them' and that cultural differences have to be recognised and respected on a mutual basis.

Skill transfer

One trustee asked a group of girls what she could do to help them in their community. One girl answered:

... the first thing we'd like to do is learn how to sew because it would be useful to us.

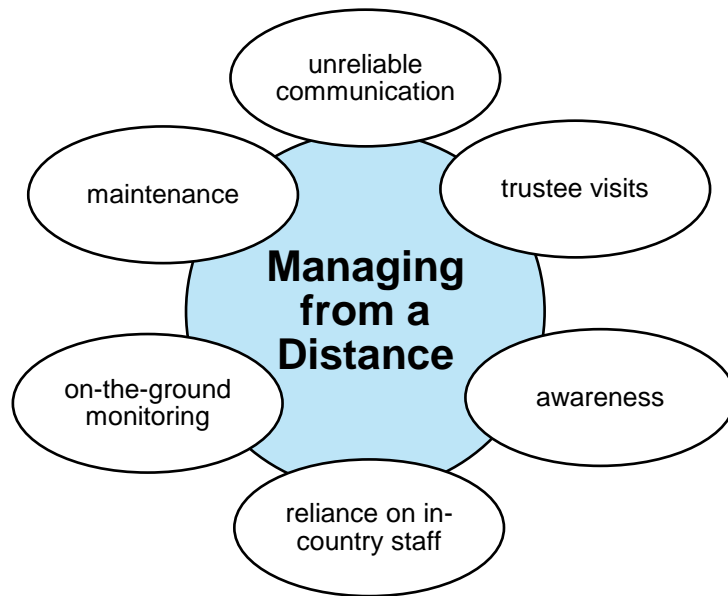
The sewing project was initiated and the girl is now manager of her own sewing micro-business. She has since said to the trustee ... *I am not getting married ... I'm going to make something of myself.* The project continues in a Muslim area where I wonder whether the impact of cultural interference from the North is welcomed by all members of the community. However, the success of the project is not disputed as the trustee said in interview:

... I don't know how many women have actually benefited [from sewing project] but there must be hundreds and hundreds. ... that carries on and is sustainable.

This project is an example of a trustee responding to a specific need and using her skills to enable 'opportunity for employment' for many females. The input from the charity ended once the training, in terms of 'skill transfer' from the trustee, was complete and the sewing business ... *carries on and is sustainable.*

Skill-based training was a priority for this trustee, but for others the quality of education within the classroom was the important element of their mission ... *... I'm trying to give them better teaching strategies and improve the way English and Maths are taught.* I have already suggested the importance of 'proficiency in English' for 'opportunities for employment' as part of the core-category **Issues Relevant to Education**. In both examples from trustees' input the purpose of the mission was to improve opportunities for a sustainable lifestyle and this concept aligns with the model of developing human capabilities for future choices (Sen, 1999; Unterhalter, 2012).

7.2.4 Managing from a Distance



Unreliable communication

Communication, with improvements in access to technology, is developing fast and problems relevant to this aspect should decrease as one interviewee pointed out that:

... WhatsApp is a godsend and barely costs a thing.

Another trustee said she spent much time on the internet and used:

... Facebook and social media to get her message out. She felt this worked for their charity as people had come forward as supporters from the website.

Charity2M have decided that, even with improved technology and ‘unreliable communication’ less likely, we need to factor in ‘trustee visits’ to carry out ‘on-the-ground monitoring’.

Trustee visits

With regular visits, trustees can build a relationship with the in-country staff. Reports from the visits can be included in a strategy when planning for the

future of both the charity and the project. Visits are expensive and travelling long distances takes its toll on older trustees:

... we are just two old pensioners ... after fifteen years ... I don't how much longer we can do this.

The need for the regularity of visits was highlighted during interviews ... *you have to show your face* ... and was reinforced at the workshop forum.

I have seen the newsletters of the participant charities and notice that they all make regular visits and report the news to the supporters. I believe this practice is essential for keeping the donors engaged with the charity. Skill training is less successful without the trustees' presence.

Awareness

Trustees who have an 'awareness' of what is going on can keep abreast of the challenges ... *we ask for regular updates* ... and can forward plan accordingly for both the project and the charity. This 'awareness' can cover all operational aspects of the project, 'recognition of cultural differences' and provide an assessment of the needs in-country.

Reliance on in-country staff

When trustees were exchanging views on how they tackled issues relating to finding trustworthy and reliable staff in-country, a trustee said:

We have a Kenyan trustee and we have a 99-year lease on the land but it's taken 3 years to get that.

The Kenyan trustee is a stakeholder in the project and therefore has a vested interest in its success.

On-the-ground monitoring

I have illustrated the need for 'on-the-ground monitoring' as part of the core-category **Issues Concerning Finance**. Suspicions of 'corruption' are difficult to resolve from a distance. Frequent 'trustee visits' for 'on-the-ground

monitoring' combined with updates from those in-country help keep stakeholders engaged with the project and each other.

Maintenance

Owning a small boarding house was the ... *biggest headache* ... for one trustee as they realised ... *it was a far bigger commitment than we had first imagined*. They made a decision to close the house down over time and only sponsor children at selected schools for whom they had enough reserves to complete their schooling.

Another trustee explained similar problems with buildings:

... the soil is volcanic and getting water to mix cement was a challenge ... we have built the building. Two or three years later termites have taken over, gutters are broken and the place is in a state of deterioration.

These are issues with 'maintenance' that are difficult to resolve without large financial input, but one trustee said that a new building [in Kenya] which is not finished yet will be as sustainable as possible with:

... our own water from a bore hole ... solar panels and we will have no rent ... hopefully some parents would help with any future repairs.

Energy saving and eco-friendly materials to ease maintenance costs prove cost effective in the long term. The comment ... *some parents would help with any future repairs* ... was the only occasion that involvement from the community was mentioned. If the local community could become stakeholders in the project and assume some responsibility for the buildings then the 'financial dependency' on the charity could lessen.

7.2.5 Crises and the Unexpected



Political unrest

The nature of **Crises and the Unexpected** means that it is impossible to predict future events, but the chance of some of the sub-category issues re-occurring in East Africa is high. The UK Foreign and Commonwealth Office (2018) issued travel advice to Kenya on 23rd March 2018 advocating caution as:

“a major terrorist attack, targeting Nairobi, had been prevented by Kenyan police in February 2018. Political tensions remain high and caution should be exercised ...”

Effect of global news

Hager and Hedberg (2016, p. 179) suggest that scandals and negative press can compromise the confidence of the general public toward the charitable sector. The ‘effect of global news’ was discussed at the workshop forum. The demise of the charity Kids Company, in 2016, was cited as an example of how a small charity can be affected by bad press coverage or allegations of financial malpractice at a large charity.

I wrote to all the participants asking them if they felt there would be any consequences for their charity as a result of the negative reports of 'abusive situations' surrounding Oxfam and Save the Children. The consensus from the replies indicated that trustees would either consider an appropriate policy or review an existing one. Not one charity expressed any concern for their own practice. The trustees of Charity2M have decided that it would be appropriate to inform the donors that they are keeping abreast of any government recommendations and will take any required action. At the time of writing the thesis it was too soon for any predictions about legislation, but in the Research Information Booklet I have provided an update on the pending change in government policy on Safeguarding Issues which I have included under the sub-heading of 'abusive situations'.

Abusive situations

The Charity Commission is keen to remind charities that all of those who may come into contact with children and vulnerable adults are expected to have safeguarding procedures in place. Reports of serious safeguarding incidents have nearly doubled since revelations of sexual exploitation by Oxfam staff in Haiti emerged at the beginning of February 2018 (Charity Commission, 2018).

On 5 March 2018, the UK Department for International Development (DfID) and the Charity Commission co-hosted a Safeguarding Summit with UK international development charities, regulatory bodies, Government and independent safeguarding experts.

A series of steps is proposed to tackle safeguarding issues and include:

- enhanced standards for organisations who work with DFID.
- funding to depend on their ability to meet the standards.
- an international safeguarding centre set up to implement best practice on safeguarding.

Attendees at the summit agreed to develop action plans and monitor progress on these commitments for review at a wider Safeguarding Conference later in 2018 (DFID, 2018a).

It is important that the voice of the small volunteer-run charities is heard. The Foundation for Social Improvement has raised the following points on behalf of the small charity sector:

- The need to consult with and involve smaller international charities as part of the development of proposals to ensure that they are proportionate and implementable by all.
- That advice, support, model documentation and examples of good practice were useful, but had to be distributed in a way to guarantee all smaller organisations have access to these resources.
- To ensure the language in proposals does not exclude smaller organisations. For example, one of the proposals is that charities increase their in-house safeguarding teams (Foundation for Social Improvement, 2018).

I have included website links in the Research Information Booklet that may be useful for best practice.

Environmental disasters

Drought is amongst the ‘environmental disasters’ to which many parts of sub-Saharan Africa is vulnerable. Trustees cannot predict the severity of climatic conditions, but one trustee stated:

... reserves are needed to cover these eventualities but it is difficult to quantify how much and for how long reserves are required.

Sudden loss of donor support

A 'sudden loss of donor support' can happen in the event of a sponsor's death or one large donor pulling out. Sound accounting practice and a firm resolve at the charity are required as:

... it's so tempting with such a demand to spend what you get rather than keep some in the bank.

Since the start of my research one charity has ceased operating; two of their founder members suddenly died and a third is suffering from a long-term illness. My contact decided that she could not continue under the circumstances and the remaining trustees decided to close the charity. The charity found a way to minimise the effect by using all reserves to make a gradual exit and all beneficiaries were found school places elsewhere. The sudden death of key players presents an unexpected crisis.

7.3 The Research Information Booklet as a Practitioner's Handbook

The third objective was to incorporate my findings into a resource which would be of practical use for existing or start-up kitchen-table charities. After much thought I decided to call the resource a Research Information Booklet.

The Booklet contains twenty pages (Appendix 1) and summarises my research in a clear and succinct manner. It is the vehicle I am using to share what I have learned through this research and to show how this knowledge can be applied. The booklet is structured around the five core-categories and the sub-categories that I identified through the application of grounded theory. The content includes a brief overview of the rationale behind my research and how I undertook the study, but it is not written with an academic audience in mind. The booklet is intended for trustees of kitchen-table charities funding education in sub-Saharan Africa, but has already been referred to by small charities working in India. It is designed to specify the issues that can affect the sustainability of a charity or funded educational project and to provide suggestions on ways to mitigate these issues. In effect the Booklet is a Practitioner's Handbook.

Participant input

At the workshop forum I introduced the ideas of a resource in booklet format and asked the four trustees who were present for their opinions on what information would be of most value to them. The idea was received positively, but I took on board the following comment ... *please do not make it too negative*. Another trustee felt a resource that pointed out some of the problems would have been useful at the planning stage of their charity ... *if I'd known then what I know now I'm not sure we would ever have got off the ground*. I decided that it was premature for me to fully explain my intentions in detail at the workshop forum and that I should formulate a draft version to allow for the input from every participant.

The task of compressing a detailed account of a large project is daunting and needs careful planning and the format depends on the intended audience. If a promise to participants about the outcomes is to be fulfilled, then 'member checking' is recommended prior to publication (Robson, 2002, pp.517-519). With 'member checking' in mind, I distributed the draft to all fifteen participants to invite critical comments and to gauge whether it would be of value to them as practitioners. A sheet for comments was enclosed with an explanatory letter (Appendix 13). I received twelve responses with helpful comments of ... *content is good ... straight to the point ... and ... follows a logical path*. There was no negative feedback, but one trustee suggested ... *more use of bullet points and web links to replace text*. I took heed of all the comments and decided to take the views of the majority. I felt satisfied that my intention to make this resource a collaborative and inclusive undertaking had been achieved.

7.4 Revised Action Research Model

The content for the booklet was taken from my analysis of the data and has embraced observations from trustees who commented on the draft. Many trustees were of an age that the subject of a succession plan was high on their agenda and the need for forward planning was emphasised. Coupled with the issue of no succession plan was the lack of any forward planning for

an exit route. This did not seem to have been a priority when many charities were founded. The creation of a forward plan became the most significant tool for understanding and finding a way to tackle the issues that come to the fore. A business plan for between three to five years, with targets, would help the financial planning for the charity and the project in-country. A planned exit route, which was shared with the team in-country, would focus both organisations on ways to move forward after funding stops.

I adapted the action research model from the research design in Chapter Four (Figure 4.1) and included it in the Research Information Booklet. There is a plethora of business models available, but the one below is uncomplicated and I have designed it specifically with the small, volunteer-run charity in mind.

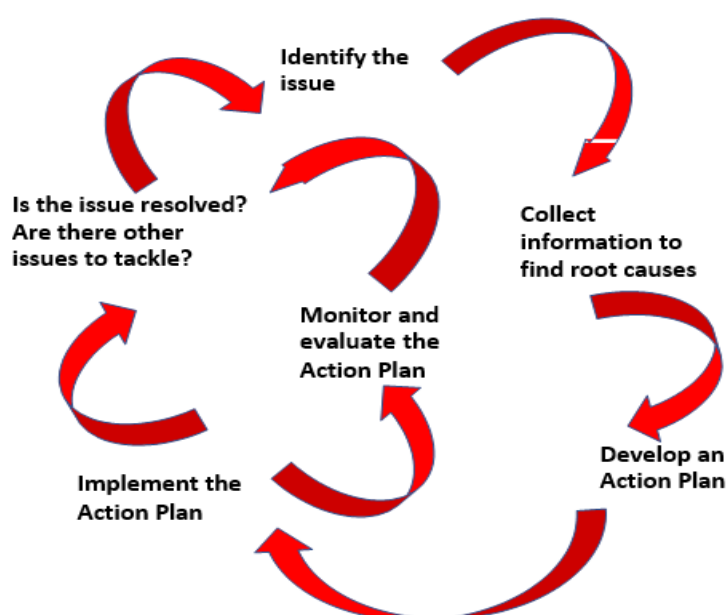


Figure 7.3: Action Model Revised

It is a practical model for problem-solving and it is accompanied by a table of checks. I have paid particular attention to the comments received from the

draft version of the booklet which include ... *a valuable tool* ... and ... *a clear action plan to deal with problems*.

The table below (Figure 7.4) is a step-by-step guide which gives a detailed break-down of the action model:

Identify an Issue	Break down the issue into segments Determine what lies behind each segment Use brainstorming Are there factors that represent individual issues?
Collect information to find the Root Cause	Who? Engage actors with relevant skills Share the workload to avoid individual overload Fact find on each of the segments Be satisfied that root cause has been established
Develop an Action Plan	Time-plan Targets Use available expertise Determine resources needed Be satisfied that the action plan addresses the root cause of the issue.
Implement the Action Plan	Regular updates Be open about workload or stress Make sure it is a collaborative effort
Monitor and Evaluate the Action Plan	At each stage of the strategy determine the progress Be flexible in order to adjust the plan Keep positive Take time to monitor and evaluate to ensure rigour.
Is the issue resolved? Are there other issues to tackle?	Take the necessary action to solve the problem One issue resolved may lead to others – start the cycle again.
Identify an Issue	The process of problem solving is never ending in any organisation. Frequent health checks can pre-empt possible issues.

Figure 7.4: Table for Steps to take and Actions to be Considered

This action plan is not a ‘one-size fits all’ approach, but in today’s world charities and non-profit organisations are becoming more business-like (Maier *et al.* 2016; King, 2017) and therefore need support for more rigorous planning and evaluation.

7.5 Summary

In this Chapter I have concentrated on my second objective: to record ways of preparing for and overcoming issues that can affect the sustainability of both the charity and its educational project.

