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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**FACTORS AFFECTING IMPLEMENTATION OF NGO SUPPORTED
PROJECTS IN URBAN LOW INCOME SETTLEMENTS: THE CASE OF ST.
VINCENT'S CHILDREN FOUNDATION IN NAIROBI COUNTY**

BY

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university or institution

Signed _____ Date _____

Lydia Mwendu Tito

C50/78145/2015

This project has been submitted for examination with my approval as the appointed supervisor

Signed _____ Date _____

Prof. Chitere

DEDICATION

I dedicate this project to all the NGOs supporting various projects in the low income settlement schemes, all over the world, for the good work they have done in the lives of populations living in these deplorable conditions.

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ABBREVIATIONS AND ACRONYMS

ACWP	Actual Cost of Work Performed
BCWP	Budgeted Cost of Work Performed
CBOs	Community Based Organizations
EDCTP	European & Developing Countries Clinical Trials Partnership
FLC	Fund for Local Cooperation
HTML	Hypertext Markup Language
NACHU	National Cooperative Housing Union of Kenya
NGO	Non – Governmental Organizations
NIDs	Neglected Tropical Diseases
RCK	Refugee Consortium of Kenya
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
TSPM	the Strategic Project Management Theory
UK	United Kingdom
UML	Unified Modeling Language
UN	United Nations
USA	United States of America
YGAP	Young Generation Asian Professionals

ABSTRACT

The study sought to establish the factors affecting implementation of NGO supported projects in urban low income settlements: the case of St. Vincent's Children Foundation in Nairobi County. Specifically the study sought; to examine the characteristics of the children assisted by the Foundation, to identify the characteristics of recruitment and performance of the Foundation's staff and its effect on implementation of the projects, to establish the projects implemented by the Foundation and their effect on the well-being of the children, to find out the nature of intervention used by the Foundation's staff in their work with the children and to examine the funding arrangements for the foundation and their effect on performance of the Foundation.

The study was based on the theory of planned behavior and the strategic project management theory. The theory of planned behavior states that the behavior of an individual is driven by his intentions which are a function of his perceived behavioral control, attitude towards the behavior and the subjective norms. The Strategic Project Management Theory by Jamison and Morris (2003) explains a sequence of processes, practices, procedures, behaviors and tools which shows the extent to which a company is able to create effective relationships with the practices of project management and business when they are considered collectively.

The study design was descriptive and a sample of 55 pupils and 15 staff members was selected. The study used questionnaires to collect data which was analyzed using SPSS, excel, Ms word and content analysis. The results were presented using tables and prose for for interpretation and reporting.

The study found that the Foundation's projects included provision of shelter, food, education and clothes to the needy children as well as counseling services to needy parents. It was evident that the Foundation had several sources of funding which included well-wishers, donors and fund raising. While a half of the staff noted that the sources were unreliable and another half noted that the funds obtained from the sources were reliable and adequate. Foundation sourced its funds for the projects from, donations from well – wishers, local fundraising through dinner events, get together, local market and corporate institutions and donors. The funds assisted in key operations of the organization such as supporting basic needs for example school supplies, purchase of uniforms for pre-school children and running of the school's activities.

Therefore the study recommends that, the foundation should ensure that all its funding mechanisms are improved in order to provide adequate support to the beneficiaries. Further the management should come up with programmes to conduct civic education for adults residing in the area so as to ensure that their interventions on the children's lives is complimented at home. Finally, the staff should work hard to bring more children to the institution to ensure that all the needy children in Kibera are taken care of.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Low income settlements are areas inhabited by low income earners living in deplorable conditions and mainly surviving on menial jobs. These areas may have been inhabited by the affluent members of the society who migrated to other areas and left the slums for the populations which are characterized as poor (UN-Habitat, 2007). According to the UN Habitat (2007) a household that is describes as slum is one that is lacking more or one of the basic house hold needs such as clean affordable drinking water, sufficient area for living with more than 4 people per room, safe clean environments, adequate sanitation, durable housing for the family for protecting its occupants from extreme weather conditions and is lacking security of tenure. The term also come with the negative undertones of areas with very high levels of criminal activities, unemployment among most if it's in habitats, object poverty, poor sanitation and environmental conditions, lack of proper hygiene among many other challenges.

For Gatti, Gray-Molina and Klugman (2003) it is better to define areas that are perceived as low-income settlements based on the most common characteristics such as areas with very unhealthy living conditions for the people living there, lacks most of minimum amenities and poor infrastructural orientation for harmonic development of the people. These people unfortunately do not have adequate resources to develop the infrastructure for themselves or where the amount of effort for its development is beyond the capability of the people living there.

As a result of the above features, most of the Non-Governmental Organizations (NGO) have devised several programmes for assisting communities living in such conditions. For instance studies have shown that those living in such settlements in most parts of the world don't have the capability to pay for good quality housing or legal houses, (Mohini, 2003). They are mainly tenants or build/buy structures which in most cases are unplanned and illegal and usually of very poor quality in overcrowded dwellings. Furthermore it is difficult for them to get conventional housing finance due to lack of security, their homes/houses are illegal and also lack the means of financing such projects from these finance agencies. In finding a solution to this situation, several NGOs operating Africa, Aisa and Latin America have established various innovative means of enabling such people to access these financing opportunities where they provide finances to support good housing, improved infrastructure, and community development for the last 15 years (Mohini, 2003) through a programme known as table banking.

The savings by households in Pakistan has funded over 300 development infrastructure which are mostly in the low-income settlements provided by the Orangi Pilot Project–Research and Training Institute technical support programmes. The NGO implemented a finance based model which makes the use of domestic savings and also has the capability of scaling up once the residents are convinced of its worth, (Mohini, 2003) with the objective of reducing costs to match the lives of the low income household in the areas where the NGO operates.

Studies from Namibia and South Africa, found that there are several benefits of savings programs among the poor households where some of the residents choose to save for businesses instead of taking loans from banks even if they qualify. For instances the Kuyasa Fund in South Africa provides loans for building better houses among the poor households. In this programme, savings are collected from the members before the loans are released and the programme ensures that 65% of the total collections are in circulation in the market (Mitlin, 2015).

A 60-acre site to house 2,300 families known as the Kalshi resettlement project was developed by the UN Centre for Housing, Building and Planning in Bangladesh in the late 1980s where each family was given a plot of about 475 sq feet. The housing was a basic one-room shelter which also came with basic services such as community facilities, access to public utilities, access to public utilities and community facilities, (Rashid, 2007). In India, the Center for Social Development Education Society exists to build a healthy and skilled India in ideal environment for the low income settlements. Its mission is to identify the most ignored areas of the society and work on the root cause through which a healthy and skilled India with ideal environment can be built and make sure that available resources are optimally utilized. It also collaborate with the community based organizations working on diversified areas so as a sustainable and all round development can be ensured (Center for Social Development Education Society, 2016).

Build Africa collaborates with community schools and the government in low income settlements in various countries across Africa such as Uganda, Kenya, Tanzania, South

Africa etc. Their purpose is to work with existing schools in order to promote sustainability and a community led approach. They create adequate for understanding of the needs of each of members of the community and building long-term relationships to enhance development of long term changes to deal with the children's needs both at home and in school. They also work in the community to promote educational activities and achieve what they are entitled to. The organization is committed to removing the obstacles that preclude children from accessing high-quality education in the low income setup on African Countries (Grant, 2003).

YGAP is an International Development NGO anchored on innovation for poverty alleviation in African Countries. Its purpose is to impact entrepreneurs (local leaders) to find solutions to the challenges they are facing at the local level in most of the Africa's strongest communities by supporting the local leaders who live there. The organization operates on the thinking that entrepreneurship will lead to enhanced livelihoods for the low income populations seeing this as the most appropriate, effective and sustainable means of dealing with poverty. The use of the local leaders enables the organization to understand the poverty situation on the context of each of communities' needs and dynamics (<https://www.ygap.com.au/>).

The European & Developing Countries Clinical Trials Partnership (EDCTP) provides finances for the fight against NTDs in Sub-saharan Africa in the implementation of a product-focused post-registration study. Neglected Infectious Diseases (NIDs or Neglected Tropical Diseases) are a varied collection of diseases affecting approximately

1.2 billion people in the world, mainly the poorest faced with a significantly high mortality rates and suffering to these populations (Khatri, 2017).

In Kenya the government partners with local authorities, CBOs and NGOs such as Semba Tuvike and Kite Moto Housing Cooperatives and NACHU to improve on housing challenges to the low income settlements. From the start, NACHU established partnerships with external housing which were considered successful for co-operative movements to provide support for organizational support, community delivery programs, capacity building and housing development. The number of the members of the co-op housing movement has grown significantly as a result of working with NACHU and its partners, a partnership which still strong up to date (Grant, 2003).

The Fund for Local Cooperation (FLC) is a development cooperation instrument managed by the Embassy of Finland in Nairobi. FLC plays a complimentary role to the Finnish co-operation programme in Kenya, with the aim of advancing poverty reduction, regional stability and security. The fund supports the initiatives of Non-Governmental organization (NGOs) and other non-state actors in Kenya where the administration follows the principles set out in Finland's 2016 Development Policy (Ministry for Foreign Affairs of Finland, 2016).

