

8-1-2015

Community Interventions in Kenya Providing Care and Support for Orphaned Girls in High School and College Aged 14-24

Joy Eunice Wambui Mindo
George Fox University

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GEORGE FOX UNIVERSITY

COMMUNITY INTERVENTIONS IN KENYA PROVIDING CARE AND SUPPORT
FOR ORPHANED GIRLS IN HIGH SCHOOL AND COLLEGE AGED 14-24

A DISSERTATION SUBMITTED TO
FACULTY OF GEORGE FOX EVANGELICAL SEMINARY
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF MINISTRY

BY
JOY EUNICE WAMBUI MINDO

AUGUST 2015
PORTLAND, OREGON

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George Fox Evangelical Seminary
George Fox University
Portland, Oregon

CERTIFICATE OF APPROVAL

DMin Dissertation

This is to certify that the DMin Dissertation of

Joy Eunice Wambui Mindo

has been approved by
the Dissertation Committee on August 1, 2015
for the degree of Doctor of Ministry in Leadership and Global Perspectives.

Dissertation Committee:

Primary Advisor: Stephen Lewis, DMin

Secondary Advisor: Patrick Murunga, DMin

Expert Advisor: Patrick Murunga, DMin

Lead Mentor: Jason Clark, DMin

ACKNOWLEDGEMENTS

I would like to thank my family and friends who have stood with me as I enrolled, went through and completed my work. They assisted me in listening to my ideas and cheering me on to complete this project. I am especially grateful to Roselyn Sadia-Mutahi for her assistance in editing the paper.

I especially would like to thank my husband Richard for his support and encouragement. Shiko our daughter has been a delight and has brought so much laughter as I have endeavored to write my project. She gave me peace and assurance that this project is possible. I am grateful to my father Duncan Mindo and my brother Gatimu and his wife Caroline for their sacrifice to ensure that I pursued my dream. I am grateful to all my siblings for their encouragement.

The Amahoro Africa friends birthed the dream and made me see the possibilities in Africa's many inspired young leaders.

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ABSTRACT

This is a project manual that looks into the growing problem of orphans in Africa. There is great need to establish community interventions that provide care and support for orphaned girls. Orphan female adolescents experience reduced education opportunities and adaptive coping strategies when they have no home in which to receive nurture and support. They are therefore very vulnerable to early marriages, teenage pregnancies, sexual exploitation and human trafficking. Such women between the ages of fourteen and twenty-four are usually in high school and college, making life long decisions that would affect their future. They go through physical body and psychological and physiological changes. When women in this age bracket have one parent or no parent, they are left to the mercies of their extended families. Due to poverty and modernity, the African family structure is disintegrating and there are no relevant structures to protect vulnerable women from the destructive forces of society, and to provide a loving home. An orphaned teenage woman in sub-Saharan Africa needs support from the church and society. This will enable her make right decisions towards prosperity and break the cycle of poverty.

I have developed a project manual for orphan adolescent girls who lack a home will find safety and stability in alternative Christian homes. They provide nurture and support through spiritual discipleship, career guidance and counseling during life transitions. I will explore best practice models that are indigenous and sustainable to care for this category of young women. The project manual consists of scope and objectives, design and resources, execution and implementation, monitoring and evaluation, and completion and sustainability. A stable, Christian home environment will improve the

chances of a successful life, and reduce the number of dropouts from school of bright orphaned adolescent girls. A project plan will be designed to guide the establishment of a home for bright, orphaned teenage girls.

SECTION ONE: THE PROBLEM

Mwizero is seventeen years old. She is an orphan. Her father, a policeman, died in an accident when she was nine; her mother died two years later of HIV/AIDS complications. Mwizero has an older brother who is a day laborer and a younger sister who lives with her maternal aunt. Mwizero lives with her maternal grandmother, Ntanzina, who is sixty-four years old, sickly and illiterate. Ntanzina lives with and takes care of six of her young grandchildren, but the harvest from her farm is not enough to feed eight mouths. Mwizero is a hardworking girl and has been able to secure a scholarship to attend high school. She is doing well in school, but she worries if she will be married off by her uncle so that he can get dowry for her. She is also afraid of her neighbor. He once tried to rape her, but she managed to flee. Should her grandmother die, she will have no home since her uncles cannot allow her to inherit family land. Her relatives are poor and cannot provide even basic food support for her. She will either be left destitute, caring for her young cousins who depend on their grandmother or will be married off. Her chances for continuing with her education will diminish. Her church is not able to provide her a home because they only cater to children below the age of 15. Demographics classify her as an adult in the age group of 15-49 years.

Mwizero's story is one that can be narrated by millions of orphans in Africa. From the beginning of the twenty-first century, great strides have been taken to empower the girl in Africa. In the education sector, "overall female enrolment at primary level in low-income countries has accordingly grown from 87% in 1990 to 94% in 2004."¹ Improvements have been made over time for the benefit of children, but when the child's

¹ Mercy Tembon and Lucia Fort, eds., *Girls' Education in the 21st Century: Gender Equality, Empowerment and Economic Growth* (Washington, DC: The World Bank, 2008), 3.

foundations of the home are destroyed, she is at risk of becoming more vulnerable to the vices of the society in which she lives. Children find nurture and acceptance in the home. When the foundations of a home are destroyed tragically by the death of a parent or both parents, children suffer. As these children reach their teenage years, they have no one to guide them as they make critical decisions in life. In Africa, the number of orphans is rising every day. The society cannot take care of the large number of orphans who find themselves with no adult responsible for their food and shelter. Orphaned adolescents are vulnerable and the society under the leadership of the church must develop ways to help adolescents through the transition from childhood to adulthood.

Definition of Terms

The idea of referring to a child who has lost one parent through death as an orphan began when it became clear that the demise of one parent cripples the life of a child significantly. The English word “orphan” is derived from Greek and Latin roots meaning “a child bereaved by the death of one or both parents.”² For a long time, an orphan was considered to be a child who has lost both parents.³ “An orphan was defined as a child who had lost one or both parents through death. A vulnerable child was defined as a child whose well-being was significantly jeopardized through abandonment, who had a terminally ill parent, or who was living at a high level of poverty.”⁴ Orphans have also

² There are many definitions for the term orphans. The author of the essay will make reference to the definition in the book by Geoff Foster and John Williamson, “A Review of Current Literature of the Impact of HIV/AIDS on Children in Sub-Saharan Africa,” *AIDS 2000* 14 (July 2013): 276.

³ An orphan is one who could have lost any one of the parents as losing one has significant effect effects on the life of the orphan. Dianne Lynn Elliot, *The Global Orphan Crisis: Be the Solution, Change your World* (Chicago: Moody Publishers, 2012), 24.

⁴ Sharon Kirkpatrick M. et al., “Assessment of Emotional Status of Orphans and Vulnerable Children in Zambia,” *Journal of Nursing Scholarship* 44, no. 2 (June 2012): 195.

been referred to as foster children. “Child fosterage has been defined as the ‘transfer of children from biological or natal homes to other homes where they are raised and cared for by foster parents.’ ”⁵ There has also been a definition of an orphan as a child whose mother has died because biological mothers are more easily related to their children than are fathers. In many cases children’s day-to-day welfare belong to their mothers and when the mother passes on, the child is more likely to be seen as an orphan compared to the death of the father who is usually the main provider for the family.

Orphans have also been defined in many researches as children under the age of 15. Loss of a parent in early childhood, at school age and in early or late adolescence affects children differently, both psychologically and developmentally. Defining orphans as children who are less than 15 years detracts attention from the needs of older adolescents, including protection from sexual and economic exploitation of adolescent girls.⁶ Adolescent orphans suffer as much as children under the age of 10. They understand the circumstances of their loss and may not be able to cope with the trauma of the realities of their orphan status. Orphan status categories are defined as non-orphan where both parents are alive, maternal orphan in the case where the mother is deceased and the father is alive and paternal orphan whereby the father is deceased but the mother of the child is alive. A double orphan is a case where both parents are deceased.⁷ The

⁵ Erin M. Parker and Susan E. Short, “Grandmother Coresidence, Maternal Orphans, and School Enrollment in Sub-Saharan Africa,” *Journal of Family Issues* 30, no. 6 (June 2009): 817.

⁶ This is one of the main foundations of this paper. The age limit of an orphan is set low and adolescent girls find themselves thrust into the world without adequate parental and societal preparation.

⁷ An orphan has been referred to as one who has lost both parents. Laura Robertson, Simon Gregson and Geoff P. Garnett, “Sexual Risk among Orphaned Adolescents: Is Country-level HIV Prevalence an Important Factor?” *AIDS Care* 22, no. 8 (August 2010): 930.

Kenya government defines an orphan as someone who has lost both parents, or has lost their mother.⁸ There are other terms that define children whose lives are affected in multiple ways by the circumstances of life. Orphans will mostly belong to these categories. These are:

1. Children at risk: children who live in situations of deprivation and/or lack access to economic, health, and educational opportunities.
2. Children who are heads of households: children who have assumed primary care-giving responsibilities for younger siblings due to their caregivers' passing from AIDS.
3. Children living with HIV/AIDS: children who were born with HIV, of HIV-infected mothers or who have contracted HIV through sexual intercourse, or sharing drug paraphernalia with an infected person.
4. Children sent to the streets daily: children whose caregivers send them to beg or steal in the streets; these children generally sleep in the slums.
5. Children in situations of commercial sexual exploitation: children who are commercially and/or sexually exploited by adults; these children may work in prostitution and may be either domestic or foreign-born children.
6. Children who are AIDS orphans: children whose primary caregiver(s) has (have) died from AIDS; these children are taken under the care of family, friends and institutions, or migrate to the streets to meet their basic needs.
7. Children who are in institutions from poverty: children whose parents are unable to care for them, and frequently for some of their siblings, due to limited family income; these children leave home or are sent away from home and take residence in institutions.
8. Children who are orphans from all causes: children who are abandoned by their parents, have parents who are deceased from a cause other than AIDS, or who were institutionalized and have left the institutional setting and do not know their parents.
9. Children who are completely on their own: children who live in the streets; these children are not dependent on an institution and do not have family to care for them.⁹

The World Health Organization identifies adolescence as ages 10 to 19. The term “adolescence” describes the transition from childhood to adulthood that is marked by distinct biological, cognitive, and socio-cultural changes. Many societies and cultures in

⁸ Institutions tend to label orphans as do governments as shown by this study by Miroslava Prazak, “Studying Life Strategies of AIDS Orphans in Rural Kenya,” *Africa Today* 58, no. 4 (Summer 2012): 47.

⁹ This is the most comprehensive definition set for orphans. Kristin M. Ferguson and Gretchen Heidemann, “Organizational Strengths and Challenges of Kenyan NGOs Serving Orphans and Vulnerable Children: A Template Analysis,” *International Journal of Social Welfare* 18 (October 2009): 354–355.

Africa mark adolescence as the transition to adulthood not solely by the attainment of a certain age, but by specific rituals and rites of passage into adulthood. The United Nations Convention on the Rights of the Child defines childhood as up to age 18. This paper uses the terms “adolescents,” “teenagers,” “youth,” and “young people” interchangeably to refer to youth ages 10 to 19.¹⁰ Orphans have been categorized as biological and social orphans. Biological orphans are children who have lost both parents, while social orphans are children whose family is unable to provide for them.¹¹ They later are commonly referred to as vulnerable children.

Statistics of Orphans in Africa

The number of children orphaned by AIDS in Africa is 95% of the world’s total orphans. The number of orphans from all causes in sub-Saharan Africa was anticipated to be 53 million by 2010.¹² It was also estimated that 15.7 million children (or 30 percent) lost at least one parent due to AIDS. The effect of a high number of AIDS orphans will remain for decades after the epidemic begins to wane and mortality rates will not plateau until 2020. The proportion of orphans will remain high until 2030.¹³ Almost half of all orphans and two thirds of double orphans are adolescents aged between 12 and 17.

Perhaps the most important statistic is the fact that an estimated 55 percent of all orphans

¹⁰ Most of the orphans have been as a result of HIV/AIDS and it is difficult to separate statistics due to the deadly scourge and fatalities due to HIV/AIDS. Claudia Daileader Ruland et al., *Adolescents: Orphaned and Vulnerable in the Time of HIV/AIDS* (Arlington: Family Health International, 2005), 4.

¹¹ There is almost a 50% population of adolescents in many parts of Africa and this is reflected in the high percentages of orphaned adolescents. Margaret Lombe and Alex Ochumbo, “Sub-Saharan Africa’s Orphan Crisis: Challenges and Opportunities,” *International Social Work* 51, no. 5 (August 2008): 692.

