FACTORS INFLUENCING THE IMPLEMENTATION OF ORPHANED AND VULNERABLE CHILDREN EDUCATION PROJECTS IN MT. ELGON DISTRICT

BY:

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DECLARATION

This research project report is my original work and has not been presented in any other University for an academic award.

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This research project report has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This work is dedicated to my parents, Zablon Anderson and Mrs. Felistas Oyolo, whose moral support has greatly contributed to the success of this research report. May God in His own way reward you.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
CBO	-	Community-Based Organization
CDD	-	Community-Driven Development
CRC	-	Convention on the Rights of the Child
CSO	-	Civil Society Organization
DEO	-	District Education Officer
DFID	-	Department for International Development
ECCE	-	Early Childhood Care and Education
ECD	-	Early Childhood Development
EDF	-	European Development Fund
EFA	-	Education For All
ELDS	-	Early Learning and Development Standards
FBO	-	Faith Based Organization
GER	-	Gross Enrolment Ratio
HIV	-	Human Immunodeficiency Virus
ICD	-	Integrated Community Development
M&E	-	Monitoring and Evaluation
MDG	-	Millennium Development Goal
MOE	-	Ministry of Education
MVC	-	Most Vulnerable Children
NBS	-	National Bureau of statistics
NGO	-	Non Governmental Organization
OVC	-	Orphans and Vulnerable Children
RAAAP	-	Rapid Assessment Analysis and Action Planning
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNICEF	-	United Nations Children's Fund

ABSTRACT

Orphans and Vulnerable Children (OVC) live in circumstances with high risks and whose prospects for continued growth and development are seriously threatened. Intended realization of OVC interventions have not been attained as there is still a large number of primary school going OVC who are not in school. Fewer NGOs are also involved in OVC education projects compared to other OVC areas of interest. The research study's objectives were to assess whether; financial management, project scope and monitoring and evaluation influence the implementation of OVC education projects in Mt. Elgon District. The study adopted a descriptive survey design. The target population were 24 NGOs which are directly involved in OVC education projects, the study population involved 6 NGO personnel from each NGO who is directly involved in the OVC education project, at least one of; programme manager, programme officer, project manager, project officer, project assistant and a field officer, were selected and interviewed. A total of 144 NGO OVC education project officials were selected. Study district was conveniently selected. Purposive sampling was used to select respondents until the sample size was realized. Data was collected by use of structured 5 point likert scale questionnaires. Data collected was be analyzed using Statistical Package for social scientists computer package in descriptive statistics. The study revealed that access to funding was a major problem in implementation of the OVC education projects, a fact showed by 52% of the sampled organizations. The results also showed that the NGOs involved in OVC education projects play a big role in incorporating professionalism amongst their staff as 88% agreed to continuously train their project staff. The scope of the OVC education projects by NGOs also received positive results as most agreed to having a project scope that is 81% said the scope was specific, 79% measurable, 68% achievable, 41% realistic and 63% time bound. 72% of the project staff strongly agreed to the fact that the NGOs involved in OVC education projects value the monitoring and evaluation process while 79% conduct constant follow ups to the projects they have closed. The research thus recommends that Governments, donor agencies, NGOs, and other stakeholders be involved in participatory approaches to resource mobilization that could support the funding of several local research to create a resource rich environment in which the NGO work should lead to pressure for performance and self evaluation. As an area of further research, the research also recommended finding out the factors which influence the donor funding to OVC education projects and which may give the required information to stakeholders for them to strategize how best to implement many more education projects that would benefit the OVC and possibly reduce their absenteeism and dropout numbers from schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Children of the world are innocent, vulnerable and dependent. They are also curious, active and full of hope. A vulnerable child is one who is living in circumstances with high risks and whose prospects for continued growth and development are seriously threatened, (Yates, 2004). This includes children that are emotionally deprived or traumatized. Most of these children lack access to basic needs due to high levels of poverty, (Yates, 2004). The OVC are more prone to different forms of abuse and exploitation due to their vulnerable circumstances, (Yates, 2004).

Childhood in Kenya is largely defined by the fact that over 50% of Kenyans live in absolute poverty, which means that many children – 8.6 million children – live below the poverty line. Children affected by HIV/AIDS are vulnerable long before their parents die. Girls, in particular, assume caring responsibilities for their ailing parents besides parenting for their siblings. (National Bureau of Statistics – Basic report on wellbeing in Kenya April 2010)

Addressing the needs of orphans and vulnerable children (OVC) and mitigating negative outcomes of the growing OVC population worldwide is a high priority for national governments and international stakeholders that recognize this as an issue with social, economic, and human rights dimensions (Nangula, 2005). In the USA, Up to 40% of ninth-grade OVC students in cities with the highest dropout rates repeat ninth grade and who find that their academic skills are insufficient for high school-level work. Over one third of all dropouts are lost in ninth grade. Unfortunately, many students are not given the extra support they need to make a successful transition to high school and are lost in ninth grade, (Nangula, 2005).

In New Delhi, India, nearly one third of the states and union territories have seen an increase in the dropout ratio from 1.2% to 4.3% of OVC in primary education level despite an overall increase in enrolment two years after the Right to Education (RTE) was implemented (Van der Brug, 2004). This comes at a time when fund allocation has been doubled. Listing out steps which the states should ensure for efficient implementation of RTE, the Education Ministry said textbooks and uniforms should be provided at the beginning of the academic year along with school related grants like teacher grant, maintenance grants and also stressed on implementation and monitoring of admission of children from disadvantaged groups and weaker sections, while

demanding that a grievance redress mechanism should be put in place in each school, (Van der Brug, 2004).

In Ghana, 16.3% of children under the age of 15 have at least one parent dead (excluding children with parental status missing), 6.6% of children under the age of 15 are not living with either parent and are included in the vulnerable category (Ghana Demographic and Health Survey, 2008). When figuring out the numbers of children orphaned by AIDS, the Ghana AIDS Commission reports that the HIV/AIDS rates in Ghana are 2.7%, resulting in 270,000 orphaned children by the disease, all under the age of 17 (Ghana Demographic and Health Survey, 2008).

Currently it is estimated that there are over 2.4 million Orphans in the Kenya, 47% are orphaned as a result of HIV/AIDS and many more remain vulnerable due to several other factors. 20% of the Kenyan population is 6years and younger; and 48% of the population is below 15years. (National Bureau of Statistics – Basic report on wellbeing in Kenya April, 2010)

The 2010 Kenya Demographic Health Survey found that 2.3% of boys and 1.9% of girls under age 15 are double orphans. This proportion jumps to 25% for both boys and girls under age 18 who reported one parent or both parents dead. In 2004, the number of orphans in Kenya was estimated at 1.8 million. Since then the number has steadily grown to the 2.4 million in 2010. The rise in the number of OVC is due to HIV/AIDS pandemic, estimations in 2009 say 1.2 million OVC due to AIDS. (Kenya Demographic Health Survey, 2010)

The Kenyan government provides leadership for the OVC response. The OVC response is based in the Kenya OVC Secretariat under the Department of Children's Services of the Ministry of Gender, Children, and Social Development (MOGCSD). The multi-sectoral National OVC Steering Committee was established to advise the government on OVC issues in policy, practice, and implementation; and to monitor OVC programming. Members include key ministries such as health, education, and finance; the National AIDS and STI Control Program (NASCOP); National AIDS Control Council (NACC); and development partners. It is chaired by the Permanent Secretary of the MOGCSD. The steering committee meets regularly to review and advise the government on OVC issues.

The National OVC Steering Committee carried out a Rapid Assessment, Analysis, and Action Planning (RAAAP) Process for OVC in 2004. Kenya was one of the first countries to carry out RAAAP. It was an effort to quantify the OVC situation, and it eventually led to the development

of the *National Plan of Action (NPA) for OVC, 2007–2010*. The NPA includes policies and guidelines on OVC interventions in Kenya. It took several years to develop NPA, which was finally published in 2009. The policies and guidelines provide a strategic framework for the OVC response by program developers and implementers.

One of the key findings of the RAAAP assessment was that civil society organizations (CSOs) play an important role in supporting community-based responses to OVC. Nevertheless, many vulnerable children were still not being reached by current programs. These findings were the basis for establishing a comprehensive strategy that: (1) identifies OVC not being supported through NGOs and (2) provides their families, and in some cases foster families, with a cash subsidy. This strategy is referred to in the NPA for OVC. The first priority area in the plan is strengthening the capacity of families to protect and care for OVC at the household level. *(Draft National Policy on Orphans and Vulnerable Children, MOHA, November, 2005)*

Among The 7 Priority Strategic Areas (PSAs) identified that form the basis of this NPA include; to ensure access for OVC to essential services, including but not limited to education, health care, birth registration, psychosocial support and legal protection. Many of the MVC have not been able to access basic education due to the poverty, (Attanasio et al, 2011). The Government of Kenya is committed to achieving Education For All (EFA) and the attainment of Millennium Development Goals (MDGs). With the significant increase of primary school enrollment following the introduction of Free Primary Education (FPE) in 2003, many OVC have either enrolled or returned to school. (Children on the Brink Report 2004, UNICEF)

The U.S. President's Emergency Plan for AIDS Relief (PEPFAR) is another major source of funding for OVC and provided nearly $50 million for OVC in 2010. With these funds, the government provides other OVC services such as free medical services for children below five years; free primary school, including scholarships for OVC; and legal support for inheritance (Timothy et al, 2012). Approximately 60% of vulnerable children in Kenya receive some kind of support funded by PEPFAR. These funds support community- and family-based service provision but does not support the expansion of institutional care, (Timothy et al, 2012).

The World Bank, DFID, and the government provide funding through the Total War against AIDS (TOWA) project. TOWA supports a range of services offered by NGOs to children at the community level, sometimes complementary to those provided through the CTP. Many children

receive support through very small community- and family-based initiatives. These efforts are not included in national data collection and plans, (Timothy et al, 2012).

According to UNAIDS Resource Needs Model, typical OVC Programs are clustered into; Assistance with school related expenditures: School fees, uniform, feeding programmes, books and supplies, and special support service as provision of sanitary pads for vulnerable female pupils; Basic health care costs: Immunization, routine health care, sexual and reproductive health care for older children; Home support: Bed nets, clothes, blankets, food, income support, income generating activities; Vocational training and Community support: Identification of orphans in community, training for community workers, outreach for street children, (Children on the Brink Report 2004, UNICEF).

Of the thematic areas on OVC projects outlined, projects in line with child development (education and vocational training) have received the least attention compared to child protection, survival and economic empowerment (Children on the Brink Report 2004, UNICEF). This is also testament to the recently released research results conducted in Kenya by UWEZO which revealed that only 11% of primary school going children (both OVC and non-OVC) could actually read and write.

According to various research outcomes conducted in various European and African countries around the world, key challenges facing various NGOs in the provision of OVC services include: Limited resources- Most organizations are highly dependent on external donor funding, the number of OVC in need of support is too high compared to available resources, non-prioritization of child protection concerns in development, maintaining the required quality of care for children, sustainability of the programs when donor funds are stopped, inadequate participation of households, some partners support only one or two children within a household which is discriminative and also shortage of trained personnel, no clear policy guidance in children work, low involvement of community and government structures in the care and support for the OVC, local political interference in the identification and provision of care to the community and insecurity in the program areas, and constant migration of OVC from project area, Poor networking leading to duplication of services. (POLICY Project, 2005). Executive Summary: OVC RAAAP Initiative Final Report. Rapid Country Assessment, Analysis, and Action Planning (RAAAP) Initiative. On Behalf of Orphans and Other Vulnerable Children in Sub-Saharan Africa. USAID).

The various challenges faced by OVC with regard to education in the Kenya revolve around;The OVC experiencing negative health, social and developmental outcomes resulting in poor school

attendance and educational achievement, they struggle to concentrate during lessons due to stress, a lack of adequate resources to meet their basic needs of food, shelter, education and health care that would keep them in school, they experience higher levels of stigma and bullying at school, they are at a greater risk of abuse and mistreatment by peers, teachers and guardians and last but not least, they have poor psychological and physical well-being. (Children on the Brink Report 2004, UNICEF).

With the target of achieving Millennium Development Goal (MDG) on Education For All (EFA) by the year2015, various OVC programmes have been rolled out to ensure the OVC also attain education. These education programmes operate on three principles; enrolling OVC who had not been enrolled to school even after attaining the required school going age, returning OVC who had previously been enrolled to school but dropped out due to various reasons and retaining those OVC already in school, (UWEZO, 2012, OVC Report).