The Refugee Consortium of Kenya (RCK) is an NGO registered in Kenya in 1998, under registration certificate NO OP.218/051/2004/0230/3356. RCK was formed to respond to the increasing complex refugee situation in Kenya. The organization's mission is to

providing legal aid, create awareness and advocate for the protection and promotion of the rights and dignity of refugees and other forced migrants while in Kenya (GTZ, 1991). HAKI Africa is a community human rights organization started in 2012, which is focused on improving livelihoods and promote progressive achievement of the human rights in Kenya operating in Mombasa. It promotes corporation between the state and non-state actors to enhance consistent improvement of the well-being of individuals and communities by ensuring they are respected, the rights are taken into account and the rule of law recognizes them fully. Specifically the organization works and agitates for the empowerment and recognition of the local communities in Kenya for the full participation in the enforcement of their rights and protection of their rights. They engage in initiatives which focus on improving the standards of living of poor and the marginalized members of the society (Ochieng & Matheka, 2009).

In Kibera Slums, Bidii Youth Group which was started in the year 2000, serves the youth by assisting them out of criminal activities and ensuring they live in a clean environment. The NGO is located in the Makina area working with youths in the ages of 14 to 30 years who are risk of joining crime if not well engaged. It creates income generating activities such as car washing to help generate income for the youths living in Kibra slum (Ochieng & Matheka, 2009). They are also engaged in activities such as collecting and selling plastics and scrap metals and garbage collection which enables the youths to earn slightly more than one thousand shillings every month each, which approximately 30% of the gross profit earned by the organization every month.

The Care Kenya International is an organization focused on alleviating poverty for every household and offering relief during emergencies. It works as a development and humanitarian organization with a missions to reduce poverty at the household level and provided relief emergencies as well as giving such communities dignity and security. It works with populations living in deplorable conditions and poor communities such as Kibera slum and in other parts of Kenya such as Western, Nairobi, North Eastern and Eastern providing relief needs and implementing long term projects for such communities to improve their livelihoods. In Kibera it has partnered with the local CBOs, FBOs, churches, schools and relevant Government agencies to enable them get to the people with the most pressing needs and in need of relief services under a programmed plan of activities in their manuals (Ochieng & Matheka, 2009).

1.2 Statement of the Research Problem

From the statistics above, it is clear that a number of NGOs have initiated numerous projects in the low income settlement areas especially in Kenya. However the full implementation of most of these projects has been a big challenge both to the implementing NGO and the target beneficiaries. For instance in France, the French colonial authorities came up with a project for rice farming to change traditional agricultural practices. At the beginning more than 30,000 people were forced to move to the desert to work on the project for over 50 years at a cost of more than \$300 million. How, the African workers largely disregarded the French attempts to change their agricultural practices. In the end by the year 1982, the project's infrastructure was falling apart with only 6% of the region having been developed. To Rescue the situation in the

year 1985, the World Bank took over the project which has since shown little success (Adhiambo, 2012).

In Africa a project named Roll Back Malaria was started in 1998 to reduce the incidences of malaria in African Countries by half by the year 2010 at an estimated cost of \$1.9 billion every year. However only four years after the project was launched, the donors had only contributed \$200 million to cater for the project every year and the cases of malaria instead rose where by the year 2004, the rise in cases of malaria in the whole of Africa was estimated at 12%. According to experts, the project failed as a result of failure by some of the donors to follow up on the project as well as their pledges and politicization of the project on issues such as the kinds of insecticides to use, the cost of selling the mosquito nets to the people and whether to buy the cheap generic drugs or the original ones (World Bank, 2009).

The Lake Turkana fish processing plant was designed in 1971 by the Norwegian Government at to provide jobs to the Turkana people through fishing and fish processing for export a cost of \$22 million. Though the plant was completed and operated for a few days, it quickly shut down because the Turkana people are nomads without history of fishing or eating fish. At the same time, demands for clean water and the cost of operating the freezers in the desert area were too high for the Norwegian Government and therefore the project has remained as a "white elephant" the larger Turkana in Kenya's Arid Northwest (World Bank, 2012).

Therefore the current study investigated the factors that have led to such outcomes for some of the projects which were started with big ideas to improve livelihoods in the low income settlements yet they have not been able to achieve their purpose. The study specifically sought to present the factors affecting implementation of NGO supported projects in urban low income settlements by focusing on St.Vincent's Children Foundation working Kibera, Nairobi County.

1.3 Research Questions

The study intended to answer the following questions

- a) What are the characteristics of the children assisted by the foundation?
- b) What are the projects implemented by the foundation?
- c) What are the funding arrangements for the foundation?

1.4 Objectives of the Study

The main aim of the study was to present the factors affecting implementation of NGO supported projects in urban low income settlements, the case of St. Vincent's Children Foundation in Nairobi County.

1.4.1 Specific Objectives

The specific objectives were;

- a) To examine the characteristics of the children assisted by the Foundation.
- b) To establish the projects implemented by the Foundation
- c) To examine funding arrangements for the foundation

1.5 Significance of the Study

This study would be very beneficial to the communities where the NGOs implement such projects for them to understand their roles and acts which may contribute to the successful or unsuccessful implementation of the projects. At the same time the NGOs would be in a position to see and understand the challenges and success factors which promote realization of the projects they support in low income settlements. Further this would be important to the Government agencies that deal with donor funded projects in Kenya.

The findings would also reveal the factors that impede the effectiveness of donor funded projects in Kenya and especially by St. Vincent's Children Foundation in Nairobi County and offer suggestions on the most appropriate strategies for ensure effective funding for such projects. Further the study points out the factors influencing several projects that are carried out by donors in various parts of the country and make formulate relevant plans for the implementation of the projects. Finally the study added onto the existing literature on donor funded projects in Kenya and the challenges facing such projects for future researchers and academicians.

1.6 Scope and Limitations of the study

The study was focused on the factor affecting implementation of NGO supported projects in the low income settlements. It evaluated the factors affecting implementation of projects supported by St Vincent Children Foundation in Kibera in Nairobi County. The specific factors covered were the characteristics of the children assisted by the Foundation, the characteristics of recruitment and performance of the Foundation's staff and their

effect on implementation of its projects, the projects implemented by the Foundation and their effect on the well-being of the children, the nature of intervention used by the Foundation's staff in their work with the children and the funding arrangements for the foundation.

The respondents were the staff and pupils of St. Vincent Children Foundation. The study was limited to the area of coverage due to the expenses that could have been involved if it covered many NGOs. Further the time taken to do the study could not allow for wider respondents base as this could have extended the time scheduled for the project. Furthermore the study only used questionnaires for data collection in order to minimise on the time taken during field work, data coding, entry and analysis.

1.6 Definition of Key Terms and Concepts

Project

A project consists of a temporary endeavor undertaken to create a unique product, service or result.

Implementation

This is the process of put into reality the visions and goals of a project into reality by executing the project according to the laid down activities and needs.

NGO

These are organizations which work to address a social, economical, humanitarian or political situation using donor funding and exists as a non-profit making organization.

NGO supported projects

These are the projects that have been proposed for implementation or implemented by various NGOs in the low income settlement areas for the purpose of impacting the lives of the populations in those areas. The impact could be health wise, education, developmental, creating awareness, sensitization, economic improvement etc.

Low income settlements

This is Kibera slum where St Vincent Children's Foundations has been supporting the communities by implementing their projects.

Funding

This is the level and sources of financing for the projects together with the process of financing such projects.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature that has been reviewed on studies and publications that are related to the current study. The literature has been reviewed on implementation of projects and the factors influencing implementation of NGO funded projects. Specifically the literature has been reviewed on the projects/activities carried out by NGOs in low income settlement schemes and effect of staff training, stakeholders' relationship and funding on implementation of projects. The chapter concludes with the theories of Theory of Planned Behavior (TPB) and The Strategic Project Management Theory (TSPM), summary of the literature review, the conceptual framework and operationalization of the study objectives.

2.2 Implementation of Projects

A or collaborative initiative which has been planned carefully by a project team through a research or design for the achievement a specific objective (Mitlin, 2015) which could (Linda, 2017). It can also be defined as a temporary or permanent social systems of activities formed by a team in a given organization to complete a specific tasks within a given time constraint (Linda, 2017). Stephan (2008) gives a project management contextual definition by saying that, "a project is a short term activity to come up with a peculiar service, result or product or a management condition created with the aim of achieving one or more products in a business context".