¹² Foster and Williamson, “Review of Current Literature,” 275.

¹³ Campbell, Penelope, et al., “Assessing the ‘Orphan Effect’ in Determining Development Outcomes for Children in 11 Eastern and Southern African Countries,” *Vulnerable Children and Youth Studies* 5 (March 2010): 13.

under age 18 are adolescents.¹⁴ HIV and AIDS have moved rapidly throughout sub-Saharan Africa, dramatically adding to the crisis of orphaned children on the continent. The number of children left as orphans could account for as many as 12% of all the region's children.¹⁵ The statistics are shocking.

HIV prevalence among people aged 15-64 was 7.1% according to the Kenya National AIDS and STI Control Programme report in 2009. The estimated number of AIDS orphans was 1.1 million in 2007 according to the National AIDS Control Council, Office of the President, Kenya report done in 2008.¹⁶ The first death from AIDS in Kenya was identified in 1984 as reported by the Kenya Demographic and Health Survey (KDHS). Data suggest that the prevalence rates have been declining slightly, from 8.7 percent and 4.6 percent for women and men aged 15–49 respectively in 2003 to 8 and 4.3 percent in 2008.¹⁷ A 2005 UNICEF report confirmed a report of the Population Council in 2007 with estimates that suggested “that one in seven girls marries before the age of 15 in developing countries in Africa and 42 percent of girls marry before the age of 18.”¹⁸ With twenty-five million people in sub-Saharan Africa infected with HIV, the orphan

¹⁴ Ruland et al., *Adolescents*, 1.

¹⁵ These statistics in Malawi are representative of many rural regions in sub-Saharan Africa. Betty J. Beard, “Outcomes of Community Based Orphan Care Programmes in Malawi,” *Journal of Social Development In Africa* 22 (January 2007): 105.

¹⁶ The growth has been almost constant, with the number of young people infected with the virus showing no significant change. Sumiyo Okawa et al., “Perceived Social Support and the Psychological Well-being of AIDS Orphans in Urban Kenya,” *AIDS Care* 23, no. 9 (September 2011): 1177.

¹⁷ Prazak, “Studying Life Strategies of AIDS Orphans in Rural Kenya,” 46-47.

¹⁸ Tia Palermo and Amber Peterman, “Are Female Orphans at Risk for Early Marriage, Early Sexual Debut, and Teen Pregnancy? Evidence from Sub-Saharan Africa,” *Studies in Family Planning* 40, no. 2 (June 2009): 101.

population is likely to expand as parents with HIV/AIDS continue to die.¹⁹ Large-scale surveys have reported that about 55% of orphans worldwide are adolescents.²⁰ The United Nations estimated that by 2010 there would be at least 20 million AIDS orphans worldwide.²¹ The orphan problem will continue to increase.

Sociological and Psychological Effects on Adolescence Orphans

Many children in Africa grow up in difficult circumstances due to a combination of factors governing their socio-economic, cultural, and developmental conditions. With the sharp rise in the number of orphans in sub-Saharan Africa caused by the HIV/AIDS pandemic, a relatively new crisis has emerged. According to a report by the Organization of African Unity in 1990, it is recognized that for optimal development, a child requires particular care with regard to physical and mental health; moral and social development; and the experience of happiness, love and understanding.²² In case of a terminally ill parent, “children often shoulder new responsibilities; these include domestic chores such as cooking, cleaning, carrying water and laundry, care giving activities such as feeding, bathing, toileting, giving medication and accompanying relatives for treatment,

¹⁹ Candace M. Miller et al., “Orphan Care in Botswana’s Working Households: Growing Responsibilities in the Absence of Adequate Support,” *American Journal of Public Health* 96, no. 8 (August 2006): 1430.

²⁰ Erick Otieno Nyambedha, “Vulnerability to HIV Infection among Luo Female Adolescent Orphans in Western Kenya,” *African Journal of AIDS Research (AJAR)* 6, no. 3 (November 2007): 287.

²¹ Guoxiang Zhao et al., “Family-based Care and Psychological Problems of AIDS Orphans: Does it Matter who was the Care-giver?” *Psychology, Health & Medicine* 15, no. 3 (May 2010): 326.

²² Poverty plays a large role in increase of orphans where parents neglect their children when they cannot feed them. Jean Christophe Fotso, Penny A. Holding and Alex C. Ezeh. “Factors Conveying Resilience in the Context of Urban Poverty: The Case of Orphans and Vulnerable Children in the Informal Settlements of Nairobi, Kenya,” *Child and Adolescent Mental Health* 14, no. 4 (November 2009): 176.

agricultural or income generating activities and childcare duties.”²³ Stigmatization, dropping out of school, increased workload, discrimination and social isolation of orphans all increase the stress and trauma of parental death and more so if the parent died of HIV/AIDS.

Often adolescents have to take care of incapacitated parents and younger siblings. “They are forced to fend for themselves, abandon their studies and are most vulnerable to stigma and discrimination, abuse, malnutrition, illness, child labor and sexual exploitation.”²⁴ Hurlock's theory states that:

An adolescent is able to think rationally and realistically, for despite their AIDS-affected situation, they understand fully their poverty-stricken circumstances might impose limitations upon their future aspirations. The deaths of their parents occur at a phase in their lives when they are unable to cope with the pressures of new responsibilities without the assistance of some adult.²⁵

An adolescent's confusion and stress in their developmental phase and a traumatic event such as the death of a parent can increase stress and result in a lack of interest in life and an inhibited sense of purpose.

The definition of orphanhood is important in relation to child development in late adolescence because the loss of a parent affects children differently psychologically and developmentally. The high rate of deaths in young adults leads to social and economic impacts which increase with the severity and duration of the AIDS epidemic. It is compounded by the fact that many families live in communities which are already

²³ Foster and Williamson, “Review of Current Literature,” 279.

²⁴ C. G Hartell and J. A. Chabilall, “HIV/AIDS in South Africa: A Study of the Socio-Educational Development of Adolescents Orphaned by AIDS in Child-Headed Households,” *International Journal of Adolescence and Youth* 12, no. 3 (August 2005): 213.

²⁵ *Ibid.*, 219.

disadvantaged by poverty, poor infrastructure and limited access to basic services.²⁶

Therefore when an adolescent is orphaned, the impact can affect the course of their life negatively.

Adolescence is the transition to adulthood. Important life events occur every year and an adolescent girl makes their sexual debut, enters into marriage and childbearing. In many African cultures, girls have no control over the decisions made during this time. Orphan hood may affect decision making and behavior surrounding marriage transitions, and may result in other risky behaviors. It could result in early marriage with a wide range of adverse outcomes, including “low levels of schooling, risk of HIV infection, intimate partner violence, maternal and infant mortality, and poverty.”²⁷ Households that experience an adult’s death may marry off adolescent girls because the family lacks resources to invest in alternatives such as the girls’ continued education. Being an orphan is an additional incentive to marry off girls early, especially those who are not closely related to the household head or primary decision maker. Early marriage may also be driven by the adolescent girls themselves, who may see it as a way to improve their situation and quality of life.

Orphans without role models or lacking close supervision may be particularly vulnerable to sexual experimentation. They may have “high levels of psychological distress, including depression, hopelessness, and suicidal thoughts, compared with those who are not orphans.”²⁸ This may lead to poor decision making and put them at risk of

²⁶ Foster and Williamson, “Review of Current Literature,” 278.

²⁷ Palermo and Peterman, “Are Female Orphans at Risk,” 101.

²⁸ *Ibid.*, 102.

sexual abuse or transactional sex, to provide a source of in-kind gifts and financial gain. In all of these situations, sex is likely to be unprotected and may lead to pregnancy. Orphans have an increased vulnerability to HIV infection through early onset of sexual activity, commercial sex and sexual abuse.²⁹ Adolescents often lack the information, skills, and access to instruction needed for positive behavior. Without the oversight of parents, adolescent orphans are more vulnerable.

The Firelight Foundation published ‘From Faith to Action’, a guide specifically for faith-based organizations, built on the broader input of more than two dozen international agencies and endorsed by 23 international organizations, including UNICEF. This guide was a result of research finding that the religious organizations studied often did not function in the most effective way and were not aware of best practices. It highlights “Twelve Strategies for Supporting Orphans and Vulnerable Children”. These strategies, listed below, incorporate the key themes from the 2004 UNICEF report:

1. Focus on the most vulnerable children, not only those orphaned by HIV/AIDS.
2. Strengthen the capacity of families and communities to care for children.
3. Reduce stigma and discrimination.
4. Support HIV prevention and awareness, particularly among youth.
5. Strengthen the ability of caregivers and youth to earn livelihoods.
6. Provide material assistance to those who are too old or ill to work.
7. Ensure access to health care, life-saving medications, and home-based care.
8. Provide daycare and other support services that ease the burden on caregivers.
9. Support schools and ensure access to education, for girls as well as boys.
10. Support the psychosocial, as well as material, needs of children.
11. Engage children and youth in the decisions that affect their lives.
12. Protect children from abuse, gender discrimination, and labor exploitation.³⁰

²⁹ Foster and Williamson, “Review of Current Literature,” 282.

³⁰ This is the most comprehensive list on concerted efforts by international organization to deal with orphans. Melynda Mears, Jon Singletary and Rob Rogers, “Strategies for Supporting Orphans and Vulnerable Children: An Exploratory Study of an Exemplary Model of Care in Kenya,” *Child and Youth Services* 32 (September 2011): 288-289.

Orphan children may acquire resistance from the challenges they face over time. Yet, they are not powerless victims. They possess inherent strengths that can help them overcome their circumstances. Orphans can be assisted towards resilience through relevant oversight and mentoring. Even so, “past studies have revealed that orphans are at higher risk of impaired attachment, poverty, learning difficulties, discrimination, poor school attendance, health risks, psychosocial difficulty and trauma.”³¹ Immediate effects of orphanhood on the individual are dropping out of school and an increase in child labor. Longer-term effects are loss of assets and property-grabbing, decline in health and nutrition status, and exploitation. Immediate effects on the household are an increase in care-giving activity and reduced stability. Longer-term effects are reduced saving and investment.³² Despite these challenges, vulnerable children and their communities continue to demonstrate unimaginable resiliency.

Insufficiency of Orphan Home Care Givers and Elderly Parents

Extended families care for the vast majority of orphans and vulnerable children in sub-Saharan Africa, in many countries assuming responsibility for almost all double orphans and single orphans not living with the surviving parent. Extended family members have fostered children for a variety of reasons, including the deaths of mothers in childbirth.³³ Succession planning is taboo in many African cultures. Conversations on

³¹ Lesley Wood, Linda Theron and Nokhanyo Mayaba, “Collaborative Partnerships to Increase Resilience Among AIDS Orphans: Some Unforeseen Challenges and Caveats,” *Africa Education Review* 9, no. 1 (September 2012): 125.

³² Lombe and Ochumbo, “Sub-Saharan Africa’s Orphan Crisis,” 682.

³³ Miller et al., “Orphan Care in Botswana’s Working Households,” 1429.

arrangements to be made after death are hardly present. Different patterns of coping mechanisms exist within families depending on whether the father or the mother is sick or dies.³⁴ After death though, families ensure that children receive care from a substitute caregiver. The extended family cares for survivors or orphans.

The number of orphans who require care and support from surviving relatives has risen. This might pose enormous stress on the home-based care in a community where many families are already overburdened by HIV/AIDS and their resultant economic deprivation.³⁵ “The dual disaster of AIDS and economic decline is straining the country’s primary, preferred, most cost-effective, and previously well-defined and almost fail-safe system of orphan care—the extended family”³⁶. Strong African traditional extended-family networks may no longer be viable. Due to urbanization, the strength of extended family obligations has become less. Breakdown in family ties result when relatives can no longer care for orphans because additional children will be a drain on household finances. Consequently, children slip through what were previously impermeable traditional extended-family networks.³⁷ “Orphans in eastern and southern Africa are located predominantly in rural areas. This poses a challenge for programming in that urban orphans appear to be more vulnerable but, in fact, most vulnerable children in the region

³⁴ Foster and Williamson, “Review of Current Literature,” 279

³⁵ Zhao et al., “Family-based Care and Psychological Problems of AIDS Orphans,” 328.

³⁶ It has been shown that many children face diminishing economic opportunities when they are orphaned. Arvind Howard and W. Stephen Singal, *Children of Africa Confront AIDS Single Handedly* (Athens, OH: Centre for International Studies, 2003), 199.

