Monitoring and Evaluation Practices on the Implementation of Educational Projects among Non-governmental Organizations in Kakuma Refugee Camp, Kenya

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Review Article

ABSTRACT

A significant challenge facing NGO-funded educational projects in Kenya is the lack of access to quality educational resources and infrastructure. Despite efforts to provide education to needy populations, many schools in the lack basic facilities such as classrooms, textbooks, and teaching materials. This study examined how monitoring and evaluation (M&E) practices impact the effective execution of education projects by NGOs operating in Kakuma refugee camp. It aimed to achieve four main objectives related to M&E: assessing the influence of M&E planning, evaluating M&E

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technical expertise, understanding management participation's role, and exploring stakeholder involvement. Drawing insights from systems management theory, program theory, and stakeholder theory, the research employed a descriptive survey design focusing on nine NGOs under UNHCR supporting education initiatives in Kakuma refugee camp. Both closed and open-ended questionnaires were used, with a pilot study ensuring questionnaire validity. Data analysis involved employing SPSS version 22, with statistical techniques including frequency distribution tables and Cronbach's alpha for reliability. The study highlighted the crucial role of comprehensive M&E planning, technical expertise, management participation, and stakeholder engagement in project success. While positive perceptions and significant correlations were observed, improvements are necessary, particularly in enhancing community involvement and continuous improvement efforts. It's recommended to prioritize addressing these areas to optimize project outcomes within the camp.

1. INTRODUCTION

Non-Governmental Organizations (NGOs) are established with defined goals and objectives, implementing clear plans and monitoring mechanisms to achieve them [1]. Effective monitoring and evaluation (M&E) practices, a common strategy, are crucial for organizations to reach their targets and ensure prudent resource utilization for desirable financial performance [2], (Vernimmen et al., 2022). M&E practices involve various activities such as engaging stakeholders, building capacity, planning, and managing data, all contributing to project learning, decision-making, and ultimately project performance (Scheirer, 2018). Kusek and Rist (2019) affirm that both monitoring and evaluation entail effective practices, including implementing a participative approach, aligning the M&E strategy with the work plan and strategic plan, sharing M&E findings with stakeholders, and utilizing M&E data to enhance the project.

According to the Kenya Comprehensive Refugee Programme [3], the Kakuma Refugee Camp opened in 1992 and is one of Kenya's largest refugee camps, with around 158,000 people. Kakuma Refugee Camp is home to around twenty-four non-governmental organisations (NGOs). Of these, nine are directly involved with educational issues. The coordination of the NGOs is regulated by UNHCR, which is the entity empowered to oversee the operations of the other NGOs working in the camp. Although UNHCR provides the majority of the finances, other partners also give matching funds to their budget to satisfy the needs of the refugees and the surrounding population within Kakuma [4,5-

10]. These NGOs are instrumental in providing access to formal and informal educational opportunities for refugees, with a focus on enhancing literacy, numeracy, and vocational skills [11-17]. Through the implementation of schools, learning centers, and community-based initiatives, these programs contribute to empowering individuals, particularly children and youth, by fostering resilience and facilitating a sense of normalcy in the midst of difficult circumstances [4,18-24]. NGOs often collaborate with local communities, leveraging innovative teaching methods and culturally sensitive approaches to cater to the diverse needs of the refugee population withaim to break the cycle of poverty and displacement by equipping refugees with the tools necessary for a more secure and hopeful future.

1.1 Problem Statement

Several NGOs in Kenya have been facing problems ranging from financial misappropriation to engaging in activities outside their mandate. The government closed down 14 NGOs over misappropriation of funds in Kenya in 2014 [3]. There is a need to have a comprehensive monitoring and evaluation plan for NGOs to manage their processes efficiently and effectively. An effective M&E process is likely to foster donors' confidence in the prudent utilization of funds [25]. The studies by Murorunkwere and Munene, Olala and Nyonje, and Wambua, though valuable, were conducted in other countries like Rwanda, and they primarily concentrated on housing projects, leaving a gap in understanding how M&E practices influence road construction projects in the Kenyan context. Therefore, there was need

for research that specifically addressed the influence of M&E practices on the success of educational projects in Kenya. It is on this basis that this study sought to evaluate the influence of monitoring and evaluation practices on the implementation of educational projects among non-governmental organizations in Kakuma refugee camp Kenya.

Specific Objectives of the Study:

- To determine how planning for M&E influence implementation of educational projects among NGOs in Kakuma refugee camp in Kenya.
- To establish the influence of M&E technical expertise on implementation of educational projects among NGOs in Kakuma refugee camp in Kenya.
- To assess how management participation in M&E influence implementation of educational projects among NGOs in Kakuma refugee camp in Kenya.
- To establish the influence of stakeholder involvement on implementation of educational projects among NGOs in Kakuma refugee camp in Kenya.

2. LITERATURE REVIEW

The study was guided by the following theories:

2.1 The Systems Management Theory

Ludwig von Bertalanffy proposed systems theory in the 1940s as a paradigm for explaining how systems function. Von Bertalanffy claimed that systems were open to and interacted with their surroundings.The systems theory has aided the advancement of organisational administration. In another survey, Baecker (2019) found that personnel were the most important component of a company. Departments, workgroups, and business units were also critical components for an organization's successful operations. The researcher highlighted that managers had the duty to examine the patterns and events in the business to determine the proper method of management. The systems management theory aligned well with the objective on M&E team skills and capacity in the NGOs supporting education projects in Kakuma refugee camp. Kithinji (2019) explored the aspect of evaluation capacity among the non-government organisations and found that the key functions of an M&E team were essential to successfully implement an M&E system. In this regard, the

management team should understand the specific roles and responsibilities of the individuals who form the M&E system to realise the best results.

