Factors Influencing The Implementation Of Jielimishe Girls' Education Challenge (GEC) Project In Mombasa County.

Aisha Bakari Ali[1], Fridah Theuri Simba[2],

[1](Student, Department of Business Administration, School of Human Resource Development (SHRD), Jomo Kenyatta University of Agriculture and Technology, Kenya)
[2](Director and Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya)

Abstract: Gender parity in primary and especially in secondary schools is something that Kenya has been facing for some years now. Many sub-Saharan countries inclusive of Kenya have miles to go before they achieve gender parity and equity in education. This is due to a number of challenges which include; high level of poverty, teacher supply and quality, HIV/AIDS pandemic and inadequate financial resource. This being a major challenge in Kenya, there are a variety of girl education challenge projects trying to counter the gender parity in secondary education which have made a lot of difference and progress in the Kenyan education system. In light of above, the study will look at the practice of project management with a close regard to the phase of project implementation being the phase that carries most of the project effort. The principle objective was to investigate the factors influencing the implementation of Jielimishe GEC project in Mombasa County. The study examined the following variables that influence the implementation of Jielimishe GEC project namely: the influence of social support, resource availability, stakeholder involvement and management training. The Jielimishe GEC project aims to improve education outcomes to better life chances of 10,050 marginalized girls in Laikipia, Meru and Mombasa counties.

The study was conducted at Tononoka and Mvita ward in Mvita Constituency in Mombasa County. The target population was 120 and the sample size was 93. A modified Likert scale questionnaire was developed into two parts which was used to collect primary data from the GEC project beneficiaries and the Jielimishe project management team. A pilot study was conducted to ascertain the validity and reliability of the instruments. The quality and consistency of the study was further assessed using Cronbach's alpha. Data analysis was performed using Statistical Package for Social Science (SPSS).Analysis was done using frequency counts, percentages, means, standard deviations, regression, correlation and the information was presented in form of graphs, charts and tables. The study concluded that all the independent variables studied have significant effect on the implementation of the Jielimishe GEC project with resource availability having the most significance as indicated by the strong coefficient of correlation and a p-value which is less than 0.05.Some of the key conclusions from the study are that as far as project implementation is concerned, it emerged from the study that the respondents were satisfied with the manner and rate in which the implementation was being done in their area. The results further concluded that during the implementation stage, the projects are largely under the Jielimishe staff which is understandable but the community members ought to at least be involved some more during that stage. The study recommends that more awareness should be done about promoting girl child education and about the Jielimishe GEC project and its purpose so that the community members can become aware of it. Further, the researcher recommends a study to be done on remaining counties in order to get an accurate description of the factors influencing implementation.

Keywords: Provision of Social Support, Resource Availability, Stakeholder Involvement, Management Training and Project Implementation.

I. INTRODUCTION

1.1 Background of the Study

Project is defined as a temporary endeavor undertaken to create a unique product or service, temporary means that the project has a definite ending point, and unique means that the product or service differs in some distinguishing way from all similar products or services (Clement *et al*, 2007). Project management is defined as an application of knowledge, skills, tools and techniques to project activities to meet project requirements (PMI, 2004). Project Management aims to ensure the effective use of resources and delivery of the project objectives on time and within cost constraints.This is accomplished through the application and integration of the project

management processes of initiation, planning, executing, monitoring and controlling and closing.This study concerns itself with project implementation as an aspect of project management. PMI (2013), states that implementation involvescoordinating people and resources, managing stakeholder expectations, as well as integrating and performing the activities of the project in accordance with the project management plan.

In September 2000, 188 heads of state from around the world signed the Millennium Declaration and established the Millennium Development Goals (MDGs). While most goals aim to achieve significant progress in development by 2015, one goal was to be achieved by 2005 – gender parity in primary and secondary education. The right to education is denied to 58 million girls, and a further 45 million boys, even at the primary school level. Since the above, many girl education projects have been introduced in different countries like; Tanzania, Mali, India and Pakistan to be able to achieve gender parity. Many education projects have failed to make progress in gender parity when it comes to the education system due to many challenges/issues (not taken into consideration) faced during the implementation of the projects like; high poverty levels, teacher supply and quality, HIV/AIDS , cultural norms and inadequate financial constraints. In Kenya there are many ongoing girl education challenge projects which are trying to promote education for the girl child in the many marginalized areas which include; The Kenya Equity in Education project (KEEP), Wasichana Wote Wasome (WWW), the iMlango project, and the Improved School Attendance and Learning for Vulnerable Kenyan Girls through an Integrated Intervention project. The project takes shape during the implementation phase.

1.1.1 Jielimishe Girls' Education Challenge Project
The Girls' Education Challenge (GEC) project seeks to help up to a million of the world's poorest girls improve their lives through education. The initiative calls on non- governmental organizations, charities and private sector to find better ways of getting girls in school and ensuring they receive a good quality of education to transform their future. Jielimishe Girls Education Challenge (GEC) project aims to improve education outcomes to better life chances of 10,050 marginalized girls in Laikipia, Meru and Mombasa counties. This is an I Choose Life – Africa project in partnership with the Kenya Red Cross, SOS Children Villages and Mothers & Daughters. It is a two and half year, Project with financial and technical support from UKAID through the Department for International Development (DfID).A Baseline Report (2015) by Jielimishe GEC has revealed that 48% of girls are in school compare to 52% of boys. The baseline survey further highlights that there are regional disparities with some counties having only 20% of girls in school compared to 80% of boys. The findings therefore helped design a project engrained on relevance to address the real issues. According to the GEC Innovation Window Baseline Report (2015), DFID carried out a baseline research aimed to capture the scale and nature of educational marginalization before the start of activities. It measured current education outcomes of girls in the GEC areas with respect to attendance, enrollment, retention and learning outcomes. It also explored the prevalence and importance of potential barriers to girls' education, ranging from poverty and household economics through early marriage and pregnancy, cultural attitudes and violence.