I have demonstrated how the following sub-categories which I connected to five core-categories were the tools that helped me with this exercise:

- financial dependency; corruption; importance of transparency; unsustainable funding streams; trust; misunderstanding
→ **Matters Concerning Finance**
- opportunities for employment; quality of education; impact of withdrawal of funds; benefit to the community; proficiency in English; the private school; overcrowded state-funded schools
→ **Issues Relevant to Education**
- forward planning; age; emotional attachment; recognition of cultural differences; us and them; skill transfer
→ **Professional Practice of Trustees**
- unreliable communication; trustee visits; awareness; reliance on in-country staff; on the ground monitoring; maintenance
→ **Managing from a Distance**
- political unrest; effect of global news; abusive situations; environmental disasters; sudden loss of donor support
→ **Crises and the Unexpected**

Issues in-country are complicated and challenging for all trustees who work in a culturally different environment and from a distance. I am, therefore, pleased that the Research Information Booklet has been received as an effective Practitioner's Handbook.

CHAPTER EIGHT - LOOKING BACK, THE FUTURE AND CONCLUSION

8.1 Introduction

In this Chapter, I critically reflect on my research and record some of the hurdles, anxious moments and highpoints that I encountered and consider what I could have done better. I note the limitations of my investigation and address the notions of validity, reliability and transferability in an attempt to satisfy myself that my research has been adequately robust to meet the requirements of these concepts (Denscombe, 2014; Robson, 2002).

In Chapter Two I wrote about my understanding of reflection and reflexivity. Bolton (2005) suggests that reflection is a thought process and that when writing is used to communicate an understanding of reflection then an effort has to be made to ensure that there is clarity. Charmaz (2014, p.344) defines reflexivity as “the scrutiny of decisions and interpretations through a form of self-investigation”. Both theories require the researcher to rethink and revise by reflecting and being self-critical. I have taken this approach in this final chapter of my thesis.

Some doctoral students refer to their research as a ‘journey’ (Burgess *et al.*, 2011) but I introduce the word ‘expedition’ as an appropriate metaphor. An expedition is an exploration, often in uncharted territories, in search of knowledge that may already exist. It requires determination and commitment from the explorer. An expedition is carefully planned from the outset, but on the way unknown obstacles are faced and tensions will arise. Resilience and a willingness to change direction are required for a successful outcome. When the expedition is complete others will be interested to learn of the new discoveries. My definition of an ‘expedition’ sums up my research experience.

8.2 Facing the Obstacles

Critical self-reflection on my approach to writing the thesis prompted me to change direction several times. I wanted to tell a story chronologically, but after many conversations with my supervisors I realised that it made more

sense to approach the thesis holistically with a clear thread weaving through the narrative. This was the substantive question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

8.2.1 Collecting the data

I was bursting with energy and enthusiasm to get the data, but I soon found it was easy to become downhearted. My excitement was heightened when I received four responses from the initial seventeen participants within a week and a further three over the next fortnight. A few days passed and nothing arrived. I wrote myself a note:

How do I feel now? I feel disheartened. Why have they not all responded? Is it simply 'out of sight, out of mind'? And, why am I taking this so personally?

I realised it was probably better to move at a slower pace to give space to reflect on my role as a researcher (Bolton, 2005). Eventually fifteen questionnaires were completed and returned. However, this first stage of data collection proved to me that the researcher goes through a roller coaster of tensions (Burgess *et al.*, 2011; Hramiak, 2017). Hurdles were clearly going to be present.

The interviews brought more highpoints and anxious moments. All fifteen respondents ticked the box that they would like to be asked to an interview which I viewed as very positive and encouraging. I decided to invite five. I felt confident that I had prepared for each interview, but I had not planned for a battery failure with the new recorder mid-way through the second of the five interviews. Fortunately, the interviewee saved the situation with a spare battery. This episode ensured that I was better equipped in the future for such eventualities.

8.2.2 Self-appraisal

I wanted to conduct an appraisal of my performance at the interviews through a process of reflection-on-action (Schön, 1987). After each interview I asked myself questions such as:

- Were my questions appropriate?
- Was I influencing the responses in any way?
- Did I invade any privacy?

This was a proactive strategy that helped me to improve my interview skills and self-assessed how I conducted myself as a researcher. Immediately after each of the five interviews I wrote a reflective piece (Appendix 19).

The workshop forum ended with an evaluation form for trustees to comment on the organisation and value of the day. After completing the draft of the Research Information Booklet which included a synopsis of my study, I asked myself:

- Have I honoured requests to keep information confidential?
- Is the layout clear and informative?
- Have I left out any key points from my research?

Once I was confident that I could answer each question positively I distributed the draft Research Information Booklet to the participants for their final comments and endorsement.

I undertook this self-critique and self-evaluation throughout my research. There were times when I thought I could have done better such as not allowing one trustee to dominate the conversation at the workshop forum.

8.3 Notions of validity and reliability

As part of the reflective process and as a way of charting my expedition, I constructed a portfolio which comprises four large lever-arch files. Robson

(2002) suggests that this exercise acts as evidence of the elements of the research and strengthens validity.

I began this study as an experienced trustee, but a novice researcher, with little knowledge about effective literature searches and methodological practices. I can look back through my portfolio and see the challenges I faced and how my skills as a researcher gradually improved. I have included all meeting notes, personal reflections, research forms and any documentation that has been useful to me. All the responses from the questionnaires, transcripts of interviews, notes from the workshop forum and drafts of the Research Information Booklet are included. I assembled this portfolio on a monthly basis and it acts as an audit trail of my entire doctoral experience. An example of the content included in the month of March 2016 is attached (Appendix 14).

8.3.1 Validity

Basit (2010, p.65) proposes that “no research can be totally valid” as threats to validity cannot be completely removed, but they can be minimised. With this statement in mind my thoughts on validation are influenced by Creswell (2013) who advises that researchers employ strategies to document the accuracy of their studies.

Creswell (2013) suggests that triangulation is one way of corroborating evidence from different sources. I collected my data in three stages namely from questionnaires, interviews and a workshop forum. Member checking as a means of testing validity involved revisiting the participants and presenting interim findings (McNiff, 2013). The interviews provided me with a strategy for endorsement and elaboration of the responses from the questionnaires. The workshop forum enabled discussion and debate on the theoretical concepts from my analysis of both the questionnaires and the interviews. Before the Research Information Booklet was printed I solicited the critical views of all the participants on the findings. After I had received the responses and made amendments the final version was printed.

8.3.2 Accuracy

I have no reason to doubt the accuracy or the honesty of the data provided by all the participants (Denscombe, 2014). It was not in the interests of any trustee to impart information that was incorrect although I recognise that it was my interpretation of what was said. I have included and referred to comments *verbatim* from the fifteen participants throughout each stage of the data process. Validity rests in the accuracy of the interpretation of the data, but accuracy is always subject to some doubt (Robson, 2002). A principal threat to providing valid interpretations is that of imposing meaning on what is happening rather than allowing the meaning to emerge from the data (Bazeley, 2013). I rigorously analysed the data by using grounded theory which allows for meaning to develop through the emergence of themes or categories from which the findings were established. Trustees have had several opportunities to dispute these core-categories and sub-categories.

8.3.3 Researcher's influence

I have clarified my positions of both researcher and practitioner and made it clear that my investigation emanated from my own experience. I have recognised and acknowledged my own researcher bias from the outset and have accepted that my knowledge as a trustee may have shaped the interpretation of the data (Robson, 2002). However, I believe my views to be as valid as those of the participants and worthy of inclusion. I note that my involvement may have influenced the interpretation of the data and this may be seen as a threat to the validity of the research (Creswell, 2013). I am aware that my presence at the workshop forum, and at the interviews, may have affected the discussions. When I revisit the recordings and transcripts I now notice that on occasion I interrupted a trustee's answer with another question, albeit on the same topic. At other times the participant interrupted me with an answer to an unfinished question.

These observations do not alter what was said, but have made me reflect on whether the interaction between people in a face-to-face situation will always have a bearing on the validity of research in conversational situations. It also

emphasises the need to try to get a chance to verify any point that is unclear. McNiff (2013) suggests that the most significant critic of any research is the researcher, but also suggests that other people should be asked for their divergent viewpoints. As the Research Information Booklet is distributed I will get the opportunity to discuss my results with others who have not been involved in the study.

8.3.4 Reliability

It is in the interests of all concerned that my research fulfils the notions of reliability or “dependability”. (Denscombe, 2014, p.298). Reliability is defined as “the repeatability of the process” (Dowling and Brown, 2010 p.24). I have demonstrated, by giving clear explanations, how I conducted my research and propose that it could be repeated by another researcher following in my footsteps. I believe that if my research was repeated in the near future then the outcomes would be similar, but the core-categories and sub-categories established from the coding procedure of grounded theory might be described with different terminology.

Reliability denotes that the research process can be repeated with comparable participants, in similar contexts, and the results should be the same (Denscombe, 2014). However, after a period of time, the conditions in which kitchen-table charities work and a change in policy may affect their practice. I cite the example of the Oxfam scandal which is causing charities to consider their work in relation to the consequences of this news. I also refer to the changing educational landscape in East Africa, described as part of the Conceptual Framework, which may affect the UK charity involvement with projects in-country. Basit (2010, p.70) suggests that qualitative research is usually unique and peculiar to a setting and that it can be problematic to seek duplication to claim reliability.

8.3.5 Generalisation

Qualitative research, based on the intensive study of a relatively small number of participants, prompts Basit (2010, p.299) to raise the question: “How can you generalise on the basis of such a small number?”

Transferability is an alternative to generalisation for a small qualitative study by way of judging how it could apply to other comparable instances (Lincoln and Guba, 1985, cited in Bazeley, 2013, p.410). I do not know how representative my research is in the wider charity community, but I do believe that my findings are transferable and relevant within the kitchen-table charity community working in sub-Saharan Africa. Concern with many of the issues of sustainability that have been identified was a common feature for all the participants, even if circumstances differed.

8.4 Professional Development – a personal perspective

I came to the study with knowledge from my own professional experience, but this was confined to my own charity. I can now talk of a new ‘combined knowledge’. This new knowledge is constructed from the shared lived experiences of other trustees, from my investigation into the broader concepts that framed my research and from the research process itself. I cannot claim that this new knowledge is completely original as it consists of a combination of the ‘existing’ and the ‘new’, but I do believe I am contributing to a fresh understanding of the work of kitchen-table charities and to new ways of thinking about best practice.

My professional outlook and direction has altered as I try to mould theory into practice, but tensions can arise from this symbiotic relationship. Burgess *et al.* (2011, p.16) indicate that their research has shown that the Professional Doctorate has provided some individuals with increased competency and confidence which has not always been well received by colleagues in the workplace. I am aware that I must be mindful of this point to avoid any tensions within our Board of Trustees.

I now view all situations that may be problematic by finding the root cause and then approaching the problem within a structured plan. One trustee commented on the draft version of the Research Information Booklet that:

... you realise that many small charities are undergoing the same problems ... a clear action plan as to how to deal with the problems is very helpful.

Learning about action research (Carr and Kemmis, 1986; Brydon-Miller *et al.*, 2003; McNiff and Whitehead, 2011) has given me the tools to seek and initiate solutions and to better understand the management of the charity. I am able to put the theory of action research into practice by utilising the model and the table (Figures 7.3 and 7.4) which I designed as guides for problem resolution and decision making.

8.4.1 My role as a trustee

A participant referred to the project in-country as ... *her dream* ... and I believe the trustees at Charity2M have a collective dream for the success of the school in Tanzania. I still hold that dream, but the processes of my research are gradually transforming me from a 'dreamer' to a 'professional' albeit in a voluntary capacity. Through engaging with this study, I have drawn attention to existing issues within the practice of kitchen-table charities that fund education in sub-Saharan Africa. I have also had the opportunity to grapple with the problems that Charity2M has encountered over the past few years and have been forced to examine what we were doing and what we were trying to achieve. There is a need for a more business-like approach within the small charity sector as demands on performance and technical expertise increase (Maier *et al.*, 2016; King, 2017). I agree with the suggestion that it is the process rather than the product that has the most value to the researcher (Burgess *et al.*, 2011). I have reviewed the evolution of Charity2M and have considered my role as a trustee and believe that the experience of studying at doctoral level has increased my capacity to analyse, judge and make decisions accordingly.

8.5 The Tale of Two Paths – Charity2M and the study

Looking back through the writing of the thesis I have considered the purpose and value of the conceptual and methodological frameworks, the processes of data collection and analysis and subsequent findings. What benefit did they have for me in my professional practice as the chairperson of a kitchen-table charity? If I take a holistic view, I believe that the research gave me a framework in which to consider the future of the charity and of the project in

Tanzania. I trust that the participating trustees will also find value in the outcomes and the suggestions for mitigating issues concerning the sustainability of their charity and in-country project.

The privileged situation of sharing the lived experiences of other trustees and realising that the nature of our work presents challenges and dilemmas for many has meant that I can view the problems at Charity2M with some fresh perspectives. I can draw on the findings, take suggestions to our board meetings and apply what I have learned to the future sustainability of both the charity and the in-country project.

I started this research with very strong views that we knew best and that what we were doing was in the best interests of many individuals. I have undertaken an inward scrutiny of the work of Charity2M and have balanced the moral dilemma of: should we be doing what we do? with the practical dilemma of: how do we do it?

8.5.1 *Back to Loi's story*

The story of Loi, which I illustrated in Chapter One (Figure 1.1) is one example that indicates that there are some winners who may have been losers without the charity's involvement. Loi is thankful that he had a sponsor and went to the school and we are pleased that we were able to give him the opportunity for choices for his future. That is what our work is about. There will be some young people who we will never reach and many for whom we cannot provide a sponsored education. However, I am hopeful that as time goes by the Education for All programme will result in free and accessible education worldwide for every young person (United Nations, 2015). Perhaps I am the eternal optimist. In the meantime our Board of Trustees is resolute in going forward and utilising the action plan (Figures 7.3 and 7.4) starting with a three to five-year business plan to run in tandem with the project. I believe that as a Board of Trustees at the kitchen-table, we will be better equipped to plan for the future.

8.5.2 Charity2M

During the past 18 months Charity2M has been forced to look at its own operation. An unannounced visit to the project by a trustee resulted in exposure of poor management, financial malpractice by senior staff and a neglected campus. The charity is accountable to the donors for funding and if we lose funding, then young people are likely to suffer. This is something we would avoid at all costs. The school has been on a programme of special measures devised and instigated by the Board of Trustees and the senior staff have 'retired'. The school at present is managed and led by a young teacher who was a student at the school and has taken the demanding role of headteacher. For the success of the school to continue we know that changes are going to have to be made which will require some hard-line decisions.

It seems appropriate, as we are experiencing such a challenging time with our project, that I should put the theory that I have developed into practice. In June 2017, I took the initial findings and presented them to my colleagues who have all been aware and interested in my research. I used this as an opportunity for peer review and support, but also to have discussions from which we could start formulating a plan for the future. The theory of action research demands action taken and steps to address problems. I return to Basit (2010, p.23) who says that action research "seeks to bring about change on a small scale ... and is attractive to practitioners as they can understand, inform and reform their practice".

As a result of my research, the Board of Trustees at Charity2M has formulated a draft action plan for the coming year (2018). A longer plan will be worked on mid-2018 once we are confident that some of the issues have been resolved.

Charity2M is still in a transition period in three areas:

- New inexperienced Headteacher and management team in Tanzania
- Two new trustees joining our Board in 2018

- New donors needed to replace decreasing long-term donor pool

I am due to visit Tanzania later in 2018 and will go with more in-depth knowledge of the problems faced by both 'us' in the UK and 'them' in-country.