2.2 The Program Management Theory

The theory recognizes that individual projects within a program may share common resources, interdependencies, and strategic importance, necessitating a holistic and integrated approach to ensure overall success. It provides a framework for managing this complexity by emphasizing the strategic alignment of projects, effective communication, and the efficient allocation of resources across the entire program.This is useful for offering insights that can lead to more detailed descriptions of the problem, prospective solutions, and alternative actions required to attain the desired goals (Njama, 2015) Program Management ensures that management involvement is coordinated across all projects within the program, fostering comprehensive oversight.

2.3 Stakeholder Theory

Dr. F. Edward Freeman proposed the Stakeholder Theory in 1984. Freeman maintained that a company's stockholders were just one of many stakeholders. Freeman defined the stakeholder ecosystem as every people or group that is involved in, invested in, or impacted by the decisions and activities of an organisation or business. The term countered Milton Friedman's prior assertion that a firm's only stakeholders were its shareholders [25]. Friedman's thesis concentrated on shareholders since corporations were required to earn profits in order to maintain a positive growth trend. However, Friedman's thesis missed important people who could be affected by the company's decisions or activities, even if they did not get monetary value. Based on the argument by Edward Freeman, the stakeholder theory directs the team involved in project management to serve the varying interests of the public rather than a single corporate objective [26].

3. CONCEPTUAL FRAME WORK

A conceptual framework serves as a theoretical framework that outlines the connections between independent, intervening, and dependent variables within a research study. Functioning as a guide, it visually represents the hypothesized relationships and directs the overall research design (Peeters, Krahmer & Maes, 2021).
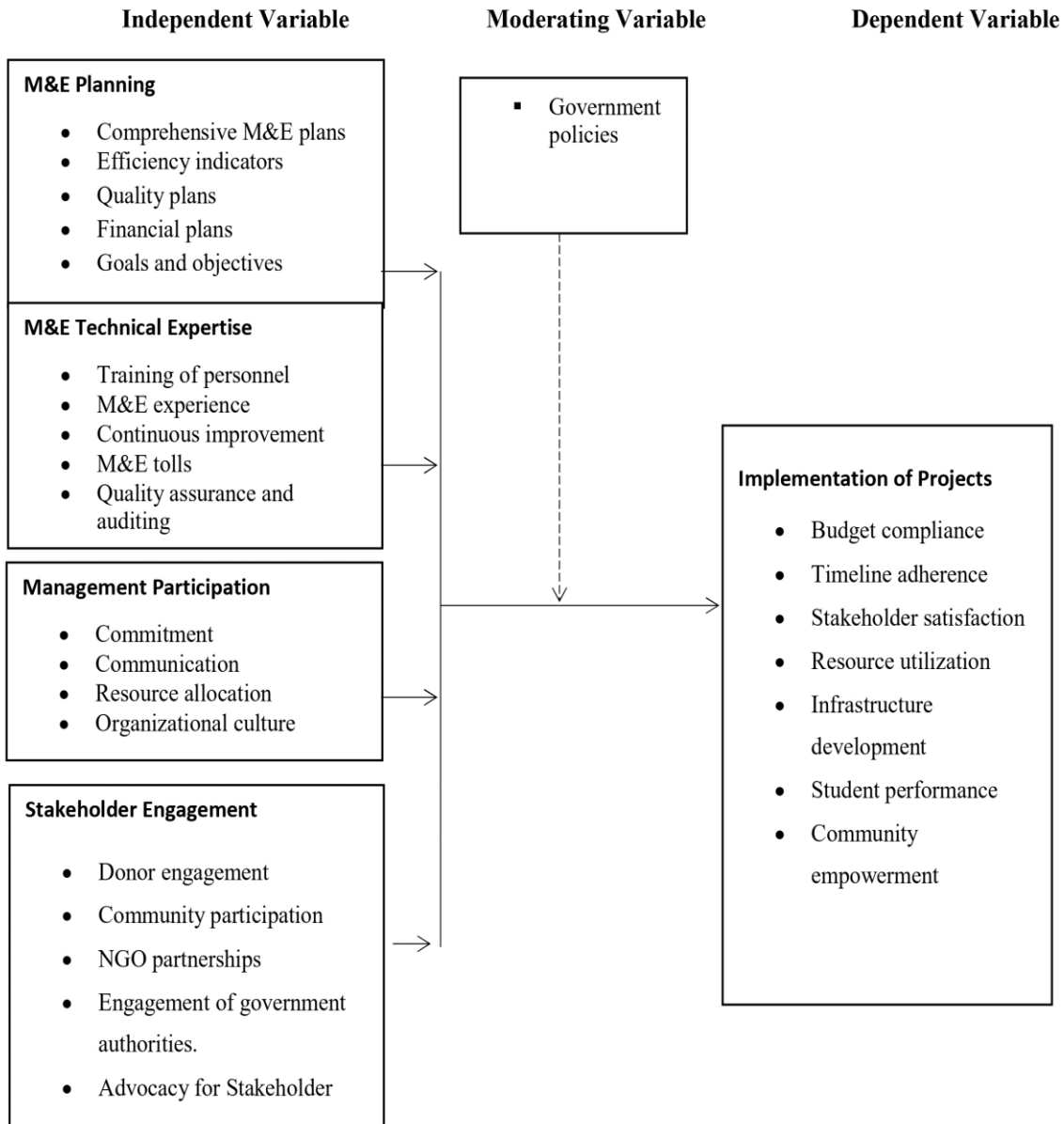
Independent Variable   **Moderating Variable**   **Dependent Variable**