Projects are defined in terms of objectives whose achievement is important to the realization of the organizational goals and benefits. Project objectives must be SMART (specific, measurable, achievable, realistic and time bound) (Shannon, 2011) which provides a basis for evaluation of the project after the process of implementation though monitoring and evaluation is a continuous process throughout the project implementation phase to ensure compliance and adherence to the laid down procedures and plans (Shannon, 2011). The SMART concept is mainly applicable for the incremental-type innovation projects and does not work well with the radical-type because their goals tend to be very broad, stretch/unrealistic, qualitative and success driven

The visions and plans of a project becomes a reality at the implementation phase. Project implementation is the logical conclusions after a project has been proposed, decided on, formulated, funds have been acquired together with other resources and the projects has been evaluated for execution. During project it is advisable to divide the project into smaller portions to give the project team some directions and divide project tasks accordingly to divide the project into smaller components, therefore making it easy for monitoring and evaluation (Anderson & Daniel, 1999). The process of project implementation includes these six steps.

Initiation phase

This is the first step in project implementation process where the project idea is explored, evaluated and elaborated to examine its feasibility and reality, make decisions on the project stakeholders, where the stakeholders will be involved/ at what phase will each

party be required and assess the level of the support for the project. It is at this phase where the envisioned project leader gives a writeup of the project proposal describing all the requirements, project implications and the necessary steps/cautions to be undertaken during implementation and execution of the project (Black & Gregersen, 2007).

For the proposed NGO evaluates the project's feasibility and seeks for its approval and the necessary financing and the project then begins. The questions surrounding the project at this phase are, why the project is necessary, why is its feasibility, who are parties to be involved and how, what is the cost of the project, what should happen at what stage and what are the results and limitations of the project. It also asks questions on the external factors affecting the project and how they are to be dealt with (Gaventa, 2002).

Definition phase

This is the second phase of the project after the project plan has been developed and approved. This phase involves the acquisition of all the project resources and requirements with a very clear definition of each of the requirements and the role of each of the stakeholders (Black & Gregersen, 2007). It is at this phase where the expectations of each of the parties involved in the project are identified and defined. The questions defining this phase of the project includes, how many files are supposed to be made out of the project, the link between the meta-data with the documentation data, how the files are to be deposited, the method of data processing and design of storage and safety and guarantee of the project documentation, (Anderson & Daniel, 1999).

According to Gaventa (2002), it is important for the project team to identify all the project requirements as early as possible during the process of implementation. These requirements involve operational requirements, memory aid, pre-conditions, functional requirements and design limitations. The pre-conditions are the contextual orientations of the project underwhich it must be carried out such as work environment, legal issues together with the processes of approval which are mainly external factors influencing the project.

It is at the definition phase of project implementation where all the necessary requirements, all the issues of quality i.e the number of rooms a new building should have or whether an automobile should be energy-efficient). This phase also includes the definition of the operational aspects of the projects e.g reduction of malfunctions to almost 90% in a software project after its identification (Oakley, Pratt & Clayton, 2008) as well as the design limitations which should take care of all international and local standards and approval criteria, rules and regulations among others.

Design phase

In this phase, all the requirements listed at the definition stage are applied in order to make choices. It is at this phase where one or more designs of the project are developed and the projected results are tested for the level of success together with foreseeable challenges (Oakley, Pratt & Clayton, 2008). At this phase the products of the projects are sketches, site trees, dioramas, flow charts, HTML screen designs, prototypes, photo

impressions and UMLs schemas (Gaventa, 2002). These designs are used by the project supervisors to make definitive choices which will be produced in the final project.

Development phase

The design phase of the project is followed by the development phase where the project cannot be changed at all until the end (Gaventa, 2002). At this stage, all the requirements are acquired, put in place and finally arranged according to the phases of the requirement, all the project sub-contractors are brought on board, schedules are formulated, all the materials and tools are procured and delivered at the location of the project implementation, the personnel are planned and informed on every aspect of the project and project execution is started (The World Bank, 2014). The development phase stops when the implementation begins and all the matters are made clear to all the parties especially on the role of each party and at what stage of the project they are required. For smaller projects, the formal process of project development is not necessary and the project team may proceed to the implementation phase straightaway (Daniels & Bailey, 2013).

Various mechanisms through which participation empowers the primary stakeholders of development intervention can be drawn from participatory theory. Oakley (1991) contends institutions. The World Bank (2001) further avers that participation of primary stakeholders strengthens the poor's voice.

2.4 Theoretical Framework

The study is anchored on the theory of planned behaviour and the strategic project management theory.

This theory has been applied in several research programs mostly in the US and shows a behavior change in the end. For instance, according to Wootan, Reger-Nash, Booth & Cooper (2005) carried out. The hypothesis was that, if This study was driven by the fact that most Americans drink a lot of milk which contains a lot of fat. The aim was to show how one can get a fairly important health effect with a simple behavior change. They were required to just move their hands from a higher fat milk carton a few inches to a lower fat milk carton. And in a period of two years, the country had hit the USDA guidelines for total fat consumption (Wootan et al, 2005). In another study across highly similar West Virginia towns, Snyder and Hamilton (2002) .

Put in the context of the current study on the factors affecting implementation of NGO supported projects in the low income settlements, the theory TPB has been applied to draw on the importance of a well-developed a project plan for execution of the projects. From the definition a project scope by Martinsuo and Lehtonen (2015) as the

The study links the NGO supported projects as) from the theory part of TPB. In same case a project as an endeavor which follows a set pattern of sequence (project scope definition) that has a beginning to end and management by people in a hierarchical process (top to bottom) using effective leadership skills. Cattani *et al.* (2011) defines a

project as a temporary endeavor designed to produce a unique product, service or result with a defined beginning and end which is usually constrained in terms of time and funding or deliverables.

Planned is an activity that is thoughtful, goal oriented (Ajzen, 1991) like project scope definition which (FOA, 2015) while ‘behavior which is the stuff you can see people do, the actions of everyday life (Ajzen & Fishbein, 1973) can be linked to project execution process, the work that people do during construction of the projects and the outcome of the project on completion. So, the TPB model gives (Ajzen, 1985).

In this study the model can be used to guide the process of implementing the NGO supported projects in Kenya by ensuring that the project team takes a deliberate action and time to plan for all the projects activities, resources, risks, timeline, budgets, and variations on cost of materials and any other requirements. Further the theory has been used to show that the stakeholders in the implementation of the projects must put concerted effort to ensure that the projects are delivered as expected which blends with the concept of project implementation.

2.4.2 The Strategic Project Management Theory

The theory suggests various practices for aligning projects with companies’ strategic plans. These practices include communicating the company’s strategic objectives throughout the organization, aligning project performance measurements with organizational objectives, aligning projects with company values, and integrating projects

with the competencies and capabilities of the organization (Stanleigh, 2006 cited in DyReyes, 2008).

DyReyes (2008) reviewed literature to examine, Thus SPMT explains that alignment is created through sound processes and practices that foster mutual understanding of goals, values, cultures, and capabilities that underlie the strategy of the organization (DyReyes, 2008).

Kibe and Wanyoike (2013) used this theory in their study *on the influence of Strategic Alignment Practices on Project Selection Performance of Hotels in Nakuru County, Kenya*. In applying the theory, they recommended that in order to understand the extent to which hotels in Nakuru town have aligned projects with organizational strategies, they need to examine the extent to which organizational objectives, values, and capabilities are communicated throughout the organization and integrated into the process of selecting projects. However, Pricop (2012) observes that e difficulties that the organizations are confronted with in the present. Further a number of authors add that strategic planning

Term planning dictated by numbers is The rigidity of strategic planning is caused by its formal character and the fact that it is the term planning dictated by numbers is.

Allaire and Firsirotu (1990) as cited in Pricop, 2012 in the current study though, the theory has been applied to advice the project management team to ensure strategic alignment of the objectives of the NGO supported projects in low income settlements are

implemented in line with projects requirements so as to ensure effective completion of the projects with a focus on realization of the projects' objectives.