After Free Primary Education (FPE) was introduced in 2003, the Net Enrolment Ratio increased from 77% in 2002 to nearly 85% in 2004 and the percentage of children dropping out of school fell from 5.4% to just over 2%. Despite FPE being in place, 1.5 million children are still out of school, *(KIHBS 2005/6:47).* Access to FPE by OVC remains low. Nationally, only 23.2% OVC of primary school going age attend school. This is equivalent to about 549,000 OVC attending primary school out of the estimated 1,950,000 in this age bracket, *(KIHBS 2005/6:47).*

Research from the Kenya Institute for Public Policy Research and Analysis (KIPPRA) shows that the survival rate of OVC from Class One to Class Eight is below 40%, while those who survive from Class One to university is 1.69%. *(KIHBS 2005/6:47)*

Many OVC still remain unreached and this is the reason for further appeal, to address the plight of OVC. According to the NPA on OVC, OVC interventions are clustered into four thematic areas; first are interventions relating to child survival (access to food, health, clean water, hygiene), secondly are interventions relating to child development (education, psychosocial support, social welfare and support), third are interventions relating to child protection (birth registration, adoption, guardianship and foster care) and lastly are OVC interventions relating to child participation (capacity building, income generating activities - IGA). (UWEZO, 2012, OVC Report).

1.1.1 NGO Involvement in OVC Education Projects

Most of the organizations providing OVC services in Kenya are non-governmental organizations (78.3%). The rest include governmental (8.7%), private- not for profit making (4.3%), Faith Based Organizations (4.3%) and multilateral organization (4.3%), (USAID/ Population, Health, and Nutrition Information (PHNI) Project (2005).USAID Project Profiles: Children Affected by HIV/AIDS. Fourth Edition. USAID).

In the report released by UNESCO on global OVC programmes run by agencies other than the respective Governments, education projects had the least number of representative organizations at 45% (UNAIDS/UNESCO/UNFPA/UNIFEM, 2004)

The other programmes attracted more interest from donors and agencies alike as; food and nutrition projects at 60%, child economic strengthening projects at 55%, health projects at 65% and children rights and protection at 70%. This translates to the dismal performance of OVC development in schools and later in life (USAID/ Population, Health, and Nutrition Information (PHNI) Project, 2005).USAID Project Profiles: Children Affected by HIV/AIDS. Fourth Edition. USAID).

The OVC programs are funded by various donors. These include foreign donors (91.3% - 21 organizations), Community (13%- 3 organizations), Government (21.7%- 5 organizations) and local donors (25%) (USAID/ Population, Health, and Nutrition Information (PHNI) Project, 2005).USAID Project Profiles: Children Affected by HIV/AIDS. Fourth Edition. USAID). Some of the foreign donors funding the sampled organizations include USAID/PEPFAR, World Vision (UK, US, Finland, Canada and Germany), DFID, ILO, World Bank, UNICEF, Save the Children Finland, SOS Kinderdorf International, Trocaire, UNIFEM, SIDA, Kindernothilfe, Child Aid, Hope, Ireland Aid, ILO/IPEC, Common Wealth Education Fund, Edukans Foundation, Royal Netherlands Embassy, United Churches of Canada and Dutch government (USAID/ Population, Health, and Nutrition Information (PHNI) Project (2005).USAID Project Profiles: Children Affected by HIV/AIDS. Fourth Edition. USAID).

The government ministries funding OVC programs include the Ministry of Foreign Affairs, Ministry of Health and Ministry of Home Affairs (National Bureau of Statistics – Basic report on wellbeing in Kenya April, 2010). The local communities participate by providing donations in cash and in-kind as well as sponsoring children in various level of education. Other donors are

the local corporate as East African Breweries (EABL) Foundation and the Safaricom Foundation. Funds from the above mentioned donors are used to enhance such OVC care programs as child protection, health, child rights and legal protection among others. It is through these funds that organizations work towards achieving objectives targeting the OVC (National Bureau of Statistics – Basic report on wellbeing in Kenya April, 2010).

Research on children and HIV/AIDS demonstrates that education can contribute to significant improvements in the lives of orphans and vulnerable children and their families (2010 Kenya Demographic Health Survey Report). Learning opportunities (both formal and informal) can provide students with chances to develop age-appropriate, gender-sensitive life skills and also offer sexuality education interventions. Schools can benefit individual children and, by serving as information resource centers, also meet the broader needs of families and communities (UWEZO, 201,2 OVC Report). Despite these obvious benefits of education, millions of vulnerable children lack the education they require to fulfill their potential. The HIV/AIDS epidemic continues to lower educational outcomes for children by reducing their abilities to enroll in schools and experience learning and achievement (UWEZO, 2012, OVC Report).

NGOs involved in educational OVC projects do support efforts to reduce educational disparities among school-age children in high-HIV prevalence areas to enhance children's long-term resilience and development and reduce HIV risk (UWEZO, 2012, OVC Report). Even in high-prevalence settings, careful analysis is needed to target populations and areas with the greatest disparities, and interventions with the greatest potential to reduce disparities should be prioritized. Interventions should be designed taking into account the unique needs of those most likely to fall behind, with the recognition of the particular vulnerability of girls (UWEZO, 2012, OVC Report).

OVC education programs should be based on global best practices and evidence-based interventions and prioritize the following education interventions: Ensuring children have a safe school environment and complete their primary education, Promoting access to early childhood development (ECD) programs, Ensuring personnel create child-friendly and HIV/AIDS- and gender-sensitive classrooms, Strengthening community- school relationships, including partnering with out-of-school programming, Consider supporting post-primary school programming and especially the transition for girls from primary to secondary school and

Implementing market-driven vocational training only when previous lessons learned are integrated into intervention designs (UWEZO, 2012, OVC Report).

Despite these areas of strength, reports have identified several areas of need: Coordination of national OVC response, including enhancing clarity and understanding of roles and responsibilities of various actors; Data on the OVC situation in the country to inform programming, including improving data gathering, conducting a situation analysis, and strengthening monitoring and evaluation (M&E) systems; Harmonization of guidelines related to OVC; Capacity of OVC program implementers and service providers; Dissemination of information and strategies, including the *National Plan of Action.* (Children on the Brink Report, 2004, UNICEF)

There are several additional concerns specifically related to the Global Fund: Lack of understanding of Global Fund mechanisms and processes among OVC stakeholders; Need for improved relationships between Global Fund and Kenyan stakeholders; Capacity gaps among principal recipients, sub-recipients, and OVC stakeholders at all levels, which will require further training in technical areas (OVC), program management, M&E, and Global Fund rules, processes, and mechanisms; Insufficient share of Global Fund grant money going to civil society, particularly considering the fact that civil society implementers offer the majority of OVC services at community level; Need for improved data on OVC to support advocacy for prioritization of OVC within Global Fund proposal and implementation processes; Insufficient gender mainstreaming; and Failure to address age-specific programming for OVC in Global Fund grants (Children on the Brink Report, 2004, UNICEF).

This research was thus meant to bridge the knowledge gap in trying to understand what should be done to engage more NGOs and other interested parties in ensuring OVC can benefit fully from the education programmes and get to live up to the societal expectation of productive adults, despite their shortcomings in life.

1.2 Statement of the Problem

After the ethnic clashes in Mt.Elgon region that lasted between 2006 and 2008 that resulted in thousands of deaths and tens of thousands displaced, the OVC left behind do not seem to have been benefitting from the OVC projects rolled out by the Government in partnership with other partners in ensuring that all OVC benefit from the education programmes. This has been shown

by the large number of school dropouts and low literacy levels in the region (National Bureau of Statistics – Basic report on wellbeing in Kenya, April, 2010).

Most of the organizations providing OVC services in Kenya are NGOs at (78.3%). The rest include government run institutions (8.7%), private- not for profit making (4.3%), FBOs (4.3%) and multilateral organization (4.3%). It was also noted that these donor institutions did get their least involvement in OVC education projects at 45%, way below the rest of the OVC projects despite it being responsible for the development part of OVC, (POLICY Project, 2005, Executive Summary: OVC RAAAP Initiative Final Report. Rapid Country Assessment, Analysis, and Action Planning (RAAAP) Initiative. On Behalf of Orphans and Other Vulnerable Children in Sub-Saharan Africa, USAID).This was also noted in the UWEZO report 2013 on literacy and numeracy which revealed that only 11% of primary schoolchildren could read and write.

The following are the existing data gaps on OVCs for Kenya according to the NPA-OVC 2012 report: Generally, the main question on the report is which are the most effective models of delivery in terms of having the greatest impact? Data gaps in Food and nutrition projects is the Number of children receiving support by type of nutritional support and agency, in Shelter and care projects the data gap is Number of OVC staying in the institutions and Number of OVC staying in the streets, data gaps in Child protection projects are; Actual ranking of problems facing OVC by sex and age, Number of OVC in child labour and nature of the labour involved in, Number of OVC sexually abuse, Number of OVCs trafficked and Number of children in early marriage, FGM, etc. data gaps in Health care projects is What is the role of children in the transmission of HIV and AIDS and STIs given the prevalence of early/teenage sexual debuts in Kenya today? Data gap in Psychosocial care projects is to what extent have abused children been provided with adequate psychosocial care? There is however no one specific data gap in Education and training projects, (NPA-OVC, 2012, report).

While some valuable research has been conducted on OVC in Kenya, significant gaps remain. The lack of vital strategic information is hindering policy makers and program leaders from making well-informed decisions about the path forward (NPA-OVC 2012 report). However, with limited resources available to divide between programming and research, a reasonable balance should be found to answer key questions without sacrificing support for critical services (NPA-OVC, 2012, report).

This research thus sought to bridge the knowledge gap and provide strategic information on the factors influencing the implementation of OVC education projects in Mt. Elgon District that have led to fewer NGOs getting involved in OVC education projects which has translated to low numbers of OVC in primary school classrooms in the region thus limiting OVC education projects from achieving their EFA objective.

1.3 Purpose of the Study

The purpose of this research was to bridge the knowledge gap and provide strategic information on the factors influencing the implementation of OVC education projects in Mt. Elgon District.

1.4 Objectives of the Study

The objectives of the study were:

1. To assess how monitoring and evaluation or follow ups affect the implementation of orphaned and vulnerable children education projects in Mt. Elgon District.
2. To assess how the scope of the education projects affects the implementation of orphaned and vulnerable children education projects in Mt. Elgon District.
3. To assess how finance affects the implementation of orphaned and vulnerable children education projects in Mt. Elgon District.

1.5 Research Questions

The research questions were:

1. How does monitoring and evaluation or follow ups affect the implementation of orphaned and vulnerable children education projects in Mt. Elgon District?
2. How does the scope of the education projects affect the implementation of orphaned and vulnerable children education projects in Mt. Elgon District?
3. How does finance affect the implementation of orphaned and vulnerable children education projects in Mt. Elgon District?

1.6 Significance of the Study

Assembling the relevant available data on OVC in one place, and acknowledging the gaps that still exist in our knowledge, will assist policy makers and program implementers to make evidence-based decisions about how best to direct funding and program activities and maximize positive outcomes for OVC.

With the magnitude and negative consequences of the growing number of orphans and vulnerable children (OVC) notwithstanding, there is insufficient documentation on “what works” to improve the well-being of these children. With more information about the cost and effectiveness of interventions, donors, policy-makers, and programme managers can make better informed decisions regarding the allocation of scarce resources for OVC as well as coming up with effective tailor made projects to effectively stem out loopholes thus ensuring OVC benefit with the programmes.

This research study would thus benefit the OVC policy makers in terms of pointing out issues affecting the OVC education projects.

1.7 Limitations of the Study

Amongst the limitations of the study was a lack of enough research to have been carried out on the particular research question area which made it difficult to borrow the opinion of other scholars on the issues to be addressed by the research questions. However, enough information to warrant continuity of this research was available.

The available data was also heavily quantified at the expense of quantitative aspects of vulnerability. Community perceptions on the various reasons of vulnerability did not appear in the official documentation such as the sample surveys and censuses mainly due to their quantitative bias (NPA-OVC, 2012, report).

Other limitations of the study included limited time in carrying out the research which made it not look into other extraneous factors. However the time given was enough to obtain the expected results. Limited finances for research made it not look into other extraneous factors. However the finances available were enough to obtain the expected results.

1.8 Delimitations of the Study

The research was conducted amongst 144 project staff of non governmental organizations involved in education projects for orphaned and vulnerable children in Mt. Elgon District. The study was limited to studying the factors influencing the implementation of orphaned and vulnerable children education projects by nongovernmental organizations involved in education projects for orphaned and vulnerable children in Mt. Elgon District

1.9 Basic Assumptions of the Study

The assumptions in this study were that; the sample represented the population, the data collection instrument had validity and was measuring the desired constructs and the respondents answered questions correctly and truthfully.

1.10 Definition of Significant terms

Child: one between ages 1 – 17 years

Education: mode of learning meant to attain literacy

Evaluation: systematic determination of a subject's merit, worth and significance using criteria governed by a set of standards.