8.5.3 *The study*

The Conceptual Framework provided a theoretical background and educational context in which my topic is situated. I have accounted for my decisions with the research design in Chapter Four and thoroughly explained how I carried out the analysis in Chapters Five and Six. My attempts at rigid adherence to the methodology and my quest for integrity in doing the research made me wonder if I had grouped data into over simplistic categories, but I decided that clarity does not mean simplicity. The core-categories and sub-categories that I identified through a grounded theory approach to the analysis were the tools that enabled me to achieve my objectives.

I have shown how I considered myself as the researcher in terms of both 'insider' and 'outsider' and how I mentally placed myself in the 'doorway' in Chapter Two. This position gave me time to reflect on my role in any situation and reinforced my position of 'self' in the research. I have been critically reflective and ensured the reliability of coding and data interpretations through a rigid grounded theory approach. I have undertaken self-critique as a way to monitor and evaluate my performance and if I started again with new research I would embark on it as a more professional and skilled researcher. I would also be more effective with time-management and technical skills.

8.6 Limitations

My research has painted a broad, if at times, negative picture of the work of kitchen-table charities working in sub-Saharan Africa. This thesis describes issues relating to the sustainability of the charity and the projects in-country and offers suggestions to help mitigate those issues. I have only heard one side of the story which is from the experiences of the UK trustees. It would

be valuable to discuss the findings of my research with the managers and individual beneficiaries in-country to hear their side of the story. I will do this when I next visit the project in Tanzania by discussing the Practitioner's Handbook. However, this exercise will reveal the views of people from just one project.

My knowledge base of the charity sector that I work in has developed, but our efforts constantly face challenges in a culturally different environment from the UK. I found that listening to the experiences of other trustees forced me to rethink and revise our practice at Charity2M, but topics have arisen that I have not been able to investigate in this study. Three examples are: Indigenous Knowledge as part of the National Curriculum to aid local entrepreneurship; access to schooling for children with disabilities who are often excluded; and the consequences of education in relation to the rural to urban migration. Further research into these areas may give a fuller picture on how trustees of kitchen-table charities can consider the impact of their funding in relation to sustainability for the individual and the community.

I found that issues that had arisen for Charity2M, were shared by most, but not all of the respondents. Behind this statement lie layers of information that I have explored and developed through the data, but I accept that my investigation has not been exhaustive. There are many charities that I have not consulted and there are questions that I have failed to ask.

8.6.1 *Finding the literature*

The focus of the research narrowed from sub-Saharan Africa to East Africa after the fifteen participants had been identified and, by chance, all were working in regions of East Africa. As I navigated my way through the educational landscape of sub-Saharan Africa it became apparent that many issues relating to the provision of education in East Africa are common across the African continent (UNESCO, 2017).

I discovered plenty of literature on the subject of education in sub-Saharan Africa but I found a lack of research papers and articles written about small voluntary charities supporting education in sub-Saharan Africa. I have

therefore been unable to draw on previous examples and make comparisons. This may be a weakness of my research. I acknowledge that I may have missed some texts but believe that my specific topic has not been studied before and I view this originality as a strength.

8.7 Looking to the Future

From the first point of contact with the trustees I sensed an active interest in my research topic and that gave me the encouragement to proceed. At the first reading of the returned questionnaires I remained confident that the findings and outcomes of my research would be of interest and helpful to others in similar professional practice.

8.7.1 Networks and contacts

It is important to me to keep in contact with the participants who took such an interest in my research and kindly gave their time. I ask myself:

- Do I think the participants have enjoyed working with me?
- Have I enjoyed the experience?

I can answer these last questions without hesitation. I have enjoyed the research despite the obstacles and tensions and I am confident that the trustees enjoyed being involved as they readily agreed to take part at every opportunity. I believe they saw advantages for their practice combined with an opportunity to interact with others working in similar environments. I do not want them to think I have been a researcher parasite, so I have started a network group which hopefully will grow organically. The first event is planned as a lunchtime occasion later in 2018.

I have recently been approached independently by three people who intend to start charities in less-developed countries. These people, on hearing about my research through my personal network, contacted me to ask my advice and I gladly shared my experience with them and also learned about their plans. The first person wishes to start a kitchen-table charity in India, the second in South Africa. Both of these people have been inspired by visits to the countries. The third person plans to engage with a large company in

South Africa in the townships of Cape Town with a corporate social responsibility programme. This initiative does not fit with the ethos of a kitchen-table charity, but we were able to inform one another.

8.7.2 *Reaching a wider audience*

I am a member of The Foundation for Social Improvement and the Small Charities Coalition and I am in the process of preparing texts to post on their websites. I am hopeful that by adopting the strategy of using various websites my research will reach a wide audience.

I am developing a website www.kitchentablecharities.com:

- as a means of conveying the outcomes of my research to a wider audience
- as a contact point for anyone who is starting a kitchen-table charity
- as a platform for established small charities to network and share experiences
- as a base from which other personal opportunities may emerge
- to post relevant articles

The network of participant trustees is looking into how abusive situations reported in the national press concerning Oxfam and Save the Children may impact on their charities and what safeguarding measures should be in place. I have posted on the website the current guidelines for charities to take to ensure that their beneficiaries or others who come into contact with their charity, do not come to harm (Charity Commission, 2018).

8.7.3 *The conceptual level*

On a conceptual level my findings have shown how the work of kitchen-table charities is underpinned by theories of human capability in relation to education and is part of the rhetoric around poverty alleviation and development (Sen, 1999; Tikly and Barrett, 2011; Nafukho, 2013). The link

between capability theory and neo-colonialism has been demonstrated by discovering the emphasis that most trustees place on an agenda of scholastic practices steeped in British tradition. The Anglo-American influence in educational policy across part of Africa is discussed by Tikly (2011) and Neke (2005). Aid that is designated for development from global agencies is designed to improve the quality of education in less-developed countries and to meet the targets of Education for All (United Nations, 2015). The spirit of kitchen-table charities embraces a combination of these theories. The emotional attachment to the in-country projects has an influence on decision-making and is not part of the global discourse. I suggest that my study is a valuable addition to the scant academic research about the work of the small charity funding educational projects in sub-Saharan Africa.

8.7.4 The personal level

The knowledge I gained as a trustee of a kitchen-table charity, my understanding of the nature of the work of the participants and my experiences from fourteen years visiting the project in Tanzania, have influenced the outcomes of the research. I have acknowledged this influence by explicitly citing relevant examples of situations that have occurred for Charity2M. I have also been overtly aware of my positions of both 'insider' and 'outsider' which I have explained in Chapter Two. I picture myself in the doorway on many occasions when I have to make a decision whether to be inside a group situation or better to look in from the outside. I do not believe this practice has affected the input from the participants, but I do believe that it positively affected the way I approached my interaction with others. Each stage of the data collection process gave me privileged insight into the work of kitchen-table charities in sub-Saharan Africa and provided me not only with data specific to this enquiry, but widened my knowledge of the charity sector in the UK and the relationship with their projects in-country. I felt some frustration that other related topics were of interest to me, but I had to exercise some selection.

8.7.5 *Have I achieved my objectives?*

I sought answers to the substantive question:

How can UK kitchen-table charities, that focus their efforts on educational projects in sub-Saharan Africa, mitigate factors that negatively affect the sustainability of their work?

I have answered this question by addressing my three objectives. The first objective was to identify and explore problems that can affect the sustainability of the charity or the funded educational project. The second objective was to investigate and record ways of preparing for and overcoming these issues. The third objective was to produce an original interpretive model in the form of a practical resource to include a synopsis of the findings of my research. I have done this with the design and production of a Research Information Booklet (Appendix 1) as a Practitioner's Handbook for trustees of kitchen-table charities that fund education in sub-Saharan Africa. The five core-categories and connected sub-categories which I established through grounded theory enabled me to address each of these objectives.

I do not profess to have solutions to all the complex and ongoing issues, but the booklet includes suggestions for ways to mitigate issues relating to the sustainability of the charity or the project in-country. It also includes a plan for action to address these issues. There is an electronic version for posting on websites and hard copies which can easily be amended to accommodate new information. This has been a significant practical outcome of my research and I will continue to promote it as a Practitioner's Handbook wherever possible.

8.8 Concluding Remarks

At the beginning of my study I stated how passionate I was about my subject and at the close of my study I remain as passionate. Throughout the world there are many aid agencies at global and grass-root levels who are supporting education in less-developed countries. This situation will continue as long as there are young people unable to attend school or government

schooling is of a quality that is unacceptable to some parents (Ainscow and Miles, 2008; Vandemoortele, 2009; Milligan, 2014; UNESCO, 2017). I firmly believe that kitchen-table charities are an important component of the provision of education for many individuals in sub-Saharan Africa, but I accept that small charities are just tiny pebbles in vast oceans. The trustees who participated in my research have recognised the need to put into practice strategies that facilitate sustainability. I started my doctorate committed to my work in Tanzania and I complete my doctorate even more committed to 'what we do'.

I believe that after years of steadily increasing my knowledge and learning from others, I can now go forward as a more confident and professional trustee of a kitchen-table charity funding education in sub-Saharan Africa.

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Appendix 1: Research Information Booklet – A Practitioner's Handbook

Kitchen-table UK Charities

Funding educational projects in sub-Saharan Africa:
issues of sustainability

A Practitioner's Handbook



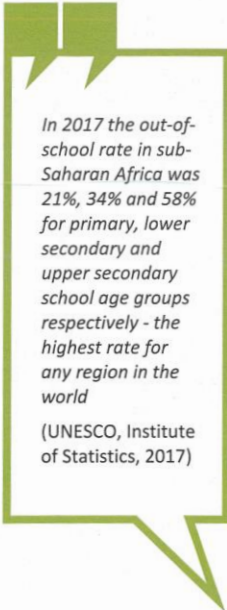
Information drawn from research undertaken
for a Doctorate of Education by Janine FitzGerald

janinefitzgerald@hotmail.co.uk
www.kitchentablecharities.com

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Foreword

Some years ago, as a mature student of anthropology I had the opportunity to study in a remote area of Tanzania. An experience that changed my life! I returned home and co-founded a small charity whose mission was to construct and maintain a secondary school in Northern Tanzania. The challenges have been immense and it is from this platform that I embarked on this research.



In 2017 the out-of-school rate in sub-Saharan Africa was 21%, 34% and 58% for primary, lower secondary and upper secondary school age groups respectively - the highest rate for any region in the world

(UNESCO, Institute of Statistics, 2017)

Africa has vast physical and natural resources but intangible assets such as knowledge and information determine wealth creation.

Having the opportunity for education expands human freedoms to make choices.

Little or no education harms human development and thus compromises the attainment of a fulfilling life.

Since 2000, there have been global initiatives put in place to increase enrolment rates and improve access to formal education in Less Developed Countries as part of an overall plan for development.

I believe the contribution that kitchen-table charities make to the provision of education for many individuals will be much needed for the foreseeable future.

I am using 'kitchen-table' as a descriptive term for small charities, run by trustees and volunteers. Meetings are characteristically held around a kitchen table in the home of one of the trustees. These small charities tend to be informal and are often founded on, and driven by, passion and compassion. My research is practitioner based and reflects the input of participant trustees.

Snippets of what some participant trustees said ...

... are we making the recipients of our generosity dependent upon us? ... In my explanation of sustainability is the word 'independence'.

... very good and trustworthy manager is needed

.. we are completely sustainable

.... You have to have faith in something and I have faith in people that lives have been changed ...

... heartbroken ... by what we saw and couldn't walk away when we had skills to offer ...

.. they are very poor... there has been a drought, they have no crops, lost their animals

... even, you know, going to school for a year ... it opens doors ...

... we should have an exit plan really but we haven't. You've got to show your face ...

... our hearts were leading us rather than our brains

... WhatsApp is a godsend and barely costs a thing ...

... 3 months was enough to realise just how corrupt it was

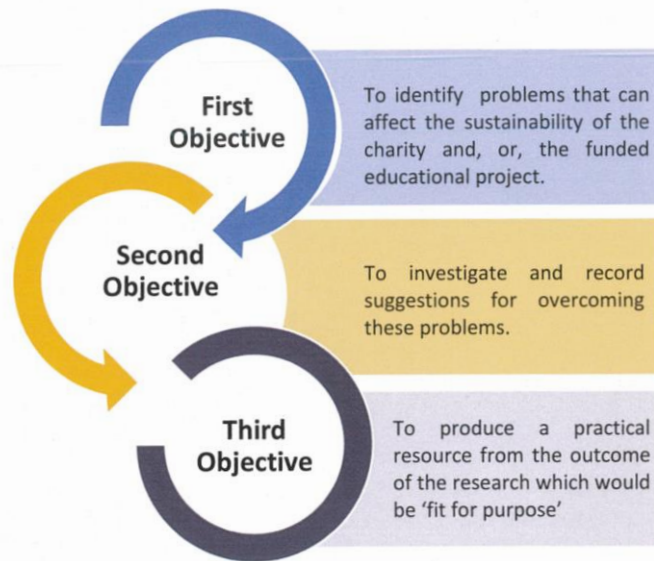
I want to be able to let go but it's my baby

... got to be quick ... tear gas being used in town ... extra security needed

The Purpose of my Research and Brief Outline of my Approach

Trustees from fifteen UK kitchen-table charities took part in my research to help me find answers to the question: How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

Research Approach



In this booklet, I have highlighted the main issues that became apparent and have grouped them under five core themes in the following pages. I have proposed a simple model to use as a template for addressing the challenges that may occur for us all. I hope that this booklet will offer some fresh perspectives.

Key Issues Raised

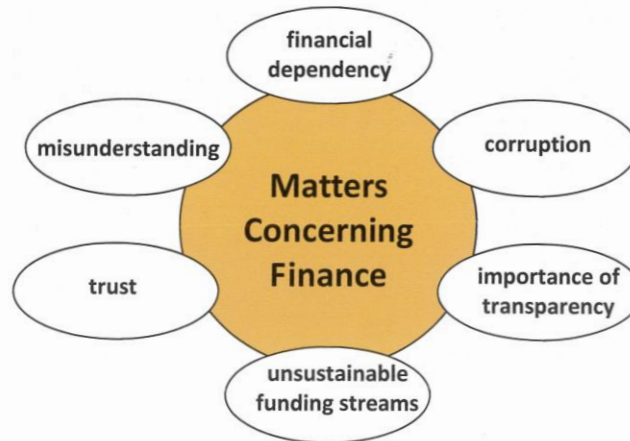
I have chosen to adopt the meaning of 'sustainable' in the context of when something is not sustainable and its future is threatened. I have applied the term to both organisational and individual levels and referred to the mission of all charities as the project in-country.

The diagram below shows the five Core-Categories that emerged from the data that can impact sustainability.



A simple model for an Action Plan as a template for addressing the challenges that may occur for us all is shown on page 16.

Issues of Sustainability Relating to Finance



Corruptive practices exist throughout the world but sadly the culture of corruption pervades throughout many African nations. It is lamentable but not surprising that the topic of corruption was raised as a major concern. The importance of transparency with accounting procedures in-country was stressed and donors and partners with the charities need total assurance that the funding is going to where it is pledged. Any financial malpractice results in a lack of trust but misunderstandings were also commonplace.

The sustainability of the charity and the project is dependent on adequate funds or secure partnerships. Unsustainable funding streams put the charity and the project at risk. The individual is dependent on support, often sponsorship, and is therefore directly or indirectly through the project in-country dependent on the funding from the charity.

Suggestions to Mitigate Issues Relating to Finance

financial
dependency

The charity can become more financially viable through partnerships. The in-country project can become less dependent on the UK charity with income generating initiatives and partnerships with local NGOs.

corruption

Corruptive practices and financial malpractice can be mitigated with robust accounting procedures, transparency and in-country monitoring.

importance of
transparency

Donor base must have trust in the UK charity through transparency, an assurance that donations are spent to where they are pledged and regular personal contact maintained.

unsustainable
funding streams

Unsustainable funding streams can only be mitigated with adequate reserves and programmes to replenish lost or diminished donor pools. Applications to Trusts and Grant Giving organisations can provide funding for specific initiatives.