³⁷ Miller et al., “Orphan Care in Botswana’s Working Households,” 1432.

are living in rural areas.”³⁸ Millions of children in sub-Saharan Africa are under the care of a widowed or ill parent, and others are living with their extended family.³⁹ Most of these caregivers are disproportionately female, older, poor, and without a spouse.⁴⁰ They are impoverished, ill, tired, and emotionally drained from having cared for and buried relatives and taken in their orphans. As the World Health Organization has noted, orphan care is “provided mostly in circumstances of diminished or non-existent forms of external support, be it familial or state-provided.”⁴¹ Grandmothers are usually willing to foster orphans. They are motivated by family obligation. This is a strong foundation for a system of orphan support that could ensure a home for every child.⁴²

The growing mortality rates of middle-aged adults in sub-Saharan Africa mean that children are increasingly dependent on the grandparents.⁴³ The orphan crisis is impoverishing even working households, where caregivers lack sufficient resources to provide basic needs. Neither the public sector nor communities provide adequate safety nets.⁴⁴ Grandmothers still remain the better option for the care of orphans as Hamilton’s (1964) rule suggests,

³⁸ Penelope Campbell et al., “Assessing the “Orphan Effect” in Determining Development Outcomes for Children in 11 Eastern and Southern African Countries,” *Vulnerable Children and Youth Studies* 5 (March 2010): 30.

³⁹ Tonya R. Thurman, Ben Jarabi and Janet Rice, “Caring for the Caregiver: Evaluation of Support Groups for Guardians of Orphans and Vulnerable Children in Kenya,” *AIDS Care* 24, no. 7 (July 2012): 811.

⁴⁰ Howard and Singal, *Children of Africa Confront AIDS Single Handedly*, 118.

⁴¹ *Ibid.*, 120.

⁴² *Ibid.*, 129.

⁴³ Parker and Short, “Grandmother Coresidence, Maternal Orphans, and School Enrollment in Sub-Saharan Africa,” 813-814.

⁴⁴ Ferguson and Heidemann, “Organizational Strengths and Challenges of Kenyan NGOs Serving Orphans and Vulnerable Children,” 363.

that biological relatedness is positively related to altruism, suggests that in the absence of parents, children living with grandparents may be better off than children living with more distant relatives or nonrelatives. The “grandmother hypothesis” in human evolutionary biology proposes that one reason that human females live beyond reproductive age is that their survival can be beneficial to the reproductive success of their kin and the survival of their kin’s offspring.⁴⁵

With a growing number of orphans, grandparents are finding it increasingly difficult to take orphaned children into their homes.⁴⁶ Although African societies have traditionally found homes for orphans within their own community, the sheer magnitude of the orphan crisis has led to a large number of children without a home. Institutional or residential care may be the only solution where children live permanently or temporarily within a location that is not their own village. This type of assistance is often the final safety net for orphaned and other vulnerable children.⁴⁷ The local community such as the local churches, women groups and neighbors has provided assistance which involves assistance with food and clothing, regular visits and raising money for school related needs.

The Church’s Inability to Provide Care for Orphans

Scripture recognizes that adolescence is a critical stage in the life of youth people. Paul admonished Timothy not to allow anyone despise him because he is young. Tradition suggests that Mary, the mother of Jesus was married at the age of 16. David was anointed king of Israel when he was in his teenage years. Hardly does one see a

⁴⁵ Parker and Short, “Grandmother Coresidence, Maternal Orphans, and School Enrollment in Sub-Saharan Africa,” 815.

⁴⁶ Beard, “Outcomes of Community Based Orphan Care Programmes in Malawi,” 106.

⁴⁷ Lombe and Ochumbo, “Sub-Saharan Africa’s Orphan Crisis,” 686.

deliberate help for a girl. One such instance is in the life of Esther in the Old Testament. She was an orphan girl under the foster care of her uncle. The culture of the time was not favorable for an orphan girl and the same is for many orphaned girls in society today.

The care for orphans in the Bible is espoused in the church is priority to take care of widows and orphans as a true expression of religion.⁴⁸ Taking care of orphans is openly obedience to God who has asked his followers to be like ‘a light on a hill that cannot be hidden’⁴⁹. God is the source of all grace and he gives his grace so that to extend it to others. Many orphans are disenfranchised and the grace extended by the church will help them cope with the difficulty of living without parents.⁵⁰ God himself is the father of the fatherless⁵¹. Moses, a leading Bible personality was brought up as a foster child in the king’s palace. He was adopted by the king’s daughter and lived in the shadow of slaughter of all Jewish boys his age.

It is possible to adopt orphaned children and have them belong to a home because Christians have been adopted as children of God and must give back⁵². Moore writes about his experience in a Russia orphanage. He realized that children at the institution were very quiet. He realized that infants eventually learn not to cry if no one responds to their calls for food or attention.⁵³ But as soon as a child feels loved and accepted and

⁴⁸James 1:27.

⁴⁹ Matthew 5:16.

⁵⁰ Daniel J. Bennet, *A Passion for the Fatherless: Developing a God-Centered Ministry to Orphans* (Grand Rapids: Kregel Publications, 2011), 3.

⁵¹ Psalm 68:5.

⁵² 1 John 3:1.

⁵³ Russel Moore, ed., *A Guide to Adoption and Orphan Care* (Louisville, KY: SBTS Press, 2012), 9.

knows that they can be responded to, they learn how to cry and call out to their father or mother, whether adopted or not. In the same way, the Christians have been adopted into the family of God and can cry out ‘Abba Father’⁵⁴. The church is nevertheless overwhelmed with the large number of orphans and does not prioritize orphan care in their program. They find it a long term burden with the ever increasing numbers of orphans.

The church in Kenya has not done enough to cater for the disadvantaged people of our society. It has done a lot of advocacy and support for orphans and vulnerable children but this alone is not enough. The high number of orphan children calls for contextual responses. Non-governmental bodies are the organizations that have definite and clear plans to bring changes and support orphans in communities that need help. Eventually, the church need not just follow, but lead in the provision for homes for orphan girls. Maybe one of the reasons why this is not the case is because the church is so busy running spiritual programs for its members that it does not have resources left to look outside of the comfort of the congregations. Many would rather leave it to the para-church organizations and support them from the sidelines.

The Bible teaches us that it is pleasing to God when we help one another. It is true of African tradition to help those in need. Jesus showed us how to serve the least of these⁵⁵. He healed the sick, fed the hungry and protected the oppressed. Jesus interacted with people who were suffering. He brought hope to people who were at the margins and preached good news to the poor. The magnitude of poverty has hampered the church

⁵⁴ Romans 8:15; Galatians 4:6.

⁵⁵ Matthew 25:31-40.

from taking up the task of orphan care, especially orphans who are older and in their teens. The consequence is the increase of teenage street children who eventually join gangs, street families and engage in vices such as prostitution and delinquent behavior.

Jesus Christ in reference gave children a special place when he said 'Let the little children come to me, do not hinder them, for the kingdom of God belongs to such as these'⁵⁶. The Church must undertake this role of embracing these children and teach them to be followers of Jesus, not by word but by deed, especially to the orphans. They need to develop ways to assist them, so that it can live out the Christian faith by taking care of suffering children. Jesus at the age of 12 was sent to the temple to offer a sacrifice in accordance with Jewish culture. It was a cultural expectation for Jewish boys to be presented before Jewish religious leaders because they recognized the transitions of young men from boys to men.

Children need to grow up in a stable home and more so in their teenage years. The state of orphans in Africa is grim. The numbers are large and the capacities of the African community to use existing modes of taking care of orphans cannot cope with the large numbers. Home caregivers and the elderly do not have the capacity to deal with the monumental challenge of raising adolescent children. There is a greater focus on those under 10 years and neglect of the needs of older children, though not intentionally. In fact, the adolescents shoulder the responsibility to care for elderly grandparents and younger siblings. They forgo their ambitions and opportunities for a better life to take up domestic and economic activities that put them in a downward spiral into poverty. They have limited financial resources and time to cater for the younger children. Since existing structures cannot manage the large number of orphans, creative and contextual models of

⁵⁶ Luke 18:16.

ministry need to be developed that will help alleviate the plight of the orphan. Just as the early church selected their young brilliant minds to deal with social issues of the day such as feeding widows⁵⁷, the church in Africa must put the best of its resources in helping the many orphans in our midst.

When faced with the question of why the orphan-girl is not cared for, many church leaders respond that they are so overwhelmed running normal church programs that if they were given such a task, all the other programs in the church may come to a halt. Yet, they acknowledge that the church ought to be reaching to those who are marginalized in our communities as a matter of priority. Is taking care of orphans and vulnerable children a matter of priority in the church? It seems not to be the case. If only every Christian family could take in one teenage orphan, I believe that with good training and support from the church, it would have a positive impact in the lives of the girls. Research has shown that orphans tend to be resilient and with just a bit of care and support they can do well. This is possible, especially for the orphans who have worked hard and excelled in life by attending primary school and are already admitted to high school.

Establishing a home for orphan girls would be in response to Jesus call to the church to take care of the least of these. Orphans are longing for a place to call home especially if they lost their parents and their source of livelihood was diminished. The mission of the church is to reach out to those who are suffering.

⁵⁷ Acts 6.

SECTION TWO: OTHER PROPOSED SOLUTIONS

An Overview of Families in Kenya

Christianity was introduced to Kenya in 1847 when the first German missionary sent by the Church Missionary Society, Mr. Ludwig Krapf set foot on the coast of Kenya. In the 19th century, European nations were partitioning Africa as colonies. By the Berlin Declaration of 1855, Kenya was given to the British. British missionaries then earnestly began to come to the country. The building of the Mombasa-Kisumu railway opened up the interior of the country and missionaries began to move to the central and west of the country. Christianity spread inland; schools and hospitals were established among those who welcomed the missionaries. The colonial government displaced many African families so that white settlers could establish ranches and have land for large commercial farming. This destabilized established societal norms since the colonial government took strong men to fight during the first and second world wars. The fabric of the African family began to disappear from many communities; children who had lost their parents found it difficult to be absorbed by the extended families.

The intention of Africans and non-Africans to confront the problem of orphans has captured the interest of many. Missionaries began work in Africa and mainly worked with the marginalized people in many of the villages; people who were rejected. The founding father of Kenya, Jomo Kenyatta was an orphan. He was housed and educated by missionaries at the beginning of the 20th century. This education opened doors for him to rise through the ranks to become the first president of Kenya.¹

Kenya became independent in 1963. This paved the way for formal education of native people. Those who accessed education were mostly men and those affiliated to the

¹ Jomo Kenyatta, *Facing Mt Kenya* (New York: Random House, 1962), 8.

churches. The pattern of educational opportunities followed the pattern of those who had accepted Christianity who were also referred to as ‘athomi’.² There were pockets of families within such communities that did not have such opportunities. The fathers were absent for some reason and the mothers were very poor. Such families could only get out of the cycle of poverty if one of the children was educated. Since such families did not have the resources to educate their families, they relied on the goodwill, mostly of the church, to pay their school fees.

The church was not only a community of followers of Jesus, but also an agent of transformation for the community. From good hygiene, farming, education and medical care, the church transformed the community in which it was found. These trickle-down effects brought development such as tapped water in homes, growing of cash crops, good roads and infrastructure. The communities that embraced the church experienced development and many families embraced Christian values. Children were brought up using Christian values and a generation of educated Christian leaders emerged. Women were given an opportunity to go to school. Many of the missionaries that came to teach were single women who encouraged young girls to go to school. Wangari Maathai, the first African woman to receive a Nobel Prize for Peace, in 2004, went to school because her mother and brother encouraged her to do so. My father went to school to keep him from trouble – the children in the village who had gone to school were disciplined. His father admired these children and he wanted his ‘naughty’ son to be like them. My father ended up becoming a lawyer and a Christian leader. His older brothers who did not go to school stayed away from church until their later years. He ensured that his younger sisters

² Muthoni Likimani, *They Shall be Chastised* (Nairobi: East Africa Educational Publishers, 1994), 23.

also went to school, although his older sisters did not go to school because they were married off early. All his younger sisters got married to Christian men and established Christian homes. There are no orphaned children in my extended family that have been neglected because the Christian family undertook the responsibility to care for them. My grandfather (my father's father) was an orphan, but was taken care by one of his father's wives who was barren.³ This was not the case in areas that was un-evangelized. Such communities remained needy since they did not have any alternative models to adapt to changing times. Christianity provided a stable acceptable way to adapting to new challenges.