Finance management: science of funds management or the allocation of assets and liabilities over time under conditions of certainty and uncertainty.

Human resource: set of individuals who make up the workforce of an organization

Implementation: the carrying out, execution, or practice of a plan

Monitoring: to be aware of the state of a system

NGO: legally constituted corporations that operate independently from any form of government.

Orphan: child with only one biological parent or none.

School dropouts: school going children who have been forced out of school by various issues as poverty, illness.

Scope: the sum of all project products and their features.

Vulnerable child: child whose welfare is exposed to risk factors due to death of its parents, is living with chronically ill parents, comes from an extremely poor family, is living in households that have taken in orphans or is physically or intellectually disable.

1.11 Organization of the Study

Chapter One looked into the background of the study on issues of OVC in the country and in other parts of the world as well as got to introduce the main research problem statement, research objectives, and significance of the study, scope, limitations and assumptions of the study as well as definitions of significant terms. Chapter Two looked into the research literature review and gave more information with regard to the independent variables, and also provided a schematic conceptual framework. Chapter Three provided peripherals within which the research was conducted in terms of the research design, target population, sampling size and technique, research instruments used and how the data was acquired and analyzed. Chapter Four showed the questionnaire response rate, OVC project distribution of the respondents as well as findings on the objectives of the study.Chapter Five provided the summary of the findings, the conclusions and recommendations of the study based on the objectives of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews on the factors influencing OVC education projects in Mt. Elgon District and Kenya as a whole as well as the various interventions that have been put in place by NGOs and the Government. It also provides the ideologies with regard to OVC projects showing the correlation between independent, intervening and dependent variables based on this study.

Addressing the needs of orphans and vulnerable children (OVC) and mitigating negative outcomes of the growing OVC population worldwide is a high priority for national governments and international stakeholders that recognize this as an issue with social, economic, and human rights dimensions, (Nangula, 2005). Assembling the relevant available data on OVC in one place, and acknowledging the gaps that still exist in our knowledge, will assist policy makers and program implementers to make evidence-based decisions about how best to direct funding and program activities and maximize positive outcomes for children and their caretakers, (Nangula, 2005)

2.2 Number of OVCs, NGO interventions and Knowledge Gaps

The major challenge in service provision is that the demand for services is far greater than available resources and capacities, (Herzog, 2001). Addressing the needs of OVC and mitigating negative outcomes of the growing OVC population worldwide is a high priority for national governments and international stakeholders across the globe that recognizes this as an issue with social, economic, and human rights dimensions. (Huemann et al, 2004)

The 2010 Kenya Demographic Health Survey found that 2.3% of boys and 1.9% of girls under age 15 are double orphans. This proportion jumps to 25% for both boys and girls under age 18 who reported one parent or both parents dead. In 2004, the number of orphans in Kenya was estimated at 1.8 million. Since then the number has steadily grown to the 2.4 million in 2010. The rise in the number of OVC is due to HIV/AIDS pandemic, estimations in 2009 say 1.2 million OVC due to AIDS. (Kenya Demographic Health Survey, 2010)

The OVC database that was launched in September 2010 was seen as a key step toward having a better understanding of the magnitude of the OVC population and support coverage information

gaps. But the variance in the way vulnerability is defined has continued to obscure the number of OVC and their needs based on their specific forms of vulnerability, the real cost of supporting them, and the effectiveness of that support. No country definition of OVC stands and the exact number of OVC is not known. (Cluver et al, 2011)

Reports of OVC numbers in different organizations show a disparity in the actual OVC numbers in Kenya; UNAIDS: 1.4 million orphans, NACC: 2.4 million orphans; 1.2 million due to AIDS, UNGASS report: 500,000 children living with HIV, UNICEF: 1.9 million OVC. With 28% of all children categorized as OVC, and 1,546 OVC service organizations across the country, this lack of information is hindering policy makers and program leaders from making well-informed decisions about the path forward. (Cluver et al, 2011)

Major gaps in the OVC population knowledge base include inadequate data on: magnitude and characterization of the OVC population, effectiveness and impact of OVC interventions and drivers of children's vulnerability and effective interventions. However, with limited resources available to divide between programming and research, a reasonable balance can be found to answer key questions without sacrificing support for critical services. (Cluver et al, 2011)

Dropout rates are high, especially for girls, (Cluver et al, 2011). Children are often forced to leave school due to the need to provide family income. Girls particularly are often forced into early marriage, early motherhood or to stay at home and raise siblings, (Cluver et al, 2011). In many poor communities, school fees for tuition, sanitary pads, textbooks, lack of food security, uniforms and supplies force children to drop out of school as these expenses can easily consume a substantial percentage of a poor family's income. (Global education fund, 2012, Kenya report)

In the short term, the greatest impact of research will come from filling the most fundamental gaps in information: How big is the problem and who does it affect? Are current programs working, and if not, what will? What will it cost to have a positive impact? These "building blocks" will be useful both independently and in combination to make evidence-based decisions for the allocation of human and financial resources. (Cluver et al, 2011)

2.3 Conceptual OVC Models of Care

Two models of OVC care are widely identified. These are the "Circle of Hope" and "5x5 models" used by HACI and CARE respectively. The "Circle of Hope" model is a child centered,

community development model with focus on the child as the centre of comprehensive care interventions. (Gosling, 2005).

The integrated approach has four strategic objectives which orientate Plan's work with children in a world with HIV: Building awareness (destigmatization); extending the life of the parent/child relationship; preparing the family for transition, and ensuring the child's future, (Simbaya et al, 2009). This approach aims to reduce the vulnerability of children and ensures that children and their families are protected, basic needs such as access to health and education are met, and children continue to receive the care and support needed to realize their full potential". (Gosling, 2005). One of the key benefits of HACI is expanded health care, psychosocial support and early childhood development among others (Garcia et al, 2008).

HACI has operated as a continent-wide entity from 2001 to 2007, working in nine countries (Cameroon, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Senegal, Uganda, and Zambia) to assist OVCs and address the causes of child vulnerability(Gosling, 2005). HACI-initiated OVC activities and best practices still continue in Plan through the USAID funded Breaking Barriers project in Kenya, Uganda and Zambia. HACI has reached more than two million OVC in the nine OVC program countries.

5x5 Model has five areas of intervention which are the individual child, the caregiver/family, the child care setting, the community and the National policy, (Regalia et al, 2011). Like the "Circle of Hope" model, the individual child is the primary beneficiary of all early childhood interventions, (Gosling, 2005). According to this model, its implementation mandates the measurement of impact on children's physical, socio-emotional, and cognitive development using validated and culturally relevant tools and indicators, (Gosling, 2005). These data, combined with standard health and nutrition indicator data, contribute to the knowledge base of approaches and interventions that have proven to have the most meaningful impact on the development of a child, (Baird et al, 2011). This model has five areas of impact namely health, child rights/protection, economic strengthening, food and nutrition, and child development.

2.4 Non-governmental Organizations involvement in OVC projects

Most of the organizations providing OVC services in Kenya are non-governmental organizations (78%). The rest include governmental (9%), private-not for profit (4%), faith-based organizations (4%) and multilateral organization (4%).

2.4.1 What are the OVC services provided and where are the gaps?

While some valuable research has been conducted on OVC in Kenya, significant knowledge gaps remain. With almost 300 OVC care and support programs in place in the country, and over 2 million OVC and increasing, this lack of information is hindering policy makers and program leaders from making well-informed decisions about the path forward, (Nangula, 2005). However, with limited resources available to divide between programming and research, a reasonable balance should be found to answer key questions without sacrificing support for critical services, (Nangula, 2005).

In the long term, the greatest impact of research has come from filling the most fundamental gaps in information: How big is the problem and who does it affect? Are current programs working, and if not, what will? What will it cost to have a positive impact? These "building blocks" will be useful both independently and in combination to make evidence-based decisions for the allocation of human and financial resources in OVC projects, (Pinto et al, 2004).

Local NGOsand other civil society organizations (CSOs) or community-based organizations (CBOs) play an important role in championing the rights of children affected by AIDS and in holding governments accountable to commitments made on their behalf, (Huemann et al, 2007). They often have the advantage of working quickly and flexibly and tend to be well suited to working with marginalized groups. This work includes conducting assessments of vulnerable children to identify priority needs, making referrals or directly providing services, and monitoring service delivery. NGOs in their capacity also champion for marginalized populations and act as watchdogs for government accountability to OVC, (Huemann et al, 2007).

International NGOssupport the host-country response for vulnerable children at all levels to strengthen the care management system (Huemann et al, 2007). Larger international NGOs are also a channel for technical and financial resources to smaller NGOs and CBOs. The balance between larger and smaller organizations can often be uneven, however, resulting in usurped local ownership and bottlenecks to effective distribution of resources at the local level. At the same time, funneling large amounts of resources to smaller local NGOs before they have the absorptive and technical capacity can also undermine local ownership. A balance between smaller and larger CSOs is required (Huemann et al, 2007)

Faith-based organizations (FBOs)are defined as faith-influenced NGOs. FBOs are often structured around development and/or relief service delivery programs and can be local, national, or international. Such organizations play a central role in the civil society response to children in the epidemic, (Kirby et al, 2005). They have a unique and powerful ability to mobilize resources and faith communities at the local level for the benefit of children. FBOs are also central to the spiritual elements of response to the epidemic that often undergird emotional and social responses for individuals and communities, (Kirby et al, 2005).

Government actors include publicly funded ministries and departments at the national, regional, and local levels. They contribute to the welfare and protection of children and families by developing large-scale and long-term government-endorsed policies and action plans, (Africare Innovations in Education, 2006). They coordinate all actors in the response to vulnerable children, provide public benefits and services, and collect and manage official data. Government actors have the authority to ensure the safe and equitable delivery of essential OVC services and to provide safety nets that alleviate poverty, (Africare Innovations in Education, 2006)

Services provided to OVC by the NGOs in Kenya can be classified under 6 categories of care and support, with most organizations providing support across multiple categories (Children on the Brink Report 2004, UNICEF). Many of the institutions provide food and nutrition, addressing a very basic need. The least offered forms of support are education and vocational training as well as psychosocial development (Children on the Brink Report 2004, UNICEF).

The NGOs play an important and crucial role in development of the society in developing countries. They often hold an interesting role in a nation's health, economic or social activities, as well as assessing and addressing problems in both national and international issues, such as human, political and women's rights, economic development, democratization, inoculation and immunization, health care, or the environment (Grobman, 2008).

NGOs' activities highly depend on the cultures and environments which they are working in. Some NGOs face increasing competition from the private sector and certain member states. Therefore, the role of the NGO in the developing world is not always as effective as possible. (Lewis, 2009)

(Willetts, 2002), distinguished NGOs as operational and advocacy NGOs. Literature reveals that NGOs categorization is still under development and every researcher has his/her own category.

As a whole, NGOs are considered as the "3rd sector," while the government and the private sector are the 1st and 2nd sector, respectively (Mostashari et al, 2005).

It is difficult to categorize NGOs by their specific activities; many NGOs perform a variety of activities and often shift the balance of the activities they pursue. However, in broader terms, most NGOs can be classified into two groups: operational and advocacy NGOs. Operational NGOs have to mobilize resources, in the form of financial donations, materials or volunteer labor in order to sustain their projects and programs. Advocacy NGOs will carry out much the same functions but with a different balance between them (Willetts, 2002; Mostashari, 2005).

(Rahman, 2003) studied NGOs and their management practices scenario in developing countries focusing on the South Asian Association for Regional Cooperation (SAARC) countries, namely: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Maldives and Bhutan. He found that the NGOs are not being managed well in SAARC. However, recognizing the large number of NGOs that work in developing countries is difficult due to the lack of clear official statistics.

An introduction to NGO management and its role in Iran has been provided by (Mostashari, 2005). The main focus of most NGOs are spanned around women and children rights, health and feeding the poor people in Iran. Recently, (Nikkhah et al., 2010) studied the role of NGOs on women engagement in capacity building programs in Iran.

A UNICEF, 2011, report on global programming challenges in addressing OVC education projects revealed that education services for OVC are usually delivered by small community and faith based groups with limited capacity and difficulty in scaling up. Government ministries responsible for children and social welfare tend to be small, poorly funded, politically weak and also poorly staffed to fulfill the requirements expected by international partners. Scaling up demands wider knowledge of, quantification of, and quality assurance for existing, usually disconnected, service providers for whom little national or international guidance exists and of which national and district governments may, in fact, be unaware. Report also revealed that the hardest to reach vulnerable populations are still not accessing services – According to the report conducted in 11 high-prevalence countries, only an estimated 15% of orphans live in households receiving some form of academic assistance, (UNICEF – OVC, 2011).