M&E Planning

- Comprehensive M&E plans
- Efficiency indicators
- Quality plans
- Financial plans
- Goals and objectives

▪ Government policies

M&E Technical Expertise

- Training of personnel
- M&E experience
- Continuous improvement
- M&E tolls
- Quality assurance and auditing

Implementation of Projects

- Budget compliance
- Timeline adherence
- Stakeholder satisfaction
- Resource utilization
- Infrastructure development
- Student performance
- Community empowerment

Management Participation

- Commitment
- Communication
- Resource allocation
- Organizational culture

Stakeholder Engagement

- Donor engagement
- Community participation
- NGO partnerships
- Engagement of government authorities.
- Advocacy for Stakeholder

Fig. 1. Conceptual framework
Source: Researcher (2024)

Research Gaps:

Author (S)	Focus of the Study	Key Findings	Research Gaps .
Kadel, Ahmad & Bhattari [27]	Table 2.1: Research Gaps to improve planning, M&E and efficacy of prStrategies ojects.	The study found that M&E significantly depends on clear and concise planning as well as a clear understanding of what has to be monitored through the use of the desk review approach.	The study only focused on the planning aspect of M&E while the current study highlighted a number of M&E practices
Hubert & Mulyungi	Influence of M&E on project implementation	Project success was brought by effective monitoring of NGO	The study was carried out in Rwanda and

Author (S)	Focus of the Study	Key Findings	Research Gaps .
[28]	in Rwanda	activities	thus the results may not be replicated in Kenya.
Daniel & Ugochuku (2020)	Project manager's leadership and project success	Leadership talents, expertise in leadership control, and leadership styles all had an effect on project effectiveness.	The current study only focused on M&E team expertise and not leadership
Amina & Ngugi [29]	Top leadership support and performance of NGO projects	The study revealed that effective communication from top management ensures that the entire team is aware of project milestones and objectives, fostering a collaborative environment	The research concentrated on the agricultural projects while the current study was on educational projects.
Srinivasan and Dhivya (2020)	Stakeholder management and collaboration by project managers in the Irish construction sector	Their research revealed that the majority of project managers in this sector found stakeholder analysis and engagement methods to be highly advantageous. The choice of approach for stakeholder management was often influenced by project characteristics and stakeholder attributes.	The study was carried out in Ireland and thus the results may not be replicated in Kenya.
Kadurira and Nyagah (2021)	Impact of stakeholder engagement on the sustainability of community-integrated initiatives with the Kenya Red Cross in the Kenyan county of Tana River.	The study discovered that including stakeholders in dispute resolution leads to higher project performance.	The study concentrated on project sustainability while the current study was on project implementation
Gilbert and James (2021)	Aspects of donor-funded programmes delivery in Zimbabwe.	Correlation and regression analysis showed a positive impact on management involvement, funding, monitoring and evaluation, and technology or innovation.	The research was Zimbabwe based

3.1 Effects of Monitoring & Evaluation Planning on Project Implementation in Kakuma Refugee Camp, Kenya

A study conducted in 2021 by Kadel, Ahmad, and Bhattarai focused on highlighting the strategies that should be used to improve planning, M&E, and efficacy. The study found that M&E significantly depends on clear and concise planning as well as a clear understanding of what has to be monitored through the use of the desk review approach. The creation of the monitoring and evaluation activity plan and the creation of the indicator reference sheet were found to be the primary priorities during the M&E planning process. The features of M&E planning that were discussed included timeliness, progress tracking, reporting on a regular basis, and mid- and end-term reviews. Analytical techniques such as factor, correlation, and factor analysis were used to produce evidence.

3.2 Effects of M&E Technical Expertise on Project Implementation in Kakuma refugee camp, Kenya

Technical competencies are the abilities necessary for monitoring and evaluating procedures, necessitating a foundational

education in M&E for practitioners. Its cost, standards, acceptability, suitability, and responsiveness are its main determinants. Odday (2021) conducted study on project implementation expertise in Fiji. A survey-based descriptive research design was employed in the study. A field survey employing questionnaires served as the primary data source, and previously published materials such as books and journals served as the secondary source. The findings indicate that most projects were managed through appropriate organisational frameworks, which led to a focus on achieving goals at the expense of the human resource that is essential to any project's success. Their research had a conceptual gap because it was centred on a distinct setting. The current study focused on effects of technical expertise on project implementation in Kenya.