In the past, the African child belonged to the society. Children were never viewed as individuals in their own right; they belonged to the larger community. Many language groups have no term for an orphan as a concept as it is defined today. Amongst the Kikuyu ethnic group in Kenya to which the author belongs, the term has no exact definition; only a dynamic equivalent 'ciana cia ndigwa' - children who have been left behind. This term did not have any negative connotation at all. Those who took responsibility for such children embraced them as members of their own family. It was common for children to live with relatives and in many cases they grew up knowing they belong to the larger family or the clan. Orphaned children would never suffer neglect or experience a lack of sense of belonging.

There has been a distinctive shift of acceptance of orphans in the African context. The emergence of the nuclear family – father, mother and children – which was a foreign concept in Africa has made the orphan problem appear as a distinct issue. They stand out

³ Duncan Mindo, *Without Fear or Favor, So Help Me God* (Nairobi: Evangel, 2010), 38.

in society and their visibility morphs into street children and families, abandoned children and in many cases, individuals who become criminalized. This is because central to the social construction of orphanhood is the idea of care and dependency.⁴ “Children without parents are not only the most vulnerable members of the society, but their care and protection also presents a major childcare policy challenge.”⁵ They experience extreme poverty which is defined as ‘the poverty line set predominantly based on the minimum calorie set at 2900 kilocalories per adult equivalent.’⁶ ‘Poverty reduction is clearly related to households’ ability to increase their living standards raising the issue of which types of economic activity have enabled households to escape poverty.’⁷ Many families in urban and rural areas do not engage in activities that give them adequate resources and they can only afford one meal a day. Children do not have enough to eat. When tragedy such as the loss of parents strikes, the results are catastrophic.

The Place of the Woman in Africa

Africa is a large continent, with fifty-four countries. It comprises nations within different regions. It is largely divided into two regions; Africa north of the Sahara or northern African countries that are arid and in the expansive Sahara desert and are predominantly Islamic, and sub-Saharan Africa. ‘The socio-cultural landscape of contemporary Africa is a product of three fused cultures, respectively grounded in Africa, Arabia and Western Europe. The main vehicles for articulating these three cultures are

⁴ Jo Daugherty Bailey, *Orphan Care: A Comparative View* (Sterling: Kumarian Press, 2012), 159.

⁵ *Ibid.*, 158.

⁶ The World Bank, *Growth and Poverty Reduction* (Washington, DC: World Bank, 2007), 16.

⁷ *Ibid.*, 18.

indigenous African religion, Islam and Christianity.’⁸ Apart from geographical distinctiveness, there are also socio-religious factors since the ‘Demarcation of Africa ignored existing ethnic and historical boundaries and local socio-political dynamics. Despite the diversity, Africa is similar in many respects that define the “African-ness” of the peoples.’⁹ In reference to Africa in this paper, this sense of oneness and similarity will refer to African traditions that reflect the “Africa-ness” of the people as well as their way of life.

The history of ancient Africa is rich with women leaders. African women were ‘known to be powerful priestesses and/or queens, with dominion over large territories.’¹⁰ In my own ethnic group, folklore is full of stories that have been adapted as part of the history of the people. Women have been honored by naming the clans of the ethnic group after women. My middle home name ‘Wambui’ is a derivative from the clan name ‘Ambui’. Every member of the community belongs to a clan that is based on the nine daughters of the mythical founding parents of the Kikuyu. These are mainly in reference to many of the important occasions of the community; when a child is born, at initiation, during wedding ceremonies, at the elevation of men to elders and more prominently during funeral services. This has given women prominence in my society and I have had the privilege of growing up in a society that encouraged women to fulfill their potential if

⁸ Ambe J. Njoh and Fenda A. Akiwumi, “The Impact of Religion on Women Empowerment as a Millennium Development Goal in Africa,” *Social Indicators Research* 107, no. 1 (March, 2011): 2.

⁹ Jane Wakahiu, “Making a Difference: Role of Women Religious in Bridging Democratic Leadership in Africa,” *Journal of Leadership, Accountability and Ethics* 10, no. 5 (2013): 80.

¹⁰ Njoh and Akiwumi, “The Impact of Religion on Women Empowerment as a Millennium Development Goal in Africa,” 4.

they showed any. The continent also contained many societies that were under the leadership of women.¹¹ The following examples are illustrative.

Queen Cleopatra VII who ruled over Kemet (i.e., the Land of Blacks or present-day Egypt) in 69–30 BC, was a strong statesperson and fluent in several languages. She is best remembered for making Egypt a leading world power of the time. Queen Amina, who ruled Zauzzau (present-day, Zaria in Nigeria) during the Sixteenth century, was reputed as a strong and undefeated warrior. Queen Nzingha, who ruled Matamba in present-day Angola during the Seventeenth century, is remembered for building a powerful army that fought valiantly against European slave traders and later Portuguese colonizers.¹²

Women in indigenous African societies were active in building relationships, in conflict resolution, traded in crafts and were long-distance traders. In the building process, men were responsible for erecting the framework while women were in charge of daubing the structure with clay, as well as finishing the floors and walls.¹³ Women in Africa are associated with hard work. They have distinct responsibilities and are the pillars in many communities. They are part of the tapestry of everyday life as concerns the three basic needs of life; food, shelter and clothing. They cultivate the land, sow seed, and prepare for harvest. This scenario is replicated by African women today, from the rural to the urban, from the educated to the uneducated – women provide the basic framework of livelihood in every society. ‘Analyses of women’s poverty commonly focus on the security of their access to assets, and especially land in sub-Saharan African contexts.’¹⁴

In Africa, the gender gap is growing. Cultures and traditional beliefs have widened the gap because they breed discrimination and make women slowly get more ensnared in poverty. Women’s participation in the market economy has

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Elizabeth Cooper, “Women and Inheritance in Sub-Saharan Africa: What can change?” *Development Policy Review* 30, no. 5 (2012): 641-657.

increased, especially in the informal sector, however at the same time women's domestic workloads have not declined. Women in Africa continue to be primarily responsible for such activities as the care of children and the elderly members of the household, cooking and cleaning, fetching water and firewood and managing the household in general. This is especially true for poor women who do not have the resources to hire additional labor to take over some of the household responsibilities when they engage in market activities.¹⁵

Many scenarios in many communities find women as the ones who fend for the family, cook, wash and ensure the home is running well. In all countries of the world, women continue to be primary caregivers for their children and family dependents, even if they work outside the home.¹⁶ 'In the same vein, in sub-Saharan Africa, far fewer females than males have the opportunity to acquire higher education, a prerequisite for taking on high profile leadership roles. Women in sub-Saharan Africa continue to struggle to break the glass ceiling phenomenon as well as to redefine leadership and power in their own terms and cultural context.'¹⁷ Women are mostly at the margins of society. Their voice is not heard in the community and they work silently doing all they can to support their families. This is still widely believed to be the case and many women believe it.

Many people have described the African woman in many ways. This profound statement by an African woman notes that:

In Africa, the very idea of a "free woman" conjures up negative images. We have been brought up to believe that a woman should always have a suzerain, that she should be "owned" by a man, be he father, uncle, or husband. A "free woman" spells disaster. An adult woman, if unmarried, is immediately reckoned to be available for the pleasure of all males and is treated as such. The single woman

¹⁵ Litha Ogana and Doreen Kibuka-Musoke, "Gender and Economic Empowerment in Africa," *Organization for Economic Cooperation & Development Journal: General Papers* 9, no. 1 (April 2009): 97.

¹⁶ Lyn S. Amine and Karin M. Staub, "Women Entrepreneurs in Sub-Saharan Africa: An Institutional Theory Analysis from a Social Marketing Point of View," *Entrepreneurship & Regional Development* 21 (March 2009): 189.

¹⁷ Wakahiu, "Making a Difference," 78.

who manages her affairs successfully without a man is an affront to patriarchy and a direct challenge to the so-called masculinity of men who want to “possess” her. Some women are struggling to be free from this compulsory attachment to the male. Women want the right to be fully human, whether or not they choose to be attached to men.¹⁸

The cosmos of the African family places the woman very low in the chain of life. A woman is equated to children or even less, as livestock, or even as one who has no identity. Her identity as Oduyoye would say is in her father and then with her husband and finally as the mother of her children who belong to the community.¹⁹ This view has not changed and is not peculiar to Africa, but it is found in many other cultures around the world. ‘John S. Mbiti, for instance, explains that even though the indigenous religio-cultural system may be undermined by contemporary society and lifestyle, “the subconscious depths of African societies still exert a great influence upon individuals and communities, even if they are no longer the only final source of reference and identity.”’²⁰ Any meaningful effort to promote women should consider a broader relevance to the ongoing debate surrounding the impact of indigenous religion, and religion in general on women empowerment in Africa.²¹ However, most of the poorest people in Africa are women. Part of what makes them poor, in Africa as well as globally, are social inequalities and the lack of opportunities they face purely because of their gender. The devastating effects of poverty, discrimination and lack of opportunity affect women in multiple ways, not just their income levels.

¹⁸ Mercy Amba Oduyoye, *Daughters of Anowa: African Women and Patriarchy* (Maryknoll: Orbis Books, 1995), 139.

¹⁹ *Ibid.*, 140.

²⁰ John S. Mbiti, *African Religions and Philosophy*, 2nd ed. (London: Heinemann, 1990), 262.

²¹ Njoh and Akiwumi, “The Impact of Religion on Women Empowerment as a Millennium Development Goal in Africa,” 17.

Maternal mortality rates continue to be extremely high. Three-quarters of all Africans between the ages of 15 and 24 who are HIV-positive are women, and women continue to own less than 1% of the continent's landmass. Although progress has been made on the education of girls, this still lags behind the education of boys - at all levels. Women suffer from violence during armed conflicts - as well as from violence in the home. Women have fewer economic rights, and lower access to economic opportunities and resources, including land and credit facilities. They are vastly under-represented in many occupations, especially in professions such as science and technology. Women, whether formally employed or not, also shoulder major responsibilities in the home and in the community. The burden of unpaid activities arising from low levels of access to clean water and energy sources.²²

Many poor people, regardless of gender, suffer and poor women are worse off than men. Gender-based discriminatory practices, particularly when it comes to access to agricultural and commercial purposes, severely limit the economic wellbeing of women. African women's rights concerns thus highlight the need for proper contextual analyses when evaluating universalist human rights claims.²³ The African Union recognizes the economic value of women in the Protocol on the Rights of Women in Africa, which covers a broad range of economic rights for women including 'the right of women's access to and control over land and other productive resources and to inherit equitable shares of property from their husbands and parents, protection and social insurance systems for women working in the informal sector, and recognition of the economic value of women's work in the home.'²⁴ This offers women in Africa protection of their range of rights and obligates states to take action and allocate resources to ensure that African women enjoy these rights.

²² Ogana and Kibuka-Musoke, "Gender and Economic Empowerment in Africa," 91.

²³ Sylvia Bawa, "Women's Rights and Culture in Africa: a Dialogue with Global Patriarchal Traditions," *Canadian Journal of Development Studies* 33 (March 2012): 93.

²⁴ Ogana and Kibuka-Musoke, "Gender and Economic Empowerment in Africa," 104.

Where Orphans find Refuge

There has been a huge outcry from many sectors of society and the voices are for the defense of what has now been popularly referred to as 'the girl-child'. This term seeks to promote the welfare of the girl who finds herself at the margin of society at her birth. The girl who finds herself orphaned or vulnerable due to unstable homes is even more prone to poverty. Unstable homes are characterized by a dysfunction which does not provide a positive environment for a child to grow up in and maximize their full potential. Instead, they are muzzled by their circumstances. Many organizations and individuals have begun finding ways of dealing with the orphan problem in Africa. There are in three broad categories. The first category belongs to those that are formed by foreign organizations such as Thomas Barnados homes and SOS villages. These are old homes that are widely supported by the government. The second are indigenous institutions for vulnerable children homes established by local Kenyans and the third category caters for a growing number of abandoned babies who are rescued and adopted by Kenyan families.