The report also outlined that children without caregivers, who are abandoned or residing in institutional care are still not receiving adequate resources, attention and support, that most

interventions are not adequately costed, many are taken for granted, with little recognition or reinforcement of the best practices, there is still a lack of monitoring and evaluation of national responses to OVC, and that the USG, DFID and the Global Fund expect results to specify the number of children affected by AIDS. This distinction is impossible to make in practice and probably an obstacle to accountable programming and that there is need to find a way to monitor needs and progress for children affected by AIDS without creating systems that force AIDS-related exclusion and associated resentment and stigma (UNICEF – OVC, 2011).

2.5 Educational Funding for OVC education projects

Educational funding refers to the money that is allocated for education. In a perfect world, education would be fully funded (Missy, 2009). However, sometimes there is not enough money to go around, and other times, funding is put into the wrong place. It is important to understand problems with educational funding because there are often initiatives you can vote on or measures you can help pass to change educational funding (Missy, 2009).

Funding is a major challenge for NGOs because their base is servicing needs of the community; there is little focus on making a profit. NGOs' goals are to generate enough funding to maintain services, re-invest in their communities, and provide employees with an up-to-date education and training to service their clients. NGOs are faced with maintaining funding to continue servicing their communities (KAACR Annual Report, 2007).

According to KAACR Annual Report, 2007, one of the pressing challenges expressed by the NGOs was inadequate funding and dependency on external donor funding. This sometimes leads to sudden disruption of programs when the funds are not available. Insufficient funding also impacts negatively on the capacity building of teams dealing with OVC in terms of the number of trainings and the number of participants trained. It was noted during the key informant interviews that some OVC program personnel use their own resources to make follow up visits to children placed in foster care (KAACR Annual Report, 2007).

Non-profit organizations are different from for-profit organizations, (Lindkvist, 2004). Organizational performance measures are limited in the non-profit world. In for-profit organizations, the bottom line is the primary focus for measuring the health of the organization. In a non-profit organization, the focus is more on how well they meet their mission when servicing the community. Non-profit organizations must develop financial goals in addition to services measurement to ensure the organization is financially healthy and meeting the goals of their mission, (Lindkvist, 2004).

The Kenya Government has become a defined source of funding for non-profit organizations (*Kenya Integrated Household Budget Survey-KIHBS, 2005/6*.) The problem with government funding is that non-profit organizations are challenged when government funding policies change and budgets are cut. Non-profit organizations must become more creative with maintaining funding felt by agencies when policy changes and budget cuts are experienced. NGOs are considered as silent providers, with the interest of the public and private wellbeing at heart. Many such organizations face various problems and issues on a day to day as well as long term basis, *(Kenya Integrated Household Budget Survey-KIHBS, 2005/6.)*.

For most NGOs, the crucial relationship is that shared with the Funder, and not the end-user, (Lindkvist, 2004). The input and say of the end-user is minimal. Funding is received to address core issues such as youth or minority ethnic groups, health, eradication of poverty, safer environment, crime prevention and little on educational development, (Lindkvist, 2004). NGOs have to brilliantly satisfy the needs of the funder by attending to these issues and projects. A vast number of these organizations receive funds in order to meet the urgent needs of the community and OVC education falls well below the rest in the pecking order, (Lindkvist, 2004).

Non-profit organizations rely on volunteers, community groups, and citizens to assist their organizations. In addition to government funding, non-profit organizations are dependent on external stakeholders to make donations, (Lindkvist, 2004). Although this funding is essential to the organization, external stakeholders exercise significant influences on the organization's operations (Akingbola, 2006). One of many challenges non-profit organization are faced with is the different perceptions stakeholders may have for the organizations.

Not enough to go around; Governments, both national and state, have only a certain amount of money available through taxes and other types of income. All the money that a state or nation has must be divided among all of the state's or nation's obligations. Depending on where you live, there might not be enough money to fund everything on the list, and education has often gotten the short end of the stick (Missy, 2009).

Who is making decisions; when lawmakers decide how much money goes to specific schools or educational programs, they might not always be fully informed. Some lawmakers have other programs or organizations that they would like to fund above schools, so they will campaign to have more money put into other programs. Unless the lawmakers are fully informed about how important educational funding is, schools might see less money. Overcoming this problem is a

matter of making sure the right people are making laws, and that those making laws are informed (Missy, 2009).

Year-to-year changes; Year-to-year changes in the number of OVC attending school, the needs (special needs or regular needs) of those students and the number of teachers available mean that even if schools get the same amount each year, that amount isn't always enough. Teachers may have enough money one year to plan classroom activities, but may not have enough the next year because they have more children (Missy, 2009).

Technology changes; Technology changes at a fast pace, so items purchased with educational funding one year might be outdated in a couple of years. However, lawmakers and others in charge of educational funding don't provide money to replace technology as often as the money is needed. Some might believe that since the state received money for computers five years ago, they don't need more computers. However, the technology has changed so much in that time that students using older computers aren't benefiting as much as they would be if they had newer ones (Missy, 2009).

There are many challenges NGOs face when providing educational services to OVC. A crucial issue faced by the NGOs is that the money generated through the office not being adequate to cover the expenses of the end result, (Turner et al, 2003). Commercial aid is sought for to overcome this issue, through grants, sponsorships and other means. In the recent past, funding from local establishments and governmental authorities has stipulated certain conditions when working with specific groups, thereby posing a huge burden for these organizations.

As the cost of meeting the needs rises, the end user is also not in a position to meet the extra expense. Looking at this issue in an intellectual way, it is obvious that it will be devastating to go ahead with such projects. Though it is not viable for a well established company to take up such a project, it is expected for NGOs to work in such an environment, (Garcia et al, 2008).

A growing concern NGOs have is where the full cost is not met by the funder, thereby leaving the organization to weigh the pros and cons, and decide whether to accept or turn down the money provided, due to the fact that reduction of funds will lead to a reduction of quality delivered, (Save Children UK, 2007).

Another important challenge a non-profit organization faces is in relation to costs of overheads in delivering such services, (Turner, et al 2003). Quite often this is looked at with mistrust by the funder, as they expect all finances funded by them to deliver the end result, not taking into

consideration the other factors that are equally important to deliver the goods, (Turner, et al 2003). Thereby, their belief in restricting funds would restrict cost. What they fail to realize is, in reality the efficiency and program quality is undermined.

Another growing concern NGOs face is the difficulty in finding funders for non-profit organizations, (Chishimba et al, 2006). Governmental and corporate organizations shun away from these sectors, and are also very critical, always looking at them with a caustic eye. This in turn incapacitates the OVC projects from achieving their objectives thus in a negative, less attractive light, (Chishimba et al, 2006).

If funders or other support organizations could create a more lucrative environment for these non-profit organizations to operate, and if they carry out a more intellectual approach to funding, better results could be achieved by these organizations, (Turner, J.R. and Müller, R., 2003).

2.6 Financial Influence on Human Resource Management (HRM) in OVC Education Projects in NGOs

Funding in a project directly affects HRM in 3 ways; recruitment, training and retention, (Legge, 1995; Keenoy, 1999; Winstanley et al, 2000; Francis et al, 2006). HRM is a core process in all organizations affecting the way they acquire and use human resources, and how employees experience the employment relationship, (Legge, 1995; Keenoy, 1999; Winstanley et al, 2000; Francis et al, 2006). HRM is of strategic importance to all organizations, contributing to the success of the organization, (Pfeffer, 1998; Huselid, 1995), and helping to create competitive advantage, (Amit et al, 1999).

Mike Hobday's, (2000), study of the effectiveness of project-based organisations in managing complex products and systems gives example of arguments from a top-down-perspective. Hobday reports that the project-based organization he studied had created a "high pressured work environment that had left little space for formal training or staff development", and a "lack of incentives for human resource development". He also argues that project-based organizations can breed insecurity over career development because of the dispersion of technical leadership across projects, (Mike Hobday's, 2000).

(Allen et al, 1995) and the famous study of the Danish project-based company Oticon (Eskerod, 1995; Larsen, 2002) point to changes in career structures in project-based organisations. Other researchers identify problems with staffing and resource allocation (e.g. Clark et al, 1992;

Engwall et al, 2003). One of (Midler's, 1995) main concerns in his case study of the projectification process in NGOs is the difficulty to maintain the long-term technical learning process when the organizational structure promotes short-term objectives. Midler also points to the need for changes in people assessment and career management.

Some challenges of HRM in some project-based organizations include; Lack of adequate planning for HRM; Administrative approach to understanding HRM; Lack of clear distinction between staff and line HRM roles; Given the centralized HRM processes (e.g., selection, compensation), project managers may not possess required authority for human resource management; Limited and unclear delegation; Project management and HR competencies must be developed in relation to the strategic directions of PBOs; Leadership crisis given the workload of project management activities; Succession planning and career development plans, especially for project management careers; Lack of adequate acceptance of young staff employees by project members; Transferring knowledge from experienced to young employees; Retention of knowledge workers; Internal/external recruitment approaches; Limited resources that result in high stress; Safety issues; and Work-family and morale issues. (Beer, 1997).

According to (Huemann et al, 2007);"Managing by projects", specific characteristics of HRM in project-based organization include; Temporary nature of projects;Dynamism;Project-portfolio resource and role demands;Specific management environment;andSpecific considerations for the wellbeing of employees and their families.

NGOs mostly carry out temporary projects and programs. Every time a new project or program starts or an old one finishes the human resource configuration of the parent organization changes. Thus not only will the organization require HRM practices in the parent organization, it will need to apply practices specific to the temporary organization that is the project. This creates the need for new HRM practices like assigning personnel to projects, assessing, developing and rewarding their work on projects, dispersing them on project completion, and linking project assignments to careers (Huemann et al, 2007).

At any time a project based organizations holds a portfolio of different internal and external project types (Gareis, 2005). A person can work in different projects at the same time, maybe even in different project roles. This can create role conflict at an individual level (Rau et al, 2002). The organization also needs HRM practices to assign people to several projects or programs, and to smooth the demands between projects and programs.

The ideal Project Oriented Company (POC) has a specific management culture expressed in the empowerment of employees, process-orientation and teamwork, continuous and discontinuous organizational change, customer-orientation, and networking with clients and suppliers (Gareis, 2005). Therefore specific competences and skills are needed by project personnel to work together in projects. This may require the POC to adopt training and development practices to develop employees capable of working in the project environment, which in turn may require it to adopt specific HRM practices in these areas matched to the management paradigm adopted.

In the dynamic work environment where the HR configuration is constantly changing, the challenges of ensuring employee well-being and ethical treatment is important but may be overlooked (Huemann et al, 2007). The temporary nature of the work and the dynamic nature of the work environment can create specific pressures on employees.

In achieving a work life balance, Employees can find it difficult balancing their workload in the face of peaks in project work, especially against unpredictable demands from customers. This in turn creates problems in managing their work-life balance. Recent research has shown that companies have problems in grasping the work and emotional situation of the individual, (Söderlund et al, 2006), and multi role assignments that may lead to burn out for younger employees or to manage the damaging consequences of role overload and role conflict, (Huemann et al, 2004; Zika- Viktorsson et al, 2006).

Temporary projects bring a degree of uncertainty for employees who cannot be sure what kinds of projects they will be assigned to or colleagues they will work with. (Noe et al, 2004) suggest that both tasks and roles, and managers and co-workers, are core aspects of employee work experience. From an organizational and managerial perspective, failure to address the role conflict of project work may damage efforts to retain workers as both can cause job dissatisfaction and in extreme cases physical, psychological and behavioral withdrawal and voluntary turnover. It can also impact on the organization's initiatives to improve the work environment with staff working away at client's sites, (Lindgren et al, 2006).

There is a need to link project assignments to career development, both from an organizational and individual perspective. The organization needs to develop staff for its future projects, but if staff members do not feel that their project assignments offer them the development opportunities they aspire to, they may look elsewhere (Huemann et al, 2007).

When it comes to considering the effects of HRM practices, the organizational or managerial perspective dominates and the effect on individual employees can be marginalized. Failure to consider the specific requirements of HRM in project oriented companies may mean theorists overlook these issues, and fail to consider effects, positive and negative, of project-oriented work practices in individuals (Huemann et al, 2007). However, we have also observed that project work does seem to be inherently more interesting than routine work. Project-oriented companies have greater success of retaining their employees doing project work than those doing routine work.