3.3 Effects of Management Participation on Project Implementation in Kakuma Refugee Camp, Kenya

The study found out that the active involvement of management in decision-making processes, resource allocation, and problem-solving contributes to the overall efficiency of project implementation. Management participation facilitates clear communication channels, aligns project objectives with organizational goals, and enhances the understanding of project requirements among team members. This involvement is particularly vital in the construction industry, where complex and dynamic environments require timely and informed decision-making. When top management actively engages in the M&E process, it demonstrates a commitment to project success and encourages a sense of responsibility throughout the organization. Their oversight provides strategic direction, enabling quick decision-making and adjustments as needed.

3.4 Impact of Stakeholder Participation on Project Implementation in Kakuma Refugee Camp, Kenya

Nederhand and Klijn [30] pinpointed four significant potential benefits of engaging essential stakeholders like employees and proprietors in managerial processes. When employees are actively engaged in shaping and progressing the company's vision, they are more likely to endorse forthcoming changes

associated with it. Additionally, when workers, clients, and investors participate, they unearth diverse problem-solving approaches. When someone is involved in proposing solutions, they foster a sense of allegiance to the management because they feel appreciated within the organization due to their contributions. The choice of approach for stakeholder management was often influenced by project characteristics and stakeholder attributes, with a preference for standardized methodologies.

3.5 Impact of Government Policies on Project Implementation in Kakuma Refugee Camp, Kenya

Taylor and Garcia (2017) focused their investigation on the role of government legislation in a detailed analysis of the external elements defining the environment for women's table banking self-help groups. Their findings highlighted the vital need for regulatory frameworks that enable and improve these organizations' functioning. Miller and Anderson (2018) expand on this viewpoint by delving into the complex interaction between the political climate and the distribution of resources and support for government projects. Their research illuminates the dynamic interplay between politics and resource distribution, highlighting the importance of the larger political backdrop in determining the terrain for these efforts.

4. RESEARCH METHODOLOGY

4.1 Research Design

The utilization of a descriptive survey design allowed the researcher to measure Monitoring and Evaluation (M&E) through the use of questionnaires, establishing a connection between M&E and the execution of educational projects. The survey approach enabled the collection of information on M&E and project implementation without manipulating the variables. The survey instrument was disseminated through the drop and pick method, a practical approach chosen for its convenience and flexibility. Printed questionnaires, accompanied by envelopes containing clear instructions, were distributed to the participants at their respective locations A designated drop-off point was communicated, allowing participants to complete the questionnaires at their convenience. Once completed, participants sealed the questionnaires in the provided

envelopes and dropped them off at the specified location for subsequent collection.

4.2 Study Area

This study was carried out in Kakuma refugee camp located in Turkana County in northwestern Kenya.

4.3 Target Population

The research focused on 9 NGOs under UNHCR that support education programs in Kakuma refugee camp. According to UNHCR (2024), the nine NGOs has a total of 143 official staff who took part in this research study. The research encompassed a diverse group of professionals within the nine NGOs under UNHCR that actively support education programs in Kakuma refugee camp. These included project managers, teachers and educators, social workers, administrative staff, health professionals, contributing to the health and wellness aspects of education programs; community liaison officers, monitoring and evaluation specialists, program coordinators, and support staff [31-34]. The inclusion of these diverse professionals aimed at capturing a comprehensive understanding of the educational initiatives and their multifaceted impacts on the refugee community in Kakuma.

4.4 Sample and Sampling Technique

The research utilized a census sampling technique and selected all the 143 respondents. Census sampling enables the collection of detailed and comprehensive information from each respondent. This approach allows for an in-depth understanding of the experiences, challenges, and successes of these individuals, contributing to a rich and detailed analysis.

4.5 Data Collection Methods and Procedures

The study employed both close ended and open ended questionnaires. The close ended instrument had two sections. The demographic characteristics of the respondents and the second part had the questions from the four independent variables in relation to dependent variable. The survey instrument was disseminated through the drop and pick method, a practical approach chosen for its convenience and flexibility. Printed questionnaires, accompanied by envelopes containing clear instructions, were distributed to the participants at their respective locations [35-43]. A designated drop-off point was communicated, allowing participants to complete the questionnaires at their convenience. Once completed, participants sealed the questionnaires in the provided envelopes and dropped them off at the specified location for subsequent collection [44-50].

4.5.1 Validity of the research instruments

The validity of the questionnaire was ensured through test and retest process. Content validity was established by conducting a thorough review of existing literature, consulting subject matter experts and aligning the questionnaire with the research objectives and conceptual framework. Content validity was utilized to ensure simplicity and clarity by simplifying the instruments and using clear language in questions, ensuring participant familiarity and comprehension [51-56].

Table 1. Target population

Category	Target Population (N)
Administrative staff	20
Community Liaison officers	18
	10
Health Professionals	15
Monitoring and Evaluation Staff	10
	25
Program Coordinators	15
	10
Project Managers	40
Social workers	
Support Staff	
Teachers	
Total	**143**

Source: UNHCR (2024)

Table 2. Sample size

Category	Sample Size (S)
Administrative staff	20
Community Liaison officers	18
	10
Health Professionals	15
Monitoring and Evaluation Staff	10
	25
Program Coordinators	15
Project Managers	10
Social workers	40
Support Staff	
Teachers	
Total	**143**

4.5.2 Reliability of Instruments

The piloted outcomes were assessed to determine if they yielded reasonably comparable results. The calculation of the reliability index utilized Cronbach's alpha, and this analysis followed the descriptive statistics of individual variables. The created scale is more dependable with a higher score. According to Taber [57], a reliability of 0.7 is considered acceptable, hence deemed sufficient for this investigation.