In the first category are the internationally renowned SOS Children Homes. Kenya 'was one of the first African countries in which SOS-Kinderdorf International became active.' The national association, "SOS Children's Village Association Kenya" was founded in 1971. Its aim was to help reduce the ever-increasing number of orphaned and neglected children in the country who were not receiving any support from the state.'²⁵ The first was established in the suburbs of Nairobi, expanded to the coastal city of Mombasa, and is now in Eldoret and Meru. The sitting Kenyan president is the default

²⁵ SOS Children's Village Association Kenya, "Overview SOS Kenya," SOS Children's Villages Kenya, accessed June 26, 2014, <http://www.sos-childrensvillageskenya.org/wwa/overview.php>

head of the SOS homes and the First Lady usually takes an oversight role in the running of the SOS villages. This has made the villages a standard for other organizations to follow. SOS Youth Facilities are the continuation of the SOS Children's Village model, adapted to the needs of adolescents and young adults. They enable SOS youngsters to take the first steps towards self-reliance within the security of the SOS Children's Village infrastructure.

A second example is what is popularly known as Thomas Barnados House. The institution has grown in leaps and bounds and has been licensed by the government of Kenya as the only institution – Kenya Children’s Home Adoption Society – through which adoptions can be done in the country. They have well established income generating activities and are respected in the country. “Kenya Children’s Home and associated projects help around 1700 children in Kenya every year. They have a committed team ...all of whom have the single goal of providing the best care, protection and education to the children they help.”²⁶ It has not expanded outside of Nairobi, but its logo is used by institutions around the country that are allowed to provide adoption services.

The second category comprises those that are founded by indigenous Kenyans who see the great need in the country to care for orphans and vulnerable children and make a decision to provide for these children. Three examples of these homes are Kakenya Center for Excellence, Mama Fatuma Goodwill Children’s home and Mully Children’s Family. They are a representation of a myriad of children’s homes that have been established in the country.

Kakenya Center for Excellence (KCE) came to the limelight when its founder, Dr. Kakenya Mugo, a young Maasai girl was nominated for the CNN Heroes 2013 award. The CNN Heroes, founded in 2008, is an annual search for individuals who are excelling in humanitarian activities. Kakenya saw the need to have a good institution for girls who had been rescued from their homes to escape undergoing Female Genital Mutilation (FGM), commonly referred to as female circumcision. It 'is a non-profit organization focused on serving the most vulnerable and underprivileged girls in Kenya. The organization has built the first primary school for girls that focuses on academic excellence, female empowerment, leadership, and community development'²⁷. By focusing on one girl at a time, one community at a time, the school is laying a pathway for all girls in Africa to have the opportunities they need to thrive as individuals. Kakenya Center for Excellence has built a boarding school where girls can cultivate their dreams with confidence and gain greater control over their lives. It is similar to the Oprah Winfrey, an American media mogul, Leadership Academy for Girls in South Africa that was established to provide opportunities for girls who come from underprivileged communities. This model is replicated across the country with institutions as Starehe Girls School which caters to the educational needs of bright girls who live in marginalized communities.

The second home in this category that would be recognized in Kenya is the Mama Fatuma Goodwill Children's Home. It has been providing a safe, healthy, and loving environment for Kenya's orphans and destitute children for more thirty years. During this time Mama Fatuma has earned a reputation for excellence in Kenya and the whole of

²⁷ Kakenya Center For Excellence, "About Us," Kakenya Center for Excellence, accessed July 2, 2014, <http://www.kakenyasdream.org/about-us/>

East Africa. From its humble beginnings, started by a woman who had a vision, the Home has cared for hundreds of orphaned children who have nowhere else to turn. Mama Fatuma is located in the heart of eastern Nairobi near the border of Eastleigh and the Mathare slum.²⁸ Mama Fatuma is one of the most respected children homes in Nairobi and does not discriminate, but accepts all abandoned children.

The third home is the Mully Children's Family (MCF). It was founded in 1989 by Mr. Muli, a businessman who was moved by the plight of street children. He left his business to establish MCF and manages residential (homes) for orphaned and vulnerable children (OVC). Mr. Muli has used his business experience to develop projects that have sustained more than 8,000 orphans; these children have benefitted from his acts of generosity. MCF is characterized by a family environment alongside MCF managed schools. MCF has self-sustainability projects in its branches in Machakos County in Kenya. These projects grow produce for consumption at the Home and for export. 'At the moment the MCF is directly overseeing the care for 2447 children between the ages of 1 week to 24 years, both boys and girls in different residential and community based child care projects.'²⁹ This Home has become a model for locally grown ideas and dreams, self-sustaining programs and projects and accountability. It has also shown resilience over the years without prior examples to emulate and learn from and has continued to grow and trail blaze in the care of abandoned children even though it is established in rural Kenya.

²⁸ The Mama Fatuma Foundation Inc., "About Us," The Mama Fatuma Goodwill Children's Home, accessed July 2, 2014, <http://mamafatumas.org/>

²⁹ Mully Children's Family, "About MCF," Mully Children's Family, accessed July 2, 2014, <http://www.mullychildrensfamily.org/about>

The third category is baby rescue centers. The three baby centers considered are AGC Baby Centre, New Life Baby Centre and Nyumbani. These are homes that admit babies who are abandoned before they are one year old. They also actively serve as a space for adoption for these babies.

The Africa Gospel Church Baby Centre rescues orphaned and abandoned children to find adoptive parents for them to be placed with. Terry Duncan, a member of the founding task force and at the time the Kenyan Field Director for World Gospel Mission was quoted as saying, “Poverty and disease are epidemic in Kenya and leave in their wake innocent, helpless children who are destitute and bereft of hope for the present and the future.” It was established in 2005 and is located outside Nakuru. It reaches out to help provide a Kenyan solution to this Kenyan problem.³⁰ It is one of the homes that have been established by a denomination and is supported by the whole church.

The second baby rescue center that is profiled is the New Life Home Trust. The founders, Clive and Mary Beckenham, had been involved in a number of humanitarian projects when they became aware of the plight of abandoned and orphaned babies, particularly those born HIV-positive. Their mission statement is to provide a compassionate Christian response to the plight of vulnerable children, the needs of abandoned or orphaned babies (without families) with priority given to those who are infected and affected by HIV/AIDS and providing children’s spiritual, educational, medical and health welfare generally and specifically. Their vision statement is to identify and bring babies and children into residential or community care programmes in order to provide them with a compassionate remedy to their spiritual, physical,

³⁰ Africa Gospel Church Baby Centre, accessed July 2, 2014, <http://agcbabycenter.org/>

emotional, emotional, economical, sociological needs.³¹ It was established in Nairobi, Kenya in 1994.

Nyumbani was founded in 1992 by the late Father Angelo D'Agostino, a physician, psychiatrist and Jesuit priest. Nyumbani is the realization of his dream to address the challenges caused by the unprecedented decimation of an entire generation of Kenyans due to the HIV/AIDS pandemic. His search for practical and sustainable solutions to one of the worst tragedies led to the founding of a home for HIV/AIDS affected and infected children. A medical doctor, he started a clinic that would treat those infected with the virus at a time when Christian organizations were shunning these victims.³² This institution was the first to create community services in regions that had many orphans and provided home-based interventions rather than institutional care for all orphans.

Even though institutionalized homes have become the norm in the intervention of vulnerable people in society, throughout sub-Saharan Africa, fostering within family lines remains the most common safety net for the case of orphans. This practice of taking care of orphans in homes is deeply impeded in the African culture...has absorbed the growing number of orphans.³³ Institutional care is limited to 1-3% of all orphans and in this number not all are orphans, some are from vulnerable homes. Many children end up in statutory residential care where they are removed from community. They experience, "inadequate care, lack of personnel, inadequate skills, lack of psycho-social services, lack

³¹ New Life Home Trust Inc., "About Us," New Life Home Trust, accessed July 2, 2014, <http://www.newlifelifehome.org/about.html>

³² Nyumbani, "About Us," accessed July 2, 2014, <http://www.nyumbani.org/about-us>

³³ Kaladhini Subbarao and Diane Coury, *Reaching Out to Africa's Orphans: A Framework for Public Action* (Washington, DC: World Bank, 2004), 23.

of long term strategic planning, loneliness, dependence, lack of adult guidance, limited participation of children in decision making etc.”³⁴ There is need for many relevant alternatives to assist suffering orphans and vulnerable children in the community.

The Challenges of Vulnerable Young Women

Resilience amongst children is important. When children are brought up in stable homes they develop resilience. Resilience is an individual’s ability to cope with stress and anxiety, and successful adaptation in risk settings. “Protective or promotive factors, which enhance the likelihood of positive outcomes, can be either assets, that is, individual characteristics that enhance positive outcomes, or resources, that is, attributes of the social environment that enable an individual to surmount adversity.”³⁵ Identification with peer groups is a key characteristic of adolescence and a focus on the importance of peers and other models as points of reference in shaping young people’s values, attitudes, and practices.³⁶ The loss of a parent or both parents on whom a child depends for social and economic needs can push a child toward vulnerability. Since they cannot provide for themselves and they are dependent on the parents to provide, this loss makes life difficult and they may not be able to cope and overcome challenges to become productive members of society. Some are able to overcome, but majority succumb to disease and bad decisions.

³⁴ Ibid., 25.

³⁵ Ibid., 13.

³⁶ Ibid., 27.

There are three building blocks in resilience in adolescence; first, a secure base whereby a young person feels a sense of belonging and security; secondly, good self-esteem and thirdly, a sense of self-efficacy which comprises a sense of mastery and control along with an accurate understanding of personal strengths and limitations.³⁷ It is not easy for teenagers to develop resilience when they lose their parents. They are left to society to provide support. They need an alternative secure base to allow them to develop these three coping mechanisms that are important for them to develop life skills. The problem of vulnerable young women is a social problem. A social problem is defined so by society and can be solved collectively in the family.³⁸ When there is a breakdown in the family unit, it becomes very difficult for a young woman to find resilience and to deal with the social problems they encounter.

A social control perspective assumes that social institutions such as family, school, and religion promote values that are consistent with conventional behavior because they socialize members to adopt the norms and values of the group. Religion can be viewed as a conventional institution of social bonding that deters individuals from becoming involved in problem behavior. Thus, adolescents strongly bonded to conventional society through attachment to a religious body will be less inclined to engage in deviant behavior than those unaffiliated.³⁹ ‘Social control theory suggests that affiliation with a religious organization that espouses conventional values (to varying degrees) will make followers less likely to be predisposed to deviant behavior than those

³⁷ Daniel Brigid and Sally Campbell, *Adolescence: Assessing and Promoting Resilience in Vulnerable Children* (Pennsylvania: Jessica Kingsley Publishers, 2002), 13.

³⁸ Jerry Hollingsworth, *The Social Problems of Children in Sub-Saharan Africa* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2012), 4.

³⁹ *Ibid.*, 16.

unaffiliated. Following this, it is expected that the unaffiliated will be more inclined to engage in risky sexual behavior than those affiliated with any religious faith'.⁴⁰ The teenage and young women are at risk of engaging in immoral behavior patterns when do not find a sense of moral direction from the religion that they uphold. Many religions tend to protect women, it is the interpretation through the eyes of the prevailing culture and traditions that ensnare and deprive the women. As a result, they are pushed to the margins of vulnerability.

Since the turn of the 20th century, the fight for the emancipation of women has upheld the fact that girls' schooling is beneficial to their success and to society. 'However, research shows that equally important are the benefits that occur to the girls beyond primary education as they transition to secondary school.'⁴¹ This is the "virtuous cycle" that:

The mere presence of secondary schools has an effect on greater primary school enrollment as well as completion of primary school partly due to the anticipation of attending secondary school. Girls' secondary education is associated with increased social benefits to the society through increased political and civic participation, reduced instances of sexual harassment, and a lowered probability of young women being trafficked for labor and sex; delayed age at marriage resulting in reduced family sizes because of contraception. Secondary education offers girls greater ability to deal with HIV/AIDS, by having the information required not only to reduce their risk of contracting HIV, but also to alter the way of thinking, and indirectly increase their chances of adapting to self-protect.⁴²

When a girl has secondary education, she has a sense of responsibility to take charge of shaping their own future. Under normal circumstances many African girls have

⁴⁰ Ibid., 22.

⁴¹ Benta A. Abuya, Elijah O. Onsomu and Dakysa Moore, "Educational Challenges and Diminishing Family Safety Net Faced by High-school Girls in a Slum Residence, Nairobi, Kenya," *International Journal of Educational Development* 32, no.1 (2012): 81.

⁴² Ibid.

decisions made for and about them by their fathers or future husbands. There is a growing realization that educating girls has immense benefits. Nevertheless girls continue to face limitations in the school, within their families, in their communities. The limitations, an outcome of the way girls have been informed of their value by the society in which they live, influence their access to education. They takes a girl backward and closes any avenue for further progress in education⁴³. This has been one of the major challenges that many older women who never had the chance to go to school lament about. They wish someone gave them a chance to continue with their education.