2.7 Monitoring and Evaluation influence on OVC education projects

2.7.1 Why is Monitoring and Evaluation Important?

Monitoringis the systematic collection and analysis of information as a project progresses.
It is aimed at improving the efficiency and effectiveness of a project or organization. It is based on targets set and activities planned during the planning phases of work, (Bresnen et al, 2005). It helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables the researcher to determine whether the resources they have available are sufficient and are being well used, whether the capacity they have is sufficient and appropriate, and whether they are doing what they planned to do. (Bresnen et al 2005)

Monitoring involves**:** establishing indicators of efficiency, effectiveness andimpact; setting up systems to collect information relating to these indicators;collecting and recording the information;analyzing the information and sing the information to inform day-to-day management as it is an internal function in any project or organization. (Bresnen et al, 2005)

Evaluationis the comparison of actual project impacts against the agreed strategic plans. It looks at what the researcher set out to do, at what they have accomplished, and how they accomplished it. It can be formative(taking place during the life of a project or organization, with the intention of improving the strategy or way of functioning of the project or organization). It can also be summative(drawing learning from a completed project or an organization that is no longer functioning), (Bresnen et al, 2005)

Evaluation involves**;** Looking at what the project or organization intended to achieve – what difference didit want to make? What impact did it want to make?Assessing its progress towards

what it wanted to achieve, its impact targets;Looking at the strategy of the project or organization. Did it have a strategy? Was iteffective in following its strategy? Did the strategy work? If not, why not?Looking at how it worked. Was there an efficient use of resources? What were theopportunity costs of the way it chose to work? Howsustainable is the way in which the project or organization works? What are theimplications for the various stakeholders in the way the organization works, as an evaluation looks at efficiency, effectiveness and impact? (Bresnen et al, 2005)

What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by focusing on: Efficiency tells you that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on. When you run a project and are concerned about its replicability or about going to scale, then it is very important to get the efficiency element right. Effectiveness is a measure of the extent to which a development programme or project achieves the specific objectives it set. Impact tells you whether or not what you did made a difference to the problem situation you were trying to address. In other words, was your strategy useful? Before you decide to get bigger, or to replicate the project elsewhere, you need to be sure that what you are doing makes sense in terms of the impact you want to achieve. (Cunningham et al, 1999)

Good monitoring and evaluation design has five components: Clear statements of measurable objectives for the project and its components, for which indicators can be defined, A structured set of indicators, covering outputs of goods and services generated by the project and their impact on beneficiaries, Provisions for collecting data and managing project records so that the data required for indicators are compatible with existing statistics, and are available at reasonable cost, Institutional arrangements for gathering, analyzing, and reporting project data, and for investing in capacity building, to sustain the M&E service and Proposals for the ways in which M&E findings will be fed back into decision making. (Cunningham et al, 1999)

Cunningham et al, 1999, suggest the importance of Monitoring and Evaluation in projects because as; Evaluate and demonstrate the success of the project; Monitoring allows you to make a transparent and objective evaluation of whether the project has been a success or not. The implementation of a Monitoring and Evaluation Plan will provide the project manager with the information required to evaluate and demonstrate to stakeholders the success of the project. Communication of project outcomes and success is a fundamental requirement of all projects.

If you don't do it, you won't know if you have succeeded; without a well thought out Monitoring and Evaluation Plan project managers will not be able to tell whether the project has achieved its objectives. This significantly undermines the value of the project – what value is a project if you cannot objectively assess whether it was successful? Stakeholders (management and funders, in particular) not receiving a clear evaluation of the success of the project will lose confidence in the project. This will result in loss of project credibility, stakeholder support and possibly withdrawal of involvement in the project. Inadequate monitoring and evaluation will result in a perception of project failure – and, as perception becomes reality, a project that cannot clearly demonstrate success will always be in danger of being seen as a failure.
Helps manage the project; monitoring project indicators provides important information to the project manager on how well the project is meeting its objectives. The information gained from evaluating the monitoring will tell the project manager where the project is going to plan and where it is not, and if action is required.

If you don't measure it, you can't manage it; not collecting the correct monitoring data will mean the project manager may be ‘flying blind' when managing the project. Without the relevant monitoring data the project manager will be making uninformed decisions raising the threat of making wrong decisions and endangering the project.

Evaluation and monitoring systems can be an effective way to: Provide constant feedback on the extent to which the projects are achieving their goals, Identify potential problems at an early stage and propose possible solutions, Monitor the accessibility of the project to all sectors of the target population, Monitor the efficiency with which the different components of the project are being implemented and suggest improvements, Evaluate the extent to which the project is able to achieve its general objectives, Provide guidelines for the planning of future projects, Influence sector assistance strategy.

Relevant analysis from project and policy evaluation can highlight the outcomes of previous interventions, and the strengths and weaknesses of their implementation, Improve project design. Use of project design tools such as the log frame (logical framework) results in systematic selection of indicators for monitoring project performance. The process of selecting indicators for monitoring is a test of the soundness of project objectives and can lead to improvements in project design, incorporate views of stakeholders.

Awareness is growing that participation by project beneficiaries in design and implementation brings greater "ownership" of project objectives and encourages the sustainability of project benefits. Ownership brings accountability. Objectives should be set and indicators selected in consultation with stakeholders, so that objectives and targets are jointly "owned". The emergence of recorded benefits early on helps reinforce ownership, and early warning of emerging problems allows action to be taken before costs rise, and also Show need for mid-course corrections. A reliable flow of information during implementation enables managers to keep track of progress and adjust operations to take account of experience (OED). (Cunningham et al, 1999)

It also provides the only consolidated source of information showcasing project progress, it allows actors to learn from each other's experiences, building on expertise and knowledge, it often generates (written) reports that contribute to transparency and accountability, and allows for lessons to be shared more easily, it reveals mistakes and offers paths for learning and improvements, it provides a basis for questioning and testing assumptions, it provides a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice, it provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers, it adds to the retention and development of institutional memory and it provides a more robust basis for raising funds and influencing policy. (Cunningham et al, 1999)

Cunningham et al, 1999, thus stress that a lack of an effective monitoring and evaluation system in a project reduces the effectiveness and relatively the success of the project outcome.

2.8 Project Scope influence on OVC education projects

2.8.1 What defines a project scope?

The Project Scope pertains to the work necessary to deliver a product. Requirements and deliverables define the project scope, and it is critical that the stakeholder is in agreement with the information discussed in the proposed plan. (Dubois et al, 2004).

Key Concepts of a Project Scope include; Scope planning does not occur after only one planning session, the scope baseline consists of the project scope statement, work breakdown structure (WBS), and WBS dictionary, a collaborative approach is the most effective method for scope planning and all stakeholders must understand the scope baseline to minimize 'scope creep' during project execution. (Ekstedt, 2002)

Project scope is the part of project planning that involves determining and documenting a list of specific project goals, deliverables, tasks, costs and deadlines. The documentation of a project's scope, which is called a '*scope statement*, *terms of referenc*e or *statement of work'*, explains the boundaries of the project, establishes responsibilities for each team member and sets up procedures for how completed work will be verified and approved, (Dubois et al, 2004). During the project, this documentation helps the project team remain focused and on task. The scope statement also provides the project team with guidelines for making decisions about change requests during the project.

Scope planning is a critical step to define the project scope including requirements and deliverables to establish the scope baseline. The scope baseline includes the project scope statement, WBS, and WBS dictionary. Tools and techniques to define the scope of work may include interviews with subject matter experts, brainstorming sessions, and workshops. (Dubois et al, 2004)

Project scope includes requirements and deliverables which are defined by the WBS and WBS Dictionary. Deliverables are outputs of the work performed to achieve the product, service, or result. Requirements are the features and characteristics of the project scope and may address project objectives, deliverables, product design and testing, (Ekstedt, 2002).

It is critical to a project's success that you define the project scope and requirements. This minimizes scope creep during project execution. Project scope is typically defined by stakeholder and scope inputs including the project charter, scope of work, scope statement and requirements documentation. (Engwall et al, 2003)

It is natural for parts of a large project to change along the way, so the better the project has been "scoped" at the beginning, the better the project team will be able to manage change. When documenting a project's scope, stakeholders should be as specific as possible in order to avoid scope creep, a situation in which one or more parts of a project ends up requiring more work, time or effort because of poor planning or miscommunication. (Engwall et al, 2003)

2.8.2 The Scope Statement

The Scope Statement is an essential part of any project and is used to outline the results the project will produce and the terms \ conditions under which the work will be performed and includes; (Engwall et al, 2003). Project Scope Justification;It is critical that you justify "how and why" your project came to be. Clearly describe the business need(s) it addresses as well as the scope of work to be performed. It is important to address how the project will affect and be

affected by the other related activities.Project Scope Objectives; Objectives are concrete statements describing what the project is trying to achieve.

The objective should be written at a lower level, allowing it to be evaluated at the conclusion of a project to see whether it was achieved. Using the (SMART) method will assist in creating a well-worded objective: - Specific, Measurable, Attainable/Achievable, Realistic and Time-bound (SMART). (Engwall et al, 2003)

Product Scope Description; Scope Description is the features and functions of the products, services, and/or results your project will produce. It is important to mention that the Project Scope is more work-oriented, (the how's,) while Product Scope is more oriented toward functional requirements, (the what's.).Service Acceptance Criteria; Acceptance Criteria are the standards required to satisfy the quality expectations and gain acceptance of the service delivery.

This can be summarized as the process and criteria for accepting completed services, or results. The Acceptance Criteria forms the basis for the Project Quality Plan. Some criteria that should be considered: target dates, major functions, capacity, accuracy and efficiency, development costs and running costs. (Engwall et al, 2003)

(Engwall et al, 2003) Constraints define the various restrictions that limit what, when and how the project will achieve the goal as well as how much achieving it can cost. There are three types of project constraints: Technological - relate to the sequence in which individual project activities must be completed, Resource - relate to the lack of necessary resources which may force parallel activities to be performed in sequence and Physical - caused by contractual or environmental conditions. The primary purpose is to identify the possible causes of delaying the completion of the project.Project Assumptions; Assumptions are statements that we believe to be true and how you will address uncertain information as you conceive, plan, and perform your project. Assumptions are identified to add potential risk to a project even though they may turn out to be false. Assumptions can impact any part of a project life cycle, so it is important to document and analyze them. (Engwall et al, 2003)

Effective scope management requires good communication to ensure that everyone on the team understands the scope of the project and agrees upon exactly how the project's goals will be met. As part of project scope management, the team leader should solicit approvals and sign-offs from the various stakeholders as the project proceeds, ensuring that the finished project, as proposed, meets everyone's needs. (Engwall et al, 2003)

Research on OVC also demonstrates that education can leverage significant improvements in the lives of OVC. Schools not only benefit the individual child, but can also serve as important resource centers to meet the broader needs of communities. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks. (Children on the Brink Report 2004, UNICEF)

The 2012 taskforce report on the re-alignment of the education sector to the Constitution identified various challenges and gaps in the Kenyan system and raised a pertinent question; "Is the education system and its institutions and programmes fit for purpose?''

Set up a Central OVC Database to capture among other essential data, information on all OVC service organizations by geographical and service coverage, and numbers of OVC by gender, age, and geographic area will help policy makers and program leaders in NGOs in making well-informed decisions about the path forward, thus making the OVC education projects a success by enrolling, returning and retaining OVC in schools across the country. (Guo et al, 2012)

Assembling the relevant available data on OVC in one place, and acknowledging the gaps that still exist in our knowledge, will assist policy makers and program implementers to make evidence-based decisions about how best to direct funding and program activities and maximize positive outcomes for children and their caretakers. (Guo et al, 2012)

Despite having various programmes in place by the relevant institutions to put in check the huge number of OVC who are still not benefitting from the OVC education programmes, there are still challenges the NGOs involved face and which impede the OVC Education programs from making their intended impact resulting to school dropouts or absenteeism.