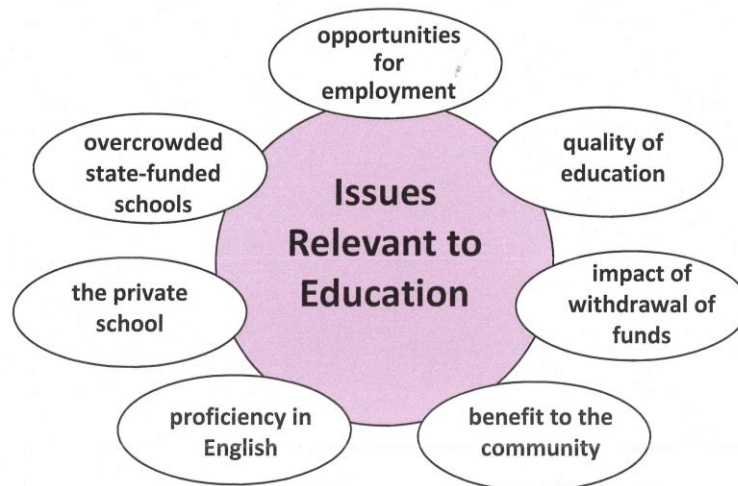
trust

Utmost trust is imperative with in-country management and can be developed by nurturing a close relationship based on mutual respect.

misunderstanding

Misunderstandings between the UK country and the in-country project team can be mitigated by clear and consistently uncomplicated language.

Issues of Sustainability Relating to Education



Education as a means out of poverty is well documented and hailed as a gateway to more opportunities for employment which offers the chance of a more sustainable and self-sufficient future.

Governments are trying to achieve Education for All as part of the targets set by the global agenda. Trustees however reported that there are overcrowded classrooms and the quality of education in state-funded schools is resulting in the rise of the private school in the country in which they worked.

Some trustees emphasised that to successfully compete in the workplace a proficiency in English gives a young person an advantage and is considered an asset. When one member of a family is educated the benefit to the community is often seen in terms of an economic improvement as money comes back to the family. The benefit is also seen as knowledge disseminates through the family.

In the event of the charity ceasing to operate without a planned strategy most trustees believed that the impact of a withdrawal of funds would force the project in-country to close resulting in job losses and reduced opportunities for the individual.

Suggestions to Mitigate Issues Relating to Education

opportunities
For
employment

Income generating projects that increase skills for entrepreneurship and enhance the ability to manage a small business improve the prospect of a self-sufficient future.

quality of
education

Providing funds for an education that will realistically help those who wish to pursue a professional career will often need to extend to university level. Encourage the setting up of an Alumni for past students to support the next generation to alleviate the impact of any reduced funding.

impact of
withdrawal of
funds

Sponsorship is considered the best form of donor support for the individual and the donor might be encouraged to support until the student finishes his or her education. This will mean several years of committed funding.

benefit to the
community

Inspire the community in-country to hold occasional fundraising days as the smallest input can make a difference.

proficiency in
English

English language training from UK volunteers and exchange programmes between countries or schools.

the private school

Many charities are supporting the private school system in some way. Wealthy parents are seen as a means of subsidising the poorest pupils in the community. For this to be successful the education on offer has to be of a standard that parents want for their offspring. Numbers in the classroom must be much smaller than in the government schools.

overcrowded
state-funded
schools

Issues of Sustainability Relating to Trustees



The commitment to help others was the main force that spurred the founding trustees into starting the charity and did not seem to wane. An emotional attachment presented dilemmas for some trustees in finding a way to achieve a position of sustainability due to the difficulty of letting go and not leaving until the dream was realised. Many trustees were of an age that the subject of a succession plan was high on their agenda and the need for forward planning came to the fore. Coupled with the issue of no succession plan was the lack of any forward planning for an exit route which did not seem to have been a priority when many charities were founded.

Trustees were aware that they needed to consider the culture of the community that they worked with and that the cultural differences between us and them had to be recognised and overcome on a mutual basis. Language barriers were not prioritised as an issue because English is widely spoken in East Africa but comprehension of the meaning of words was cited as an issue.

Trustees came to the kitchen table with a wealth of experience and these skills were valuable to assist with the management of the project in-country with, for example, teacher training, financial management and construction.

Suggestions to Mitigate Issues Relating to Trustees

forward
planning

The creation of a forward plan became the most significant tool for understanding and finding a way to tackle the issues that come to the fore.

A business plan for between three to five years with targets would help the financial planning for the charity and the project in-country. A planned exit route which was shared with the team in-country would focus both organisations on ways to move forward after the funding stops.

age

The planning for succession, as trustees leave the charity or age becomes an issue, was high on the agenda.

emotional
attachment

A professional approach is best to avoid an emotional attachment with individuals in-country, to be friendly but to not form too close a relationship.

recognition of
cultural
differences

English is generally spoken by the managers in-country and some knowledge of Swahili is helpful and appreciated by many at the project.

us and them

An understanding and recognition of the cultural differences eased the gap between us and them.

skill transfer

Establish a Board of Trustees and willing friends who bring varied skill-sets and experience to help with training programmes in-country and enhance best practice in the UK.

Issues of Sustainability Relating to Distance Management



Managing anything long distance presents challenges. As one trustee wondered ... *how on earth do we endeavour to maintain what is taking place in a classroom 5,000 miles away?* Lines of unreliable communication were cited as a problem for those working in remote areas. Despite the rise in mobile phones the internet connection was often not good enough and this made regular contact with those in-country difficult. Trustee visibility was considered essential for on the ground monitoring and regular visits safeguarded an awareness of the ongoing challenges.

Reliance on in-country staff and, in particular, on the manager was brought to the fore as trust was viewed as the key to a successful working relationship. A lack of trust was considered a key element that could affect the sustainability of the project.

Those charities that had invested in the construction of buildings suggested that in some cases the environmental conditions resulted in rapid deterioration of the fabric of the buildings. Maintenance proved ongoing and costly and a strain on resources.

Suggestions to Mitigate Issues Relating to Distance Management

unreliable
communication

The use of WhatsApp is proving essential for regular communication with the team in-country and is free. Other forms of social media and online tools for communication are constantly developing and pan-global connections are expanding.

trustee visits

Regular trustee visits, coupled with frequent updates from those in-country, keep all stakeholders engaged with the project and each other.

awareness

Trustees who have an awareness of what is going on can keep abreast of the challenges and forward plan accordingly for both the project and the charity.

reliance on
in-country staff

Building trust with staff in-country is essential as the reliance placed on key staff to manage the project, as professionally as possible, cannot be underestimated.

Explaining to the in-country staff the importance of their role and praising their efforts may improve their confidence and develop a sense of loyalty.

on the ground
monitoring

Source a capable and reliable workforce to undertake repairs and maintenance and ensure there is a person in-country who is able to oversee the work and report back to UK.

maintenance

Install energy saving and eco-friendly materials where possible and engage the local community to take some responsibility with buildings.

Issues of Sustainability Relating to Crises and the Unexpected



Environmental disasters such as the drought across East Africa in 2016 resulted in rising food prices and reduced incomes as livelihoods dependent on crops and cattle disappeared. Trustees working in rural areas said that an arid or unpredictable climate can tip the balance from a situation of financial confidence to one of devastation which puts pressure on the sustainability of both the project and those in-country.

Charities are vulnerable to a sudden loss of donor support and this was highlighted with an example of the sudden death of a large donor. Small charities can attract funds through personal contacts but may not be resilient if that source of income is suddenly lost.

An unexpected riot due to political unrest caused one trustee some concern when contact could not be made with the in-country manager. A sudden change in government policy can disrupt the work of the charity in ways that are unpredictable.

Suggestions to Mitigate Issues Relating to Crises and the Unexpected

political unrest

It is almost impossible to predict when a crisis may occur especially where political fragility exists.

effect of global news

It was not expected that charities such as Oxfam and Save the Children would have been exposed with accusations of abusive behaviour against vulnerable people.

abusive situations

The UK charity might consider a robust approach to dealing with any abuse that it may encounter by being aware of policies in place in-country and in the UK. The Charity Commission has reporting requirements on many situations that may arise and having knowledge of these rules is important.

Advise the in-country team of the policies in place at the UK charity for example: policy on child protection. It is suggested that any policy would be difficult to enforce in-country but donors in the UK would have confidence that the Trustees in the UK take these matters seriously.

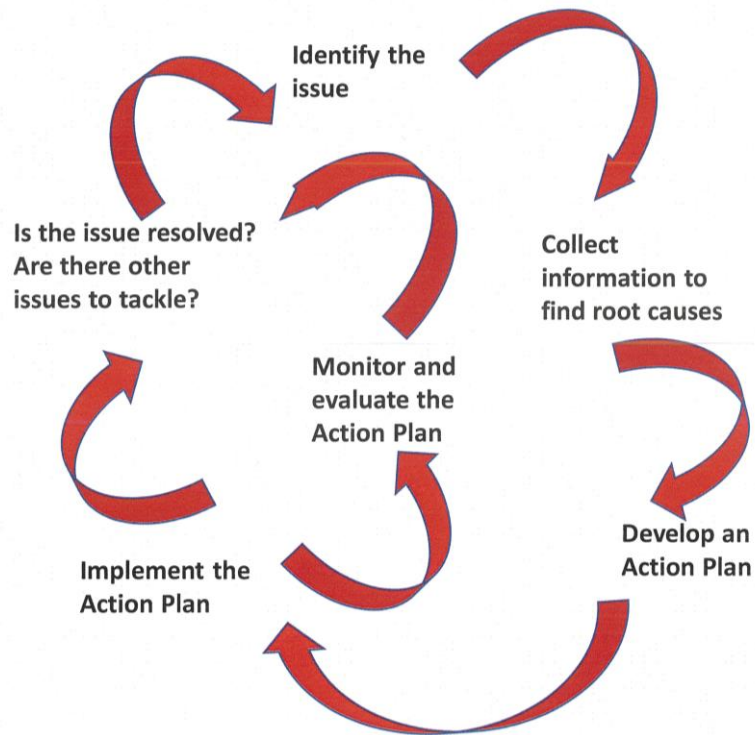
environmental disasters

Determine a policy of how a situation could be managed in the event of a crisis. An emergency fund helps with rising food prices and loss of livelihoods as a result of the devastation caused by environmental disaster.

sudden loss of donor support

Financial reserves in place to mitigate sudden loss of donor support helps with the sustainability of the charity until new funds can be found.

Action Research Model



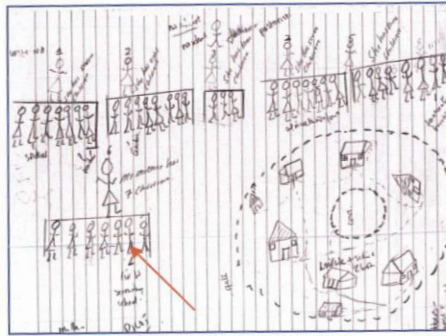
This model is not a 'one size fits all' approach and may be elementary for many trustees. It is however a recognised method for problem solving in the business community and in today's world small charities are having to become more business-like. The table opposite helps to put this model into practice.

Steps to take and Actions to be Considered

Identify an Issue	Break down the issue into segments Determine what lies behind each segment Use brainstorming Are there factors that represent individual issues?
Collect information to find the Root Cause	Who? Engage actors with relevant skills Share the workload to avoid individual overload Fact find on each of the segments Be satisfied that root cause has been established
Develop an Action Plan	Time-plan Targets Use available expertise Determine resources needed Be satisfied that the action plan addresses the root cause of the issue
Implement the Action Plan	Regular updates Be open about workload or stress Make sure it is a collaborative effort
Monitor and Evaluate the Action Plan	At each stage of the strategy determine the progress Be flexible in order to adjust the plan Keep positive Take time to monitor and evaluate to ensure rigour
Is the issue resolved? Are there other issues to tackle?	Take the necessary action to solve the problem One issue resolved may lead to others – start the cycle again
Identify an Issue	The process of problem solving is never ending in any organisation Frequent health checks can pre-empt possible issues

A personal note ...

I wish the information herein to be seen in a positive light and the images below illustrate an example of the successful outcome of an education funded through a UK sponsor, via a kitchen-table charity. Every trustee who took part in the research had a similar story to tell.



Loi is the sixth child of his father's sixth wife. Only four of his 39 siblings have been to secondary school.



Loi, sponsored by a UK kitchen-table charity at secondary school went on to university.



Loi now works as a school manager and supports himself and family members.

Acknowledgements



Photograph courtesy of Bob Webzell at www.webzell.co.uk

The research upon which my thesis and this booklet is based would not have been possible without the support of the following charities and individuals to whom I express my thanks:

Osigili Charity Projects

www.osiligi.org

Zest for Life

www.zfl.org.uk

Kitale School Uganda

www.kitaleschooluganda.com

Helping Uganda Schools

www.helpingugandaschools.com

The Akili Trust

www.akilitrust.org.uk

Zanzibar Action Project

www.zanzibaraction.co.uk

Emley African Educational Project

www.emleyafricanschools.co.uk

Mustard Seed Project

www.mustardseedproject.co.uk

Lilly Uganda

www.lillyuganda.org.uk

Village Rwanda UK

www.villagerwandauk.com

Karuri School Project

www.karurisch.org

The Amy Elgar Trust

www.enaikishomi.org.uk

Serian UK

www.serianuk.org.uk

Kinamba Community Project UK

www.kinambaproject.org.uk

Sevenoak Kenya Education Trust

www.sknet.org.uk

The Angels Children and Community

www.angels-charity.org

My supervisors Peter Winbourne and Sue Adler from
London South Bank University

Alex Nearchou
Dennis Oliver

Jane Case
Patrick Voss

Appendix 2: The Seventeen Sustainable Development Goals (2015-2030)

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Appendix 3: Participant Information for Interviews

University Research Ethics Committee no. 1528

The title of the research is:

Kitchen-table UK charities as funders of education in sub-Saharan Africa: issues of sustainability.

Dear

Following our recent conversation, I invite you to participate in a research study and am sending you information which gives a clear outline of my planned research and details regarding your involvement should you agree to take part. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish and please ask me if there is anything that is not clear or if you would like more information.

My research focuses on the question:

How can UK kitchen-table charities that focus their efforts on educational projects in sub-Saharan Africa mitigate factors that negatively affect the sustainability of their work?

I am using 'kitchen-table' as a descriptive term for UK-registered charities that are run by trustees and volunteers who characteristically hold meetings round kitchen tables. In 2005, I co-founded such a charity and have been a trustee for the past ten years. The charity was founded on compassion for those unable to afford secondary education in Tanzania and a passion for facilitating education as an escape from a poverty trap. The charity has funded the building of a secondary school which currently has over two hundred students. After ten successful years, the main issue facing the survival of the school in 2015 is that it is not sustainable without the charity's funds but the overarching issue is that the charity has not considered its own sustainability for the future.

The intended outcome of the research will be the creation of an original interpretive model which will be a practical resource for existing or start-up kitchen-table charities which will enable them to cope with issues of sustainability that may lie ahead; to be aware and prepare.

We spoke about this subject during our conversation and you agreed that this is a topic that is of interest to you and which may be relevant to the work of your charity.

I would like to invite you to take part in the first stage of the data collection by completing a questionnaire.

Confidentiality and Anonymity

All information received from you will be handled in a confidential manner and stored in a locked filing cabinet and on a password protected computer in an environment which is locked when not occupied. Only I, as the researcher, and my supervisors will have direct access to the information. Any reference to you and your charity will be coded. All data will be destroyed as soon as possible after the doctorate has been awarded.