The GEC project has different objectives that it hopes to achieve when implementing the project in the different areas. The objectives of the project include, to able to strengthen target communities to develop mechanisms which encourage girls to attend and stay in school, to strengthen schools to ensure girls stay in school and learn, to improve school infrastructure through increased resource mobilization, to advocate for full implementation of Ministry of Education pro-girl policy and to motivate and inspire girls to stay in school through mentorship. This study will therefore bridge the gap created in the questionable implementation of girl education challenge projects.

1.2 Statement of the Problem
Kenya has been suffering from being unable to achieve gender parity in primary and especially in secondary schools for some years now which is an issue that ought to be addressed and overcome. In light of this, many girl education projects have come up to try and counter this problem. According to (KNBS, 2013) there is low enrollment of girls in secondary education when looking at the coastal region with a total of 47,958 female secondary enrollments and 60,443 male enrollments making a total of 108,401. According to Education International (2009), many sub-Saharan countries inclusive of Kenya, have miles to go before they achieve gender parity and equity in education.This is due to a number of challenges which include; high level of poverty, teacher supply and quality, HIV/AIDS pandemic and inadequate financial resources, KENPRO (2013), which also act as challenges for the different projects. Challenges Facing Kenya in Achieving Education for All. Retrieved from http://www.kenpro.org/challenges-facing-kenya-in-achieving-educatio n-for-all/. The EFA Global Monitoring Report (2012), states that secondary education enrollment for the Male in the school year ending in 2009 was at 51%, whereas for the Female was at 48%, with the gender parity index being at 0.94.Furthermore, according to the

UNICEF education statistics for Kenya, the secondary school participation net enrollment ratio in 2008-2012 for male was at 51.6%, while for the female was at 48.4%. Sisule (2001) states that, today the

proportion of the population living on less than one dollar a day that is the poverty line, is higher than ever before. This is why poverty is one of the factors that affect education. However, there are a variety of girl education challenge projects in Kenya trying to counter the gender parity in secondary education which have made a lot of difference and progress in the Kenyan education system which raises the question of how these projects have been able to achieve this especially in regards to its implementation.

Mombasa County is one of the counties that is also highly affected with gender imparity. In light of this, according to (KNBS, 2013), the total number of Male students enrolled for secondary education in Mombasa County between 2009-2012 is 787,944, whereas for the Female students is 684,690. This clearly indicates that gender parity when it comes to education in Mombasa County and in Kenya as a whole is something that still needs to be achieved as it is still an ongoing process. However, women's literacy has significantly increased as a result of girl education challenge projects created and being implemented upon by the government together with local and international Non-Governmental organizations. Despite progress in education as a whole, gender disparity remains a challenge as 16% of women in Kenya still lack basic literally skills, compared with 9% of men, UNESCO Kenya Education factsheet (2011). Past education projects in Kenya have had both strengths and shortcomings at policy level. The shortcomings include: budget constraints and effect of poverty levels .The approaches used by them to implement the education projects need to be determined and documented so as to provide a framework that can be used when implementing girl child education projects. The ongoing projects need to be implemented in a logical manner so as to avoid or cause delays in the successful implementation of them. Since the onset of Girl child education projects in Mombasa, the study therefore seeks to find out factors influencing the implementation of Jielimishe GEC project in Mombasa County.

1.3 Objectives of the Study;
General Objective
To examine the factors influencing the implementation of Jielimishe Girl Education Challenge project in Mombasa County.

Specific Objectives
1.   To examine the effect of social support on the implementation of Jielimishe GEC project.
2.   To determine the effect of resource availability on the implementation of Jielimishe GEC project.
3.   To establish the influence of stakeholder involvement on the implementation of Jielimishe GEC project.
4.   To find out the influence of management training on the implementation of Jielimishe GEC project.

1.4 Hypothesis of the Study
Hypothesis 1
H_{01}: There is no significant relationship between the provision of social support and the implementation of Jielimishe GEC project.

H_{a1}: There is a significant relationship between the provision of social and economic support and the implementation of Jielimishe GEC project.

Hypothesis 2
H_{02}: There is no significant relationship between resource availability and the implementation of Jielimishe GEC project.

H_{a2}: There is a significant relationship between resource availability and the implementation of Jielimishe GEC project.

Hypothesis 3
H_{03}: There is no significant relationship between stakeholder involvement and the implementation of Jielimishe GEC project.

H_{a3}: There is a significant relationship between stakeholder involvement and the implementation of Jielimishe GEC project.

Hypothesis 4
H_{04}: There is no significant relationship between management training and the implementation of Jielimishe GEC project.

H_{a3}: There is a significant relationship between management training and the implementation of Jielimishe GEC project.

1.5 Justification

General Public (community members): The findings of the study will benefit members of the community for the knowledge of implementation of education projects and how they can also be able to be involved and benefit from them. The findings will also ensure positive attitudes to meet the needs of education gender parity and empowerment of the nation.

Project Implementors: The findings will facilitate in demonstrating the aspect of project management education projects, specifically in the area of project implementation in order to ensure a desirable outcome to the end user. The findings will be important to the relevant stakeholders in ensuring the right measures are taken during the implementation phase of GEC projects.

Researchers and Literature: The findings will add to the researcher's knowledge and enable them to be more informed on project implementation of GEC projects. It will also contribute to the project management literature, as it expands the knowledge of an area that has not been fully researched, adding understanding and information to the body of knowledge that future researchers can in turn expand upon.

1.**6 Scope of the Study**
The study will focus on Mvita constituency in Mombasa County. The study shall seek to determine how provision of social support, stakeholder involvement, resource availability and management training influence the implementation of Jielimishe GEC project in Mombasa County. The study shall cover mainly the Jielimishe project beneficiaries from Tudor and Tononoka ward as these wards entail many of the affected girl child and the GEC project management team.

1.7 Limitations of the Study
It was difficult in making interview appointments with the parents, students and the project team due to their busy schedules. However, the researcher addressed most of the respondents during weekends and after working hours to avoid interference with their routine schedules. Getting access to some information and reaching targeted interviewee was hard. Some of the interviewees were not fully conversant with the study. The researcher however met the interviewees during non-office hours to clarify on any questionnaires' questions not clear to the respondents.

To find the appropriate literature review for this study was hard. Very few researchers had researched on the research topic. This made it difficult for the researcher to conduct sufficient literature review on the study topic. The researcher however maximized on all the available materials and internet documents to get the necessary literature.