One of the greatest realities in African families is their large sizes. Due to improved maternal health, families tend to be large. When a girl in such a family experiences the death of one parent, the impact on her advancement is reduced. It has been noted by scholars that:

Girls are at risk of low educational attainment in large families, but when the families are small, the girls should be at par with the boys. It further asserts that the disadvantages girls encounter are not only embedded in “dilution of parental resources” but also in the way sex roles/gender are defined, putting emphasis on marriage and childbearing at the center of girls’ upbringing... Other scholars argue that sibling size affects education attainment of girls in large families because of the time taken by girls to care for younger siblings. Therefore, girls who have younger siblings have a lower chance of ever enrolling in school compared to boys who have younger siblings.⁴⁴

It is therefore often prevalent to see girls within a family suffer dire consequences when they are orphaned and have to take over parental responsibilities for their younger siblings.

There is a common saying that women hold the roof of the world. When this covering is taken away through death, the world seems to come crashing down on the

⁴³ Ibid.

⁴⁴ Ibid., 82.

children. When mothers are educated, there is a high probability that they will allow their children to go to school. When a mother is uneducated, she may not understand why her daughter needs to go to school. This cycle is broken though when the mother realizes the importance of education or the young girl gets an opportunity to go to school. In certain scenarios that are more common, mothers do not take their daughters to school and there is also a high school dropout among girls. In addition, some mothers do not invest in their education.

One of the main consequences of girls dropping out of school is the prevalence of sexual violence at the family and community level. The result is the gendered nature of sexual violence and harassment at the hands of the very people who should be the first line of protection—the male relatives. It is especially damaging because girls do not say anything until someone discovers the wrongdoing.

There are family-based protective factors that foster the persistence of girls in school. The presence of the grandmothers who step in and fill the void created by absence of biological parents help the girl become resilient to the hardships they faced. There are many heroic efforts of girls' attempts and success with persistence.

It is important to understand the contemporary experience of adolescents in Africa. The school provides a setting in which children can meet authority figures other than their parents, acquire specific academic and life skills, and learn about the world that lies beyond their local community.

For girls, in particular, even more may be at stake; school may be the only place where they can meet women in the workplace and learn that existing gender roles and competencies are potentially challengeable and changeable. The impact of schooling on the children who experience it may be enormous, encompassing not only the development of cognitive abilities that will affect their adult productivity, but also the formation of values, norms, and aspirations that will affect other

dimensions of their lives, in particular the types of families they form and the roles they play within them.⁴⁵

In general, the number of orphans may overwhelm existing support systems, decreasing the available caregiver and family influences that may prevent risky sexual behavior. However, orphans may experience socio-economic disadvantages because of uneven distribution of wealth within households. Children typically depend on others to ensure an adequate quality of life; adult family and community members are usually responsible for taking care of children. One of the most disturbing consequences of this trend has been the emergence of households headed by individuals who are not prime-aged adults. Adolescent women are of special concern because they are a very vulnerable group in Kenya.⁴⁶

Women play an extremely important role in the food security of the household. Women prepare the food and make sure the children are adequately nourished. In addition, women's income is used to buy clothing and to pay school fees for the children. When the woman is the prime-aged head of the household, the children's welfare is more likely to be negatively affected. Women tend to have access to fewer income earning opportunities and those that are available often pay less. Land tenure laws may preclude them from owning or inheriting property when the male head of household dies. The relationship could work both ways: better educated young women may have a better idea of how to care for themselves or healthier females may have more opportunities for academic achievement because they are not impaired by poor health.

⁴⁵ Barbara S. Mensch and Cynthia B. Lloyd, "Gender Differences in the Schooling Experiences of Adolescents in Low-Income Countries: The Case of Kenya," *Studies in Family Planning* 29, no. 2 (June 1998): 167.

⁴⁶ *Ibid.*, 179.

More programs should be directed toward helping adolescence girls from poor backgrounds continue their education and find income earning opportunities that do not compromise their health. Wealth is somewhat tied to health status; policy-makers should examine ways to protect the assets of youth when their parents die. For the adolescent, poor physical health could have an impact on their education, ability to earn a living, and physical growth. Their whole quality of life would be affected and they may not be very productive members of their community just at the time when they are developing into able-bodied adults, the bedrock of any society.⁴⁷

Religious African youth have lower levels of sexual risk behavior. In Kenya, 80% of individuals self-identify as Christian according to statistics and churches are influential social and cultural institutions, especially during times of crisis. Religious belief systems offer principles that help people cope with poverty and high levels of economic stress.⁴⁸ Studies have not yet examined associations between religious coping and sexual behavior. This is a general observation that participation in religious activity can lower sexual activity depending on the teaching and deterrent the teenagers are exposed to in the teaching. However, because religious beliefs often provide moral frameworks on sexuality and tenets related to poverty, it follows that adolescents may use religious coping when facing stressors related to poverty and sex.⁴⁹ Many adolescents enjoy church, but do not engaging in church-related activities to cope or forming close

⁴⁷ Ibid., 190.

⁴⁸ Eve S. Puffer et al., "The Protective Role of Religious Coping in Adolescents' Responses to Poverty and Sexual Decision-making in Rural Kenya," *Journal of Research on Adolescence* 22, no. 1 (2011): 1.

⁴⁹ Ibid., 2.

relationships with church members or leaders to receive support.⁵⁰ Integrating religious faith into interventions in these contexts could increase their cultural relevance and may improve participation and behavior change by building on concepts familiar to the target population, rather than introducing a new set of terms and skills not grounded in the population's beliefs and values.⁵¹ Many adolescents living in contexts characterized by adversity achieve positive outcomes. Yet, "many adolescents 'make it,' that is, progress successfully through adolescence despite living in such adverse conditions. In other words, they are resilient in spite of the odds against them."⁵²

⁵⁰ Ibid., 5.

⁵¹ Ibid., 6.

⁵² Caroline W. Kabiru et al., "'Making It': Understanding Adolescent Resilience in Two Informal Settlements (Slums) in Nairobi, Kenya," *Child and Youth Services* 33 (2012): 12.

SECTION THREE: THESIS

I have viewed families in Kenya with a historical reflection of the twentieth century and the transition from traditional extended families to the introduction of the Christian faith. This transition has not improved the status of the African woman. Due to poverty and lack of access to education, women still find themselves at the margins of society. Consequently, the state of the orphan and vulnerable woman has not found a home. Orphan adolescent girls who lack a home can find safety and stability in alternative Christian homes which provide nurture and support through spiritual discipleship, career guidance and counseling during life transitions.

The purpose of my project manual is to develop a standard for best practice for a Christian home; one which will provide a stable environment through guidance and counseling, thus reducing the number of dropouts of bright, orphaned adolescent girls and improving their chances of a successful life. Adolescents have distinct developmental needs – reproductive health education, psychosocial support, and social support that require close guidance and counseling in the difficult transition to adulthood. This adolescence phase is complicated when there are traumatic events such as the death of a parent, and the development of adaptive coping strategies may be hampered when they do not have someone to counsel them through the grief process. Adolescents are the largest group of orphans in Africa and the girls in this group may end up as child laborers or be introduced to early marriage. When this happens, they cannot optimize their potential or the educational opportunities available for them. Traditionally, Africans assisted orphans in their plight, but due to poverty, rural to urban migration and breakdown of the cultural systems to assist them, orphan children can no longer rely on

the support of the extended family for care and support. They are perceived as an extra burden to the extended family.

In this section, I will explore emerging leadership models, expressions of women leaders in Africa and the influence of culture in the theory and practice of leadership. I will write on three fundamental ways in which women can be empowered and find their voice. The first is the theological underpinning that elevates the status of women to maximize all their gifts and abilities in society. The second is social entrepreneurship and finally, the kind of leader then who will arise from the synthesis of social entrepreneurship and a kingdom understanding of the African woman will be a balanced woman who has undergone social, economic and spiritual empowerment to maximize and exploit her own full potential. Reducing the inhibition that deters girls who have worked very hard in the midst of many obstacles is a major milestone in ensuring that women can make it. The thesis of my paper engages these elements in order to relevantly assist young vulnerable and orphaned teenage and young women in high school and college find a home where they can be nurtured to lead productive lives. Legislation in the twenty-first century has opened up opportunities for women to begin to excel in all aspects of life, both at national levels and within continental bodies. With proper advocacy, women will continue to grow and excel with the opportunities availed to them.

Emerging Leadership Models

The death of the first African woman Nobel Prize for Peace laureate, Wangari Maathai in September 2011 ushered in during the month of October an announcement of the award to yet three other women, two of whom were Africans from Liberia. One of

these women, Leymah Gbowee, a social activist, was recognized for her ability to bring women together to promote peace in a war-torn country. She neither holds political title nor comes from a privileged background. Yet, she was recognized for her ability to unite women and identify with their pain. She propelled them onto a path of peace. As Leymah Gbowee's story was being celebrated, a new model of leadership was evolving from the poorest and most downtrodden members of many African societies, which she personifies.¹ She is the embodiment of many African women who have lived through displacement from their homes as a result of war or have found themselves pushed to the fringes of society on account of social-cultural and economic influences that would tear them apart from their dreams and their families. This is an emerging model of leadership not derived from power or hierarchy, but one of influence emanating from the grassroots.

In the same manner, Christian leadership is centered on the incarnate story of Christ as a servant leader. "Because of the great paradigm shifts which our world is undergoing at the end of a millennium, we need both a supreme model and the source which Jesus provides for transforming leaders."² The Cross is the center and the symbol of the Christian faith. Numerous leaders have had traumatic experiences in life that have galvanized them to gain heights of leadership. Just as Leymah weathered the storms of life in refugee camps and battled with alcoholism, so have many African women – thrust into leadership due to failure and painful life experiences.³ Pain and suffering abound in

¹ African Success, "Biography of Leymah Roberta Gbowee," accessed September 3, 2014, <http://www.africansuccess.org/visuFiche.php?lang=en&id=1030>

² Leighton Ford, *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change* (Downers Grove: InterVarsity Press, 1991), 76.

³ Henry Blackaby and Richard Blackaby. *Spiritual Leadership: Moving People to God's Agenda* (Nashville: B&H Publishing Group, 2001), 55.

the world today and women are at the forefront of dealing with the issues that confront them.

Empowerment is a buzz word in leadership and governance circles today. Modern day representations of age-old evils – from slavery to child sacrifice to appease the gods for prosperity – are reported. The common trend to address these issues is global institutions such as the United Nations and World Vision International that fight against poverty and stand for human rights. It is expected of modern day leaders to use this institutional approach. An inordinate amount of resources are spent maintaining these institutions with few resources trickling down for actual problem solving. Some institutions actually disempower those they purport to assist. The emergence of grass-root women leaders such as Leymah creates, out of chaos, servant leaders. Greenleaf writes that future leaders will be found in places where leaders are not expected to come from.⁴ They will remain true servants when they lead from unexpected situations and social groups. These are the women in leadership amongst the poor, deserted and the downtrodden.

When compared to age-old subjects such as medicine or theology, leadership is a more recent field of study. Many institutions of higher learning have only recently offered leadership as a main degree course. Leadership as a subject stemmed from the field of psychology and social anthropology as professors sought to understand the substance of leadership. There is increased interest in leadership in the world today which

⁴ Robert K. Greenleaf and Larry C. Spears, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, 25th anniversary ed. (New York: Paulist Press, 2002), 340.

“tends to appear during periods of widespread uncertainty and rapid change”.⁵ One of the ways in which leadership has been studied is by reviewing the lives of leaders and deducing their characteristics. However, these studies based on notable leadership figures have been inconclusive in giving a universal characterization of a leader. For example, the success of Bill Gates cannot be comparable with Steve Jobs’ success in information technology.⁶ They both came from different family backgrounds, and had different types of leadership yet, they are studied as emerging leaders for their success in changing the course of technological advancement globally.

Leadership is seen as a process rather than a means to an end.⁷ It is no longer an exclusive club for politically and economically endowed individuals and families. People from all walks of life have risen to bring positive change on behalf of others. In 1974, Peter Bass wrote a tome that articulated the concept of transformational leadership. In its fourth edition (2008), the editors took note of global leadership trends following the terrorists’ attacks in New York City on September 11, 2001.⁸ They noted the popular expectations on leaders to provide a vision and hope for the future. The perpetrators were indoctrinated with terrorists’ ideology. Ten years since the attacks in New York, disillusionment with the prevailing leadership in certain countries has given rise to the Arab Spring – street protests and a revolutionary movement that have removed from

⁵ Robert J. Banks and Bernice M. Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches* (Grand Rapids: Baker Academic, 2004), 22.