2.9 Conceptual Framework

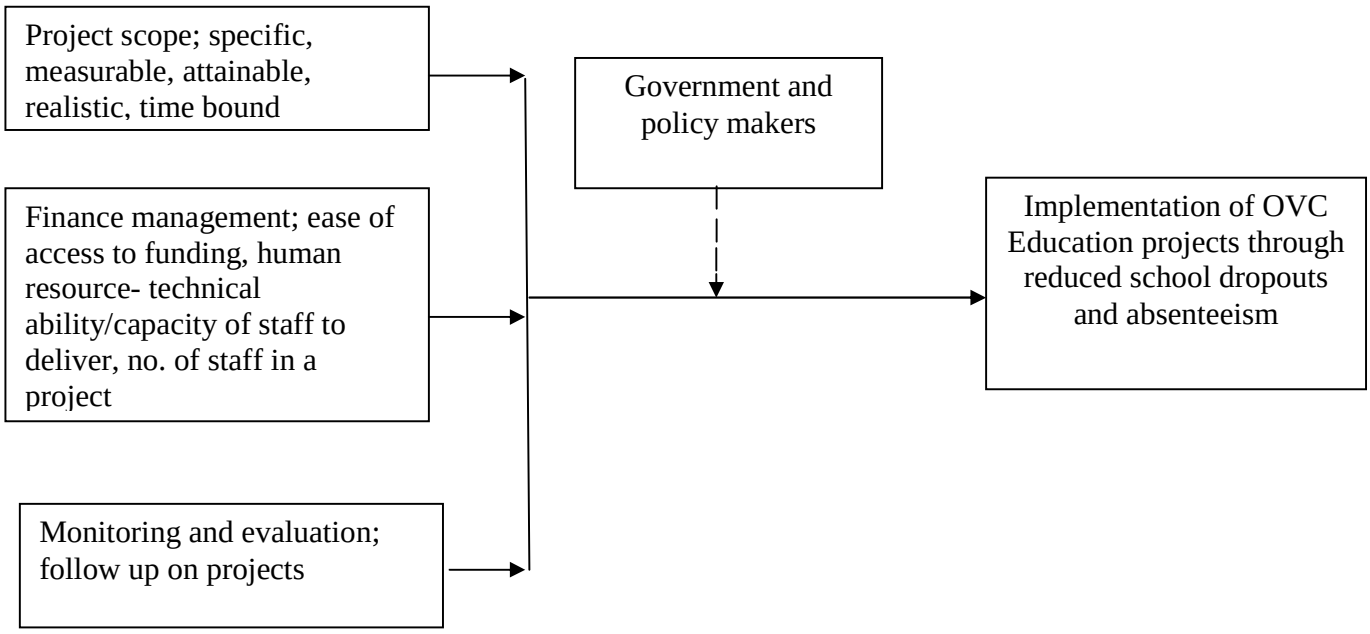

Figure 1; Conceptual Framework

From the figure, the independent variables include the project scope, whose indicators to the implementation of OVC education projects include the scope being measurable, specific, achievable and realistic to help achieve the objectives, the other independent variable is financial management whose indicators touch on human resource management and finally monitoring and evaluation whose indicators include follow ups made during and after projects closure. Intervening variables are the inclusion of policy makers from the Government and other stakeholders.

2.10 Summary of Literature Review

This literature review has given more information with regard to OVC factual figures in the country. It has also explained in detail the various independent variables covered in this research study being the issues affecting NGOs effective impact on OVC education projects that result in Successful implementation of OVC education projects through reduced school dropout and absenteeism. Finally, it provides the conceptual framework explaining the different variables of the research study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology which was used in undertaking the research. The chapter details the target population, research design, data collection methods, instruments and analysis employed in the research. It also presents a table on operationalization of variables.

3.2 Research Design

The two broad methods of doing research are quantitative and qualitative research methods. This study was based on quantitative method as it was concerned with the observable issues affecting implementation of OVC education projects by NGOs. This study adopted a descriptive survey.

Survey is defined as an "attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables" (Yin, 2009). It is claimed to be the best available method to social scientists interested in collecting original data for the purpose of describing a population which is too large to observe directly. (Mugenda and Mugenda, 2003)

Orodho, 2005, argues that descriptive study is concerned with finding out who, where, when and how something is done. This kind of study makes use of same variables across all respondents. It is envisaged that the descriptive survey enabled the researcher to make an analysis of the factors influencing the implementation of OVC education projects in Mt. Elgon District.

3.3 Target Population and Sample Size

NGO Coordination Board has registered 24 NGOs directly involved in OVC education projects in Mt. Elgon District. To enhance the study, the study population involved 6 NGO personnel involved in the OVC education project, at least one of; programme manager, programme officer, project manager, project officer, project assistant and a field officer, were selected and had questionnaires issued to them, bringing the study population to 144.

3.4 Sampling Procedure

Kombo and Tromp, 2006, state that, it is not possible to study the whole population to arrive at a generalization. This justified the need to have a sample. A sample is a small proportion of the

population for observation and analysis. According to (Kothari, 2006), a sample unit may be a geographical region, a district, village or an institution. The researcher can choose one or all the units.

A total of 144 NGO officials directly involved in the OVC education projects from the 24 NGOs were surveyed. Mugenda and Mugenda, 1999, recommend that where the target population is so small, that a selected sample would be meaningless; the whole population should be studied. The sample technique used to identify these personnel was purposive sampling technique.

3.5 Research Instruments

The data collection instrument was a 5 point likert scale questionnaire. Kombo and Tromp, 2006, argued that, questionnaires when used have an advantage in administration since a large number of respondents can be involved to provide information with an easy accumulation of data.

3.6 Validity of the Research Instruments (pilot study)

According to Mugenda and Mugenda (2003), validity is a measure of relevance and correctness. It is the accuracy and meaningfulness of inferences which are based on the research results. Data collection techniques must yield information that is not only relevant to the research questions but also correct. For the purpose of this study, the researcher will consult monitoring and evaluation experts and the university supervisor.

3.7 Reliability of Research Instruments

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Appropriate venues friendly to interviews will be selected to improve on the quality of the sessions. To increase the reliability of the research instruments, the researcher employed split-half technique whereby the questionnaires were administered to two groups; odds and evens and the results compared. This ensured the reliability of the research instruments as the two results were compared to measure the consistency of the scores obtained.

3.8 Data collection Procedure

The researcher used primary sources to collect data. The researcher administered questionnaires to the respondents on the factors influencing implementation of OVC education projects in Mt. Elgon District.

3.9 Data Analysis Techniques

After collecting the data, the researcher processed the raw data to correct problems identified such as incomplete information to eliminate unusable data. The data was then coded to enable its analysis using statistical packages for social sciences. The data was analyzed using content analysis for open ended questions a method which is supported by Kombo et al, 2006.

For closed ended questions, the five point Likert scale was used where each response was given a numerical score to refer to. The respondent chose one of the five levels of agreement depending on its degree of favorableness. The number indicated the value to be assigned to each possible answer with the least scoring 1 and the most favorable 5.

The results were presented in tables, proportions and percentages. Descriptive statistics such as frequency distribution tables, percentages and proportions were used to analyze and present the data. Data presentation was done by the use of percentages and frequency tables. This ensured that the gathered information was clearly understood.

3.10 Ethical Considerations

Sarantakos, 2005 p.16) states that “ethical standards are an integral part of any research design”. The researcher will rely on ethical issues as identified by Mugenda and Mugenda, 2003, while undertaking this study. The research followed the three principles of ethics which include: respect, beneficence and justice. The participants were informed of the purpose of the study before the information was sought from them thus conforming to the principle of voluntary and informed consent.

3.11 Operational definition of Variables

This section identifies indicators that were used to measure the dependent and independent variables. This study used qualitative and quantitative indicators to measure the relation between the dependent and independent variables. Analysis of the relationship using the identified indicators was objective.

3.12 Operationalizaion Table

Table 3.1: Operationalization Table

Objectives	Variables	Indicators	Measurement scale	Analysis
To assess how monitoring and evaluation or follow ups to the rolled out education projects affects the overall implementation of the project by NGOs.	Dependent variable: Implementation of OVC education projects	Whether monitoring and evaluation of projects is carried out	Ordinal	Correlation
	Independent Variable: School Dropout	Record of class attendance	Ordinal	Correlation
To assess how the scope of the education projects affects the overall implementation of the project by NGOs	Dependent variable: Implementation of OVC education projects	Specific Measurable Achievable Realistic Time bound	Ordinal	Correlation
	Independent Variable: School Dropout	Record of class attendance	Ordinal	Correlation
To assess how finance affects the overall implementation of the project by NGOs	Dependent variable: Implementation of OVC education projects	Full project implementation, premature termination, human resource management; recruitment, training, retention	Ordinal	Correlation
	Independent Variable: School Dropout	Record of class attendance	Ordinal	Correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this research was to examine the factors influencing the implementation of OVC education projects in Mt. Elgon District, Western Kenya. This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the factors influencing the implementation of OVC education projects in Mt. Elgon District based on the research objectives. The specific areas presented in this section include: questionnaire response rate, OVC project distribution of the respondents as well as findings on the objectives of the study.

4.2 Response Rate

The researcher self-administered 144 questionnaires to the different NGO project officials working on the various OVC education projects in Mt. Elgon District in the 24 identified NGOs in the region. The study was conducted whereby the researcher travelled to the local offices housing NGOs involved in OVC education projects in the region around the Divisions in the District namely; Cheptais, Kapsokwony, Kaptama and Kopsiro. The project officials were first of all called to confirm their availability in order to administer the questionnaires. Six respondents were chosen from each OVC education project in each of the 24 NGOs. Information was obtained from 144 respondents; hence the return rate was 100 percent.

4.3 Background information of the service provision by NGOs

Background information of the NGOs help to distinguish what OVC education projects the various NGOs are involved in the region including provision of; school fees and grants, uniform and shoes, construction of learning structures and furniture provision, feeding programmes, counseling and vocational training as well as stationery and books.

Table 4.1: Number of NGOs providing OVC education projects

OVC education project	No. of NGOs involved	Percentage
School fees and grants	4	17
Uniform and shoes	3	12.5
Construction and furniture	1	4
Feeding programmes	7	29
Counseling and vocational training	6	25
Stationery and books	3	12.5
TOTAL	24	100

From Table 4.1, it can be noted that the major OVC education project provided by NGOs is the feeding programmes at 29%, perhaps addressing a basic human need of the OVCs to help keep them in school, followed closely by provision of vocational training and counseling services, perhaps to bridge the psychological gap between the affected OVCs and the non-OVCs in schools.

Services such as school fees and grants, uniform and shoes as well as provision of stationery and books do receive an average attention from NGOs, whilst construction of buildings and provision of furniture attract the least attention of NGOs. This could be due to the relatively high financial outlay involved in construction.

4.4 Influence of Financial Management in implementation of OVC Education projects

Financial management was amongst the objectives of the study as it was outlined to have great influence in the implementation of the OVC education projects by the NGOs. This is majorly due to the financial outlay demands by the projects which directly influence the establishment of human resource engaged in the projects. Various responses were achieved as shown in the tables that follow;

The following table outlines the responses on whether the finances available are sufficient for the OVC education projects;

Table 4.2: Distribution of responses on whether the finances available are sufficient for the OVC education projects

5 point likert scale rating	Frequency	Percentage
Strongly agree	27	19
Agree	46	32
Neutral	23	16
Disagree	34	23
Strongly disagree	14	10
Mean	28.8	
Standard deviation	2.74	

As shown in Table 4.2, the responses were shown using a 5-point Likert rating scale whose numerical values in ascending order ranged from 1-to-5 with decreasing strength of their level of agreement as indicated by their strongly agree-1; Agree-2; Neutral-3; Disagree-5 and Strongly disagree-5. They were required to make their choices as to whether the finances available are sufficient for the OVC education projects.

From the table, majority of the respondents indicated that they agree with the fact that the finances available are sufficient for the OVC education projects. This constitutes 32% of the respondents.19% agreed, 16% were neutral, 23% disagreed while 10% disagreed. This drew a stark difference in the response to the research question as it showed that a relatively high number of the OVC education projects did not have sufficient funds for the respective projects.

The following table outlines the responses receives on whether it is difficult for organizations to secure project funding for the OVC education projects;

Table 4.3: Distribution of responses on whether it is difficult for organizations to secure project funding for the OVC education projects

5 point likert scale rating	Frequency	Percentage
Strongly agree	21	15
Agree	52	36
Neutral	41	28
Disagree	27	19
Strongly disagree	3	2
Mean	28.8	
Standard deviation	2.57	

From the table, majority of the respondents indicated that they agree with the fact that it is difficult for organizations to secure project funding for the OVC education projects. This constitutes 36% of the respondents. 15% strongly agreed, 28% were neutral, 19% disagreed while 2% strongly disagreed. This clearly showed that it was difficult for the organizations to secure funding for the OVC education projects.

The following table shows the responses obtained on whether the NGOs have the required facilities to undertake the OVC education projects to fruition;

Table 4.4: Distribution of responses on whether the NGOs have the required facilities to undertake the OVC education projects to fruition

5 point likert scale rating	Frequency	Percentage
Strongly agree	13	9
Agree	56	39
Neutral	10	7
Disagree	61	42
Strongly disagree	4	3
Mean	28.8	
Standard deviation	2.94	

From the table, majority of the respondents indicated that they disagree with the fact that the NGOs have the required facilities to undertake the OVC education projects to fruition; this constitutes 42% of the respondents.This is in contrast to the 9% who strongly agreed, 39% who agreed, 7% who were neutral and 3% who strongly disagreed. The closeness to results between those who agreed and those who disagreed points to logistical issues during planning of the facilities meant for the various OVC education projects.