II. LITERATURE REVIEW

2.1 Introduction
This chapter contains a review of literature on the factors that influence the implementation of Jielimishe GEC project overview and theoretical literature. The aim of this chapter is to provide the background information related to the study either directly or indirectly. The literature in this chapter will be reviewed under the following; Introduction, Theoretical review and Conceptual framework.

2.2 Theoretical Review
2.2.1 Agency Theory
Agency theory explains the relationship between principals such as shareholders and agents such as company executives in a business. In this relationship, the principal delegates or hires an agent to perform work. The theory attempts to deal with two specific problems. Firstly, that the goals of the principal and the agent are not in conflict which is referred to as agency problem. Secondly, that the principal and agent reconcile different tolerances for risk. The central idea behind this theory is that the principal is too busy, unwilling or is not qualified to do a given job and so ends up hiring an agent. The major challenge in this theory is to get agents to either set aside self-interest, or work in a way in which they may maximize their personal wealth while still maximizing the wealth ofthe principal (Eisenhardt, 2009). The agents in this case who are the technical officers should have professional qualifications in the specific projects.

2.2.2 Contingency Theory
Contingency theories describe how situations influence leadership actions. The Hersey-Blanchard Situational Leadership Theory created by Hersey & Blanchard (2009) encourages leaders to choose a style based on the capability of their subordinates. If new subordinates need specific instructions, effective project managers tell them what to do, typically by providing comprehensive step-by-step procedures. When team members know how to accomplish a task, project managers tell subordinates what needs to be done but spend less time communicating how to do it. If the project team members don't require much direction, the project leader focuses on motivating the team to produce quality results. When a project team member can operate completely

on his own, the project manager delegates authority to him/her. Using this theory, effective project managers select a style that fits the current situation to work most productively.

2.2.3 Theory of Project Implementation
Implementation as Nutt (2006) puts it is a series of steps taken by responsible organizational agents to plan change process to elicit compliance needed to install changes. Managers use implementation to make planned changes in organizations by creating environments in which changes can survive and be rooted (Nutt, 2006). Implementation is a procedure directed by a manager to install planned changes in an organization. This stage of a project involves deciding which tools will be used to reach the goals set (Kemp, 2004). It is fully based on the knowledge that the procedure, by which a project is implemented, has so many effects on its access, maintenance, and operation (Clement *et al*, 2007).Before the Project implementation process starts, all factors of the project process should be written down or recorded. This makes the project implementation process easier to manage, and it can be of use for the projects that are the same as the current project. However, procedural steps in implementation have been difficult to specify because implementation is ubiquitous (Nutt, 2006).

To ensure successful project implementation, there are some important tips that one needs to make use of and these include; The project should have people who are dedicated more to create the situation of the successful project implementation, and also project monitoring should be carried out as it is an important process so as to make sure that activities are implemented as per planned.This assists the project implementers to check how well they are getting their objectives. Kemp (2004), says that if a project is successful and if delivered on time, within budget and giving good results, there is need to solve problems without wasting time and money. If such problems are not well defined, then they cannot be completely solved because they will keep coming back again and again. If the project is not worthwhile, then it should be cancelled with an immediate effect.The project implementation theory emphasizes several critical success factors in project implementation.

One of the critical success factors is the project schedule plan. This refers to the developing of a detailed plan of the required stages of the implementation process.The need for client consultant/ involvement has been found to be increasingly important in attempting to successfully implement a project. For instance, Anyanwu (2003) found that the degree, to which clients/ stakeholders are personally involved in the implementation process, will cause a great variation in their support for that project. The project management theory also emphasizes that monitoring and feedback relative to the project implementation determine the success rate of the project. In addition, communication is further crucial that it is not only essential within the project team itself, but also between the team and the rest of the organization as well as with the client. It is cautioned that each team should obtain technically competent people with the specific assignment to deal with problems when and wherever they arise, and to foresee, and possibly forestall potential trouble areas in the implementation process.

2.3 Conceptual Framework
According to Orodho (2003), conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationships between variables and shows the relationship graphically or diagrammatically. The variables defined here are the independent and dependent variables. An independent variable influences and determines the effect of another variable (Mugenda & Mugenda, 2003). The independent variables in this study are provision of social support, resource availability, stakeholder involvement and management training. The dependent variable is the Implementation of Jielimishe GEC Project.

Provision of Social Support
• Mentorship Program
• Sanitary Towels
• Poor parents trained on economic empowerment

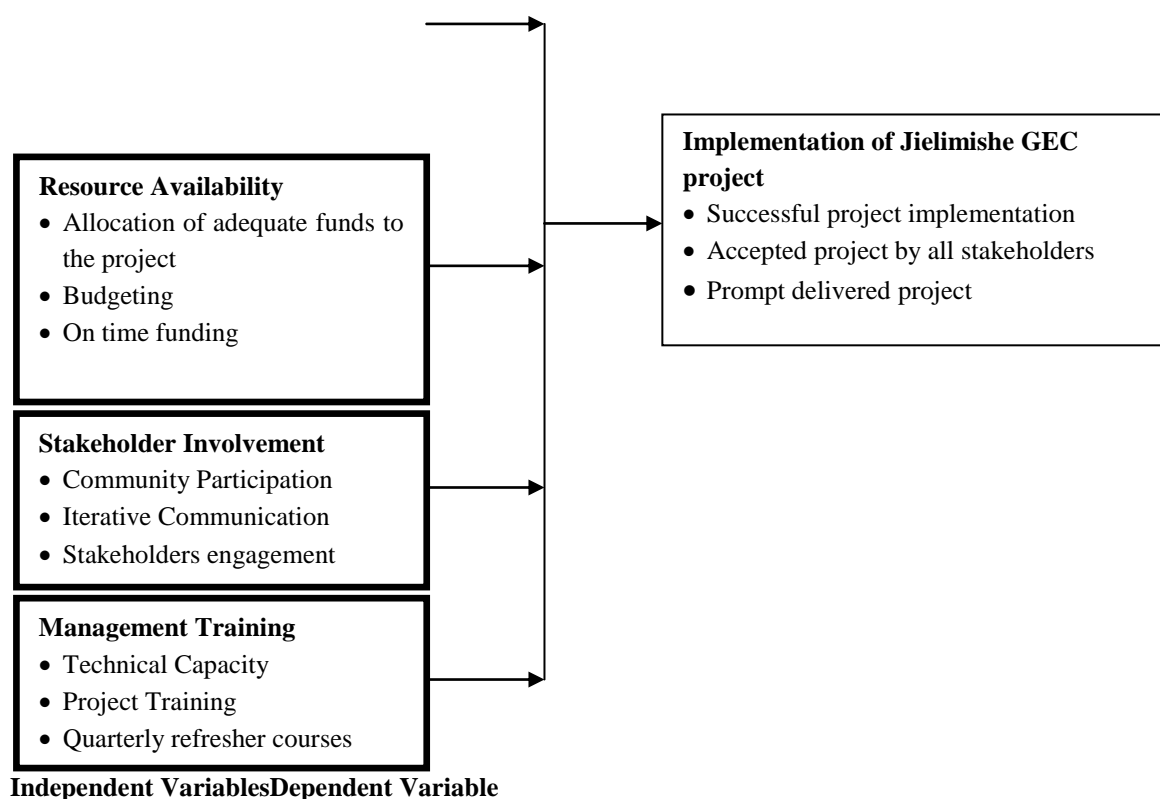**Independent VariablesDependent Variable**