4.6 Data Analysis and Presentation

This is the process of inspecting, cleaning, transforming, and modeling data to discover useful information, draw conclusions, and support decision-making. Quantifiable forms were created from qualitative data. Software called SPSS version 22 was used to analyze the data that was obtained quantitatively. Each variable's estimated statistic was recorded in a frequency distribution table. By using descriptive statistics measures of central tendency and dispersion were calculated. To determine the significance of the independent factors' effect on the dependent variable, correlation analysis was conducted.

5. DATA ANALYSIS AND DISCUSSION

5.1 Efeects of M & E Planning and Implementation of Education Projects

This section highlights the descriptive statistics into the methods employed for M&E planning and how they impact implementation of education projects within the telecommunication sector in Kenya. This analysis aimed at identifying best practices in project initiation and implementation processes. Each statement was given a score by respondents on a Likert scale.

The study results on M&E Planning and implementation of education projects among NGOs in Kakuma refugee camp are displayed in Table 4. The first construct sought whether M&E plans associated with the projects are comprehensive and cover all relevant aspects. Most respondents agreed with the statement (Mean=4.26, SD=.624). The second construct sought whether quality indicators are adequately addressed in our M&E plans, ensuring the delivery of high-quality project outcomes. Most respondents agreed with the statement (Mean=3.99, SD=.681). Lastly, most participants agreed that financial aspects are well-integrated into our M&E plans, facilitating efficient budgeting and resource allocation (Mean=3.94, SD=.708). Overall, the composite mean for all components was 4.06, reflecting a high overall perception of M&E planning activities undertaken by different educational NGOs at Kakuma refugee camp.

5.2 Correlation Analysis

The coefficient of Pearson's correlation was used by the researcher to show how M&E Planning and implementation of education projects are related.

The correlation analysis in Table 4 indicates a strong positive correlation (r = 0.812, p = 0.000) between M&E Planning and implementation of education projects among NGOs in Kakuma refugee camp. The 0.812 coefficient shows a robust positive association between these variables. These findings agrees with a number of studies.

Table 3. M & E Planning in Implementation of education projects among NGOs in Kakuma refugee camp N=121

Statements	1	2	3	4	5	Mean	Std.Dev.
The M&E plans associated with our projects are comprehensive and cover all relevant aspects.	8.6%	13.7%	10.4%	41.6%	25.7%	4.26	0.624
Quality indicators are adequately addressed in our M&E plans, ensuring the delivery of high-quality project outcomes.	12%	15%	11%	39.3%	22.7%	3.99	0.681
Financial aspects are well-integrated into our M&E	10%	14.3%	14.3%	37.3%	24.1%	3.94	0.708

Statements	1	2	3	4	5	Mean	Std.Dev.
plans, facilitating efficient budgeting and resource allocation.							
Composite SD and Composite Mean						**4.06**	**0.671**

Table 4. Correlation Analysis between M&E Planning and Implementation of education projects

Variable		M&E Planning	Implementation of education projects among NGOs in Kakuma refugee camp
M&E Planning	Pearson Correlation	1	0.812**
	Sig. (2-tailed)		0.000
	n	121	121
Implementation of education projects among NGOs in Kakuma refugee camp	Pearson Correlation	0.812**	1
	Sig. (2-tailed)	0.000	
	n	121	121
**. Correlation is significant at the 0.05 level (2-tailed).			

Table 5. Model summary for M&E planning and implementation of education projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812[a]	.710	.634	.4861
a. Predictors: (Constant), M&E Planning				

Table 6. M&E Technical expertise and Implementation of education projects N=121

Statements	1	2	3	4	5	Mean	Std Dev
Personnel involved in M&E activities receive adequate training to effectively carry out their roles	8.7%	11%	10%	41.3%	29%	4.31	0.613
The level of experience within our M&E team is sufficient to handle diverse projects and challenges	7%	11.3%	7.3%	40.3%	34.1%	4.44	0.595
Our organization prioritizes and actively engages in continuous improvement initiatives related to M&E processes.	22%	37.7%	11.3%	16.3%	12.7%	2.52	0.812
Composite mean and standard deviation						**3.76**	**0.673**

5.3 Regression Analysis

This was to show the connection of M&E Planning to the implementation of education projects among NGOs in Kakuma refugee camp. Simple linear regression was utilized.

The results highlight M&E Planning as a significant predictor of implementation of education projects. The R Square value of 0.710 indicates that 71% of the variance in success in implementation of education projects can be

explained by variations in M&E Planning. The Adjusted R Square, considering model complexity, is 0.634. The positive correlation coefficient (R = 0.812) indicates a significant positive relationship. An ANOVA test was also done to establish the significance of M&E Planning in predicting the implementation of education projects among NGOs in Kakuma refugee camp.

5.4 Effects M&E Technical expertise and Implementation of education projects

The study's goal was to ascertain if M&E Technical expertise affects the implementation of education projects among NGOs in Kakuma refugee camp. Table 6 summarizes three opinions on the impact of M&E Technical expertise. The scale contained five points: highly agree (5 points) to strongly disagree (1).