2.5 Conclusions

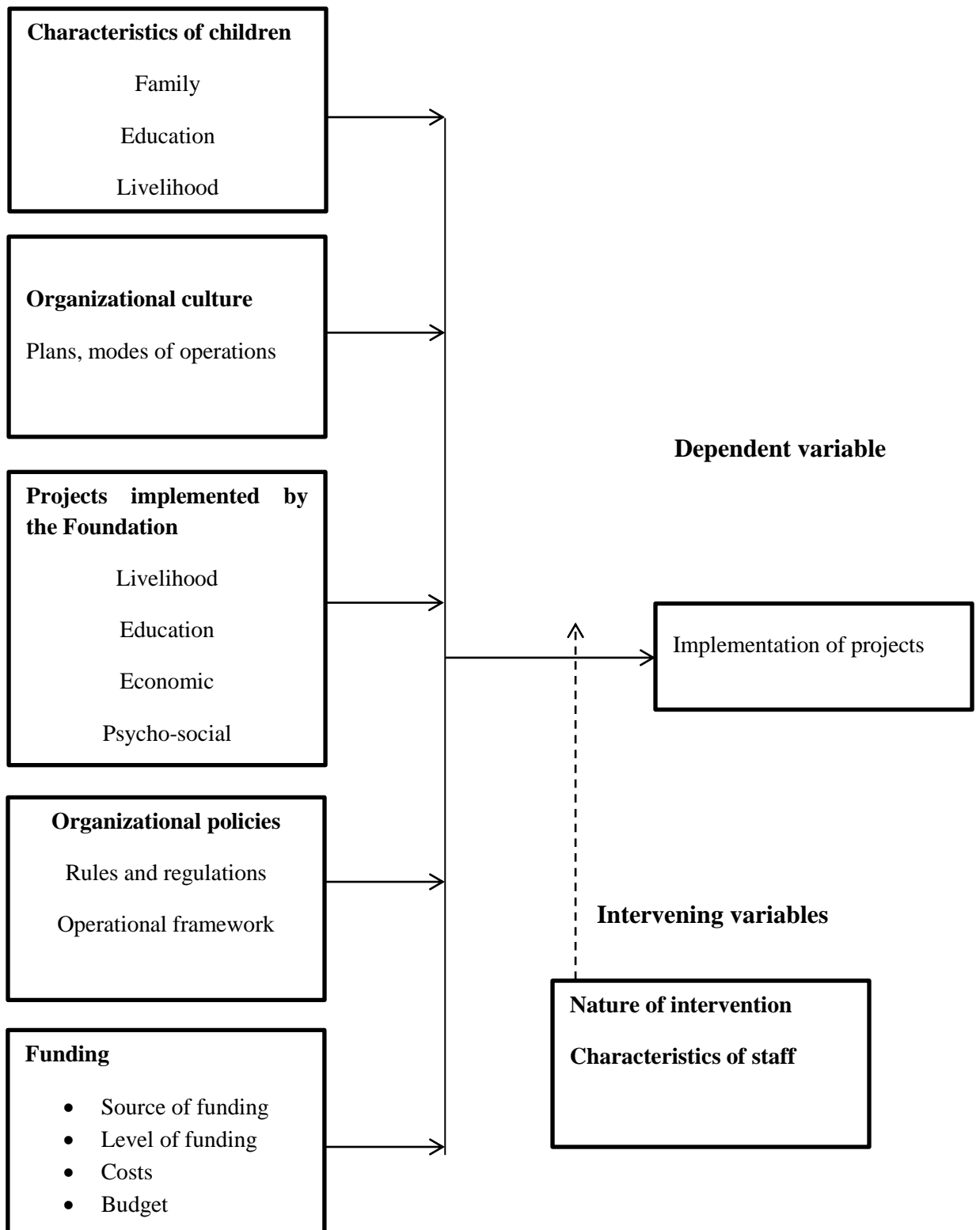
The reviewed literature has demonstrated that characteristics of the project beneficiaries and staff, the types of projects, natures of interventions by NGOs and project funding levels have been identified as contributing factors for effectiveness in the implementation of projects. Further the literature show that the projects are affected by delays in payments, valuation, work done negatively greatly impacts on projects implementation. Project cost control is very important due to the need to develop specific cost control plan for each project. Finally the literature shows that a master control estimate as well as control tools should be employed in the implementation of projects in order to enhance effectiveness.

2.6 Conceptual Framework

In this study the main variables were factors and implementation of NGO supported projects. The independent variables were characteristics of the project beneficiaries and staff training, types of projects, nature of the project interventions and funding while implementation of the projects was the dependent variable. Organizational policies and culture were the intervening variables. The relationship was presented in figure 2.1.

Figure 2.1 Conceptual Framework

Independent variables



2.7 Operational Definition of the Variables

Objectives	Variable	Indicators	Scale of Measurement	Data Collection Tools	Tools of Analysis
To examine the characteristics of the children assisted by the Foundation in Kibera.	Characteristics of children	Family Education Livelihood	Ordinal Ratio, Likert scale	Questionnaire	Frequency, percentage, contents analysis
To examine the characteristics of recruitment and performance of the Foundation's staff and their effect on implementation of its projects	Organizational culture	Plans, modes of operations	Ordinal, Likert scale	Questionnaire	Frequency, percentage, contents analysis

To establish the projects implemented by the Foundation	Projects	Livelihood Education Economic Psycho-social	Ordinal Ratio, Likert scale	Questionnaire / key informant interview schedules and check list	Frequency, percentage, contents analysis
To find out the nature of intervention used by the foundation's staff in their work with the children	Organizational policies	Rules and regulations Operational framework	Ordinal Ratio, Likert scale	Questionnaire	Frequency, percentage, contents analysis
To examine funding arrangements for the foundation	Funding	Source of funding Level of funding Costs Budget	Ordinal Ratio, Likert scale	Questionnaire	Frequency, percentage, contents analysis

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methods and methodology that were used in this research. The chapter presents the research design, site of study, target population, sample size and sampling procedure, pre-testing of the research tools, data collection instruments, the methods of data collection, data analysis, presentation and interpretation of the findings.

3.2 Research Design

This study adopted a descriptive research design. Descriptive research designs are suitable in gathering data whose intention is to describe the nature of the existing conditions. It describes characteristics of subjects, opinions, attitudes, preferences and perceptions of the persons of interest to the researcher (Orodho, 2005). In this study the researcher sought to carry out an examination of the factors affecting implementation of the projects supported by St. Vincent Children's Foundation.

3.3 Site Description

Kibera is a Sub-county of Nairobi City County, Kenya, and is located about 7 kilometres from the city centre. It is the largest slum in Nairobi, and the largest urban slum in Africa (Michael, 2011). The neighbourhood is divided into a number of villages, including Kianda, Soweto East, Gatwekera, Kisumu Ndogo, Lindi, Laini Saba, Siranga, Makina and Mashimoni. The breakdown of ethnic groups inhabiting Kibera and their gender-specific representation is Luo 70.3%, Luyia 59%, Nubian, 20.9%, Kikuyu 14.3%; Kamba: 17.8%, Kisii 8.6%; Others 9.3% (Annabel & Matheka, 2012).

Due to these deplorable conditions and the high levels of poverty, poor sanitation, lack of access to services like health care, education and water, various NGOs have been established in the slum. Their main purpose is to work with the communities living in the slum to empower them economically, devise some methods that can reduce the impacts of the deplorable conditions and also come up with sustainable programmes to enhance the living conditions and livelihoods in the slum.

One such NGO is the St Vincent's Children Foundation which is a charitable Foundation providing quality educational opportunities for vulnerable children living in the slum. The Foundation's assistance is based on long term sustainable change which is possible through care and education of children to overcome poverty, diseases and realize their dreams as productive citizens (St. Vincent's Children of Kibera Report, 2016).

St. Vincent's mission is to build a society where all children receive the necessary love and care essential to survive and thrive. It aims to promote the social integration of orphaned and needy children in Kibera who are in urgent need of love and care. The Foundation's activities have evolved and expanded over years to meet the changing needs of the community. Today, amidst hundreds of NGOs in Kibera, St. Vincent's projects stand out for their longevity and success providing direct services within Kibera through staff competency and high standards of care (St. Vincent's Children of Kibera Report, 2016). Therefore this study sought to explore the factors that have affected the implementation of the Foundation's projects.

3.4 Target Population

The target population were all the staff, management and children supported by St Vincent's Children's Foundation. The target population consisted of 55 children supported by the Foundation and its 15 members of staff.

3.5 Sample Size and Sampling Procedures

A sample is a selection of respondents chosen in such a way that they represent the total population. The sample size to be chosen depends largely on how accurate the researcher wants the survey data to be, how closely the results are to match those of the entire population (Black, 2004). This study used a census where all the people in the target population were selected to take part in the study. This means that the sample size was 55 children and its 15 members of staff. This was done because they were few and also to maximize questionnaire response rate. According to Black (2004) a census is a study of every unit, everyone or everything in a population. It is known as a complete enumeration, which means a complete count.

3.6 Data Collection

Primary data was used in this study. The study used a data sheet and an interview guide to gather the primary data from the children and staff respondents. The tools are attached as appendix II and III. The tools were designed to collect both qualitative and quantitative data (Mugenda & Mugenda (2003). The quantitative data was collected using close-ended questions where the responses were scored on a numerical scale while qualitative

data was collected using open-ended questions. The data collection tools were formulated based on the study's objectives.

3.7 Data Analysis Techniques

The gathered data was coded and entered into the computer for analysis. In the compiling process the data sheets and interview guides were scrutinized to check for any inadequate or out rightly irrelevant responses. In coding the data, the researcher prepared a code book as a reference to facilitate entry of the data into the computer (Berk, 2009). Quantitative data was analyzed using frequencies, percentages, while qualitative data was analyzed using content analysis (Cozby, 2011).

Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. By systematically evaluating texts (documents, oral communication, and graphics), qualitative data can be converted into quantitative data. Content analysis makes inferences about the antecedents of communication, describes and make inferences about characteristics and effects of a communication (Arash, 2017).

3.8 Ethical Issues

The first form of ethical step taken was that the researcher had to make a formal request and introduction to the Foundation through an introductory letter (attached in appendix 1) from the University of Nairobi, Department of Sociology and Social Work expressing the purpose of the study, the target respondents and their role in the study.