Figure 2.1: Conceptual Framework

2.4 Review of Variables
2.4.1 Provision of Social Support
Menstruation is also another challenge apart from poverty that the girl child faces that hinders her from attending school consistently. According to (Muvea, 2011), menstruation causes Kenyan adolescent girls to lose an average of 3.5 million learning days per month. In light of this, the GEC Jielimishe project offers social support to the girl child. It provides sanitary towels to the needy girls so they can be able to go and stay in school.The girls are then able to go to school freely during their menustration, hence they don't have to miss out on their studies.The project also provides a mentorship program for the Girls, where the mentors are trained who act as role models for the girls. These mentors then encourage their retention in school and empower them to have control over their sexual and reproductive rights. The Jielimishe project also offers the girl child social support through equipping the girls with life skills on how to cope with challenges of their marginalization and envisage their future. The girl child is also unable to attend or stay in school due to lack of financial support by their parents. Hence because of this, the Jielimishe project conducts trainings and workshops, which trains the parents of the Girls on Economic empowerment so as to enable them support education for their children for the purpose of sustainability.The parents are trained on entreprenuership to encourage and enable them to start their own businesses and maintain them as a means of earning a living to support their families.

2.4.2 Resource Availability
According to Gray and Larson (2007) a project is a complex non-routine, one life time effort limited by time, budget and resources to meet customers' needs. Effective funds management in projects is determined by parameters which govern funds control such as auditing (Kogan, 2004). According to Chandra (2008), availability of adequate funds also has a direct connection with expeditious implementation of projects. Firms with adequate funds have successful completion of their projects. According to the GEC Baseline Report (2015), the UK DFID launched the £355 million Girls' Education Challenge Fund (GEC) to support up to a million of the world's most marginalized girls to improve their lives through education. It is further stated in the baseline report that, within the Step Change Window (SCW), non-governmental organizations are being funded to quickly and effectively expand education opportunities for 650,000 girls at primary and secondary school levels. Fifteen SCW projects were awarded funding of up to £30 million. They operate in Afghanistan, DRC, Ethiopia, Kenya, Mozambique, Sierra Leone, Somalia, Tanzania, and Zimbabwe. These projects plan to provide girls with access to education, materials, safe spaces and a 'voice'. They will also help to mobilize and build

capacity within governments, communities and schools, for example, through training and mentoring teachers, governors and community leaders. The Jielimishe GEC project in Kenya, has target locations which include; Laikipia, Meru and Mombasa. It aim is to improve school attendance and learning for vulnerable Kenyan girls through an integrated intervention. According to the GEC project profile booklet (2015), this project receives a GEC funding of £ 1,924,585, which is used for implementation with a project impact on learning of 10,170 marginalized girls.

2.4.3 Stakeholder Involvement
According to Donaldson (2003), engaging stakeholders in discussions about the what, how, and why, of program activities is often empowering for them and additionally, promotes inclusions and facilitates meaningful participation by diverse stakeholder groups. This also includes involving the community/ the relevant stakeholders in project participation for project implementation.Stakeholder Community participation was first espoused as a health-promotion strategy by the World Health Organization (WHO).However stakeholder's engagement needs to be managed with care as too much stakeholder's involvement could lead to undue influence, and too little could lead to them dominating the project Patton (2008).The GEC project involves mobilizing the community and carrying out Sensitization through community meetings.This is where the community members are sensitized on the importance of Girls education. A number of community conversation facilitators are usually recruited both men and women, and trained in facilitating community conversations for the purpose of involving the community in the project. Community forums are also established, which play an active role in supporting the project staff to verify marginalization of Girls that have been recruited into the project.

2.4.4 Management Training
The purpose of the training is to provide a platform for professionalism in the project work. Management can be defined as the act of getting things done by other people in order to achieve organizational goals (Kootz & O'Donnell, 2008). The stakeholders involved in the implementation of project must be trained in accordance with the objectives of the project in question. If training is not done, then the members act from a point of ignorance and guess work and the result is therefore dubious. The training workshops can be used to emphasize the importance of learning by doing. Training the project team also helps in expanding on its efforts to introduce a self-monitoring tool in project work.The project team should also be trained in management to avoid mediocrity. Human resources on the project should be given clear job allocation and designation befitting their expertise, if they are inadequate then training for the requisite skills should be arranged. For the purpose of the GEC project introduction and implementation at the community level, a number of community conversation facilitators are usually recruited both men and women, and trained in facilitating community conversations for the purpose of involving the community in the project and also to be able to achieve the goals and objectives of the project.