This objective aimed to investigate how M&E Technical expertise influences the implementation of education projects among NGOs in Kakuma refugee camp. Table 7 illuminates the impact of M&E Technical expertise. The first statement, sought whether personnel involved in M&E activities receive adequate training to effectively carry out their roles. From the findings, majority of the respondents agreed with the statement (Mean=4.31, SD=.613). The second construct sought whether the level of experience within our M&E team is sufficient to handle diverse projects and challenges (Mean=4.44, SD=.595). From the statistics, majority of the respondents strongly agreed with the statement. Lastly, the study sought whether organizations prioritizes and actively engages in continuous improvement initiatives related to M&E processes. Most respondents disagreed with the statement (Mean=2.52, SD=.812). Overall, the composite mean for all components is 3.76, reflecting a positive perception of M&E Technical expertise for educational NGOs at Kakuma refugee camp.

5.5 Correlation Analysis

The coefficient of Pearson correlation was used to demonstrate the relationship between M&E Technical expertise and the implementation of education projects among NGOs in Kakuma refugee camp.

In Table 7, the correlation analysis shows a strong positive correlation (r = 0.630, p = 0.000) between M&E Technical expertise and the implementation of education projects among NGOs in Kakuma refugee camp. With a coefficient of 0.630, the variables are strongly positively associated. These findings agrees with a number of studies.

5.6 Regression Analysis

This was conducted to establish the association between M&E Technical expertise and the implementation of education projects among NGOs in Kakuma refugee camp. Simple linear regression was utilized.

In the regression analysis (Table 8), M&E Technical expertise emerged as a crucial predictor of success in implementation of education projects among NGOs in Kakuma refugee camp. About 55.3% of the variance in success is explained by variations in M&E Technical expertise (R Square = 0.553). Considering model complexity, the Adjusted R Square is 0.482, signifying that approximately 48.2% of the variance is explained by M&E Technical expertise. The positive correlation coefficient (R = 0.630) underlines a robust positive relationship between M&E Technical expertise and the implementation of education projects among NGOs in Kakuma refugee camp.

Table 7. Correlation analysis

Variable		M&E Technical expertise	Implementation of education projects among NGOs in Kakuma refugee camp
M&E Technical expertise	Pearson Correlation	1	0.630**
	Sig. (2-tailed)		0.000
	n	121	121
Implementation of	Pearson	0.630**	1

Variable		M&E Technical expertise	Implementation of education projects among NGOs in Kakuma refugee camp
education projects among NGOs in Kakuma refugee camp	Correlation		
	Sig. (2-tailed)	0.000	
	n	121	121

Table 8. Model Summary of Resource allocation and implementation of education projects among NGOs in Kakuma refugee camp

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.553	.482	.4711

a. Predictors: (Constant), M&E Technical expertise

Table 9. ANOVA of M&E Technical expertise and implementation of education projects

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.237	1	78.237	102.223	.000[b]
	Residual	111.234	120	.480		
	Total	189.471	121			

Table 10. Influence of management participation on implementation of education projects among NGOs in Kakuma refugee camp N=121

Statements	1	2	3	4	5	Mean	Std. Dev.
Senior management demonstrates a strong commitment to the success of projects and initiatives.	10%	12.3%	9.7%	43%	25%	4.18	0.671
There is effective and transparent communication between management and project teams.	10%	15.3%	15.3%	37.3%	22.1%	3.82	0.745
The organizational culture promotes and supports active participation and collaboration from management in project activities.	11%	14.7%	10.3%	37.3%	26.7%	3.95	0.722
Composite mean and SD						3.98	0.713

Table 11. Relationship between influence of management participation and implementation of education projects among NGOs

Variable		Influence of management participation	Implementation of education projects among NGOs in Kakuma refugee camp
Influence of management participation	Pearson Correlation	1	0.674[**]
	Sig.(2-tailed)		0.000
	n	121	121
Implementation of education projects among	Pearson Correlation	0.674[**]	1

Variable	Influence of management participation	Implementation of education projects among NGOs in Kakuma refugee camp
NGOs in Kakuma refugee camp		
Sig.(2-tailed)	0.000	
n	121	121
**. Correlation is significant at the 0.05 level (2-tailed).		

Table 12. Model Summary for Influence of management participation and implementation of education projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674[a]	.551	.492	.4111
a. Predictors: (Constant), Influence of management participation				

Additionally, an ANOVA test was performed to determine the significance of M&E Technical expertise as an indicator of the implementation of education projects among NGOs in Kakuma refugee camp.

Table 9 shows that M&E Technical expertise has a considerable impact on the implementation of education projects among NGOs in Kakuma refugee camp and is a significant predictor, with [$F(1, 120) = 102.223$, P.05].

5.7 Influence of Management Participation on Implementation of Education Projects

This third objective sought to establish the impact of management participation on the implementation of education projects among NGOs in Kakuma refugee camp. Three opinion statements were provided, and answers were recorded on a five-point scale range from strongly disagree (1) to strongly agree (5). Table 9 shows the results.

Table 10 displays the study's findings on Influence of management participation and their impacts on the implementation of education projects among NGOs in Kakuma refugee camp. The majority of participants agreed with the first construct that senior management demonstrates a strong commitment to the success of projects and initiatives. (Mean=4.18, SD=.671). Majority of the respondents also agreed that there is effective and transparent communication between management and project teams (Mean=3.82, SD=.745). Finally, the study's results showed that most respondents agreed with the statement that organizational culture promotes and supports active participation and collaboration from management in project activities (Mean=3.95, SD=.772). Overall, the composite mean for all components was 3.98, reflecting a moderate positive perception of the influence of management participation in implementation of educational projects at Kakuma refugee camp.