Benefits and Risks

It is not anticipated that you will be at any disadvantage or suffer any risk from this study. However, if you feel emotionally sensitive at any time then the research can be halted or stopped. You are free to withdraw from the study and not have your information included, at any time up to the time of completion of the dissertation. However, after that time, it would be impossible for me to comply.

It is up to you to decide whether or not to take part. If you do, you will be asked to keep this information sheet and be asked to sign a consent form. You are still free to withdraw anytime up to the submission of the dissertation and without giving a reason.

If you decide to take part, please would you sign and return the Consent Form in the SAE. Please keep the second copy for your records. Once I have

received the signed Consent Form I will forward the questionnaire either by post or by email (I have included the Questionnaire in the initial posting).

Thank you very much and I do hope you will agree to participate. I also hope you will find the experience of taking part enjoyable and informative and the resultant model useful for professional practice.

This study is being completed as part of a professional doctorate in education at London South Bank University. It has been reviewed and ethically approved by the London Southbank University Research Ethics Committee.

If you have a concern about any aspect of this study, please contact me:

Janine FitzGerald

EdD student at London South Bank University

Janine FitzGerald

34 Vicarage Road

Henley-on-Thames

Oxon RG9 1HW

Mobile Number: 07980 773356

email: fitzgej2@lsbu.ac.uk

Date: 2/11/2015

If you wish any further information regarding this study or have any complaints about the way you have been dealt with during the study or other concerns you can email Peter Winbourne, who is my Director of studies, at winboup@lsbu.ac.uk. Finally, if you remain unhappy and wish to complain formally, you can contact the Chair of the University Research Ethics Committee. Details can be obtained from the university website: <https://my.lsbu.ac.uk/page/research-degrees-ethics>

Appendix 4: Participant Consent Form

The title of the research is: **Kitchen-table UK charities as funders of education in sub-Saharan Africa: issues of sustainability.**

Name of Charity:

Your Name:.....

Position:

Address:.....

Phone: Email:.....

Please tick to consent.

- I have read the attached information sheet on the research in which I have been asked and agree to participate and have been given a copy to keep. I have had the opportunity to discuss the details and ask questions about this information ☐
- The Researcher has explained the nature and purpose of the research and I believe that I understand what is being proposed ☐
- I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the study will have access ☐
- I have been informed about what the data collected will be used for, to whom it may be disclosed, and how long it will be retained ☐
- I have received satisfactory answers to all of my questions ☐
- I hereby fully and freely consent to participate in the study which has been fully explained to me ☐
- I understand that I am free to withdraw from the study at any time, without giving a reason ☐
- I consent to have the have the interview audio recorded and transcribed:
Yes ☐ No ☐
- I understand that the use of a digital recorder is not essential to the study and that notes can be taken instead ☐

- I consent to having anonymised direct quotations from the interviews used in publications ☐

- I have the authority to represent and give information on behalf of the charity named above ☐

This study is being completed as part of a professional doctorate in education at London South Bank University. It has been reviewed and ethically approved by the London Southbank University Research Ethics Committee.

If you have a concern about any aspect of this study, please contact me:

Janine FitzGerald
EdD student at London South Bank University

Contact details:
Janine FitzGerald
34 Vicarage Road
Henley-on-Thames
Oxon RG9 1HW

Mobile Number: 07980 773356
email: fitzgej2@lsbu.ac.uk

Date:.....

Participant's Name :(Block Capitals).....

Participant's Name: Signature.....

Participant's Witness' Name:

Witness' Signature:

As the Researcher responsible for this study I confirm that I have explained to the participant named above the nature and purpose of the research to be undertaken.

Researcher's Name:

Researcher's Signature:

If you wish any further information regarding this study or have any complaints about the way you have been dealt with during the study or other concerns you can email Peter Winbourne, who is my Director of studies, at winboupc@lsbu.ac.uk. Finally, if you remain unhappy and wish to complain formally, you can contact the Chair of the University Research Ethics Committee. Details can be obtained from the university website: <https://my.lsbu.ac.uk/page/research-degrees-ethics>

Appendix 5: Example of a Completed Questionnaire

University Research Ethics Committee no. 1528

The title of the research is:

Kitchen-table UK charities as funders of education in sub-Saharan Africa: issues of sustainability.

Name of charity: J

Your name: J

Develop.

Position held at the charity: Trustee

Contact details

Address:

E-mail address: SA

Telephone number: Mobile: J

Landline:

Year the charity was started: 11 October 2011

(Please answer as fully as you can)

1 What or who was behind the motivation to start the charity?

We were already supporting a new school and community through the charity, Lewa Conservation UK.

Often in charge
In order to be in full control we established the school. built. to be in control.
must in memory of our late daughter who died in Kenya.
2005. The school and community has been 4 years.
supported by my husband and I since 2003/2004.

2 What is the current objective or mission statement of the charity?

To educate the children of from the age of 3 to 14 years whilst trying to develop various projects within the community to provide an income for the School.

income generation

3 What consideration has been given to the long-term sustainability of the charity? And is this of concern to you?

STAYED WITH CON CON determined income priority
From the beginning we have been concerned with properly sustainability. After building the first two classrooms and kitchen, we put in a borehole to provide the main water for the school with water and to sell it at a water kiosk as an income for the school. In addition, by establishing a school vegetable garden, we hoped to sell extra produce as an income. Since then, we have sewing and knitting projects, and brick making - all with variable success so far. still no near

4 How sustainable is the educational component of your mission without donor funding? And is this an important factor when decision making?

The educational component would collapse at present without donor funding. However, we have introduced school fees as a sustaining tool. These would have to increase dramatically without donor funding. private school as a tool for sustainability never ends skill support We are constantly aware that the school would not be viable without our support and supervision. influence = control North Superintend

5 What would be the impact on your beneficiaries from an educational point of view should the funding from your charity cease? And have you plans in place to address any impact?

As above - the school could not survive long as we pay for all the teachers except for one, the headmaster who was thrust on to us by the Kenyan government (another story!). Maintenance and repairs is constantly covered by us, including feeding programme, and all development. We are constantly trying to make the school more sustainable by school fees and paying projects. fees for income projects maintaining ongoing business new end survival

6 This questionnaire is the first phase of my research. The second phase will involve an interview which I may like to conduct with you at a later stage. Would you agree to this?

Yes ☒ No ...

7 Please add any further comments?

Please read our annual newsletters and visit:

www.eraikishomni.org

for further information.

We shall be visiting ~~Kuruman~~ ... ^{in October '15 (returning to UK 11 November).} ^{and again late}

Thank you so much for answering this questionnaire. I will report back to you in due course to share the responses received.

This study is being completed as part of a professional doctorate in education at London South Bank University. It has been reviewed and ethically approved by the London Southbank University Research Ethics Committee.

Researcher Contact details:

Janine FitzGerald

Mobile Number: 07980 773356

34 Vicarage Road

email: fitzgej2@lsbu.ac.uk

Henley-on-Thames

Oxon RG9 1HW

Date received: 12 Sept 2015

If you wish any further information regarding this study or have any complaints about the way you have been dealt with during the study or other concerns you can email Peter Winbourne, who is my Director of studies, at winboup@lsbu.ac.uk. Finally, if you remain unhappy and wish to complain formally, you can contact the Chair of the University Research Ethics Committee. Details can be obtained from the university website: <https://my.lsbu.ac.uk/page/research-degrees-ethics>

Appendix 6: Brief pen-portrait of the five interviewees. June 16th 2016

5ZA

Female – mid-sixty – married to doctor in King's Lynn – holiday in Zanzibar – retired nurse – started with health project – moved to education for skills - vocational training the key to sustainability in-country – distance management an issue cultural rift – English classes – small charities cannot attract large funds - succession plan – aging trustees

15MS

Female - early seventy retired teacher in Peterborough – holiday in Kenya – pledged to help poor urban children by raising funds to start school - easy to overspend - must have control to succeed - English is a priority - directory of similar charities needed - fees will subsidise the school if charity money dries up

8SK (Two Trustees)

Male British – late seventy married to a Kenyan National - mid fifty - native speaker and understands culture – now living in Kent - sponsorship of rural village children - quality education - Africans want white-collar jobs - education changes traditions - personal contact key - transparency - no succession plan

1L

Female – mid thirty – in Hampshire – works for international charity – volunteered Uganda – funded urban orphanage – corruption in-country an issue – now funding quality education – funds for skill training planned post-school – Trustees initially naïve – transparency important - failure has meant experience and resolve to change direction

2M

Male – late sixty – retired health practitioner- lived and worked Gambia – secondary education in remote Tanzania- Indigenous Knowledge- a priority- education can result in migration of young – disengagement of charity needs to be addressed - stakeholders need more involvement - no succession plan

Appendix 7: Interview Guiding Sheet

During the interview I might be asking you to share some information that you do not wish to divulge you do not have to answer any question or take part in the discussion if you do not wish to do so. You do not have to provide any reason for not responding to any question, or for refusing to take part in the interview" There will be no direct benefit to you, but your participation is likely to help other kitchen- table charities overcome issues of sustainability that affect both the charity and the provision of education. If you have any questions, you can ask them at any time during the interview. Please make contact if you wish to ask any questions.

Semi-structured interviews will focus on sharing issues that have emerged for the Trustees that I work with. As the researcher I want to progress a two-way discussion whilst recognising that I am guiding the process.

I am approaching the exercise in this way because I believe participants are likely to be more forthcoming if they feel they are not being interrogated. The process will be as follows:

An initial 'warm-up' of niceties and general questions of: How long have you been involved in the Charity? What was the reason you became part of the Charity? What has the journey been like so far?

During the interview I wish to find out if there is a shared experience of the following which are key to the sustainability of the charity:

- Donor fatigue
- Donor dependency of both Charity and the beneficiaries
- Cultural gulf between the culture of the Charity and the culture of the 'project' with particular reference to the quality of education.
- Reduced energy and enthusiasm of the Charity Trustees
- Personal dilemmas of emotional attachment and detachment
- Planning for an exit strategy
- The impact on those who rely on the provision of education if funds were withdrawn
- Unexpected crises

At any point I am hoping there may be unexpected themes that emerge which I have not anticipated which need to be explored.

At the final stage of the interview I will explain my aim of creating an interpretive model which will be a practical resource for existing or start-up kitchen-table charities on the lines of: WARNING there may be issues of sustainability ahead BE AWARE and PREPARE.

If enthusiasm for this suggestion is evident I will ask if the participant would be interested to partake further in the research by allowing the Charity to be one of the case studies. If so, I will suggest another dialogue to explain what would be involved.

Appendix 8: Example of an Interview Transcript

- diminish somewhat or not? *Remind & see more / ref'd.*
- 190 P1: I think regardless of what happens to large charities, we will actually, we will either stay the same or we will actually benefit more because I think that the nature of a small charity inclines people, when the press are so negative about large charities people actually are drawn to smaller charities where we can say 100% goes to the project. *→ People are drawn to small charities in the wake of bad press about large charitable organisations*
- 191 P2: Yeah I think I probably agree and I think people like the fact that we know all the children by name.... *I participate at interview.*
- 192 P1: Do you need me to repeat everything she says, is that alright?
- 193 JFG: No it is fine. *reflection I don't talk too much - that's good*
- 194 P1: Just so you can use it.
- 195 JFG: I can use anything you say, yeah.
- 196 P1: Good yeah. *Keen to talk about with each other.*
- 197 [00:32:04]
- 198 P2: Yeah as I say that we know one all the children by name and that we can tell them exactly how we are spending the money and I think they like the fact that it is so small and because they know us, like a lot of them will know us personally, will at least will have met us. *SMALL. Transparency over money builds confidence with supporters*
- 199 P1: My - I think we both work for charities for large charities and from everything that goes on in the media especially at the moment around telemarketing for charities, my view on that kind of thing, that topic, is simply that they, as much as maybe, I think they get too much blame for what they do, you know, a charity has to run like a business in many ways, it doesn't matter for us. The point is that for a small charity I think it just makes people go, well I don't want to be involved in those big charities, they are like businesses. I want on the ground project work where I can see where the money is going. They meet us, they can talk to us so ~~Charlotte~~ said they can talk *PERSONAL skills - experience charity as a business Personal contact and knowing and having trust in those that are involved Trust. on the ground where can see where money goes.*

Appendix 9: Workshop Forum Information for Participants

Date: Saturday 19th November

Time: 11am til 3pm

Lunch will be provided

Venue: Flat 304, 9 Steedman Street, London SE17 3BA
(Elephant and Castle Tube – Bakerloo and Northern Line - exit South Bank - walk left to the tall 3 wind tower building – through the gap you will see green building – flat 304 is there – ring buzzer on gate).



Any problem ring me on: 07980 773356

I will reimburse all expenses

Kitchen-table UK charities as funders of education in sub-Saharan Africa: issues of sustainability

11 – 11.45	Coffee and introductions University Regulation Ethical Information and Consent forms Explanation of the plan for the day and intended outcomes Brief detail from each Charity: What is your mission? What is your vision for the future?
11.45 – 1pm	A creative exercise for us all to discuss any issues of sustainability that may affect the Charity and/or the Project(s) Findings from my research will be incorporated into this session
1pm – 1.30	Networking Lunch break
1.30 – 2.30	Open discussion on strategies that could mitigate the issues identified from the morning session. Ideas for inclusion in the resource that would be of practical use.
2-30 - 3pm	Round-up of the day's activities; Outcome:
3pm – Tea	Exit forms – evaluation and the future?

Evaluation Form and The Future - November 19th 2016 Workshop Forum

What do you think you have gained from the Forum?

What went well?

What could have been done better?

Would you like to meet other charities if another forum was arranged in 2017?

Can I contact you for your opinion on the draft toolkit/resource?

Have you any other comments to make?

Name Charity

Appendix 10: London South Bank University Ethical Approval

**London South Bank
University**

Direct line: 020-7815 6025
E-mail: mitchen5@lsbu.ac.uk
Ref: UREC 1528

Janine FitzGerald
34 Vicarage Road
Henley on Thames
Oxon
RG9 1HW

Friday 21 August 2015

Dear Janine

**RE: Kitchen-table UK charities as funders of education in sub-Saharan
Africa: Issues of sustainability**

Thank you for submitting this proposal and for your response to the reviewers' comments.

I am pleased to inform you that Full Chair's Approval has been given by Vice Chair on behalf of the University Research Ethics Committee.

I wish you every success with your research.

Yours sincerely,



Nicola Mitchell

Secretary, LSBU Research Ethics Committee

cc:

Prof Shushma Patel, Chair, LSBU Research Ethics Committee

Appendix 11: Coding Chart for Analysis of Interviews

Emergence of categories that can apply to issues of sustainability at an individual, UK charity or in-country level.