2.4.5 Project Implementation
Implementation of a project is the step where all the proper planned activities are put into action. Before starting the implementation of a project, the implementers must identify its strength and weaknesses. The implementation stage of a project involves deciding which tools will be used to reach the goals set (Kemp, 2004).To ensure successful project implementation, there are some important points that one needs to take into account. The project should have people who are dedicated more to create the situations of the successful project implementation. Before the project implementation process starts, all factors of project process should be written or recorded on paper. This makes the project implementation process easier to manage and it can be of use for the projects that are the same as the current project. There needs to be a good relationship between whoever is delivering the project and the client in order to make it a success, and both parties need to work at it. The GEC Jielimishe project which is funded by the Dfid works hand in hand with the Kenya Red Cross in Mombasa to implement the project at the community level in the different areas in Mombasa County successfully.

2.5 Empirical Review
The research sought to critique the findings and establish knowledge gap with a view to enhancing the implementations of the Jielimishe GEC project.A study by Imparato and Ruster, (2014) found that participation improves project performance and increases their impact and sustainability. The evidence also points to the costs of participation, which although normally outweighed by the benefits, also need to be adequately addressed. They also argue that Participation costs incurred by local people, related to lost wages and transaction costs, as well as the costs of the necessary support services for participation, can severely hamper the successful implementation of a participatory initiative if not adequately addressed.

Oyalo, (2015) did a research on the investigation into the factors influencing the implementation of cdf projects in Kangundo Constituency and deduced that stakeholder involvement played as a critical factor in implementation of a community project. Where there was clear ownership the implementation would move fast. The findings also indicated the need and importance for project budgets in regards to resource availability for projects which should be prepared in advance in advance and adequate funds sourced before projects were commenced to avoid projects stalling for lack of adequate funds which influences project implementation.

2.6 Critique of the Existing Literature

This is a much needed study in that it is a basis for the recommendations on the factors needed for the implementation of girl child education projects. According to GEC Baseline Report (2015), there are regional disparities with some counties having only 20% of girls in school compared to 80% of boys. The Jielimishe GEC project should further target other locations in terms of other counties to improve school attendance of girls. This is because the project seeks to help marginalized girls from Laikipia, Meru and Mombasa only, GEC baseline report (2015).This is because the project seems to have a huge impact on the girl child and it could benefit other young girls in other areas apart from Meru, Laikipia and Mombasa. According to the GEC Step Change Window Report (2015), the Jielimishe project involves mobilizing the Community, carrying out sensitization through community meetings and involving the Community in the implementation of the project.

2.7 Research Gaps

There is concern that most of the Research is only focused on and limited to projects that deal with promotion of girl child education, and factors that hinder the girl child in acquiring that education. There is also a huge gap in the literature when it comes to do with Education projects. Extensive project management research has been accomplished in specialized industries such as construction, engineering, and information technology, and these larger industry sectors have been able to increase the value of project processes with the application of formalized project management methods (Thomas and Mullaly 2008). Hence it is key that more research be done on this topic with more focus being on factors that lead to or hinder their succesful implementation as this has not been extensively researched and only limited to CDF, Water, IT, Telecommunication and Procurement projects so as to be able to increase on the literature of project implementation when it comes to education projects.

III. RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used by the researcher in this study, categorized into various sections that are research design, target population, sampling strategy, data collection tools and techniques, and their reliability and validity.

3.2 Research Design

The study employed a descriptive design. This describes a descriptive survey as a method which enables the researcher to summarize and organize data in an effective meaningful way. The methodology involved in such a design is mostly qualitative and quantitative in nature providing descriptive data. Descriptive research studies are used to describe phenomena associated with a subject population or to estimate proportions of the population that have certain characteristics (Cooper & Schindler, 2013).The researcher used descriptive research design to enable her to collect the relevant data from respondents using questionnaires, qualitatively and quantitatively analyze the data presented in tables. The data was then interpreted by the use of pie charts and graphs.

3.3 Target Population

According to the Jielimishe records (2015), the GEC project is implemented in the whole of Mombasa County throughout the different constituencies. However the target population for this study was composed of a total number of 120 beneficiaries from two wards in Mvita Constituency namely; Tudor and Tononoka. However,Kothari and Gang, (2014) recommends that asample size be as large as possible in order toreproduce salient characteristics of the accessiblepopulation to an acceptable level as well as toavoid sampling errors. The target population consisted of the project beneficiaries and the Jielimishe project management team.

Table 3.1: Target Population

Category	Population
Jielimishe Beneficiaries	78
Project Management Team	42

Total	**120**

3.4 Sample Size and Sampling Technique
3.4.1 Sample Size
Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Bryman and Bell, 2015). This means the findings of the study in Mombasa County were a replica of the situation in all other Counties in Kenya regarding the Jielimishe GEC project. The total sample size for this study was obtained using the Formulae developed by Cooper and Schinder, (2013) together with Kothari and Gang, (2014).
The sample size will be 93.
$n = N / 1 + N (\alpha)^2$
Where: n= the sample size,
N= the sample frame (population)
α= the margin of error (0.05%).
$n = 120 / 1+120(0.05)2 = 93$

3.4.2 Sampling Technique
The study adopted a simple random sampling technique. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. There are many methods to proceed with simple random sampling (Cooper and Schinder, 2013).

Table 3.2: Sample Size

Category	Population	Sample Size
Jielimishe Beneficiaries	78	59
Project Management Team	42	34
Total	**120**	**93**

3.5 Data Collection Instruments
The researcher used both primary and secondary data. Primary data was collected from the various individuals by use of self-administered questionnaires. The first part section A covered background information of the target population, section B focused on stakeholder involvement, provision of social support, management training and resource availability as independent variables. In Section C, implementation of Jielimishe GEC project as the dependent variable. Likert-type scale that ranges from 1 (strongly disagree) to 4 (strongly agree) was used to quantify the responses to questions in section B and C since they are relatively easy to develop and use. Secondary data was collected from project records, publications and information obtained from the internet. The researcher also used interviews in the event or cases where the respondents were not able to read or write.

3.6 Data Collection Procedure
The researcher used self-administered questionnaires to collect primary data. The self-administration was necessary to give the respondents humble time to respond to the issues raised. The questionnaires were circulated to the various project beneficiaries and project management team members, who were then asked to answer the questions on their own and return the duly completed questionnaires to the researcher within three days' time. The respondents were assured of anonymity and confidentiality.