5.8 Correlation Analysis

This analysis demonstrated the relationship between influence of management participation and implementation of education projects among NGOs in Kakuma refugee camp. The results are summarized in Table 11.

Influence of management participation have a substantial positive link (r = 0.674, p = 0.000), according to Table 11's correlation analysis. There is a significant positive linear association between the variables, as indicated by the Pearson correlation value of 0.674. This shows that the implementation of education projects among NGOs in Kakuma refugee camp rises in tandem with an increase in management participation. This finding agrees with a number of research studies.

5.9 Regression Analysis

This was done to establish the association between Influence of management participation and the Implementation of education projects among NGOs in Kakuma refugee camp. Simple linear regression was utilized.

The regression analysis examines the connection between influence of management participation and the implementation of education projects among NGOs in Kakuma refugee camp, using a simple linear regression model. The findings

reveal that influence of management participation is a significant predictor of implementation of education projects. Approximately 55.1% of the variance in success is explained by variations in Influence of management participation (R Square = 0.551). Accounting for model complexity, the Adjusted R Square is 0.492, indicating that about 49.2% of the variance is explained by influence of management participation. The positive correlation coefficient (R = 0.674) indicates a strong positive relationship between influence of management participation and the implementation of education projects among NGOs in Kakuma refugee camp.

Additionally, an ANOVA test was performed to determine the significance of Influence of management participation as an indicator of the implementation of education projects among NGOs in Kakuma refugee camp.

Table 13 shows that Influence of management participation has a considerable impact on the implementation of education projects among NGOs in Kakuma refugee camp and is a significant predictor, with [$F_{(1, 20)} = 111.231$, $P.05$].

5.10 Impact of Stakeholder Engagement and Implementation of Education Projects

The study also aimed to determine the extent to which Implementation of education projects among NGOs in Kakuma refugee camp are successful due to stakeholder engagement. The impact of three opinion statements on stakeholder engagement on the implementation of projects was assessed using a five-point rating system that went from strongly agree (5) to strongly disagree (1).

Table 14 displays the study's findings on stakeholder engagement and implementation of education projects among NGOs in Kakuma

refugee camp. The majority of participants agreed with the first construct that organizations actively engages with donors, fostering collaborative relationships and fulfilling mutual objectives (Mean=4.34, SD=.667). Majority of the respondents also agreed that partnerships with other NGOs are effectively established and contribute to the success of joint initiatives (Mean=3.98, SD=.767). Finally, the study's results showed that most respondents disagreed with the statement that the community is actively involved in decision-making processes, and their feedback is sought and valued (Mean=2.56, SD=.848). Overall, the composite mean for all components is 3.63, reflecting a moderate positive perception of the influence of stakeholder engagement on the implementation of education projects.

5.11 Correlation Analysis for Stakeholder Engagement and Implementation of Education Projects

The study's findings, which are summed up in Table 15, show that stakeholder engagement and the effectiveness of Implementation of education projects among NGOs in Kakuma refugee camp are correlated using the Pearson correlation coefficient.

The results show a high positive link between implementation of education projects among NGOs in Kakuma refugee camp and stakeholder engagement (r = 0.711, p = 0.000). The coefficient of 0.711 shows that there is a substantial positive linear connection between these factors. This suggests that as stakeholder engagement increases, Implementation of education projects among NGOs in Kakuma refugee camp have a higher chance of success. These findings stress the importance of stakeholder engagement and agrees with a number of studies. When employees are actively engaged in shaping and progressing the company's vision, they are more likely to endorse forthcoming changes associated with it.

Table 13. ANOVA of Influence of management participation and implementation of education projects

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	66.241	1	66.241	111.231	.000[b]
	Residual	123.230	120	.490		
	Total	189.471	121			

Table 14. Stakeholder engagement and implementation of education projects N=121

Statements	1	2	3	4	5	Mean	Std. Dev.
Our organization actively engages with donors, fostering collaborative relationships and fulfilling mutual objectives.	8.6%	11.7%	8.4%	39.6%	31.7%	4.34	0.667
The community is actively involved in decision-making processes, and their feedback is sought and valued	20.6%	37.7%	11.3%	17.7%	12.7%	2.56	0.848
Partnerships with other NGOs are effectively established and contribute to the success of joint initiatives	9.6%	12.7%	10.3%	40.7%	26.7%	3.98	0.767
Composite mean and SD						**3.63**	**0.760**

Table 15. Correlation analysis

Variable		Stakeholder engagement	Implementation of education projects among NGOs in Kakuma refugee camp
Stakeholder engagement	Pearson Correlation	1	0.711**
	Sig. (2-tailed)		0.000
	n	121	121
Implementation of education projects among NGOs in Kakuma refugee camp	Pearson Correlation	0.711**	1
	Sig. (2-tailed)	0.000	
	n	121	121
**. Correlation is significant at the 0.05 level (2-tailed).			