Interview Location	Quote from participant	My Interpretation	Relevance to Sustainability	Sub-Categories	Core - Category
15MS p.26 para 309	<i>'government will not take children from private schools into secondary schools'</i>	Shift in government policy results in dilemma for charity wishing to get good results for children to do well at next educational level.	Change in Government legislation affecting the outcome of charity's mission	Private schools Policy Mission	Education
15MS p.21 para 235	<i>'our kids are taught English from day one'</i>	English language seen as a priority but is this undermining the national language and mother tongues.	Proficiency in English enhances job opportunities	English Capabilities Culture	Education
15MS p.16 para 184	<i>'I am not trying to impose British education...I'm trying to give them better teaching strategies and improve the way English and Maths are taught'</i>	Transfer of skills from experienced Trustee was an attempt to train and improve quality of teachers and lessons.	Over- dependency on the skills of Trustees	Leadership 'us' and 'them' Quality	Education Trustees
15MS p.3 para 37	<i>'unregistered private schools are cashing in'</i>	The rise in private schools that demand fees for maximum profit has resulted in unscrupulous owners.	Need for charities to distance themselves from unscrupulous practices and protect donor funds	Private Schools	Education Finance
15MS p.3 para 67	<i>'Universal Primary Education has meant more schools...still not free...absolutely bursting at the seams'</i>	The need for external funding of education is increasing. The poorest continue to lose out.	Improved sustainability of both charity and project is important whilst numbers put pressure on places in schools	Numbers (pupils) Global Aid	Education
2M p.29 para 198	<i>'I am concerned about outcome, I am concerned about quality'</i>	The concerns about quality is measured against Anglo/American standards.	A sustainable future for a student depends on the quality of the education being appropriate for the workplace.	Quality North/South	Education

2M p.15 para 100	<i>'I have mixed feelings about those who have done very well at school'</i>	This comment is made in the context of personal experience of those leaving the village and not returning thus creating an imbalance in the social make-up of the village community.	Long-term sustainability of a community is threatened by the provision of education	Community	Education
2M p.12 para 81	<i>'now within a 5-10 mile circuit there are at least 2 secondary schools'</i>	This may be seen as positive but as costs are required this still leaves the poorest disadvantaged. The need for sponsored places remains.	The planned construction of schools throughout SSA may eventually threaten the sustainability of the charity.	Numbers (schools)	Education
5ZA p.54 para 424	<i>'education goes further than just doing a job, it's about thinking outside the box' 'quality is lacking in about everything in the entire village...there's difficulty in getting the message across'</i>	To be able to think further than a 'rote system' is seen as a way to problem solving and seeking new paths for the future. Quality is a concept not easily understood in some cultures.	A mutual understanding and acceptance of cultural differences and long-term partnerships	Quality 'us' and 'them' misunderstood	Education Culture
5ZA p.19 para 125	<i>'I am not getting married I'm going to make something of myself'</i>	A comment made to the participant. Choices for the future may be opened up but these choices can change ways, change culture and change the nature of community.	Choices may not always be viewed as positive. Trustees may do well to consider what the impact of cultural interference from the North may be.	Capabilities Vocational education North/South	Education Culture
5ZA p.13 para 34	<i>'the first thing we'd like to do is learn how to sew because it would be useful to us'</i>	An example of a charity responding to a specific need that has been requested rather than the charity identifying a need and presenting their plan. A project that has an end once the training is complete.	Sustainability of a project may not be an issue when project has an end.	Vocational education Capabilities	Education
5ZA p.12 para 82	<i>'English skills are appalling ...'</i>	The need for English language is highlighted. Teaching quality an issue	Proficiency in English enhances job opportunities	English Skills	Education

8SK p.24 para 237	<i>'population increase outstrips resources in the educational sector' 'individuals set up schools ...profit making'</i>	Pressure on places has resulted in rise of money making private schools	Profit making schools. Will this put pressure on Charity funded schools? which may become seen in an unscrupulous light	Numbers Private Schools	Education
8SK p.13 para 95	<i>'most Africans are looking for white collar jobs'</i>	Aa pilot, doctor, lawyer are the most popular job aspirations are unlikely to met	Vocational education can be seen as a more sustainable path for the future but if it is rejected then the objective is defeated	Vocational education	Education
8SK p.11 para 76	<i>'education can mean jobs and money coming back into the family'</i>	Benefits of education of one person can disseminate through communities and families	An example of education as the vehicle to aid sustainable futures	Community	Education
8SK p.7 para 12	<i>'if you haven't got that (Kenyan Certificate of Education) you are pretty much doomed'</i>	The importance of the Certificate is emphasized.	Suitable job creation is necessary to match the increase in school leavers to ensure a sustainable economy.	English Quality Employment	Education
15MS p.55 para 673	<i>'...thinking is the key...'</i>	Thinking seen as a key to open doors for the future	Moving away from the rote system	Quality	Education
8SK	<i>(parents) 'favour education for girls instead of marriage, menial house work...they can see a future ...'</i>	Gender is not mentioned as much I had thought but this reference infers that education is changing cultural traditions	Elders valuing education for all	Impact	Education Culture
all	<i>'What would happen when they reach 18 with no career?'</i>	Uncertainty of prospects without the charity is of concern -	No education and no charity would compromise future opportunities and choices	Impact Employment	Education
1L p.15 para 148	<i>'by the time that he has graduated he's then in a position to hopefully support his brothers and sisters'</i>	Example of educating one and benefits passing across and through generations	Perhaps better to give one person a good chance of a sustainable future that none any chance or many a poor chance	Impact Community	Education Finance
8SK p.6 para 8	<i>not only do they not have the school fees, they haven't even been fed enough</i>	Being at school for nutrition	Holistic well-being to sustain an improved life-style	Impact	Education

8SK p.5 para 46	<i>So the kind of job they get, it's just you know in the farm and if there's no crop, there is no money, so unless you get one of the family to get a better education then they get a job and then lift the other up.</i>	Education for one member of family will release others from the chain of poverty	Environmental challenges threatening all areas of living	Impact Employment	Education Finance Crisis
8SK p.23 para 232	<i>'Even you know go to school for a year for a year ... you know it opens doors.'</i>	Education even for a short while has benefits		Impact Outcome	Education
5ZA p.36 para 271	<i>'...there is nobody in their family who would have said oh why is Mohammed getting it and not me</i>	Strong family network and no jealousy	Differing views on education as divisive within a community (see below)	Impact	Education
8SK p.26 para 270	<i>within that family there might be some regret and some envy that a brother, oh you were supported, there's no money left for me to go to school</i>	Divisive in giving to one sibling over another the chance	Difficult to measure the extent of such a situation Education for All cannot be assured with Funding for All	Impact	Education
15MS p.12 para 143	<i>'We need the money but if it's free they don't value it, it's like anywhere else, if you give it away it doesn't have any value.'</i>	Free education – not valued- isn't it?	Education is maybe valued when it is not readily accessible or of poor quality	Value	Education Finance
1L p.30 para 211	<i>'...we are very dependent on her(the manager) ...'</i>	. If a key person is no longer working in-country then the Charity may have a problem.	Dependency on an individual in-country is an issue Succession plan at project needed	Management dependency In-country	Distance
2M p.20 para 137	<i>'...how on earth do we endeavour to maintain the quality of what is taking place in a classroom 5,000 miles away...'</i>	Managing anything 5,000 miles away is a challenge But with cultural differences and practices in schools it's nigh impossible	Problems related with distance encompass many sustainability problems	Management Quality	Distance Education
15MS p.10 para 111	<i>'internet connection is not good enough ...'</i>	Communication is seen as a problem and despite the rise in mobile phones the connections are unreliable.	Improvements and access to technology moving fast. Problems relevant to this aspect should decrease	Communication	Distance

5ZA p.41 para 316	<i>'...very good manager is needed'</i>	A Trustee is not needed to be in-country permanently as long as Trustees make regular appearances.	Visits help distance management issues – improves insider/outsider understanding	Management	Distance
5ZA p.40 para 308	<i>'I think you've got to show your face'</i>	The need for checking is highlighted	Trust can be built at face to face level	Management Visits	Distance Trustees
1L p.18 para 176	<i>'WhatsApp is a godsend and barely costs a thing'</i>	Social media and new technologies are becoming more prevalent and makes communication easier and cheaper.	Retired Trustees may be an issue if they don't keep up with technology	Communication	Distance
2M p.24 para 159	<i>'They live here now in the UK...ability to observe on the ground day-to-day activity is lost.'</i>	The need for an observer on the ground is emphasised	Argument that this lessens trust and motivation from those in-country as they are perceived as incapable and untrustworthy	Management Trust	Distance Trustees
1L p.19 para 180	<i>'...safety and whether she needs extra security and all of this and it's got to be quick because you know the tear gas is suddenly being used in town, we need to reply.'</i>	Distance, communication and lack of in-country knowledge can make crisis situation appear worse	Crises cannot be planned but can have instant effect on sustainability	Political Unrest Communication	Crisis
8SK p.4 para 41	<i>'they are very poor...there has been a drought, they have no crops, lost their animals'</i>	Education may slip as a priority when survival takes centre stage	Counter argument to above – crises can attract funds	Environmental	Crisis
2M p.34 para 26	<i>'we had to take painful and difficult actions in trying to preserve the integrity and the quality of the education ...'</i>	The reputation kept intact of the charity and their project is important.	Funding and expertise from volunteers wanted but the need for good training and selection of volunteers prior to visit	Volunteers	Crisis
2M p.26 para 26	<i>'Sadly the Trustee who established the link (school partnership) was made redundant ... link...lost...'</i>	Effect of changes in the UK funding stream beyond the control of the Charity.	Immediate effect on economic sustainability of the charity	UK changes Partnerships	Crisis
5ZA p.30 para 211	<i>...the acid attack on a female student.....</i>	news resulting in funding withdrawal from partner	Immediate effect on economic sustainability of charity	Global news Communication	Crisis

5ZA p.26 para 173	<i>'He wanted to work with another charity ...he threw us out...'</i>	In-country management taking decisions which negatively affect the operation of the Charity	No control over managers in-country by charity	In-country decisions Management	Crisis
5ZA	<i>'...dipping into our slush fund and keep going.'</i>	Crisis resulting in using extra finance	Reserves important for business of charity	Emergency funding	Crisis Finance
5ZA p.7 para 45	<i>'I think you've got to show your face'</i>	Important for Trustees to be visible for monitoring and management purposes	?	Visibility	Trustees
15MS p.6 para 73	<i>'our hearts leading us rather than our brains'</i>	Management issue – Are business decisions sound if lead by the heart?		Motivation Management	Trustees
2M p.23 para 152	<i>'...we've all got 15 years older...'</i>	Age as an issue for the board of Trustees	Succession plan but retired Trustees have time and a wealth of experience	Age	Trustees
2M p.3 para 12	<i>'...to see the school built and used was my dream...'</i>	Motivation based on a dream.	Is this sound business sense in the long term?	The Dream	Trustees
5ZA p.46 para 364	<i>'I think you have to be strict with yourself, certainly we were all incredibly emotionally attached. They were our family really'</i>	A feeling of being part of a family coming to the fore.	Attachment inevitable	Emotional Attachment	Trustees
15MS p.7 para 81	<i>...I become emotionally involved I can't do what I want to do.</i>	Previous training as a nurse has helped with emotional detachment	Skill-base of Trustees key to good practice at Charity level	Emotional Attachment/ Transferable skills	Trustees
15MS p.34 para 392	<i>'I want to be able to let go but it's my baby ...'</i>	Difficulty in 'letting go'.	Succession plan	Emotional Attachment Exit Plan	Trustees
8SK	<i>the donors form a relationship with a student</i>	Not only Trustees but donors become attached. An advantage of one strength of a small charity	Small charities attract finances albeit smaller donations and funders stay long-term	Emotional attachment	Trustees
5ZA p.45 para 358	<i>'the older you get the more difficult it is to have a laugh and shrug shoulders'</i>	Age and health takes its toll on an aging Board of Trustees	Succession plan needs to be in place	Age	Trustees

15 MS p.27 para 316	<i>'am I doing the right thing by keeping them in school and then (perhaps) preventing them getting a secondary school'</i>	Problems with no places post primary level	Affects future prospects for pupil	Dilemma Policy	Trustees
5ZA p.9 para 56	<i>'you have to have faith in something and I have faith in people that lives have been changed ...'</i>	Faith in people and the project as motivation to start and keep going with the Charity.	Belief in changing lives as motivation to seek sustainable outcomes	Motivation	Trustees
1L p.10 para 86	<i>'we've got much experience ... (working for large UK Charities)'</i>	Value of transferable skills and experience from working in charitable sector.	Confidence in project	Transferable Skills	Trustees
8SK p.29 para 292	<i>'I think we are fairly confident that we are doing something useful'</i>	Confidence in the Charity's work and the project	Motivation continues	Motivation	Trustees
8SK p.35 para 44	<i>'know the community...we are not strangers'</i>	Trustee a Kenyan national living UK is an advantage for 'insider' information	Insider knowledge at Trustee level helpful and reduces the idea of 'us /them'	Insider/ outsider	Trustees Culture
8SK p.2 para 16	<i>'I have a farm in Kenya'</i>	Understanding of the culture from an insider/outsider experience	Local knowledge, experience and language lesson 'lost in translation'	Insider/ outsider	Trustees Culture
1L p.30 para 294	<i>'probably fail a reasonable amount of time'</i>	Acceptance of naivety and failure	Strength for moving forward. Forward planning to address aspects that affect sustainability on many levels	Confidence	Trustees
1L p.29 para 292	<i>'massive cultural differences but we try to work within the culture'</i>	Recognition of cultural gulf		Insider/ outsider	Trustees Culture
1L p.29 para 289/290	<i>'I feel like I know the culture well... no I've not got the hang of this yet...'</i>	Is the cultural gulf always there- can an outsider ever understand from an insider perspective?	An outsider can never be a true insider but respect for and knowledge about each other may lessen the gulf	Insider/ outsider Confidence	Trustees Culture
1L p.28 para 282	<i>'Four years ago we made a lot of assumptions about Uganda that just aren't the case...'</i>	Assumptions are made that experience dictates are otherwise	Time and willingness to learn and accept	Insider/ outsider assumptions	Trustees Culture

1L p.21 para 201	<i>'I work for a sponsorship charity ... took a lot of what this particular charity does and used it...'</i>	Skills from workplace to kitchen-table.	Varied and complimentary skill-base of Trustees	Transferable skills	Trustees
15MS p.30 - para 350	<i>'Two old pensioners ...despite our age we are credible.'</i>	Age is positive and give credibility, experience and other cultures revere age	Long-term sustainability of charity threatened by too many aging Trustees	Age	Trustees
15MS p.32 para 371	<i>'advocacy needs to be right '</i>	Lack of confidence can affect decisions for both project and charity	Strong leadership and teamwork at the Board of Trustees matched in-country	Confidence	Trustees
15MS p.26 para 303	<i>'it might not be other people's dream which is why I've got to do the best I can '</i>	Determination to fulfil the dream	Motivation driven by a dream	The Dream	Trustees
15MS p.5 para para 63	<i>'headteacher had been Praying for us and we came, God sent us'</i>	Trustees seen as Saviours which maybe heightens responsibility to succeed and expectations	Responsibility to address any issues and work towards a sustainable future on all level.	Insider/ outsider Cultural	Trustees
15MS p.6 para 67	<i>'we didn't know what the hell we were doing '</i>	Naivety at the beginning no matter the age of the founders	Time needed – forward plan	Age	Trustees
2M p.7 para 39	<i>'...30 page document sent to a school in Tanzania, I cannot guarantee it has been read by any number of people.'</i>	Expectations from a Southern view regarding the reading of any material. The written word is common place in the UK not in rural Tanzania	Expecting too much	Expectations Us/them	Culture
5ZA p.20 para 133	<i>'...the thorny question of whether they use birth control and that was where the wall goes up...'</i>	Interference, even well-intentioned, causing friction	Could disrespect for cultural practices jeopardize the in-country project and the reputation of the charity?	Respect	Culture
5ZA p.4 para 19	<i>'...be better to go with the existing infrastructure however bad it was.'</i>	Charities face decisions whether to encompass the local ways or to adopt a Southern model.	Dilemma for Trustees is do they go with what they know and understand or adopt local ways which may not achieve the intended outcomes	Respect	Culture