3.7 Pilot Testing
By conducting a pilot testing it ensures that appropriate questions are asked, the right data is collected and the data collection method works. A pilot study was undertaken on 39 respondents to test the reliability and validity of the questionnaire. The rule of the thumb is that 10% of the sample should constitute the pilot test (Cooper and Schindler, 2013).

3.8 Data Processing and Analysis
Qualitative as well as quantitative methods of data analysis were used to analyze the research variables. A Likert scale was adopted to provide a measure for qualitative data. The scale was helped to minimize the subjectivity and make it possible to use quantitative analysis. This mix of tools is necessary because whereas some aspects of the study were qualitative and others quantitative in nature. According to Chandra (2008), qualitative data is

that data that has non-numerical attributes that are related to the qualities, values or value assessment such as people's opinions while quantitative data relates to data that is numeric in nature.The descriptive statistical tools helped indescribing the data and determining therespondents' degree of agreement with the variousstatements under each factor. Data analysis was done with the help of Statistical Package for Social Sciences (SPSS) software.

In quantitative analysis, the multiple regression analysis was used to explore the relationship between provision of social support, stakeholder's involvement, resource availability and management training as the independent variables and project implementation as the dependent variable.R2 was used in this research to measure the extent of goodness of fit of the regression model.

The regression model is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y = Represents the dependent variable, The implementation of Jielimishe GEC project

α= Constant

β1, β2, β3, & β4 = Partial regression coefficient

X1 = Provision of Social Support

X2 = Resource Availability

X3 = Stakeholder Involvement

X4 = Management Training

ε = error term or stochastic term

3.8.1 Hypothesis Testing

The study used multiple regression to determine whether the independent variables which are provision of social support, stakeholder involvement, resource availability and management training are predictors of the dependent variable which is the implementation of Jielimishe GEC project. Mugenda and Mugenda (2003) note that multiple regression attempts to determine whether a group of variables together predict a given dependent variable.

Analysis of variance (ANOVA) was used to test the significance of the model as a technique for hypothesis testing.

III. RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the resultsin relation to the objectives of the study. The presentation follows the order by which the objectives of the study are organized in Chapter one, i.e. the provision of social support, resource availability, stakeholder involvement and finally management training which influences the implementation of Jielimishe GEC project.

4.2 Response Rate

The study targeted 93 beneficiaries of the Jielimishe GEC project (young girls and parents) and members of the project management team in charge of the project implementation in Mvita Constituency, Mombasa, Kenya. From the study, 67 out of the 993 sample respondents filled in and returned questionnaires making a response rate of 72.04% as per Table 4.1 below;

Table 4.2: Questionnaire Response Rate

Questionnaire	Frequency	Percentage (%)
Response	67	72.04%
Non- Respondents	26	27.96%
Total	**93**	**100**

According to Kothari and Gang, (2014) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore this response rate was adequate for analysis.

4.2.1 Validity

The study applied the KMO measures of sampling adequacy and Bartlett's test of sphericity to test whether the relationship among the variables has been significant or not. The Kaiser-Mayor-Oklin measures of sampling adequacy shows the value of test statistic as 0.785, which is greater than 0.5 hence an acceptable index. While

Bartlett's test of sphericity shows the value of test statistic as 0.000 which is less than 0.05 acceptable indexes. This result indicates a highly significant relationship among variable.

4.2.2 Reliability Analysis

Prior to the actual study, a pilot study was carried out to pre-test the reliabilityof data collected using the questionnaire. The pilot study allowed for pre-testing of the research instrument.The overall Cronbach's alpha for the four categories is 0.782.The findings of the pilot study showed that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Bryman and Bell, 2015).

4.3 Background Information
4.3.1 Gender

The study sought to determine the gender of the respondents. The study results revealed that 65.7% of the respondents were female while 34.3% were male with a mean score of 1.34 and a standard deviation of 0.478 as shown in Table 4.4. This shows that the majority of the respondents in the study were female. This is because the majority of the beneficiaries are female since it's the girl child being empowered and it goes to show that the Jielimishe project prefers more females as opposed to men to implement the project as they would relate more with the girl child involved.

Table 4.4: Gender

Gender	Frequency	Percent (%)
Female	44	65.7
Male	23	34.3
Total	**67**	**100**

4.3.2 Age

The study sought to establish the age of the respondents. The study results revealed that 47.8% of the respondents are between 18 – 25 years, between 35 – 45 years and 46 years and above were 6% with a mean score of 2.22 and a standard deviation of 0.813. This shows that the majority of the respondents were of the ages of between 18 – 25 years.

4.3.3 Level of Education

The study results revealed that 30% have primary level of education, 54.9% have secondary school, and 13% have no form of education with a mean score of 1.96 and a standard deviation of 1.051 as indicated in Table 4.6.This goes to show that the majority of the respondents have a secondary education.

Table 4.6: Level of Education

Education Level	Frequency	Percent (%)
Primary	21	30.4
Secondary	37	54.9
None	9	13
Total	**67**	**100**

4.3.4 Respondents Occupation

The study sought out to establish the occupation of the respondents. The results revealed that 29.9% are students, 28.4% are self-employed, 26.9% are unemployed and 14.9% are technical persons with score of 2.31 and standard deviation of 1.047.

4.4 Descriptive Results
4.4.1 Management Training

The respondents were asked about their views on satisfaction with development as Jielimishe GEC officers.This was geared towards measuring the training of the officers to their work. Their views are tabulated in Table 4.8. 98.5% of the respondents were highly satisfied with development in the area as Jielimishe officers. Only 1.5 % was of the views of the satisfied.