The following table shows the responses obtained on whether the NGOs offer training and continuous improvement for capacity building amongst project staff;

Table 4.5: Distribution of responses on whether the NGOs offer training and continuous improvement for capacity building amongst project staff

5 point likert scale rating	Frequency	Percentage
Strongly agree	37	26
Agree	88	61
Neutral	9	6
Disagree	8	6
Strongly disagree	2	1
Mean	28.8	
Standard deviation	2.0	

From the table, majority of the respondents indicated that they agreed with the fact that the NGOs offer training and continuous improvement for capacity building amongst project staff. This constitutes 61% of the respondents.26% strongly agreed, 6% were neutral, 6% disagreed and 1% strongly disagreed. This showed that the NGOs have considerable attention focused on capacity building amongst their project staff involved in the education projects for OVCs.

The following table shows the responses obtained on whether the staffs involved in the OVC education projects are competitively recruited;

Table 4.6: Distribution of responses on whether the staffs involved in the OVC education projects are competitively recruited

5 point likert scale rating	Frequency	Percentage
Strongly agree	114	79
Agree	26	18
Neutral	3	2
Disagree	1	1
Strongly disagree	-	-
Mean	28.8	
Standard deviation	1.33	

From the table, majority of the respondents indicated that they strongly agreed with the fact that the staffs involved in the OVC education projects are competitively recruited. This constitutes 79% of the respondents.18% agreed, 2% were neutral, 1 % disagreed while none strongly disagree. This shows how highly professionalism is regarded by the organizations involved.

4.5 Influence of the project scope in implementation of OVC Education projects

Project scope was amongst the objectives of the study as it was outlined to have great influence in the implementation of the OVC education projects by the NGOs. This is majorly due to the fact that the scope dictates the direction which the project will follow in terms of the project's specificity, timeliness, measurability, and whether it is realistic and achievable. Various responses were achieved as shown in the tables that follow;

The following table shows the results obtained on whether the modernity's set up in carrying out the OVC education projects are specific;

Table 4.7: Distribution of responses on whether the modernity's set up in carrying out the OVC education projects are specific

5 point likert scale rating	Frequency	Percentage
Strongly agree	59	42
Agree	81	56
Neutral	2	1
Disagree	2	1
Strongly disagree	-	-
Mean	28.8	
Standard deviation	1.65	

From the table, majority of the respondents indicated that they agreed with the fact that the modernity's set up in carrying out the OVC education projects are specific.This constitutes 56% of the respondents.This was closely similar to 42% who strongly agreed. 1% were neutral and also disagreed by a similar percentage. This showed that the project scopes were very specific to their intended project objectives.

The following table shows the responses obtained on whether the modernity's set up in carrying out the OVC education projects are measurable;

Table 4.8: Distribution of responses on whether the modernity's set up in carrying out the OVC education projects are measurable

5 point likert scale rating	Frequency	Percentage
Strongly agree	36	25
Agree	79	55
Neutral	14	10
Disagree	9	6
Strongly disagree	6	4
Mean	28.8	
Standard deviation	2.11	

From the table, majority of the respondents indicated that they agreed with the fact that the modernity's set up in carrying out the OVC education projects are measurable. This constitutes 55% of the respondents.25% strongly agreed, 10% were neutral, 6% disagreed while 4% strongly disagreed. This showed that the modernity's set out in the scope of the OVC education projects are measurable.

The following table shows results obtained on whether the modernity's set up in carrying out the OVC education projects are achievable;

Table 4.9: Distribution of responses on whether the modernity's set up in carrying out the OVC education projects are achievable

5 point likert scale rating	Frequency	Percentage
Strongly agree	10	7
Agree	68	47
Neutral	31	22
Disagree	23	16
Strongly disagree	12	8
Mean	28.8	
Standard deviation	2.77	

From the table, majority of the respondents indicated that they agreed with the fact that the modernity's set up in carrying out the OVC education projects are achievable.This constitutes 47% of the respondents.7% strongly agreed, 22% were neutral, 16% disagreed while 8% strongly disagreed. This shows that the modernity's set out in the scope for the projects are indeed achievable.

The following table shows the results obtained on whether the modernity's set up in carrying out the OVC education projects are realistic;

Table 4.10: Distribution of responses on whether the modernity's set up in carrying out the OVC education projects are realistic

5 point likert scale rating	Frequency	Percentage
Strongly agree	41	28
Agree	33	23
Neutral	37	26
Disagree	7	5
Strongly disagree	26	18
Mean	28.8	
Standard deviation	2.8	

From the table, majority of the respondents indicated that they strongly agreed with the fact that the modernity's set up in carrying out the OVC education projects are realistic.This constitutes 28% of the respondents.This was followed by those who agreed at 23% and those who were neutral at 26%. However, those who disagreed were 5% while those who strongly disagreed stood at 18%. Despite the larger proportions who agreed, the result showed that a large proportion of respondents did not buy into the idea of the scope's modernity being realistic. This shifts focus to the other stakeholders involved largely the funders whose ideologies are usually wholly adopted on inception of the projects.

The following table shows the results obtained on whether the modernity's set up in carrying out the OVC education projects are time bound;

Table 4.11: Distribution of responses on whether the modernity's set up in carrying out the OVC education projects are time bound

5 point likert scale rating	Frequency	Percentage
Strongly agree	49	34
Agree	63	44
Neutral	9	6
Disagree	17	12
Strongly disagree	6	4
Mean	28.8	
Standard deviation	2.14	

From the table, majority of the respondents indicated that they agreed with the fact that the modernity's set up in carrying out the OVC education projects are time bound.This constitutes 44% of the respondents. 34% also strongly agreed, while 6% were neutral, 12% disagreed and 4% strongly disagreed. This showed that the modernity set out by the scope is indeed bound by time.

4.6 Influence of monitoring and evaluation in implementation of OVC Education projects

Monitoring and evaluation was the last objective of the study as it was outlined to also have a great influence in the implementation of the OVC education projects by the NGOs. This is majorly due to the fact that projects have to be constantly monitored and evaluated, as well as have follow ups on completed projects to ascertain as to whether their primary purpose is still being achieved long after its been passed over to the beneficiaries. Various responses were achieved as shown in the tables that follow;

The following table shows the results obtained on whether the organization and staff value the monitoring and evaluation process;

Table 4.12: Distribution of responses on whether the organization and staff value the monitoring and evaluation process

5 point likert scale rating	Frequency	Percentage
Strongly agree	72	50
Agree	55	38
Neutral	6	4
Disagree	9	6
Strongly disagree	2	1
Mean	28.8	
Standard deviation	1.78	

From the table, majority of the respondents indicated that they strongly agreed with the fact that the organization and staff value the monitoring and evaluation process.This constitutes 50% of the respondents.38% agreed, 4% were neutral, 6% disagreed and 1& strongly disagreed. This shows that most of the organizations did highly regarded the monitoring and evaluation process.

The following table shows the results obtained on whether other parties (analysts and experts) are involved in the monitoring and evaluation exercises;

Table 4.13: Distribution of responses on whether other parties (analysts and experts) are involved in the monitoring and evaluation exercises.

5 point likert scale rating	Frequency	Percentage
Strongly agree	19	13
Agree	43	30
Neutral	29	20
Disagree	35	24
Strongly disagree	18	13
Mean	28.8	
Standard deviation	3.93	

From the table, majority of the respondents indicated that they agreed with the fact that other parties (analysts and experts) are involved in the monitoring and evaluation exercises.This constitutes 30% of the respondents.13% strongly agreed, 20% were neutral, 24% disagreed and 13% strongly disagreed. This showed that organizations involved in OVC education projects place great emphasis also on wanting to improve their improve their approach by inviting external analysts and advisors.

The following table shows the results obtained on whether the project staffs are trained on the indicators to map out during the monitoring and evaluation exercises;

Table 4.14: Distribution of responses on whether the project staffs are trained on the indicators to map out during the monitoring and evaluation exercises.

5 point likert scale rating	Frequency	Percentage
Strongly agree	41	28
Agree	66	46
Neutral	17	12
Disagree	14	10
Strongly disagree	6	4
Mean	28.8	
Standard deviation	2.25	

From the table, majority of the respondents indicated that they agreed with the fact that project staffs are trained on the indicators to map out during the monitoring and evaluation (M&E) exercises. This constitutes 46% of the respondents. 28% strongly agreed, 12% were neutral, 10% disagreed and 4% strongly disagreed. This strengthens the fact that the organizations involved in OVC education projects place great importance on staff development as well as the monitoring and evaluation process.

The following table shows the results obtained on whether follow ups are done on closed projects;

Table 4.15: distribution of responses on whether follow ups are done on closed projects.

5 point likert scale rating	Frequency	Percentage
Strongly agree	42	29
Agree	79	55
Neutral	12	8
Disagree	2	1
Strongly disagree	9	6
Mean	28.8	
Standard deviation	2.02	

From the table, majority of the respondents indicated that they agreed with the fact that follow ups are done on closed projects.This constitutes 55% of the respondents.29% strongly agreed, 8% were neutral, 1% disagreed while 6% strongly disagreed. This shows that the organizations place great emphasis on ensuring continuity and or stability of the projects.

The following table shows the results obtained on whether the organizations deal with issues arising from M&E exercises conclusively;

Table 4.16: Distribution of responses on whether the organizations deal with issues arising from monitoring and evaluation exercises conclusively.

5 point likert scale rating	Frequency	Percentage
Strongly agree	73	51
Agree	68	47
Neutral	3	2
Disagree	-	-
Strongly disagree	-	-
Mean	28.8	
Standard deviation	1.53	

From the table, majority of the respondents indicated that they strongly agreed with the fact that the organizations deal with issues arising from M&E exercises conclusively.This constitutes 51% of the respondents.47% also agreed while 2% were neutral. 0% neither disagreed nor strongly disagreed. This shows that organizations involved deal with issues arising during monitoring and evaluation exercises conclusively to avert any project issues that may arise for lack of the same.

The following table shows summary of the responses on the factors influencing the implementation of orphaned and vulnerable children (OVC) education projects;

Table 4.17: Summary of the responses on the factors influencing the implementation of orphaned and vulnerable children (OVC) education projects.

Question		Strongly Disagree	Disagree	Not sure/No response	Agree	Strongly Agree	SD
FINANCIAL MANAGEMENT							
1.	Are the finances available sufficient for the OVC education project(s)?	14	34	23	46	27	2.74
2.	Is it difficult to secure funding for the OVC education project(s)?	3	27	41	52	21	2.57
3.	Do you have the required facilities to undertake the OVC education project(s) to fruition?	4	61	10	56	13	2.94
4.	Do you offer training and continuous improvement for capacity building amongst project staff?	2	8	9	88	37	2.0
5.	Are the staff involved in the OVC education project(s) competitively recruited?	-	1	3	26	114	1.33
TOTAL		23	131	86	268	212	11.58

PROJECT SCOPE		Strongly Disagree	Disagree	Not sure/No Response	Agree	Strongly Agree	SD
1.	Are the modernity's set out in carrying out the projects specific?	-	2	2	81	59	1.65
2.	Are the modernity's set out in carrying out the projects measurable?	6	9	14	79	36	2.11
3.	Are the modernity's set out in carrying out the projects achievable?	12	23	31	68	10	2.77
4.	Are the modernity's set out in carrying out the projects realistic?	26	7	37	33	41	2.8
5.	Are the modernity's set out in carrying out the projects timely/time bound?	6	17	9	63	49	2.14
TOTAL		50	58	93	324	195	11.47

MONITORING & EVALUATION ISSUES		Strongly Disagree	Disagree	Not sure/No Response	Agree	Strongly Agree	SD
1.	Do you value the M&E process in a project?	2	9	6	55	72	1.78

2.	Do you involve other parties (analysts and experts) during M&E exercises?	18	35	29	43	19	3.93
3.	Are the project staff trained on the indicators to map out during M&E exercises?	6	14	17	66	41	2.25
4.	Do you carry out follow-ups on closed project months later?	9	2	12	79	42	2.02
5.	Do you deal with the issues arising during M&E conclusively?	-	-	3	68	73	1.53
TOTAL		35	58	67	311	247	11.51

As shown in Table 4.17 above, the responses were shown using a 5-point Likert rating scale whose numerical values in ascending order ranged from 1-to-5 with decreasing strength of their level of agreement as indicated by their codes; strongly agree-1; Agree-2; Neutral-3; Disagree-4 and Strongly disagree-5.

From the analysis above, majority of the respondents agreed with the fact that issues surrounding financial management and human resource, project scope and monitoring and evaluation are critical factors that influence the implementation of OVC education projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter provides the summary of the findings, conclusions and recommendations of the study based on the objectives of the study. The specific objectives of this study were firstly to assess how monitoring and evaluation or follow ups to the rolled out OVC education projects affects the implementation of the projects by NGOs, secondly to assess how the scope of the education projects affects the implementation of the education projects by NGOs and lastly to assess how finance affects the overall implementation of the project by NGOs. Finally recommendations are given.