Table 16. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.620	.491	.4014

Table 17. ANOVA of Stakeholder engagement and the implementation of education projects

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88.148	1	88.148	100.401	.000[b]
	Residual	101.323	120	.526		
	Total	189.471	121			

5.12 Regression Analysis of Stakeholder engagement and Implementation of education projects

To determine the connection between stakeholder engagement and the Implementation of education projects among NGOs in Kakuma refugee camp, the researcher performed a regression analysis. There was use of simple linear regression.

The results show that stakeholder engagement is a strong predictor of implementation of education projects among NGOs in Kakuma

refugee camp. Variations in stakeholder engagement account for around 62% of the variance (R Square = 0.620). The Adjusted R Square, taking into account model complexity, is 0.491, meaning that around 49.1% of the variation is explained. The implementation of education projects among NGOs in Kakuma refugee camp is strongly positively correlated with stakeholder engagement, as indicated by the positive correlation coefficient (R = 0.711). The importance of stakeholder engagement in implementation of education projects among NGOs in Kakuma refugee camp is further supported by an ANOVA test.

Table 17 shows that stakeholder engagement has a considerable impact on the implementation of education projects among NGOs in Kakuma refugee camp and is a significant predictor, with [F (1, 120) = 100.401, P.05].

5.13 Summary of Findings

5.13.1 M&E Planning and Implementation of Education Projects among NGOs in Kakuma Refugee Camp

The findings indicated a positive perception, with high mean scores for M&E plans comprehensiveness (Mean=4.26), adequate quality indicator addressing (Mean=3.99), and financial integration (Mean=3.94). These comprehensive findings underscore the importance of an elaborative M&E Planning in enhancing the implementation of education projects among NGOs in Kakuma refugee camp.

5.13.2 M&E Technical Expertise and Implementation of education Projects among NGOs in Kakuma Refugee Camp

The findings indicated a positive perception, with respondents agreeing that personnel receive adequate training (Mean=4.31) and the M&E team possesses sufficient experience (Mean=4.44), although there were mixed views on organizations' prioritization of continuous improvement initiatives (Mean= 2.52). The ANOVA test further underscored the significance of M&E Technical expertise in predicting project implementation success.

5.13.3 Influence of Management Participation and Implementation of Education Projects among NGOs in Kakuma Refugee Camp

Interviews with project managers aligned with the quantitative data, highlighting availability of senior management's commitment, effective communication channels, and an organizational culture supportive of active participation. Correlation analysis revealed a significant positive correlation (r = 0.674, p = 0.000) between management participation and project implementation, with regression analysis further confirming management participation as a significant predictor (R Square = 0.551) of project implementation success. The ANOVA test underscored the significance of management participation in predicting project implementation success.

5.13.4 Stakeholder Engagement and Implementation of Education Projects among NGOs in Kakuma Refugee Camp

The findings revealed a positive perception of engagement with donors and effective partnerships with other NGOs, while indicating room for improvement in community involvement (Mean=3.63). Interviews with project managers echoed these sentiments, emphasizing active engagement with donors and effective partnerships, while acknowledging the need for enhanced community involvement. Correlation analysis confirmed a strong positive correlation (r = 0.711, p = 0.000) between stakeholder engagement and project implementation, supported by regression analysis indicating stakeholder engagement as a significant predictor (R Square = 0.620) of project implementation success. The ANOVA test further underscored the significance of stakeholder engagement in predicting project implementation success.

6. CONCLUSION

6.1 M&E Planning

While there is a positive perception of planning processes, attention should be paid to ensuring comprehensive plans that address all key aspects of project monitoring and evaluation.

6.2 M&E Technical Expertise

NGOs should prioritize ongoing training and professional development programs to ensure that M&E professionals are equipped with the necessary skills to effectively monitor and evaluate education projects [58-62].

6.3 Management Participation

The study emphasizes the positive impact of management participation on education project implementation. However, there is room for improvement in ensuring effective communication channels between management and project teams.

6.4 Stakeholder Engagement

There is a need to strengthen community involvement in project decision-making processes and ensure that community feedback is sought and valued. NGOs should focus on developing comprehensive stakeholder engagement strategies that prioritize meaningful involvement of all stakeholders, including donors, partner NGOs, and the local community [63-68].

7. RECOMMENDATIONS

The study's recommendations were as follows:

NGOs in Kakuma should invest resources in developing comprehensive and detailed M&E plans for their education projects which cover all relevant aspects, including quality indicators and financial integration, to facilitate efficient budgeting and resource allocation.They should also should invest in continuous training and capacity-building programs to enhance M&E technical expertise among personnel involved in education projects.Futher more,they need to establish incentive structures and recognition programs to motivate and reward management participation in education projects. By acknowledging management contributions through performance bonuses, awards, and public recognition, senior leaders will be encouraged to actively engage in project activities, prioritizing their involvement in achieving positive outcomes.NGOs should prioritize efforts to enhance community engagement in education projects. This could involve establishing mechanisms for active participation and consultation with community members to ensure their needs and perspectives are effectively integrated into project planning and implementation.

7.1 Recommendations for Further Studies

More research on the following topics is suggested by the researcher:
Investigate the effectiveness of different strategies for engaging the community in education projects within refugee camps, focusing on enhancing community participation and feedback mechanisms.Analyze the role of donor engagement and collaboration in the success of education projects, assessing how NGOs can effectively engage with donors to foster collaborative relationships and achieve mutual objectives

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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