Table 4.8:Satisfaction with Development

Satisfaction	Frequency	Percentage (%)
Strongly Agree	1	1.5
Agree	66	98.5

Total	67	100

4.4.2 Stakeholder Involvement
According to Figure 4.1 below, the study revealed that the stakeholders in the community are fully actively involved in the implementation of the Jielimishe Gec project which has facilitated in the smooth implementation of the project.According to Donaldson (2003), engaging stakeholders in discussions about the what, how, and why, of program activities is often empowering for them and additionally, promotes inclusions and facilitates meaningful participation by diverse stakeholder groups, which goes to show that the GEC project engages its stakeholders in the implementation of the project.
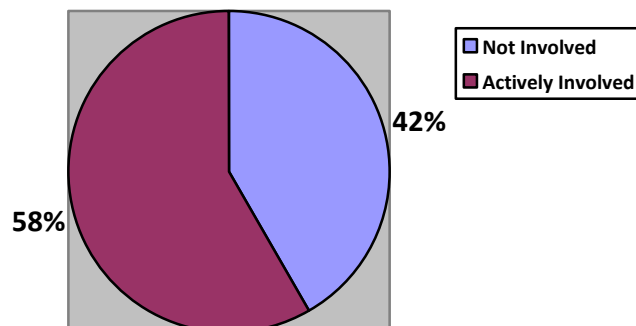

Figure 4.1: Stakeholder Involvement

4.4.3 Provision of Social Support (Satisfaction with quality of life)
The study sought to establish the rate of satisfaction of the respondents in their quality of life since the introduction of Jielimishe project in their constituency. The study results revealed that 13.4% of the respondents disagreed with being satisfied with the quality of life, 40.3% were satisfied with their improved quality of life and 46.3% strongly agreed and were very satisfied with quality of life since the introduction of the Jielimishe project in their constituency. This is because the project provides the girl child with social support in terms of sanitary towels which now enables them not to able to miss school.
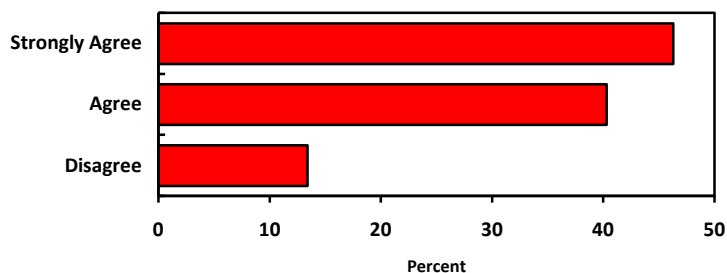

Figure 4.2:Satisfaction with the quality of life

4.4.4 Resource Availability
The participants were asked whether the Jielimishe project has been completed within the stipulated budget. The study results revealed that 94% of the respondents strongly agreed and were of the opinion that the Jielimishe project was finished within budget, while 6% were of the opinion that the project has not been completed within the stipulated time. The Jielimishe GEC project receives its on time funding from Dfid which enables it to implement its projects. According to Chandra (2008), availability of adequate funds also has a direct connection with expeditious implementation of projects, which goes to show how much impact resource availability can have on project implementation.

4.4.5 Rate of Jielimishe GEC Project implementation
The respondents were requested to rate the implementation speed of the Jielimishe project.The study results revealed 65.7% of the respondents strongly agreed by rating the implementation speed of Jielimishe GEC as fast, 14.9% of the respondents disagreed and responded to this question by indicating that implementation speed of Jielimishe GEC project is slow and 19.4% agreed and were of the opinion that implementation speed of Jielimishe GEC project is fairly adequate with a mean score of 2.45 and standard deviation of 1.118.This goes to show that the respondents are happy with the implementation speed of the

Jielimishe project. This is due to the fact that the Jielimishe project puts in a lot of the right effort and skills that facilitate the implementation of the project on the ground.

4.5 Correlation Analysis

To establish the relationship between the independent variables and the dependent variable the study conducted correlation analysis which involved coefficient of correlation and coefficient of determination.

4.5.1 Coefficient of Correlation

Pearson Bivariate correlation coefficient was used to compute the correlation between the dependent variable (Logistics Service Delivery) and the independent variables (Port Information system, Port infrastructure, Port Customs Processes and Port staff competence). According to Sekaran, (2015), this relationship is assumed to be linear and the correlation coefficient ranges from -1.0 (perfect negative correlation) to +1.0 (perfect positive relationship).According to the findings, it was clear that there was a positive correlation between the independent variables and the dependent variable project implementation.

Table 4.10: Pearson Coefficient Correlation

Correlations	Implementation of Jielimishe GEC Project	Provision of Social Support	Resource Availability	Stakeholder Involvement	Management Training
Implementation of Jielimishe GEC Project					
	67				
Provision of Social Support	.212	1			
	.000				
	67	67			
Resource Availability	.509[**]	.447[**]	.244[*]	.035	1
	.000	.000	.000	.000	
	67	67	67	67	67
Stakeholder Involvement	.786[**]	.268[**]	1		
	.000	.000			
	67	67	67		
Management Training	.389[**]	.225	.314[**]	1	
	.001	.000	.001		
	67	67	67	67	

*. Correlation is significant at the 0.01 level (2-tailed).
. Correlation is significant at the 0.05 level (2-tailed).

4.5.2 Coefficient of Determination (R^2)

To assess the research model, a confirmatory factors analysis was conducted. The four factors were then subjected to linear regression analysis in order to measure the success of the model and predict causal relationship between independent variables.

Table 4.11: Coefficient of Determination

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888[a]	.789	.775	.70912

a. Predictors: (Constant), Provision of social support, Resource availability, Stakeholder involvement and Management training

The model explains 78.9% of the variance (Adjusted R Square = 0.775) on Implementation of the Jielimishe GEC project. Clearly, there are factors other than the four proposed in this model which can be used to predict Girl Education Challenge Projects. However, this is still a good model as Cooper and Schinder, (2013) pointed out that as much as lower value R square 0.10-0.20 is acceptable in social science research. This means that 78.9% of the relationship is explained by the identified four factors namely provision of social support, resource availability, stakeholder involvement and management training. The rest 21.1% is explained by other factors in the implementation of GEC project not studied in this research.

4.6 Regression Analysis
4.6.1 Analysis of Variance (ANOVA)
The study used ANOVA to establish the significance of the regression model as a technique for hypothesis testing. In testing the significance level, the statistical significance was considered significant if the p-value was less or equal to 0.05.The overall Anova results indicate that the model was significant at F = 57.888, p =0.000 as per Table 4.6 below;

Table 4.12: ANOVA

odel	m of Squares	ean Square	ɟ.	
gression	6.435	.109	.888	)0^b
sidual	.177	)3		
tal	7.612			

Dependent Variable: The implementation of Jielimishe GEC project

Predictors: (Constant),   Provision of social support, Resource availability, Stakeholder involvement and Management training

4.6.2 Multiple Regression
The researcher conducted a multiple regression analysis as shown in Table 4.13 so asto determine the relationship between value chain and the four variables investigatedin this study.