Further because the children are minor, the researcher sought permission from the Foundation's Director before asking the children to provide information on their characteristics using a short data sheet. The researcher was introduced by the teachers and care givers to the pupils during class sessions and was able to observe them directly.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results and analysis of the data collected from St Vincent Children's Foundation. The data are presented in the form of frequency tables guided by the research objectives. The first section presents data on the characteristics of the children assisted by the foundation. The second and subsequent section presents findings on the characteristics of the foundation's staff and their effect on implementation of its projects, the projects implemented by the foundation and their effect on the well-being of the children, the recruitment and performance of the foundation's staff, the nature of intervention used by the foundation's staff in their work with the children and the funding arrangements for the foundation.

4.2 Characteristics of the Children Assisted by the Foundation

The first objective of the study was to examine the characteristics of children assisted by the foundation. The characteristics were; age, gender, class attended, year of enrolment and presence of parents and their support on the pupils.

4.2.1 Age Distribution of the Pupils

The first item on this questionnaire sought information on the age distribution of the pupils in the rescue center and nursery. The responses are presented in table 4.1.

Table 4.1 Age Distribution of the Pupils

Age in Years	Number	Percent
3-5 years	4	7.3
6 – 9 years	15	27.3
10 - 14 years	7	12.7
Above 14 years	29	52.7
Total	55	100

The study found that the age distribution of the pupils in the Rescue Centers and Nursery school category ranged from 5 years to 18 years with majority being in the age bracket of 14 years and above at 52.7% and the rest ranging from 6 years and 9 years at 27.3%, while those in the age of adolescents of 10 to 14 years were 12.7% with the least being the nursery school going children in the age of 3 to 5 years at 7.3%. From the findings, it also came clear that most of the children were living in the rescue center especially those aged 6 years and above and were learning in primary schools in Kibera under the supervision and support of St Vincent Children Foundation.

4.2.2 Gender Distribution of the Pupils

Then the study sought information on the pupils' gender. The responses are presented in table 4.2.

Table 4.2 Gender Distribution of the Pupils

Gender	Number	Percent
Female	38	70
Male	17	30
Total	55	100

The study found that most of the pupils were girls at 70% with the boys rating at 30%. This means that most of the beneficiaries of the programmes were girls who are considered vulnerable in such set ups and were the ones mainly hosted in the Rescue Centre.

4.2.3 Classes Attended by the Pupils

Further the study sought to establish the classes each of the pupils were attending. The findings are presented in table 4.3.

Table 4.3 Classes where the Pupils were in

Class	Number	Percent
Secondary school (14-18 years)	20	36.4
Primary school (7-13 years)	27	49.1
Special school	3	5.5
Pre-school (3 – 6 years)	5	9.0
Total	55	100

The study found that most of the pupils who were aged 7 and 13 years were in primary schools at 49.1%. They were followed by the pupils in the age of 14 and 18 years who were in secondary schools at 36.4%. Then those in pre-school were rated at 9%. The least were the pupils in special schools aged 15 years at 5.5%.

The findings clearly indicate that the children hosted or learning at St Vincent Children Foundation are not very disadvantaged based on the age when they begin schooling where in most cases they are usually older than children in similar classes at the same age in normal circumstances. In other words their schooling could have been delayed in one way or another with the most disadvantaged being those in special schools. These children tend to be neglected in their families and either start school late or they do not go to school at all. The few who managed to join St Vincent Children Foundation have had the chance to go to school though at an advanced age of 14 years and above.

4.2.4 Year of Enrolment with the Foundation

The researcher sought to establish the year when the pupils were enrolled in St Vincent Children Foundation Center. The results are presented in table 4.4.

Table 4.4 Year of Enrolment with the Foundation

Year	Number	Percent
2013 - 2016	16	29.1
2008 - 2012	19	34.3
2006	20	36.5
Total	55	100

The study found that most of the pupils have been with the institution for over ten years having been enrolled earlier than the year 2007 at 36.5%. They were followed by those who had been with the institution for over eight years at 34.3% having been enrolled between the years 2008 to 2012. Further the results show that 29.1% of the pupils were enrolled between the years 2013 to 2016. This shows that most the pupils had been enrolled in the institution for over eight years ago or were still beneficiaries of their education programs in primary or secondary school levels. This can be attributed to the foundation’s services of tracking its beneficiaries long after their transit to primary and secondary school levels and through payment of their school fees.

4.2.5 Presence of the Parents of the Pupils

In order to establish the reason for the children being in either the rescue center or nursery school, the researcher sought to find out if the pupils had either one or both of their parents. The results are presented in table 4.5.

Table 4.5 Presence of the Parents of the Pupils

Parents Alive	Number	Percent
Father	12	21
Mother	15	28
Both	21	38
Abandoned/not sure	7	13
Total	55	100

The study found that most of the pupils were complete orphans at 38%, followed by those with mothers only at 28% and those with fathers only at 21%. The least were the children who were found by the institutions abandoned on the streets or were referred by the Children's Department at 13%. This implies that most of the children ended up in the institution as their parents could not take care of their daily needs and give them education.

A good number were under the care of their mothers who were mainly jobless surviving on menial jobs and struggling to raise them together with their other siblings. In some cases, the single parents' mother and father simply abandoned their families and got into alcoholism and that is why the children could not survive on their own. This is confirmed by the following extract from one of the reports of St Vincent Children Foundation.

“Alcohol addiction is a common problem in the Kibera slum. In an unsuccessful attempt to cope with the pervasive poverty, lack of jobs, high rates of HIV and gender based violence, men and women often turn to alcohol as an escape. St. Vincent's sees this trend – and it's devastating effect on children – all too often among parents and caregivers of our nursery school children”.

“Hope is one of these parents. A mother of four children, Hope joined St. Vincent family four years ago when she enrolled her daughter, Mary, in our nursery school program. It was not long before we learned of Hope's alcohol addiction. Time and again, she would show up at school intoxicated, irate and sometimes battered. She

would scream and cry about her situation, often times with Mary looking on. Consumed by her addiction, it seemed impossible to reason with Hope, to get her to see the direct impact of her addiction on the health and wellbeing of Mary and her other children ”

“Hope consistently denied she had a problem when confronted by the teaching staff at our school and refused to get help in treating her addiction. Typically the first one in the pub early in the morning, she had little money but was able to drink ‘on debt,’ promising to pay her bill later either with borrowed cash or with in-kind goods. Hope even used food she received from St. Vincent’s, which was intended to help feed her family, as payment for alcohol. The alcohol helped numb her problems and deny the reality of her situation”.

“Over the course of more than a year, St. Vincent continued to try to talk with Hope and encourage her to accept her problem and seek help at an alcohol rehabilitation centre. We expressed our concern for her life, as well as that of her children. It was frustrating and heartbreaking as it seemed no progress was being made. The effects of the alcoholism (and the ensuing fighting and violence in the home) were easily visible in Mary's demeanor at school. Mary graduated from our nursery school in November, but was not enrolled in primary school as Hope was too consumed with her drinking to initiate the process”.

“In January, after much persistence by the St. Vincent staff who continued to follow up with the family routinely, Hope agreed to accept help. St. Vincent called an alcohol

addiction counselor from Jamii Bora, an in-patient treatment center. The counselor met with Hope and talked to her about alcoholism, sharing her own story with addiction and recovery. The counselor then conducted an intake assessment and admitted Hope to their three-month program that comprises drug counseling and testing, group psychotherapy and medication testing. Her treatment comprised drug counseling and testing, group psychotherapy and medication testing. St. Vincent's provided support and monitored the family during Hope's treatment and also helped her to reintegrate into her family when treatment was complete, continuing to monitor and ensure that the children's protection and wellbeing needs were being met” (St. Vincent’s Children of Kibera Report, 2016).

4.2.6 Parents Inability to Support the Children

The study also sought to find out why the parents who were alive were not able to support their children. The results are presented in table 4.6.

Table 4.6 Parents Inability to Support the Children

Reasons for Parental Failure to Support Children	Frequency	Percent
Negligence	50	90.9
Abandonment	46	83.6
Child abuse	45	81.8
Poverty	34	61.8
Alcoholism/drug abuse	24	43.6

Among the reasons as to why the parents were not able to support their children even when alive, top on the list was the high level of neglect exercised by most of the single parents especially the fathers who disappeared with other women or drowned into alcoholism or drug abuse at a 90.9%. They were followed by those who observed that the parents simply abandoned their children at 83.6%. Then the respondents felt that most of the children especially girls were being abused by their parents at 81.8%. Further the results show that the parents were not able to cater for the needs of their children due to poverty at a 61.8% while alcoholism or drug abuse was blamed on the lack of the parental care on their children at 43.6%.

4.2.7 Support of the Children by their Parents or Guardians

The researcher asked the respondents to indicate who supported the children who had no parents and it was established that much of the support the children needed was provided by the foundation and other well-wishers who were related with the children in one way or another either as neighbor, relatives or church members among others.

It is clear that more than two thirds of the children we sampled were above 10 years old were girls and enrolled in primary and secondary schools, had been assisted by the foundation for over the past one to eight years. Furthermore, more than 80% had either both or one parents and a good number of the remainder depended on guardians. The reasons why the parents were unable to support the children was included negligence, child abuse, abandonment and poverty.