15MS p.43 para 490	<i>...they will understand the words and they will translate it in their experience.'</i>	Use of words are related to experience and translation can result in misunderstanding		Language	Culture
15MS p.42 para 486	<i>'You think you understand...then things happen and you realize...</i>	Misunderstanding		Insider/ outsider	Culture
15MS p.6 para 67	<i>'...in typical colonial fashion we were taking over his school which he resented'</i>	Resentment of 'outsiders' taking control of an existing in-country project	North interfering in the South and perpetuating neo-colonialism	Insider/ outsider Respect Us/them	Culture
15MS p.32 para 377	<i>'I didn't know about the secondary issue until recently...'</i>	Lacking in-country knowledge could be a problem for managing the project	Knowledge of the political and cultural scene of the in-country may improve relations for a successful future of the project	Knowledge	Culture
15MS p.37 para 429	<i>'it's not my business to change their culture '</i>	Working with in-country and not changing	To know when to leave?	Awareness	Culture
2M p.8 para 43	<i>'I fear that - it's a horrible comparison but I could well imagine - no I'm not going to say it. It's almost as though it's a bit like visiting the zoo in some ways,</i>	Dipping into an exotic environment can be a Southern curiosity – a dilemma but attracts funds	Using indigenous or 'different' people for funds may not be seen as ethically correct but if permission is openly given and the community reaps a benefit then perhaps it is acceptable	Insider/ outsider North/South	Culture
5ZA p.22 para 145/146	<i>...just when we were saying look we really have - oh sorry I have got to pray. You have got to laugh actually... it was their way so I had to sort of tough it out'</i>	Acceptance of cultural customs even if irritating and inconvenient		Respect	Culture
15MS p.44 para 496	<i>'...they do vocational training for people with a primary certificate. So that had always been my plan that less able children would, you know, go there.'</i>	Plan to send poorer less able kids to vocational training via sponsorship	Improvement to economic stability by the Robin Hood example.	Sponsorship Vocational training Mission	Education

15MS p.29 para 336	<i>'I hope to be able to take, send our brightest children to secondary school'</i>	Plan to send brighter kids to secondary school. A policy of inclusiveness.	A route to a more sustainable future for some and not others based on academic ability	Aspirations Selective	Education
15MS p.5 para 64	<i>'...because we thought we were going to help those on the very bottom ... then they didn't come and we said we only take children who come every day and so all those children have been excluded.'</i>	Help offered for those at the bottom of the socio-economic scale but mission changed to those who were dedicated to attending.	A route to a more sustainable future for some and not others based on commitment to lessons	Mission changed Failure	Trustees
2M p.10 para 57	<i>'...probably is not as we had traditionally hoped enhancing the education of very local young people' ...</i>	Hopes for educating local young people but youngsters from a distance arriving at school. Difficult to turn children away.	Reputation of school attracting others which threatens the financial viability of the school.	Local youngsters Mission changed	Education
2M p.2 para 6	<i>'Part of the philosophy behind setting up the Secondary School through the UK Charity was the inspiration of a number of different tribal groups in Tanzania to share the best of their own cultures and knowledge for the betterment of everybody.'</i>	Exchange of knowledge with those from the South to give insight into other cultures and African traditions	Using IK for local skills may enhance the income of the village	Intercultural education	Education Culture
1L p.15 para 143	<i>'The focus has definitely changed and that's just been something we kind of have to go with'</i>	Flexibility when faced with a 'what if' scenario	Acceptance of change of direction	Mission changed Reaction to unexpected	Distance
1L p.4 para 32	<i>'...we just recognise that we are creating a culture of dependency by having the house...'</i>	Changing direction due to dependency culture	Recognition of problem and changes made accordingly	Dependency Culture	Finance
5ZA p.14 para 89	<i>'We reckoned that if you gave them porridge it would ...rejuvenate them... we will cook it. ...it had an instant effect'</i>	Response to an unexpected need meant change in mission. Significance of flexible management approach.	Flexible approach	Mission Changed Reaction to unexpected	Education

15MS p.15 para 172	<i>'Twice a year for a month and we are on the ground, we know the people, we control the money totally and if we haven't got the time to go out it will not work. It's just too difficult.'</i>	Does mistrust ever vanish completely?	Regular visits are necessary to monitor use of funds,	Visits Monitoring Trust	Finance Trustees
15MS p.6 para 66	<i>'You know it's a big problem out there that people do borrow money when their, yes, when their relatives are ill.'</i>	Borrowing money on the premise of not stealing and not repaying	Cultural misunderstandings	Trust Misunderstand	Finance Cultural
2M p.25 para 168	<i>...making the recipients of our generosity dependent upon us and in my explanation of sustainability is the word 'independence'</i>	Dependency creeps over time and monitoring and evaluating is key to reducing this by early recognition and steps taken to address the situation	Sustainability in terms of 'independence'	Dependency	Finance
15MS p.17 para 188	<i>'I don't know that we will still get money from donors, you know...'</i>	Uncertain of continuation of funds	Business skills required even at the kitchen-table	Funding	Finance
15MS p.41 para 475	<i>'yes we need to control the money'</i>	UK control of the finances		Trust Management	Finance
2M p.20 para 134	<i>...in theory (they should) be charging fees of about half, more than half of their students who are not funded but we are struggling to find actual evidence of that.</i>	Transparency and trust in-country needed	Visits and regular contact to build trust	Trust Management	Finance
2M p.10 para 64	<i>'... it's a little bit to do with reputation of quality ...it's to do with cheapness or its to do with charitable support...'</i>	Quality of education and sponsorship scheme attracts numbers of pupils	Balance needed between need and expense	Reputation Quality	Finance Education
5ZA p.38 para 283	<i>'...oh well (the charity) will pay, us, and that was a big warning to us and we thought, mmm, you know.'</i>	Openness with the in-country managers that the funds are hard-earned and not endless	Charity seen as a bottomless pit.	Expectation Management	Finance
5ZA p.29 para 205	<i>'...one of our wonderful fundraisers and she died and she left us a legacy.'</i>	Legacy payments can be substantial	The use of legacy payments Once-off payments are not sustainable	Once-off	Finance

5ZA p.22 para 143	<i>'I was saying that I'm sorry but we've really got to have this by then you know the project won't go forward unless you provide something I ordered a month ago,...'</i>	The threat of a withdrawal of funds is powerful but can be distasteful to ensure that the project leaders in-country produce what is required from the Charity funders.	Use of funds as condition for requirements	Conditional	Finance
5ZA p.15 para 91	<i>'It was so moving and it was very good fundraising'</i>	Recognition of Fundraising as opportunity not exploitation of situation	Use of situation to extract funds via an emotional pull	Fundraising	Finance
8SK p.17 para 144	<i>'It's so tempting with such a demand to spend what you get rather than keep some in the bank.'</i>	Sound accounting practice required and firm resolve	Reserves to aid sustainability of the charity	Reserves	Finance
8SK p.17 para 136	<i>'Our donor base is interesting because it does involves four or five churches providing money to us in this area.'</i>	Others raising funds on behalf of the charity eases workload on Trustees and involves a wider community	Funding from partnerships but no guarantee that funds will continue	Funding Partnerships	Finance
8SK p.15 para 115	<i>'...corporate backer whose Company want to send money to fund projects in Kenya..., we don't want to send money out there blind and we want to take advantage of Gift Aid and we are not a registered charity. Can we channel money through you?'</i>	Tax-efficient for the donor but charity dependent on the individual donor in the long-term	Using tax-efficiency to maximise funding levels	Networking	Finance Trustees
8SK p.9 para 42 and 49	<i>'We personally...pay the school accountants direct to avoid any corruption...From day one we never gave the parents of the students the money.'</i>	Knowing and being known stem corruptive practices	Open-ness	Corruption Trust	Finance
1L p.2 para 16	<i>'3 months was enough to realize how corrupt it was'</i>	Trustee naivety is a steep but quick learning curve	Corruption of funds disrupts everything and can result in closure	Corruption Naivety	Finance

1L p.20 para 196	<i>'...that we can tell them exactly how we are spending the money...they like the fact that it is so small and because they know us, like a lot of them will know us personally.'</i>	Transparency builds confidence with supporters. Personal contact		Transparency	Finance Trustees
2M p.4 para 16	<i>'I am through illustrated lecturing informing and enhancing and whilst I never ask audience members to donate to the charity... and (they) say put that towards your school.'</i>	The use of specific skills and experience of the Trustees to attract funds	All funding aids economic sustainability but not necessarily in the long-term. The funding stream needs to be sustainable in itself.	Networking	Finance Trustees
2M p. 9 para 52	<i>'.. After some of these people (Masters students) have been there, there's been some influence but not hugely significant.'</i>	Balance needed between giving at the project and dipping into peoples' lives and forming relationships that are forgotten when the volunteer returns home.	Volunteers perhaps 'take' more than they 'give'	Volunteers	Finance
15MS p.12 para 143	<i>'Raising money is always a problem.'</i>	Fundraising takes its toll on those involved and fatigue enters the arena	Can funding continue forever?	Funding	Finance
2M P.23 para 152	<i>...we just can't say no but there has to be, there has to be a devolving of the responsibility for the sustainability of the school from the UK Trustees to the school itself. The school has to be able to stand on its own 2 feet largely and have either be charging appropriate fees ...'</i>	A devolvment of responsibility from the UK charity	Exit plan devised in conjunction with move towards self-sufficiency in-country	Exit Plan	Mission Trustees
5ZA p.37 para 281	<i>'You know they give you more money to make sure it goes well...'</i>	Loyalty of donors ensure funding	Advance warning of exit plan resulting in more funds	Exit Plan	Finance
5ZA p.10 para 60	<i>'...had hoped we might be taken over'.</i>	Partnerships or 'takeovers' seen as an exit plan		Exit plan Partnerships	Trustees

8SK p.14 para 102	<i>'I think it (the Charity) will shut down when I finish'</i>	Age of Trustees an issue and no successor	Succession or exit plan	Exit Plan Succession	Trustees
1L p. 31 para 314/316	<i>'...that if she (the in-country manager) left, we would close...' that's the thing that makes us so not sustainable!'</i>	Dependency on the manager puts the project in jeopardy	The sustainability of part of the operation of the charity is dependent on in-country manager	Dependency Management	Distance
8SK p.21 para 193	<i>We should have that (exit strategy) really but we haven't, so far we have put it off.</i>	An executive shortfall	Exit strategy	Exit Plan	Trustees
2M p.24 para 159	<i>'I would like to see in five years' time the school much more self-sufficient, much more able to competently manage itself under a fully trustworthy teaching team.'</i>	Fully trustworthy team needed to take the mantel for the future and not rely on charity but given the challenges and widespread poverty how could this be done?	Build trust and work together for the future of the project	The Dream Trust	Trustees
2M p.31 para 215	<i>'We are sustaining our charity by replacing Trustees'</i>		Taking on new Trustees to ensure some sort of future sustainability for the charity	Succession Plan	Trustees
15MS p.25 para 293	<i>What we have tried to do with all the projects is make them financially self-sustainable...It isn't impossible... that is the dream really</i>		Income generating projects for self- sustainability	The Dream Income generating	Finance
15MS p.31 para 362	<i>'I'm going to go around the other successful primary schools and, private ones and find out what they are doing and what happens to their children at 14.'</i>	Getting ideas from other schools to help plan for the future	Forward planning to address long-term sustainability	Future of project	Education
1L p.9 para 78	<i>'...the biggest thing we've always wanted was to know that we are sustainable and that actually they(students) are going to come out of education ... not just going to... end up working as a chapat seller on a stall.'</i>	A sustainable future for the students is a priority	Sustainable future of students' linked to sustainable project	Future of Students Employment	Education

5ZA p.2 para 13	<i>...the first things that we were determined to do was to make sure that we built in sustainability... in our case it was about 75% possible.</i>	Sustainability a priority but not 100% so remain an issue for the future.		The Dream	Finance
5ZA p.18 para 119	<i>'I don't know how many women have actually benefited (from sewing project) but there must be hundreds and hundreds. And that carries on'</i>	Route to a sustainable future via training women in a skill that is passed on.		Skills Income	Finance
5ZA p.16 para 101	<i>...to the government for support...the Ministry of Education... a lot actually and the government is just hopeless.</i>	Ineffective government means no back-up for charities and political resistance could mean the closure of any externally funded project.	Frustration with Govt officials places the project in an uncertain position	Government Policy	Finance
Q 3EA	<i>We are unsure that we have funding to complete the education...</i>	With no reserves the charity is in a precarious position	For a student to have education prematurely curtailed is not desirable	Future of students Funding burden	Education Finance Crisis
Q 7EA	<i>... The educational component is completely sustainable as it is now going to be completely run by the church.</i>	Joining with an organization such as a Church is safe route for the future. The inference is that the charity will continue to support in other ways	Some may view a connection with a religious organisation as undesirable	Partnerships	Finance
Q 12KC	<i>...since all aspects of education costs money it is estimated that the most vulnerable – a minimum of 45% would not go to school and ... 80% would not attend secondary school.</i>	Without charity funding numbers of children would be denied education at both secondary and primary levels	Places stress on charity to continue	Impact poorest children suffer Costs of education for the poorest	Education Finance

Appendix 12: Interim Letter to keep in Touch with Participants

EdD Student at London South Bank University

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6th April 2017

Kitchen-table UK charities as funders of education in sub-Saharan Africa: issues of sustainability

Dear xxxxx

Some months ago, you very kindly participated in the above research that I am undertaking for a Doctorate of Education. I am now in the process of collating all the data and hope to have the thesis finished by the end of 2017.

I plan to produce a final document which will capture the main findings. This will consist of a selection of quotes (anonymously) which reflect the real-life experiences of trustees working in various parts of sub-Saharan Africa.

The resource will also contain a list of useful contacts to which we can all refer. I will forward a draft before the final version and invite your comments and any additions that you may feel would be useful.

In the meantime, I do hope you are keeping well and that xxxxxx Charity continues to flourish. I would be delighted to hear from you if you'd like to find out more about the progress made with my study.

With best wishes

Janine FitzGerald

Appendix 13: Research Information Booklet: Sheet for Comments

Sheet for Comments

What changes would you make to the booklet? (please excuse typos or grammatical errors at this point)

Content? – too much – too little

I think the content is about right given that even within the scope of these smaller charities there is considerable divergence in size, objectives and outcomes

Layout? – not clear

Fine. You are right to put sustainability at the core of the issues. It is paramount in our charity! It may be that we do derive some benefit from the Oxfam et al scandal. We are unashamedly promoting the fact that we have no paid employees!

How useful is this resource to you and your colleagues?

I'm certain it will be useful, particularly as a prompt to think outside the usual rounds of fundraising

Overall impression?

Very good

I am developing a website www.kitchentablecharities.com which is in the initial stages. Would this be of interest to you as a means of networking with other similar charities from time to time?

Yes. Many thanks

John Steer

Appendix 14: Contents and Reflection on Evidence of Skills Development – March 2016



- Reflection and Skill Development
- Agenda for meeting with Peter and Sue March 10th
- Notes from Meeting with Peter and Sue March 10th
- Interview Three – March 7th – King's Lynn
- Skills workshops March 10th
- Interview Four – March 17th - Brighton
- Agenda for EdD day March 18th
- Minutes from EdD day March 18th
- Res4A Interim Report
- Emails David Baume
- Interview Five – March 30th – Peterborough
- Revisited and Revised Timeline

Reflection on Skills Development

March has been extremely busy with three interviews completed and many miles covered. I have very much enjoyed the interviews but have now got to do something with all the data. I could not have managed without someone to transcribe as I am such a slow typist. The Res4A Interim report is complete and submitted via Nicky – again I doubt my thoroughness and always seem to want to write the minimum and use bullet points. I know it's not the right way but to be succinct and quick is the way I have always operated. Email exchanges between David Baume and I have proved food for thought but I wonder if I have been a bit flippant with my response. On the other hand I have been totally honest about how I feel regarding theory and literature review. There is no point being anything other than honest. Sue and Peter remain very encouraging and supportive of my work – am I doing enough? Does it match the required academic standards and depth? Am I going to fall at the viva hurdle? These are questions that are nagging away at me ... but a 'significant other' who has materialised in my life is very much behind me even though he is a major distraction. Sally and I volunteered to take part in the 3-minute presentation during April but despite my chasing Louise, no information materialised and so am pleased to have gained some more days in April.