Table 4.13: Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.325	.845		2.751	.000
Provision of social support	.104	.031	.243	3.314	.002
Resource availability	.295	.045	.476	6.603	.000
Stakeholder involvement	.122	.015	.560	8.151	.000
Management training	.069	.030	.142	2.276	.000

a. Dependent Variable: The implementation of Jielimishe GEC project

The regression equation was:
$Y = 2.325 + 0.104X_1 + 0.295X_2 + 0.122X_3 + 0.069X_4$
Where;
Y = the dependent variable (Implementation of Jielimishe GEC project)
X_1 = Provision of Social Support
X_2 = Resource Availability
X_3 = Stakeholder Involvement
X_4= Management Training
The regression equation above has established that taking all factors into account (Implementation of Jielimishe GEC project as a result of provision of social support, resource availability, stakeholder involvement and management training) constant at zero logistics service delivery will be 2.325.In reference to the existing literature, according to Chandra (2008) availability of adequate funds also has a direct connection with expeditious implementation of projects as seen above with resource availability contributing most to the dependent variable, in addition to the remaining independent variables being also statistically significant.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction
The chapter presented the summary of key findings, the conclusion drawn from the findings highlighted and recommendations made thereto. The conclusions and recommendations were drawn in addressing and achieving

the research objectives, which included factors influencing the implementation of Jielimishe Girl Education Challenge project in Mombasa County.

5.2 Summary of Findings
5.2.1 Provision of Social Support
The study results revealed that social support does play a big role in the implementation of the Jielimishe GEC project. Respondents revealed the provision of social support especially in terms of distributing sanitary pads to the girl child has really enabled the different girls to attend and stay in school throughout the year unlike before, hence this positively influencing the implementation of the project.

5.2.2 Resource Availability
The study results revealed that the project community beneficiaries felt that since the project is meant for the benefit of the community, then the project ought to have budget/resource transparency as this would make them feel more involved in the project and would encourage openness and trust between and the project team members. Resource being the variable with the most influence as revealed by the study, the findings also revealed for the project to implement even better budgeting methods for the project allocated funds.

5.2.3 Stakeholder Involvement
The study results revealed that the community members are not all aware of the Jielimishe GEC project being implemented in the constituencies. The study further revealed that respondents would like to be further involved in the implementation of the project. In addition to this, the respondents recommended the need for more awareness, community forums and participation to be done in regards to the implementation of the project.

5.2.4 Management Training
The study revealed that the project team members are well trained in implementing the project to the community. The study further revealed that the team members are dominated by females because the project involves the girl child, and that some of the team members expressed the need for gender balance as the males can also have a positive influence in implementation of the project.

5.3 Conclusion
As per the research findings, the study concluded that all the independent variables studied have significant effect on the implementation of Jielimishe GEC project as indicated by the strong coefficient of correlation and a p-value which is less than 0.05. From the findings the following was concluded;

Provision of Social Support: The research findings revealed that this also plays a major role in influencing the implementation of the Jielimishe project. We were able to see that this involves the project providing the girl child with sanitary pads, mentoring the girls and empowering their parents which plays a major role in influencing the successful implementation of the Jielimishe GEC project.

Resource Availability: This was the most significant variable which depicted to have the most influence on the independent variable. The research findings revealed that the availability of the project resources to Jielimishe project, which includes on time funding and budgeting contributes to the successful implementation of the Jielimishe GEC project.

Stakeholder Involvement: The survey indicated that stakeholder involvement also played a significant role and had an impact on the implementation of Jielimishe GEC project in the constituency. The participants indicated and suggested for the project to introduce more progammes on life skills and mentorship for the girls so as to enhance and engage the community members more.

Management Training: The study found out the need to train more community members on the project so that they can facilitate more in project implementation on the community level and for the purpose of sustainability. From the survey, it was evident that the respondents did not give much information on project training. It seems that some form of training has been put in place since the officers seem to understand most of the factors influencing implementation. It also emerged that the members were not trained on the role in as far as the management of fund was concerned.

Project Implementation: In as far as project implementation is concerned, it emerged from the study that the respondents were satisfied with the manner and rate in which the implementation was being done in their area using Jielimishe GEC project. The results further showed that the primary beneficiaries of the project mostly participated during conceptualization. At the implementation stage, the projects are largely under the Jielimishe staff which is understandable but the community members ought to at least be involved some more during that stage.

The respondents rated the variables and it is evident that the highest rated were stakeholder involvement followed by management training. The study also concludes that provision of social support, stakeholder

involvement, resource availability and management training has a significant impact on the project implementation.

5.4 Recommendations

Based on the research findings, the study recommends; More awareness and a lot of publicity should be done about promoting girl child education and about the Jielimishe GEC project and its purpose so that the community members can become aware of it.

Increasing citizen participation is key in facilitating effective implementation of the Jielimishe project as one of the key objectives which is critical for the sustainability of the project. To further even promote this, the project can put in place suggestion boxes to help the community gives out their views and opinions about how they can be better involved in the implementation of the project.

The researcher further recommends that the Jielimishe project management team work together with the county government of Mombasa to promote better planning and effective implementation of the project in the respective constituencies.

Increasing citizen participation is key in facilitating effective implementation of the Jielimishe project as one of the key objectives which is critical for the sustainability of the project. To further even promote this, the project can put in place suggestion boxes to help the community gives out their views and opinions about how they can be better involved in the implementation of the project.

5.5 Suggestions for Further Research

To this end, a study should be carried out to investigate the factors influencing the implementation of Jielimishe Girl Education projects in other counties apart from Mombasa. Moreover, a more detailed study should be carried out to investigate the level of implementation of GEC projects in all the respective Counties in Kenya.Further research needs to be carried to establish what factors affect the implementation of other girl education challenge projects.

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