4.3 Characteristics of Recruitment and Performance of the Staff of the Foundation

The second objective of the study was to examine the characteristics of the foundation's members of staff which were, gender, age, level of education, their designations, period of training and training.

4.3.1 Gender Distribution of the Staff

The gender distribution of the staff was presented in table 4.7.

Table 4.7 Gender Distribution of the Staff

Gender	Number	Percent
Male	3	20
Female	12	80
Total	15	100

The table shows that most of the staff employed by the Foundation were women who were mainly teachers and the school matron at 80%. The male staff were only 20% who comprised the head teacher and two other male teachers.

4.3.2 Age Distribution of the Staff

The age distribution of the staff members at St Vincent Children Foundation is presented in table 4.8.

Table 4.8 Age Distribution of the Staff

Age in years	Number	Percent
Under 29	4	26.7
30-39	6	40.0
Above 40	5	33.3
Total	15	100

The table shows that most of the staff members were aged between 30-39 years at 40%, followed by those aged above 40 years at 33.3% and those aged below 29 years at 26.7%. These findings show that most of the teachers at the foundation are senior in terms of age and hence have gained adequate experience in handling the needs of the children and beneficiaries in the foundation.

4.3.3 Level of Education of the Staff

The level of education of the staff members was presented in table 4.9.

Table 4.9 Level of Education of the Staff

Level of Education	Number	Percent
Certificate	10	66.7
Diploma	2	13.3
First Degree	3	20
Total	15	100

The table shows that most of the respondents had certificates in teaching and other fields at 66.7%. Then those with their first degrees were ranked second at 20% while the least were those with diploma qualifications in various fields such as teaching, school management, business, human resource among others at 13.3%.

4.3.4 Current Designation of the Staff

The information on the current positions held by the staff in the institution is presented in table 4.10.

Table 4.10 Current Designation of the Staff

Designation	Number	Percent
Teacher	9	60
Teacher and management	4	26
Head teacher,	1	7
Teaching practice	1	7
Total	15	100

Table 4.10 shows that all the staff members were teaching in the school at 60% although some had other responsibilities in management and running of the schools such as the head teacher at 7% and those who were also part of the management as the deputy or heads of department at 26%. Those teachers in teaching practice were ranked at 7% response rate.

Because most of the staff were teachers, they were charged with the responsibility of teaching the children in the nursery school, taking care of the children in the rescue center, providing counseling and guidance services, mentoring and monitoring the operations and movement of the children, supervision and some were on teaching practice. The head teacher was charged with staff supervision, admission of new pupils, policy making and staff evaluation.

4.3.5 Duration of Working with the Institution

The staff were asked to indicate the number of years they had worked with the Foundation. The responses are presented in table 4.11.

Table 4.11 Duration the Staff had worked with the Foundation

Number of years working with the institution	Number	Percent
Less than 4 years	4	26.7
5-9 years	8	53.3
10 and above	3	20
Total	15	100

The table shows that most of the staff members had been working with the institution for 5 – 9 years at 53.3%. They were followed by those who had been working with the institution for less than 4 years at 26.7% while those who had worked for more than 10 years were rated at 20%.

4.3.6 Staff Training

The researcher sought to find out from the staff whether they had been trained by the Foundation on various occasions according to its policies. The training period was either short for a few days or weeks or long, lasting a month to two years as presented in table 4.12.

Table 4.12 Staff Training

Staff Training	Number	Percent
Short training	8	53.3
Long training	7	46.7
Total	15	100

Table 4.12 shows that 53.3% of the respondents attended training for a short time while the rest attended trainings for a long period at 46.7%. Those who had attended longer trainings were in the management of the school, the head teachers, deputy head teacher and senior teachers.

When asked about the usefulness of the training, the staff indicated that the training they were taken through helped them in being responsible for their work and improved their performance. Further the head teacher indicated that *“I have acquired more knowledge and skills on how to run and manage the school effectively and how to manage relationship between myself and the teachers. Teachers have been able to improve on their teaching skills, learned how to handle children better, and interacted well with the children and other teachers as well as in the achievement of the institution’s objectives”*.

4.3.7 Staff Performance

The researcher asked the staff and management to provide information on how the Foundation establishes the performance of their staff. The response was given using content analysis as follows.

The head teacher said that, *“we create work plans which the staff are required to follow. I also supervise the staff to ensure that they perform as expected. I carry our class evaluation either through a sit in exam or observation of the way the staff are conducting their lessons with the children and also evaluating them at the end of every year”*.

4.3.8 Staff Recruitment

According to the head teacher, they look at the requirements of the desired work, academic qualifications and positive personal attributes. Further trained teachers should have a diploma or certificate at the entry point to work in the learning institution. *“We also look at the element of accountability, service to call and ability to work with children. Further the recruitment also emphasizes on someone with the passion of transforming the community and loves her/his work”*. However the institution had not been subjected to ISO evaluation as indicated by the management.

The researcher asked the teachers if they were being assessed and all of them affirmatively said that had been subjected to some form of assessment.

The researcher asked the staff to indicate the methods of assessment used on their performance and one of the teachers said that *“this was done through appraisals, periodic reports, through achievement of the children, when children have done very well in their areas, the head teacher evaluates all the records they have together with the children’s performance”*.

4.3.9 Indicators of Performance Used in the Foundation

The staff reported the indicators of performance used by the institution and which are presented in table 4.13.

Table 4.13 Indicators of Performance

Indicators of performance	Frequency	Percent
Work plans	10	63.6
Periodic reports	12	58.2
Customer service and satisfaction	9	52.7

The table shows that work plans were the most common indicators of performance used on the staffs at 63.6%. Further periodic reports were used for performance assessment at a 58.2%, and customer service and satisfaction was used for performance assessment at 52.7%.

It can be concluded that most of the teachers were women and were young in ages of under 29 and 30 to 39 years. About 20% had university education and served as teachers or in the management as the head teachers or deputy head teacher. Most of them had

worked with the foundation for more than 5 years while half had attended short training programmes and others had attended long training. Recruitment of the staff was based on job requirements while performance was appraised on the basis of established procedures.

4.4 Types of Projects Implemented by St Vincent Children Foundation in Kibera

The third objective of the study was to establish the types of projects implemented by the Foundation.

4.4.1 Children’s Response on the Projects of St Vincent Foundation

The researcher posed a number of questions to the pupils about the projects the Foundation was implementing. The results are presented in table 4.14.

Table 4.14 Type of Support Provided by the Foundation to the Child

Support	Frequency	Percent
Shelter	38	69.1
Food	34	61.8
Love and belonging	31	56.4
Education	27	49.1
Clothing	23	41.8

According to the pupils, majority were provided with shelter at 69.1%. Then the children further responded that they were provided with food, quality and nutritious two meals programme in the school for the day scholars and the normal 3 meals for those at the rescue center at 61.8%. The study also found that the children found love and belonging

in the institution at 56.4%. Finally others said that they were provided with education at 49.1% and clothes at 41.8%.

To corroborate the above findings, the researcher conducted a documentary examination of documents on St Vincent Children Foundation website. The examination showed that the Foundation provided education to young children mainly at nursery level. One of the reports cited in the Foundation's website stated that:

“St. Vincent's Nursery School was established in 2000 to provide critical care and support for Kibera's youngest children. Today, the school provides high quality nursery education to approximately 90 children between the ages of 3 and 7 years. Early childhood development programs, such as the Nursery School, are one of the most critical interventions for protecting vulnerable children.

The institution also provides meals on a programme of ensuring that they children get two meals per day and provide rescue services for runaway children, abused and vulnerable children and orphans. It also helps in paying part of the school fees for the parents of the children they support, provide early child development programmes and protect vulnerable children. It increases the capacity of families to care for children by helping the parents with business opportunities which are a proven cost-effective measure for investing in children's long term development.

St. Vincent's Nursery School children come exclusively from vulnerable families and the majority of newly admitted children are malnourished and stunted growth and thus they are particularly susceptible to disease and infection. By the end of the year, through the nutrition services provided by St. Vincent's, most of these children have grown and developed and are now in fine health which enables them to develop healthy self-esteem and ultimately to facilitate healthy interactions with peers from different backgrounds. The institution also provides the children with school uniforms and prepares children for entrance into primary school - an opportunity which is out of reach for most Kiberan children.

The institution has a rescue center which caters for children who have a difficulty in having shelter, abused, and abandoned and those that are going to school. The Rescue Centre began as a way to meet the immediate needs of orphaned children in the community; their daily needs are met in a safe and caring environment. Today, 21 children reside in the center.

Children at the center are cared for by a 'house mother' and live in a household structure similar to that of the typical Kenyan family. All children attend primary or secondary school and whenever possible are reunited with guardians or extended family. St. Vincent's recognizes the importance of providing a nurturing environment as essential to a child's healthy development. All of the children have experienced some form of trauma or abuse. The Rescue Center goes beyond providing the basics like food and shelter and includes a loving environment and counseling and guidance for trauma and

PSTD management- through a fellowship programme with The Forgotten International for Psychosocial Support Services.