Research Skills (this month)

- Career Development
- Submissions and Viva

Continuing Data Collection:

- Gaining Confidence with interview skills
- Diplomacy with participants
- Self-criticism

Personal Effectiveness

- Monitoring and evaluating the research process through reflection
- Ability to think independently
- Communication skills
- Leadership
- Effectively monitoring timeline

Appendix 15: Edited Transcript from Workshop Forum

As a Ugandan it is hard to live beyond the day.

Never be able to might like them, I might have faith in them but I would never trust them.

We have invested in staff development and then they have left us for better jobs, for new prestige.

Ah but you have made the improvement to that person.

That person has got better development.

Invest in charity people's money is for that charity. The difference between a business and charity nothing has come back into the community but that is what the people who are paying the charity expect.

Money/financial issues.

How do you find a Bursar, Accountant over there to manage the monies for you?

We are in an area that is completely rural, it is it different instant infrastructure and different people to choose from.

Yes but you have land. → asset.

We do but we have a Kenyan Trustee who owns the land and we have got a 99 year Lease on it. It has taken three years to get that.

We don't own anything. We find the schools and we take orphans and those who poor kids and we fund them.

We have a good relationship with schools and we just pay the school fees.

The part of our charity that we own is the house and that has been the biggest headache and that is why it is coming to an end.

We cannot continue with the current pressures.

We have an exit strategy and because I was a primary teacher I am waiting to supply, I am wanting to supply quality education. I was very hurt at the time when we saw a very successful school but it did not start off like that.

It is successful because of me. I was accused of being a colonialist and he was saying that I was going out there saying that this is a better way of doing this.

Well it is not about being superior, it is about having skills and knowledge and I try to pass them on but I was hurt.

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no forward planning but that is the challenge but hard to make a fair an uncertain future. staff development then they leave the value of investment. donors expect their donations to improve the community.

not invest in any capital structure the biggest problem has been owning & maintaining property

accusations of colonialism not about being superior about skill transfer

benefit.

Feelings.

Appendix 16: Reflection on The Workshop Forum

November 19th 2016

I start the day knowing my Mother has been clinging to life by a thread for two days and a call is expected at any time.

I feel torn about staying in London or going back to Henley - but the four participants are coming from Brighton, Cheltenham, Peterborough and Kent and this Workshop Forum has been arranged for many months to suit everyone's diaries. And is the last leg of my data collection!

I think through the day by envisaging my plan, step by step, to try and cover all possible eventualities and I try to shut my mind to anything else that may be a distraction. The power of the mind!!

I feel in control and confident – but there are worries:

What if my energy runs out and I fall into 'chat' mode and don't keep on tack (I'd rather be a participant).

What if only one person turns up? (laugh and go out for a good lunch).

What if I get that phone call? (Nothing I can do and I can get back early evening and Niall will go).

I set the props up – paper and pens on table and write the purpose of the day in big writing on the flipchart – this will be my introduction to start the formalities of the discussions once the greetings have finished - what's your name; where do you come from?

The main points of my findings are written on the white/red board but faced to the wall. The idea being that I will use them to draw the day's business to a close by identifying any gaps that can be identified from the day. We can review the list against the Workshop's discussions.

10.50 - doorbell goes! By 11.05 the curtain's up – the show begins – enter centre stage, one by one, the characters of the day's performance and by 11.05 all four have arrived.

Within minutes the introductory chat and coffee is over and it's evident that I am going to have to politely control the flow of conversation to:

- a) Keep the subject on track and avoid meandering
- b) Ensure that all four have the opportunity to speak



11.30 I explain the purpose of the day by referring to the flipchart. The format of the day is important as a reminder that timing of the day is key to making sure that we cover as much as possible – I am aware of the distances travelled and reiterate that I insist on reimbursing all

The atmosphere is relaxed and friendly and discussion flows with exchanges of their charity's mission and challenges. There is clearly a desire to share experiences and I quickly realise that I must not stifle free talking but keep guiding back to the purpose of the workshop.

I interrupt with 'mmm – interesting – but B what is your opinion on what R is saying? And A 'can you add anything?' This quickly gives reassurance to the group that I am in control and am on the case – Well, that's my assumption!

B scribes, R writes one sentence, A writes bullet points and J listens and does not write or speak much. I make a conscious effort to include J and ask her for her experience and opinions which, when asked, she readily responds

Oh No - I didn't ask for dietary requirements!! Why on earth didn't R tell me that she can't drink tap water or anything else and cannot eat anything other than very special food. She hasn't brought anything with her. So, I send P (son) out for some low salt fizzy water (we're in his flat and he's spending the day in his bedroom – his choice!) I will remember to ask about allergies if there is a next time.

[illegible]

Now let's study the comments and talk strategies – the conversation flows and I check that the recorder is still working hard (how I hate technology – particularly the fact that it can let you down – and at the press of a button all could be lost).

I write but cannot resist joining in on the comments – it is difficult to maintain a position from



the 'outside' when you're really in the 'inside' and there are some points that my colleague has not made. I question to myself – if other participants from the same charities had been present would their perspectives have been different?

2.30 pm – I turn the white/red board over and we all look for any gaps and we agree the day has reinforced what I have drawn from the previous data. However, the subject of 'abuse' has not been mentioned in the interviews or

questionnaires which has been raised today.

Does this show that sensitive subjects will only be shared when trust and informality /rapport have been established? Abuse in its many forms is a big subject; it can be placed under the heading of crisis, culture and misunderstanding. It's hard to investigate, hard to prove and a challenge to address but cannot be ignored.

The final dialogue focuses on the value (or otherwise) of the intended resource. I want honest opinions. A consensus develops that a document posted on various websites/social media would be the best vehicle for dissemination. It should highlight the real-life experience of charities like ours but should not appear negative. All agree that it needed to be user-friendly in terms of not too long and to the point. I note websites that are suggested. All say the sharing of experience and the opportunity to network have been most valuable. I will take all the comments on board.

3.10pm. Time has run out – conversation could clearly linger on but better to end before energy levels reduce and everyone feels tired and drained. I absolutely believe adherence to timetables is essential for best practice in forum type gatherings.

It's been a good day but I am glad it's over. I am not sure what I could have done better. When I trawl through the 5 hours of recording I may find I need to revisit some points. But that's ok – a good bonding exercise and exchange of details amongst the group have left the door open for further contact.

Glancing at the feedback forms it seems the participants are leaving having had a good experience – but then no-one is likely to say anything too negative.

I say thank you, thank you for coming and goodbye –hugs all rounds and have a safe journey – will be in touch soon.

Mother has opened her eyes but is not responding – I pack up and head off home.

Appendix 17: Letter for Participants for Comment on Research Information Booklet

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March 2nd 2018

Kitchen-table UK Charities funding educational projects in sub-Saharan Africa: Issues of sustainability

Dear

I am now at the final stages of completing my doctorate. You kindly participated with this study and your input has been very valuable. At the start of the research I explained that it was my intention to produce a practical outcome in the form of a resource which would hopefully be useful and informative for practitioners.

I enclose a draft version of the Research Information Booklet and would be grateful for your constructive criticism before publication. I have enclosed a Sheet for Comments and a SAE.

Confidentiality has been honoured throughout the research but I have included the website details of your charity. Please let me know if you would prefer this information to be removed.

The recent negative reports concerning Oxfam and Save the Children may have consequences for small charities working internationally. Has this caused you to review your safeguarding policies?

I look forward to hearing from you

With best wishes

Janine FitzGerald

Appendix 18: Reflective Memos from Interviews

INTERVIEW ONE - February 17th in Staines

(Full transcripts and comments are in the data file)

- Reflection and points to remember in order to hone my interviewing expertise:
- Good to arrive early – in this case 45 minutes.
- Took my time to accept warm greetings and to compliment on house/family etc.
- Felt very relaxed and in control but aware that I must focus on the questions and not run overtime especially as this was in the evening after a day's work for the participants.
- Didn't get the Consent Form witnessed and I wonder if that is a problem – too late anyway?
- I like eye contact.
- I like a flowing conversation.
- Can't expect or plan for the unexpected. In this case the sister joining in and the Dad also arriving.
- I was most nervous about the recorder not working as I hate new techie stuff.
- Both participants very keen on the research and all went well. I was very excited to hear the recording and then to wait for the transcript – **REALLY ENJOYED THE EXPERIENCE**

INTERVIEW TWO - February 25th Kent

- Good journey down despite being on the dreaded M25. Greeted with open arms and invitation to lunch.
- Participant keen to talk so I just listened.
- Recorder beeping – Oh no battery low – my worst moment that the recorder would stop and I had no spare batteries and then I would have to make full notes. My heart was sinking but my face didn't show any concern as I mentioned it and made light of it to David and he immediately got 2 new batteries and rescued the damsel in distress as he then changed them for me as I couldn't open the case. Oh what a helpless female moment!!
- Jane, Kenyan wife arrived and joined in.
- Both engaged with research and keen to be involved and also very keen to network with others.
- I must be careful not to get too confident.
- I wonder if I let David talk too much and strayed a bit from the point.
- At the end of the interview thought that I must focus more on the aide memoire and make sure that I follow my guidelines. Again, **REALLY ENJOYED THE INTERVIEW** but this will be a longer transcript.

INTERVIEW THREE

(Full transcripts and comments are in the data file)

- At first impression I thought 'This is going to be a challenge!' A very forceful lady a bit older than me and clearly there was some sort of 'stag baiting' going on between us until we settled down having got the measure of one another. I just let her talk and nodded and agreed to allow any subconscious tensions calm. I am exaggerating a little but think my feelings are worth scribing. We relaxed into the interview and by the end she was very keen to be further involved.
- I will have to make a decision whether what this participant would bring to the forum of three will outweigh a character that may wish to dominate the day.

INTERVIEW FOUR

- This was my charity and was deliberately positioned in the middle of the five. Wearing my 'researcher hat' I had to try to divorce myself from my insider knowledge and let my co-Trustee and participant answer from his experience. I found that there were many questions that we would have answered in the same way but his stance on matters such as the importance of IK within the curriculum is of greater concern to him than to me.
- He is also more risk conscious than me. He agreed that the interview concentrated his mind on matters that he would to have given so much thought to and this had been helpful.

INTERVIEW FIVE

- This interview proved to be the most valuable. Participant 1 was extremely interested in the research and gave a wealth of interesting and valuable data. As an ex-teacher her 'dream' was to offer quality education to impoverished children which is no different from the other four Trustees. However, in order for the project to succeed and be sustainable she conceded that fees would have to be paid by all.
- The education that was on offer was proving to be very popular and as attracting wealthier parents to want to contribute more in order to secure a place at the school for their children.
- This defeats the mission of providing education for those most in need.
- Of the five interviews, four were Trustees of retirement age and all were concerned about their age and to their continuing travelling long distances.
- Interview Five gave me the email addresses of two Trustees whose charities had failed.
- Interview Three were young and didn't see sustainability as a problem for the future as they had secured a benefactor (even though this was a once off donation). They also didn't see the prospect of entering family life an

issue for remaining so committed. They also didn't think that the 2 trustees who live together at the moment and this talk about the charity incessantly would not have daily contact in the future. Have they got young optimistic heads or have I got an old cynical head!!

Appendix 19: Reflection Interview (3)

I arrived at a beautiful converted barn in Suffolk and received a very welcoming lady at the door, slightly older than me I would say, very forthright and within the first five minutes she had offered me coffee of any sort, introduced me to the dog called Cowboy and also to her husband who unfortunately was suffering from Parkinson's disease.

The interview was just between J and myself. I looked around the kitchen to get some idea of her background and the kind of life she led and it was clearly a kitchen, large kitchen full of all sorts of interesting items and plates on the wall and an easel in the corner with her unfinished art on it which was one of her hobbies, an Aga, country kitchen table, all very comfortable. And then she announced to me within the first few sentences '*I have a First in English*', on which I congratulated her.

This participant was clearly very forceful and I immediately felt a little bit uncomfortable and thought to myself this is going to be challenging and I have one and a half hours here to conduct this interview. I thought to myself I know my stuff and I know what I'm doing. I will let her talk and talk. Perhaps I should have interrupted but I felt that it wasn't appropriate and I was a guest in her house. I got the impression that she needed to tell me her story and clearly her husband is struggling with Parkinson's and he had been a founder member of this charity and now of course she was managing it on her own.

She came over as a very strong woman but as the time went on, we both relaxed into it and it became much easier. Perhaps us both being female and of a certain age there was an unconscious negotiation of our positions. I was in her space, I was the outsider, I was the visitor, in her house taking control of a situation, something she clearly was not used to but by the end of the interview she was very engaged with the topic. She had been forthcoming in her responses of the questionnaire and that was one of the reasons I chose to invite her to take part in the interview which she readily accepted.

On reflection, what had I forgotten at this interview? Well we could have expanded her charity's projects by talking about health and the AIDS situation but I wanted to keep it focused on education. They are working in a Muslim area should I have explored that more? I don't know...

Sustainability is a subject that this participant could address very confidently and I think her comments and her input are valuable. She would like to take part in the next stage of the research but I have two more interviews to conduct so I will make my decision about the next stage at the end. This is something I'm going to have to think about.

I think I handled keeping the interview on track satisfactorily and don't think I influenced her answers. Even though there was a lot of exchange of ideas between us. I was respectful of the situation and felt that we were on equal terms. An exit plan is an issue for her due to her husband's failing health. They have achieved so much with an evident driving force, her, behind the charity and their projects.

I have two more interviews but do feel more experienced and confident at each one and they are all so different. I have to be very adaptable.

Appendix 20: Data Collection: my initial experience

Cold calling by phone is not easy as an unknown caller can be perceived instantly as a 'nuisance' call and therefore to avoid a sudden cut-off I immediately introduced myself as the chair of trustees of a comparable charity. This approach placed us in the same 'club' and conversation was easy and flowed naturally but what I wanted was the completed questionnaire.

The explanation of my research that allowed for a two-way dialogue, was met with interest and comments of 'worthwhile' and 'useful'. Every call ended with a positive response to the invitation to complete and return the questionnaire. *I felt motivated and pleased.*

Within twenty-four hours of each phone call I emailed and posted the information sheet, consent form and the questionnaire and enclosed a SAE plus a message of gratitude and appreciation. At this point my spirits were high and I eagerly awaited the daily post and the ping of an email.

My excitement was heightened to receive four responses within a week and a further three over the next fortnight. That made seven of the fifteen! But then a few days passed and nothing arrived. *I was disheartened. Why have they not all responded? Is it a case of out of sight, out of mind? Why am I taking this so personally?*

The chase

I decided to send a polite reminder by email to the outstanding eight possible participants. Two replied that they were away but will definitely respond on their return in mid-November and could I send another reminder then. However, November is beyond my deadline. *Do I be more flexible or stick to my target dates?*

Another completed questionnaire arrived but without the consent form. *Do I pester and possibly irritate the participant for this?*

I decided to extend my sample by contacting a further two charities and felt that I had honed my technique. One questionnaire was returned almost by return. *Do I wish I could press rewind and start again? No, I have to use what I have got and any late arrivals will be a bonus. I have nine returned and the promise of a further two in November which would make eleven.*

On paper this first stage of the data collection looked straightforward but it has proved more time-consuming than I had anticipated and also confirmed that people say one thing and do another or don't do anything. I will not chase for a third time as that would be excessive but I will share the initial findings with all the contacts whether they responded or not.

I have found it is easy to become downhearted and that it is necessary to keep looking at the positives. I am not sure what else I could have done to secure a higher return rate. Research involving participants is certainly a challenge and a roller coaster of emotions comes to mind. *What experiences have others had?*