⁶ “Steve Jobs vs Bill Gates,” Educopark, accessed September 3, 2014, <http://www.educopark.com/life-lessons/view/steve-jobs-vs-bill-gates>

⁷ Ernest L. Stech, *The Transformed Leader* (Victoria: Trafford, 2004), 205.

⁸ Bernard M. Bass and Ruth Bass, *The Bass Handbook of Leadership: Theory, Research and Managerial Applications*, 4th ed. (New York: Free Press, 2008), xix.

office long-serving leaders considered as dictatorial. “From time to time, certain groups in society whose ability to attain leadership in various fields is seriously restricted, also begin to make a more pronounced interest in it.”⁹ In the same way, women have begun to emerge as leaders in many fields and there is a growing interest in studying the emerging patterns and paradigms shifts as they take up leadership roles in society. Their movement is subtle and their revolutions are counter-cultural.

Expressions of Women Leaders in Africa

Tegla Loroupe is a world champion in long distance races. She grew up in difficult circumstances among the remote Pokot and Marakwet peoples of North-west Kenya. This soft-spoken woman (weighing 38kg), has used her fame, frame and reward to bring peace and reconciliation among the warring communities. She is now a renowned women’s rights activist. Tegla is a leader, not just excelling in long-distance running, but also at home, conversing with kings and presidents or interacting with women in the village, preaching peace. Her efforts at the grass-root level, including a local Tegla Loroupe Marathon that brings together local runners from different communities (including male and female categories), have earned her international recognition for these home-grown innovative initiatives.¹⁰ She has taken up the mantle of leadership and works to bring peace by ending the vicious cycle of cattle rustling in the neighboring communities of the Pokot, Turkana and Marakwet.

⁹ Banks and Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches*, 23.

¹⁰ Tegla Loroupe Peace Foundation, accessed September 3, 2014, <http://www.teglapeacefoundation.org/>

Leadership has been defined in various ways. Robert Banks defines leadership as involving “a person, group or organization who show the way in an area of life – whether in the short term or in the long term – and in doing so both influences and empowers enough people to bring about change in that area.”¹¹ Leadership is not bestowed upon or ascribed by status. Leadership happens when people are inclined to change from where they are to where they should be. Greenleaf speaks of leadership by empowerment, led by moral authority that transforms passion to compassion.¹²

After the end of colonial rule in Africa, the continent was looking for new leaders. Since then the landscape of the realities of the inhabitants in the continent has changed. From a population of a little more than two hundred million in 1950 to one billion in fifty years, the needs have increased without consideration of the monumental social changes over the same period of time. The generation that fought for independence from the colonial powers in the 1950s and 1960s, have experienced remarkable changes. For example, from cooking with stainless steel pots rather than earthenware pots to evolution of markets, from barter trade to monetized international markets, and from fixed line telephoning to satellite phone communication, the leadership has had to cope with rapid change. This generation of African leaders has had to cope with unparalleled rapid change such as technological advancements as the World Wide Web, space exploration and new economies fueled by intellectual capital. In the midst this change, there have been a proliferation of negative trends as religious fundamentalism, ethnic disparities and

¹¹ Banks and Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches*, 16.

¹² Greenleaf and Spears, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, 150.

animosities, and political and corporate scandal that have led to a high level corruption and moral disintegration.

The subsequent effects on women include increased poverty where families are unable to feed themselves, war rape and female sex slavery, female circumcision also referred to as Female Genital Mutilation (FGM) and early marriage. Other generic issues are exclusion from social-economic structures including lack of access to education, economic disempowerment with women having no land rights or access to finance, and lack of representation in the political arena. Women, when given an opportunity will often use their positions in leadership for the good of others rather than their own prestige and power. This is far removed from “a liberal feminist idea that removing discrimination in opportunities for women allows them to achieve equal status to men. In effect, progress in women’s status is measured against a male norm. Equal opportunities policies and legislation tackle the problem through measures to increase women’s participation in public life.”¹³ When men and women lead together and recognize their abilities, the balanced model results in an emerging model of leadership.

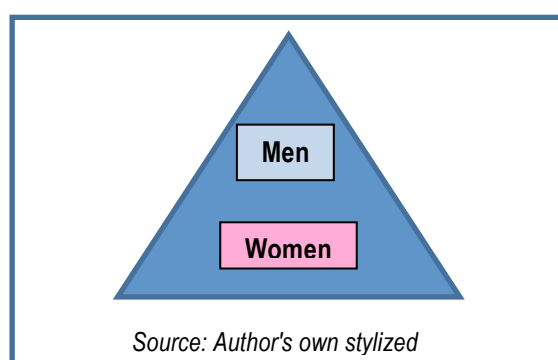


Figure 1. Traditional Model: Few men at the top with women subjugated at the bottom. Yet the women yield more influence in the day-to-day running of society. Women have more responsibilities in society, in family and in religious matters.

¹³ Hazel Reeves and Sally Baden, *Gender and Development: Concepts and Definition* (University of Sussex: Institute of Development Studies, 2000), 10.

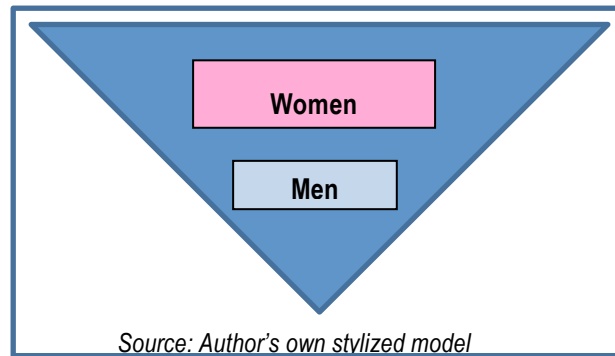


Figure 2. Feminist Model: Women at the top and collectively recognizing the role that men play in supporting their endeavors in society, from the home, to the market, in religious gatherings.

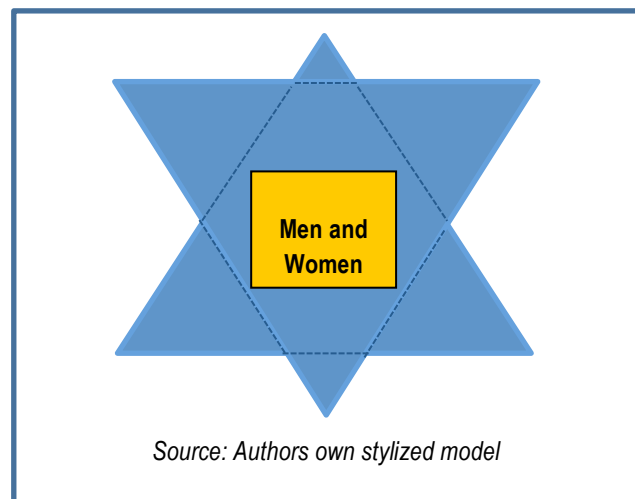


Figure 3. Emergent Model: Men and women collectively interacting and contributing to societal development in their leadership roles.

Various terms have been used to describe the journey that women have taken in their quest for leadership opportunities. The most common is “breaking the glass ceiling.” This has resulted in women venturing courageously and trailblazing to provide leadership by breaking down barriers that defined what a woman could or could not do. This is leadership by people who could not normally be ascribed leadership opportunities. Wheatley reminds women to always remember to live out their new story that embraces humanity rather than the old story of domination, disorder and chaos. She mentions that

the new way of leadership will emanate from stories of those who are self-organizing.¹⁴ Women have an innate need to congregate and encourage each other.

Recently, in the Kenyan context, two key events have brought the issues of women in leadership to the fore. Firstly, was a new constitution promulgated in August 2010. The constitution supported affirmative action by requiring women representation of not less than one third of all constitutional offices and providing quotas in leadership positions. The second was the demise of Wangari Muta Maathai in September 2011. She was the first African woman to win the Nobel Prize for peace and the first woman to earn a PhD in Eastern and Central Africa in 1969. Her struggles in the social and political arena are well documented. She reminisces on her Nobel Prize saying that, “women can make an impact although their ideas and actions are often dismissed.”¹⁵ She was given a state funeral, the kind only accorded to sitting presidents and vice presidents; honor was not bestowed on her in her lifetime. It was recognition of women in leadership, though posthumously.

In politics, the first woman president was democratically reelected in Liberia in 2011. The International Criminal Court in Hague Netherlands nominated an African woman to the position of Chief Prosecutor in December 2011. These women represent many who are beginning to venture in fields that were the preserve of men. Many other unsung heroines are following in their footsteps by creating opportunities and leading change in every sector of society.

¹⁴ Margaret J. Wheatley, *Finding our Way: Leadership for an Uncertain Time* (San Francisco: Berrett-Koehler, 2007), 27.

¹⁵ Wangari Maathai, *The Challenge for Africa* (New York: Pantheon Books, 2009), 287.

Women can be mentored to be leaders in society. ‘These kinds of leaders enable the workforce to become functional contributors and motivate them to mentor and coach others to increase the organizational outputs and enhance quality relationships that encourage altruism, humility, vision, trust and service.’¹⁶ Women tend to be democratic and have a spirit of sharing. They will share information that will improve the lives of their neighbor who is in the same status of poverty as they are. They realize that they are better working together. This can be defined as ‘Ubuntu’, the sense of community and togetherness. ‘Ubuntu is a special sense of group identity and liability, a sense of human interdependence that is driven by social norms such as reciprocity, suppression of self-interest and the virtue of symbiosis.’¹⁷ Women are also good at networking and fundraising. They can also easily learn to save and even more so together as groups. This collaborative spirit enables women to learn together as a group and develop a strong sense of sisterhood and collective action to effect positive change.

The African Union has adopted a ground-breaking protocol that recognizes the economic value of women. On 11 July 2003, the African Union adopted a Protocol on the Rights of Women in Africa, a supplementary protocol to the African Charter on Human and Peoples' Rights, which was adopted in 1981. The new Protocol covers a broad range of human rights issues and a broad range of economic rights for women. ‘This ground-breaking Protocol offers women in Africa not only a bill of rights that addresses protection of their range of rights within an African context, but also obligates states to

¹⁶ Wakahiu, “Making a Difference,” 90.

¹⁷ Amine and Staub, “Women Entrepreneurs in Sub-Saharan Africa,” 199.

take action and allocate resources to ensure that African women enjoy these rights.’¹⁸ If entrepreneurship is accepted as a key driver of economic growth and an essential component of national development, then a better understanding is needed of those factors which promote or inhibit women’s entrepreneurship in sub-Saharan Africa’¹⁹ Many women are waiting for an opportunity to own their businesses and they have held these aspirations from a young age. They do so with a very strong urge to improve their lives and those of their dependents.

Influence of Culture in Theory and Practice of Leadership

Culture in Africa and its expression has remained oral and much of it is undocumented. The difficulty of analyzing the assumptions held about women emerges from lack of documentation of women in leadership roles and the insurmountable obstacles they face in the course of exercising their God-given abilities. The voice that is heard is not feminine. Nevertheless, as women leaders emerge, their story is being told and their unique abilities are being recognized for “persistent inequalities demand continuous reevaluation and daring experiments.”²⁰ In the past, leadership was based on attributes that made a great leader and individuals were studied. These attributes were deduced from such studies. They produced gender specific results since those that were studied were often men. Feminine characteristics as emotional intelligence (being conscious of emotions when faced with life-changing decisions) that contribute to

¹⁸ Ogana and Kibuka-Musoke, “Gender and Economic Empowerment in Africa,” 104.

¹⁹ Amine and Staub, “Women Entrepreneurs in Sub-Saharan Africa,” 185.

²⁰ Jane S. Jaquette and Gale Summerfield, eds., *Women and Gender Equity in Development Theory and Practice: Institutions, Resources and Mobilization* (Durham: Duke University Press, 2006), 12.

making good leaders were discarded as irrelevant. Ruth Tucker in her book, 'Daughters of the Church' notes the absence of books that document the role of women in the church. She notes that most women have been excluded yet the Bible provides numerous accounts of women in leadership positions. Although she avoids what she refers to as 'personal philosophy', she undertakes to recognize women who have had a significant leadership responsibility since the times of Christ.²¹ Accounting for women in leadership is a difficult task since they are culturally programmed to specific roles. This difficulty is expressed in the study of theory and research in leadership.