Finally the study found that the institution provides community outreach services – which is focused on providing the parents of the children with funds for business, taking care of the children while they are working, assisting the families to pay school fees once they transit to primary and secondary level and follow them up throughout their education to ensure they remain in school all through, providing food to the HIV affected families, helping the families to have secure shelters, proving medical fees for the children and their families and emotional and social support for the patients while on treatment, rehabilitation of parents or children for drug abusing, ensuring routine deworming, HIV testing and on-going protection and care” (St Vincent’s Annual Report, 2014).

4.4.2 Management’s Response on the Foundation’s Projects

According to the head teacher, *“the types of support provided to the children are food ratios by ensuring that they get at least two meals per day, they provide funds for healthcare and school fees for needy children, admit them at the nursery school and at the rescue center”.*

4.4.3 Staff Response on the Foundations Projects

According to one teacher, *“the foundation has provided uniforms, stationary, good education, shelter, guidance and counseling and health care services. Due to these provisions and services, many needy families have been helped with paying full or*

subsidized schools fees, for their children and food to save children from malnourishment and starvation. Apart from helping many parents to take their children to school, the foundation has also helped them start and operate small businesses as well as rehabilitated them from drug abuse”.

4.4.4 Usefulness of the Projects to the Children

When the researcher asked the pupils about the usefulness of the project implemented by St Vincent Children Foundation, all of them said that the projects were very useful to them as they enabled them to go school, eat at least two meals in a day, get a place to call home, socialize with their friends and engage in activities for their personal growth and development. One of the pupils said *“at least I have a home which is safe and clean, clothes to wear, adequate learning materials and the love and care I had been missing at home”.*

Apart from these forms of assistance, the institution also provided special care and mental illness management through psychological guidance and counseling. It is conclusive that the Foundation’s projects included provision of shelter, food, education and clothes to the needy children as well as counseling services to needy parents.

4.5 Nature of Staff Interventions

The fourth objective of the study was to find out the nature of intervention used by the Foundation staff with the children.

4.5.1 Planning and Implementation of Projects

When asked whether they were involved in the planning and implementation of the Foundation's projects, all the staff indicated that they were fully involved in all the processes of the institution from planning to implementation of their projects.

4.5.2 Identification of the Needy Families

The researcher asked the staff and the management to state the factors used to identify the needy families. The responses were given as follows:

The head teacher said that, *“they identify needy children and families through home visits by their social workers, through networking with other organizations, through interacting with families in social places and identifying their needs, and through the use of volunteers who walk in the slum area interviewing families as per their observation and establishing their levels of needs”*.

One of the teachers said *“with the help of volunteers to the villages to look for the needy children, the social work staff do door to door recruitment. We also get referral from the Children's Department and by observing school attendance and performance of the children, when they do well in exams. We also look out for children who come back for food with their parents or siblings and checking their background, their level of malnourishment, physical and emotional abuse and whether they have been sexually molested or abused”*.

4.5.3 How the Staff Proceed in Supporting the Children

The researcher asked the respondents on how they then proceeded to help the identified children and their families. The responses were given as follows:

The head teacher said that *“they proceed to help by giving shelter at the rescue center and providing scholarship for education when necessary. There are some cases where we pay school fees for the children from the main kitty of the organization, interaction with the children and their families and final assessment. We talk to the child and monitor the family closely to ensure it is able to implement what they have agreed on”*.

One of the teachers said *“the institution supports needy children by encouraging them to work hard, bringing them to the institution, and giving any specific form of need, offering a conducive learning environment, providing them with two meals a day and quality education and requesting for donations from other people and donors”*.

4.5.4 Stakeholder Involvement in Implementation of the Projects

Asked whether stakeholder involvement affected implementation of projects, the staff responded as shown in table 4.15.

Table 4.15 Extend to Which Stakeholder Involvement Affects Implementation of the Projects

Extend stakeholder involvement	Number	Percent
Very great extend	13	81.8
Great extend	2	18.2
Total	15	100

The table shows that most of the respondents indicated that stakeholder involvement affected implementation of the Foundation’s projects to a very great extend at 81.8% while others also indicated that it affected it to a great extend at 18.2%.

It is clear that the Foundation’s interventions includes identifying or receiving needy families and children, gathering detailed information on each case and providing the needed care and assistance.

4.6 The Effect of Funding on Implementation of the Foundation’s Projects

The final objective of this study was to assess the effect of funding on implementation of the Foundation’s projects. It examined the sources of funding for the foundation, its reliability, adequacy and it effect on the projects.

4.6.3 The sources of funding for the foundation other than donors

Regarding the sources of funds for the projects implemented by the Foundation, the study found that they were donations from well – wishers, local fundraising through dinner events, get together functions, local market and corporate institutions and donors.

4.6.4 Reliability of the Sources of Funding

Further the study sought to establish from the staff how reliable the sources of funding were for the institution’s operations. The responses are presented in table 4.16.

Table 4.16 Staff’s Perception about Reliability of the Sources of the Foundation’s Funding

Reliability of the sources of funding	Number	Percent
Reliable	2	13.3
Unreliable	13	86.7
Total	15	100

The table shows that the staff were quite confident with the source of their funds as they were reliable at 86.7% while 13.3% indicated that the sources of funding were not reliable. One of the teachers also expounded on this by commenting that *“they have been reliable in some occasions but not very frequent”*. Another teacher said *“the level of reliability of the sources of funding depended on the number of friends the Foundation had as the more friends it had, the more donations it got and that there was no guarantee for the Foundation to get funding even after making a request”*.

4.6.5 Adequacy of the Funding

The researcher further sought information on the adequacy of the funds used by St Vincent Children Foundation. The head teacher said *“they were not adequate but at least they were able to meet most of their needs just like the law of scarcity, resources are hardly adequate. They assist in key operations of the organization such as supporting basic needs for example school supplies, purchase of uniforms for pre-school children and running of the schools activities”*.

When the researcher asked the staff on whether the funds the organization received were adequate, they responded as shown in table 4.17.

Table 4.17: Staff Response on the Effect of Funding on Implementation of the Projects

Adequacy of the Funds for the Projects	Number	Percent
Yes	8	53.3
No	7	46.7
Total	15	100

The table shows that 53.3% of the respondents felt that the funds were sufficient for the implementation of the projects while 46.7% felt that the funds were in sufficient. One teacher respondent said, *“the organization did not have enough donors to give adequate funds towards the projects. In order to improve on funding, the Foundation should involve other groups, talk to more people about the projects and what it does and encourage them to be part of the projects”*.

4.6.6 Type of Support Received from the Community

When the management was asked to indicate the types of support they received from communities around Kibera. The head teacher said *“among the forms of support the organization received from the communities were in-kind donations of items such as food stuffs, clothes and money. Further some members of the communities supported the organization’s activities through their volunteer efforts”*.

It is evident that the Foundation had several sources of funding which included well-wishers, donors and fund raising. Majority (86.7%) of the staff indicated that the sources were unreliable while nearly a half noted that the funds obtained from the sources were adequate. The Foundation was also supported by community members with food, clothes and money and volunteer efforts.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study examined the factors affecting implementation of NGO supported projects in urban low income settlements: the case of St. Vincent's Children Foundation in Nairobi County. The study sought to answer these questions. What are the characteristics of the children assisted by the Foundation? What are the characteristics of recruitment and performance of the Foundation's staff and their effect on implementation of its projects? Which are the projects implemented by the Foundation and how do they affect the well-being of the children? What is the nature of intervention used by the Foundation's staff in their work with the children? What are the funding arrangements for the Foundation? The chapter presents the summary of the findings, conclusions and recommendations.

5.2 Summary of the Findings

5.2.1 Characteristics of the Children Assisted by the Foundation

The study found that the age distribution of the pupils in the Rescue Centers and Nursery school category ranged from 5 years to 18 years with majority being in the age bracket of 14 years. From the findings, it also became clear that most of the children were living in the rescue center especially those aged 6 years and above and were learning in primary schools in Kibera under the supervision and support of St Vincent Children Foundation.

The study found that most of the pupils were girls meaning that most of the beneficiaries of the programmes were girls who are considered vulnerable in such set ups and were the

ones mainly hosted in the Rescue Centre. The study found that most of the pupils were aged 7 and 13 years in primary schools at 49.1% and the pupils in the age of 14 and 18 years were in secondary schools at 36.4%. The findings clearly indicate that the children hosted or learning at the Foundation were not very disadvantaged based on the age when they begin schooling where in most cases they are usually older than children in similar classes at the same age in normal circumstances.

Further the study found that most of the pupils had been with the institution for over ten years having been enrolled earlier than the year 2007. The pupils were complete orphans at 38%. This implied that most of the children ended up in the institution as their parents could not take care of their daily needs and give them education. A good number were under the care of their mothers who were mainly jobless surviving on menial jobs and struggling to raise them together with their other siblings.