5.2 Summary of findings

5.2.1 Influence of financial management on the implementation of OVC education projects

From the findings, it was noted that the finances available to carry out the projects was sufficient although it was also noted that it was difficult for the NGOs involved with education projects for OVCs to secure funding from their funders as well as a substantial number of the institutions not having the required facilities to undertake the projects to fruition.

As financial management also affects the human resource in the projects, most respondents agreed to have a competitive recruiting plan as well as subsequent training and continuous improvement of their project staff. This does play a great role in ensuring quality service provision by the project staff to ensure success of the projects.

5.2.2 Influence of the project scope on the implementation of OVC education projects

From the findings, it was noted that the NGOs paid special attention to the project scope as unanimous positive responses were obtained on whether the project scope was specific, measurable, realistic, achievable and time bound. It could not be overlooked however of the larger group of respondents who felt the scope set out at various OVC education projects were not realistic.

5.2.3 Influence of monitoring and evaluation (M&E) on the implementation of OVC education projects

From the findings, it was worth noting that the NGOs involved in OVC education projects did pay special attention M&E activities as they also sought the help of field experts and analysts in the process as well as training their project staff on the indicators to look out for and above all trying to deal with issues raised during M&E exercises.

5.3 Discussion

While a number of NGOs have achieved administrative efficiency, most have inefficiencies here. Many are new, small and without a guaranteed future especially when survival is majorly guaranteed by donor funding. Such NGOs run a risk of continuity. When donor priorities determine funding, it may deflect the NGOs from their chosen functions or bring the institution to disrepute, Beer, 1997.

NGOs also have a difficulty in achieving replicability and sustainability to their projects, Brensen, 2005. Factors contributing towards a lack of sustainability in NGOs include those factors that are likely to enhance organizational stability such as; having a clear vision and mission, finances, human resource capacities, and managerial skills. Also worth noting is that NGO concerns are largely short term which underpins the aspect of sustainability, Brensen, 2005.

Dwindling financial resources also constitute to NGO woes in the OVC sector this is largely due to the economic recession as well as the political transformations of the land, Missy, 2009. This is further fuelled by dependence on offshore donors for funding of projects which is not sustainable in the long run and may end up in duplication of roles whilst leaving out the more important sectors in OVC education such as having several organizations providing school uniforms and shoes neglecting construction of classrooms and or feeding programmes, in line with Missy, 2009.

There are numerous challenges to improving progress in addressing the needs of OVC, Cunningham, 1999. These include challenges in the national OVC response, challenges related to Global Fund proposal development, and performance issues. There is a lack of a standard, comprehensive definition of OVC and need for better data on gaps that influence OVC planning and programming in Kenya. It is necessary to undertake assessments to provide an evidence-

based understanding of the OVC situation in Kenya, to have a better definition of vulnerability and OVC, and to improve programming, including monitoring and evaluation (M&E). In particular, they suggested the need for an OVC situation analysis, Dubois et al, 2004.

It was not clear what agency should be providing leadership in which area of the national OVC response. There are multiple entities: the Department of Children Services, OVC Secretariat, OVC Steering Committee, NACC, and ICC. Coordination among them is not clear to all stakeholders, Ekstedt, 2002. Some respondents were aware of the National Steering Committee on OVC and recommended strengthening this body, which is chaired by the Permanent Secretary of the MOGCSD. The Children's Department was seen as a key player which should provide more leadership in the OVC response. On the other hand, the NACC is seen as important for its overall coordination role, Ekstedt, 2002.

Lack of effective coordination of the OVC response was identified as a key weakness. Despite the fact that some government leadership is acknowledged, several respondents pointed to the importance of improving coordination structures. Also, OVC services are provided by many providers, but they are not coordinated, including at the community level, Engwall, 2003. The capacity to regulate the proliferation of OVC programs is not sufficient given that the quality of services is often low, and service provision is not uniform. Since the management and coordination processes are too complicated, too few resources are reaching the children.

The National PolicyAct has many guidelines that need to be harmonized. Awareness raising and capacity building are required for program and project staff to know and understand the national guidelines. Better coordination at national and community level is also required.

There is also need to build capacity among program implementers and service providers to reach OVC more effectively, Yates, 2004. It is acknowledged that USAID has provided support to build the capacity of NGOs. It was suggested that other sources of funding, outside the Global Fund, are needed to build the capacity of NGOs to manage and implement Global Fund projects, including appropriate reporting and M&E. Several respondents suggested applying a community systems strengthening package to strengthen the ability of NGOs to work with OVC.

5.4 Conclusions of the study

Information dissemination within Kenya needs to be improved. Even at higher levels, many stakeholders did not know about relevant policies, guidelines and laws. Some respondents had trouble identifying relevant OVC stakeholders. OVC programmed and project staff also expressed a need to understand the national policies and guidelines (NPA for OVC policies and guidelines), as well as information on OVC stakeholders, projects that are being implemented, including those by NGOs, and results from OVC program reviews and evaluations.

5.5 Recommendations of the study

Governments, donor agencies, NGOs, and other stakeholders involved in participatory approaches to resource mobilization could support the funding of several local research to create a resource rich environment in which the NGO work should lead to pressure for performance and self evaluation.

The Government should also create an enabling social, political and economic environment that enhances NGOs work by fully implementing the obligations as required by law. There is also an urgent need to develop a clear policy framework on stakeholder participation and mechanisms to ensure involvement by stakeholders thus creating a sense of owning of the projects by the stakeholders.

5.6 Area for further studies

From this research, the area for further studies would be to find out the factors which influence the donor funding to OVC education projects and which may give the required information to stakeholders for them to strategize how best to implement many more education projects that would benefit the OVC and possibly reduce their absenteeism and dropout numbers from schools.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

ROWLAND STAKA
P.O. BOX 2706-0100
THIKA
30-8-2013

UNIVERSITY OF NAIROBI

SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES

TO WHOM IT MAY CONCERN

RE: INTRODUCTION LETTER- RESEARCH: ROWLAND STAKA

The above named is a Post Graduate student at the School of Continuing Education at The University of Nairobi. In partial fulfillment of the requirements of the Master of Arts Degree in Project Planning and Management, he is conducting a research on **"Factors Influencing Orphaned and Vulnerable Children (OVC) Education Projects in Mt. Elgon District"** for his research work. We request you to assist him with necessary information which forms an integral part of the research project. The information and data required is needed for academic purposes only and will be treated in **strict confidence**.

Your co-operation will be highly appreciated.

Thank you.

L50/72511/2012

APPENDIX II: INFORMED CONSENT FORM

Good morning/afternoon/evening.

Thank you for taking the time to talk to me. My name is **Rowland Staka of P.O. Box 2706, Thika**. You have been selected by chance to participate in this research study entitled; **"Factors Influencing Orphaned and Vulnerable Children (OVC) Education Projects in Mt. Elgon District"** Your participation in this study is important and completely voluntary. If you agree to be interviewed, it is important that you be honest and truthful in answering these questions.

I volunteer and without any element of force or coercion agree to participate in the research.I understand that for any information or questions about the study, Rowland Staka can be contacted. I have read and understood this consent form.

Respondent's Name _____ Signature _____ Date _____

APPENDIX III: QUESTIONNAIRE FOR OVC EDUCATION PROJECT STAFF

A. BIODATA

Sex _____

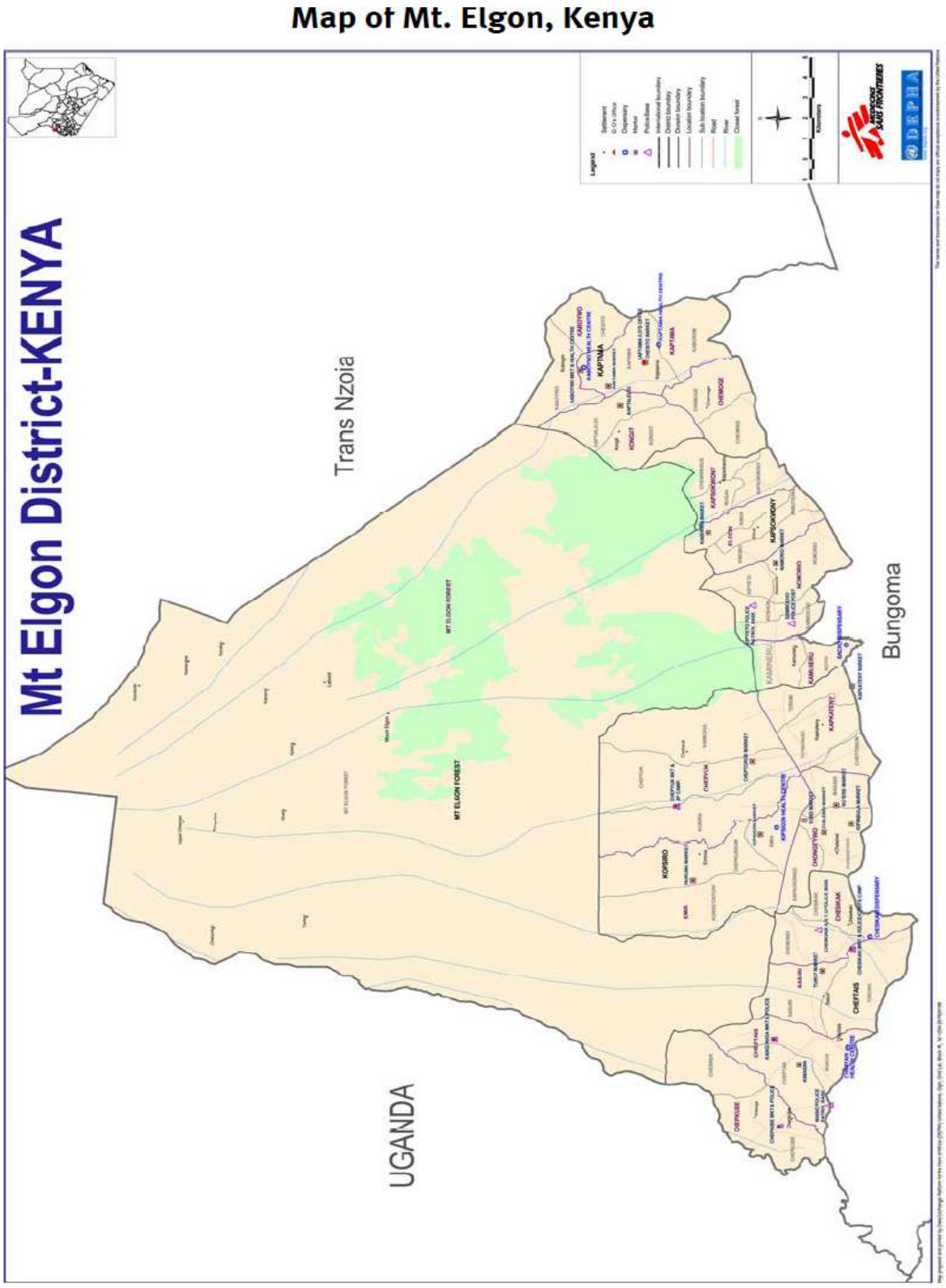
Portfolio _____

OVC Education Programme involved in (tick respectively);

1. Feeding programme
2. School fees and grants
3. Stationery and books
4. Uniform and shoes
5. Sanitary towels
6. Construction and furniture
7. Counseling and Vocational Training
8. Other _____

Period project(s) has been running; _____

Question		**Strongly Disagree**	**Disagree**	**Not sure/No response**	**Agree**	**Strongly Agree**
FINANCIAL MANAGEMENT						
1.	Are the finances available sufficient for the OVC education project(s)?					
2.	Is it difficult to secure funding for the OVC education project(s)?					
3.	Do you have the required facilities to undertake the OVC education project(s) to fruition?					
4.	Do you offer training and continuous improvement for capacity building amongst project staff?					
5.	Are the staff involved in the OVC education project(s) competitively recruited?					

PROJECT SCOPE		**Strongly Disagree**	**Disagree**	**Not sure/No Response**	**Agree**	**Strongly Agree**
1.	Are the modernity's set out in carrying out the projects specific?					
2.	Are the modernity's set out in carrying out the projects measurable?					
3.	Are the modernity's set out in carrying out the projects achievable?					
4.	Are the modernity's set out in carrying out the projects realistic?					
5.	Are the modernity's set out in carrying out the projects timely/time bound?					
MONITORING & EVALUATION ISSUES		**Strongly Disagree**	**Disagree**	**Not sure/No Response**	**Agree**	**Strongly Agree**
1.	Do you value the M&E process in a project?					
2.	Do you involve other parties (analysts and experts) during M&E exercises?					
3.	Are the project staff trained on the indicators to map out during M&E exercises?					
4.	Do you carry out follow-ups on closed project months later?					
5.	Do you deal with the issues arising during M&E conclusively?					

MAP OF MT. ELGON DISTRICT