5.2.2 Characteristics of Recruitment and Performance of the Foundation's Staff

It was found that most of the teachers were women and were young in ages of under 29 and 30 to 39 years. About 20% had university education and served as teachers or in the management as the head teachers or deputy head teachers. Most of them had worked with the Foundation for more than 5 years while half had attended short training programmes and others had attended long training. Recruitment of the staff was based on job requirements while performance was appraised on the basis of established procedures.

5.2.3 Projects Implemented by the Foundation and how they affect the Well-Being of the Children

The study found that the children were provided with guidance and counseling, school fees and subsidized fees, food, quality and nutritious two meals a day in the school for the day scholars and the normal 3 meals, love and sense of belonging. Their parents were also given counseling and supported to start businesses for sustainability and economic empowerment.

5.2.4 The Nature of Intervention used by the Foundation's Staff in their Work With the Children

Further the study found that all the staff were fully involved in planning to implementation of the Foundation's projects. The factors used to identify the needy families included, home visits by their social workers, networking with other organizations and interacting with families in social places. Other methods were identifying their needs, by the staff or through the use of volunteers, referral from the Children's Department and by observing school attendance and performance of the children and when they performed well in exams.

The institution provided help by giving shelter to some of the children at the rescue center and providing scholarship for education when necessary, paying school fees for the children, interacting with the children, talking to them, encouraging them to work hard, bringing them to the institution, offering a conducive learning environment,

requesting for donations from other people and donors and monitoring the family closely to ensure it was able to implement what they had been counseled on.

5.2.5 Funding arrangements for the foundation

Regarding the sources of funds for the projects implemented by the Foundation, there were donations from well – wishers, local fundraising through dinner events, get together programmes, local market and corporate institutions and donors. Further the study found that the staff were not confident with the source of the Foundation’s funds as they were inadequate and unreliable though the funds assisted in key operations of the organization such as supporting basic needs for example school supplies, purchase of uniforms for pre-school children and running of the schools activities.

5.3 Conclusions

The Foundation’s projects included provision of shelter, food, education and clothes to the needy children as well as counseling services to needy parents. It was evident that the Foundation had several sources of funding which included well-wishers, donors and fund raising. Majority of the staff indicated that the sources were unreliable while nearly half noted that the funds obtained from the sources were adequate. The Foundation was also supported by community members with food, clothes and money and volunteer efforts. It was clear that the Foundation’s interventions included identifying or receiving needy families and children, gathering detailed information on each case and providing the needed care and assistance.

5.3 Recommendations

Based on the findings, the study makes the following policy recommendations:

- a) The Foundation should ensure that all its funding mechanisms are improved in order to provide adequate funds to the beneficiaries;
- b) The management should come up with programmes to conduct civic education for adults residing in the area so as to ensure that their interventions on the children's lives is well complimented at home; and
- c) The staff should work hard to bring more children to the institution to ensure that all needy children are taken care of.

Therefore study makes the following recommendations for further studies:

- a) There is need for a study of the effect of funding on performance of NGO projects in low income settlements.
- b) There is a need for a study on the influence of staff competence on delivery of NGO funded projects in low income settlements such as Kibera, Kawangare, Mathare among others.
- c) There is further need for a study on the level of stakeholder involvement in the implementation of projects in low income settlements.

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APPENDIX 1

DATA COLLECTION LETTER



**UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK**

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Telex 22095 Varsity Nairobi Kenya
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P.O. Box 30197
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26th October, 2016

TO WHOM IT MAY CONCERN

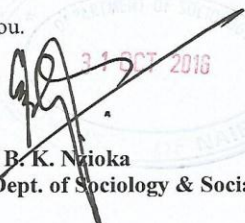
RE: LYDIA MWENDE TITO – C50/78145/2015

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. She has presented her project proposal entitled; **"Factors affecting implementation of NGO supported projects in urban slums in Kenya: A case of St. Vincents's children foundation, Kibera."**

Lydia is required to collect data pertaining to the research problem from the selected organization to enable her complete her project paper which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.


Prof. C. B. K. Nzioka
Chair, Dept. of Sociology & Social Work

(A circular stamp is visible behind the signature, containing the text 'DEPARTMENT OF SOCIOLOGY & SOCIAL WORK UNIVERSITY OF NAIROBI' and the date '31 OCT 2016')'

APPENDIX II

**DATA SHEET FOR THE CHILDREN SUPPORTED BY THE FOUNDATION TO
BE COMPLETED BY THE STAFF**

My name is Lydia Mwendu Tito, a student of M.A in Sociology and Community Development of the University of Nairobi, registration number C50/78145/2015. I am currently carrying out a research on *factors affecting implementation of NGO supported projects in urban low income settlements: the case of St. Vincent's Children Foundation in Nairobi County, Kenya.*

For the children I have sampled and whom you are directly serving, provide the following information on each of them.

1. Age
2. Gender
3. Class in which he/she is?.....
4. Year of enrollment with the Foundation?.....
5. Are parents alive?
Father
Mother.....
Both.....
If not alive, who supports the child?
6. If parents are alive, why are they not able to support the child?

.....
.....
.....
Section B: Type of Support Provided by the Foundation

7. Type of support provided by the Foundation to the child?

.....
.....
.....

8. How do child perceive the support provided by the foundation?

Very Useful ()

Useful ()

Not so useful ()

9. What further assistance does the child need?

.....
.....
.....

Thank You!!!!

APPENDIX III

INTERVIEW GUIDE FOR MANAGEMENT AND STAFF

My name is Lydia Mwendu Tito, a student of M.A in Sociology and Community Development of the University of Nairobi, registration number C50/78145/2015. I am currently carrying out a research on *factors affecting implementation of NGO supported projects in urban low income settlements: the case of St. Vincent's Children Foundation in Nairobi County, Kenya.*

You have been selected as a respondent in this study. Kindly spare some time and fill in this questionnaire. The findings will be used as per the primary purpose but not otherwise and all information that you will offer will be kept confidential. Your positive contribution will be highly appreciated.

Please indicate the correct option by writing or putting a tick (✓) where appropriate.

Section A: The Characteristics of Recruitment and Performance of the Foundation's Staff

1. Gender

Male []

Female []

2. Age

Under 29

30-39

40-49

Above 50

3. What is your highest qualification achieved?

Diploma []

Degree []

Masters []

Phd []

4. What is your current designation in the organization?

Managing Director []

Programme Manager []

Finance Manager []

Field Officer []

Other (Please specify).....

5. What duties do you perform in the above position?

.....
.....
.....
.....

Training and Experience

6. For how long have you worked in this foundation?

Less than 4 years

5 – 9 yrs

Above 10 yrs

7. Have you been trained by this foundation for your current responsibility?

Yes []

No []

8. If yes, indicate type of training length

Weeks

Months

Years

9. In which way has the training been useful in your current work?

.....

.....

.....

.....

.....

10. If you have not been trained, why?

.....

.....

.....

.....

Performance of Members of Foundation Staff

11. How does the foundation establish performance of its staff?

.....

.....

.....

.....

.....

12. Is your performance assessed the Foundation?

Yes []

No []

13. If yes, in which way?

.....
.....
.....
.....
.....

14. If no, in which way does the Foundation establish your performance?

.....
.....
.....
.....
.....

15. Which of the following indicator tools does the Foundation emphasize to ensure efficient performance?

- Work plans? Yes [] No []
- Periodic reports? Yes [] No []
- Customer service and satisfaction? Yes [] No []

Section C: Nature of Intervention Used by the Foundation’s Staff in their Work with the Children

16. In what ways do you identify students you support?

.....

.....

.....

.....

16. How do you proceed in providing them support?

.....

.....

.....

.....

17. What type of support do you provide the pupils/students?

.....

.....

.....

.....

.....

18. If financial approximately how much per student (Kshs)?

.....

.....

.....

.....

Section E: Projects Implemented by the Foundation

19. Do you involve stakeholders in the following?

Planning Yes [] No []

Implementation Yes [] No []

20. If you do not involve stakeholders in planning and implementation, why?

.....
.....
.....
.....
.....

21. To what extent does stakeholder involvement affect project implementation at the foundation?

Very great extent ()

Great extent ()

Moderate extent ()

Less extent ()

No extent ()

22. How many needy families has the foundation supported?

.....
.....
.....
.....
.....

23. What contributions do the families make?

.....

.....

.....

.....

.....

.....

24. Comments (if any)

.....

.....

.....

.....

.....

.....

Section E: Funding Arrangements for the Foundation

25. Do you receive enough funds for your projects? Yes [] No []

(a) If no, why?

.....

.....

.....

.....

.....

.....

26. What could be done to ensure sufficient funding?

.....

.....

.....
.....

27. How reliable are the sources of funding?

.....
.....
.....
.....
.....

28. How adequate is the support they provide?

.....
.....
.....
.....

29. Apart from donor funding, do you raise your own funds locally?

Yes [] No []

29. If yes, from which sources?

.....
.....

30. What type of support has the Foundation been receiving from the community?

.....

.....