Women have had to organize themselves in order to fend for themselves. The absence of male leadership in the home caused by urban migration in search of job opportunities and male conscription into the military during times of war has thrust women into leadership roles not only in households, but subsequently in society. Associations are formed by such women to try and fend for their families by means of social and economic support devoid of political aspirations. These grassroots organizations have continually energized women to look for solutions from within. The collective action of women represents the majority of organized community groups.

In 1992, *Time* magazine carried an article featuring the role of women in the church. The title of the magazine was, "God and women: The second reformation sweeps Christianity". The secular world is beginning to pay attention to the visible changes taking place in church leadership. Culturally, the norm is not to have women lead men, but that women may be given the opportunity to form and lead their groups. In November 2012, the women's conference at a local church in Nairobi was chaperoned by a male

²¹ Ruth A. Tucker and Walter Liefeld, *Daughters of the Church: Women and Ministry from New Testament Times to the Present* (Grand Rapids: Zondervan, 1987), 13.

senior pastor who is in-charge of the welfare of women in this 25,000 member-strong denomination. This is the trend in most societies and it is justified in biblical interpretation.

Culture is a peoples' way of life. The role of women has changed over time, with women being assigned labels that were exclusively used to refer to men in leadership. The term 'alpha-female' is defined as leadership characterized by strength and low introversion.²² These labels help define women who hold leadership positions as well as they would if they were being put at par with men. The extension of leadership positions that were exclusively for men has given women courage to exercise their natural gifts. This extends to women holding positions that were gender specific in their labeling, such as 'chairman'. Such labels do not deter the zeal in women to bring change to society.

Every context defines leadership based on their cultural programming. In many instances, leadership is associated with masculinity. More so, in the church, women have been denied leadership roles even when they are the backbone of the activities in the church, but this is changing. For example in December 2011, the first woman was ordained as a church minister in the Africa Gospel Church in Kenya after more than eighty years of the existence of the church. The ordination of women in Africa plays a vital role in helping to overcome gender inequality, poverty, violence and HIV/AIDS, Dr. Esther Mombo explains, as "it provides an important place for women to contribute to the wellbeing of people in society."²³ Visible strides are being made by women in leadership.

²² Rose Marie Ward, Halle C. Popson, and Donald G. DiPaolo, "Defining the Alpha Female: A Female Leadership Measure," *Journal of Leadership & Organizational Studies* 17, no. 3 (August 2010): 301 (accessed September 20, 2011).

²³ Esther Mombo, "Leadership: a Woman's Perspective," *AICMAR bulletin* 8 (January 1, 2009), under ATLA Religion Database with ATLASerials, EBSCO host (accessed September 20, 2011).

Leadership and Transformation

Western leadership principles based on male domination are being challenged by communal ways of effecting change in communities.²⁴ Kotter writes exclusively about change and states that leaders cannot maintain the status quo and when change comes, they must take the lead and embrace change or it will overtake them. Any society that stays static is swept away by the tide of change. He points out eight mistakes that leaders have made in the past when they fail to embrace change. The eighth mistake he states is a “lack of anchoring for change in the culture.”²⁵ ‘Social change in Africa demands an establishment of just and equitable gender relations.’²⁶ Where women have always been subjugated to men, the changes to liberate them take time.

Social upheavals change the status quo in any society. With the onset of globalization, change is inevitable. Globalization has caused the world to be referred to as a global village. Unfortunately social change has not been studied within the African context. ‘The (mainly western) approaches in studying cultural differences provide only ‘thin’ descriptions which have severe limitations in describing the differences among African countries let alone within African countries.’²⁷ African styles of leadership have largely been defined in negative terms as a result of the failed states and dictatorships. Prejudicial views about leadership may harm the ability of Christian women to view

²⁴ Margaret, 1.

²⁵ John P. Kotter, *Leading Change* (Boston: Harvard Business School Press, 1996), loc 119.

²⁶ Elias K. Bongmba, *The Dialectics of Transformation in Africa* (New York: Palgrave Macmillan, 2006), 145.

²⁷ Terence Jackson, *Management and Change in Africa: A Cross-cultural Perspective* (New York: Routledge, 2004), loc 900.

themselves as leaders.²⁸ Women have however shown themselves to be effective transformational leaders. When given opportunity, training and the right environment, women can be good leaders in the areas of their gifts and abilities, be it in humanities, sciences or in politics. They have everything it takes to lead and they should be accorded the opportunity to do so. It is important to give an opportunity to especially those who are disadvantaged in life such as orphaned and vulnerable orphan girls.

Jesus' model of leadership is that if anyone wants to be first, they must be a servant of all (Mark 9:35). Women have been in service of humankind and more importantly in the most significant sector of society, the family. She, carrying life within her, nurtures, and welcomes the hungry and the naked to her home. Tabitha was honored for her care and concern for widows in the early church. Women and men are taking up their God-given task to 'fill the earth and multiply' as well as taking care of God's creation (Genesis 1).

Social Entrepreneurship and Economic Empowerment

Many ways have been applied to reduce poverty. The ability for women to own and run businesses is one of these ways. As women run businesses, the whole society improves since women are involved in the 'life' of the home from fetching water and firewood, cooking, washing and even constructing houses for their families. Women are therefore being included as nations work towards equitable development.

Women have been in the margins, but a new development in their participation in social entrepreneurship has opened up opportunities for women to take care of their basic

²⁸ Jolyn E. Dahlvig and Karen A. Longman, "Women's Leadership Development: A Study of Defining Moments," *Christian Higher Education* 9, no. 3 (2010): 241. DOI: 10.1080/15363750903182177

needs. “Entrepreneurship has been defined as the pursuit of an opportunity irrespective of existing resources, and entrepreneurs as those who perceive themselves as pursuing such opportunities. Although this assertion is theoretically true, in practice, gender and environment interact to determine the success or failure of women as entrepreneurs in sub-Saharan Africa.”²⁹ Having defined entrepreneurship, “Social entrepreneurship combines a social mission with businesslike discipline. Social entrepreneurship is a variation of entrepreneurship with the social mission explicit and central to its reason for being. The impact on society rather than wealth creation becomes the primary value created”³⁰. Social entrepreneurship’s ultimate aim is not to maximize profits, but to transform society so that all those who are involved can meet their basic needs and improve their livelihoods.

This new empowerment of women to own and run businesses has been recognized as a way to deal with the negative repercussions of capitalism which has delineated many poor communities, including youth unemployment. ‘Globalization, economic restructuring and the transformation of labor markets have radically changed the employment opportunities of young people around the world. In sub-Saharan Africa, a shrinking public sector and limited opportunities for gaining formal wage employment in the private sector have resulted in an increasing number of young people being obliged to create employment in the informal sector. At the national level, a parallel discourse on entrepreneurship promotion providing the solution to the employment challenge has

²⁹ Amine and Staub, “Women Entrepreneurs in Sub-Saharan Africa,” 192.

³⁰ James Katzenstein and Barbara R. Chrispin, “Social Entrepreneurship, and a New Model for International Development in the 21st Century,” *Journal of Developmental Entrepreneurship* 16, no. 1 (April 2011): 88.

emerged and some governmental institutions in sub-Saharan Africa have developed specific youth employment and entrepreneurship programmes.³¹ Enabling women and youth own and run their own business is not the only way, but is an important way to empower them. ‘Supporting entrepreneurship should thus not be celebrated as the only way of generating youth employment. It should rather be one element of a comprehensive employment and development policy which addresses the complex factors and relationships that influence young people’s access to meaningful employment.’³² There is need to develop holistic models that encompass best practices in society and the home for orphaned and vulnerable bright girls intends to aim at sustainable development.

Businesses are best established where women live. This could be in the slums of the cities, in the rural areas or in arid and semi-arid areas. Women are making large economic contributions to society in the informal sector, especially in agriculture. Many of them do not have access to employment in the formal sector. By increasing access to finance using credible community and group models, women can get credit facilities and improve their businesses rather than be given money or food aid. ‘Social entrepreneurship also may allow African societies to focus on their social issues in addition to their economic ones using techniques and systems that have long since demonstrated their efficacy in the economic arena.’³³

I will endeavor to work with young women and develop an entrepreneurial spirit of doing ministry. “Gender equality can be a potent force for accelerated poverty

³¹ Thilde Langevang and Katherine V. Gough, “Diverging Pathways: Young Female Employment and Entrepreneurship in Sub-Saharan Africa,” *The Geographical Journal* 178, no. 3 (September 2012): 242.

³² *Ibid.*, 250.

³³ Katzenstein and Chrispin, “Social Entrepreneurship,” 101.

reduction in Africa. Economic empowerment of women is not only crucial to the achievement of gender equality but it is also crucial in achieving pro-poor economic growth and the eradication of poverty.’³⁴ Women need to be enabled to run businesses early in their lives and the home I intend to establish will have a very strong emphasis on economic and social empowerment. ‘This increased focus on entrepreneurship as a driver of economic development has come in the wake of a stronger emphasis on private-sector development. Women have been given a special position in this process as promoting female entrepreneurship is perceived to both empower women and reduce poverty.’³⁵

Theological Underpinning that Elevates the Status of Women

The identity of Christian women is in Christ. Although the society may see them in a different light, “the struggle for life after birth (and baptism for some) is a painstaking journey when one is born a woman and in poverty. Put differently, addressing the root causes of the indignity, endless injustices, and suffering experienced by these girls and women is a beam of light leading many to truth, forgiveness, transformation, healing, justice, peace, reconciliation, and fullness of life.”³⁶ In a context where women are almost exclusively valued for their motherhood and denied opportunities to serve in all church ministries, including ecclesiastical leadership, the words of Jesus³⁷ are very reassuring for women in Africa who feel called to participate in

³⁴ Ogana and Kibuka-Musoke, “Gender and Economic Empowerment in Africa,” 98.

³⁵ Langevang and Gough, “Diverging Pathways,” 243.

³⁶ Nyambura J. Njoroge, “Daughters of Africa Heed the Call for Justice, Peace, and Fullness of Life,” *International Review of Mission* 102, no. 396 (April 2013): 15.

³⁷ Luke 11:1.

God's mission in all its diversity.³⁸ The church is accepting women as leaders. I have served as a pastor at a local church and as a leader of outreach ministries of Africa Gospel Church.

Historically, women have always been at the margins. More so if the woman does not fit into the category of the "ideal" woman. If she faces difficult circumstances that may go against the norms of the society such as bareness, widowhood and being orphaned, a woman is left without any security and life becomes even more difficult. 'African culture, like the Jewish culture, provides the primary basis for women's hermeneutical focus on life. Africans value life as the highest good and society forms the natural context for experiencing this good. 'I am because we are, and because we are, I am' becomes the mantra of the African World View.'³⁹ In Africa, this was no different as in the Jewish community for 'no other group within Jewish culture may have been marginalized as much as women. Small wonder that John finds it okay to narrate women stories in such great length (John 4:4-42; 11; 20:1-18). John portrays women as true ministers of the Kingdom, married or unmarried.⁴⁰ The church has also made declarations recognizing the mission of God 'which gives prominence to mission from the margins, mission as struggle and resistance, mission as healing and wholeness, and mission as seeking justice and inclusivity.'⁴¹ The kingdom of God includes women and they are

³⁸ Njoroge, "Daughters of Africa Heed the Call for Justice, Peace, and Fullness of Life," 15.

³⁹ Humphrey Mwangi Waweru, "Jesus and Ordinary Women in the Gospel of John: an African Perspective," *Swedish Missiological Themes* 96, no. 2 (2008): 153.

⁴⁰ *Ibid.*, 141.

⁴¹ Njoroge, "Daughters of Africa Heed the Call for Justice, Peace, and Fullness of Life," 16.

recognized through the eyes of God who came to bring salvation in this life and even in the life after.

This new identity of the woman was in such contrast to the traditions of the first century Jewish community. It was a deliberately new way of dealing with women. ‘Jesus seems to view woman as altogether anthropologically superior and calls them to public ministry. He affirms their humanity as that of true species right from the womb, throughout the ages, in the face of male opposition.’⁴² Jesus treated women with dignity and respect. He listened to them and even more so to the women who had been ostracized in society. ‘Although Jesus did not specifically spell out a teaching on women, the way he treated women demonstrated his personal attitude toward them.’⁴³ This gives many women confidence that they are validated by Jesus’ words and therefore the Christian faith and practice should create the space of safety and security for a woman.

There is a common saying in Africa attributed to Dr. J. E. Kwegyir Aggrey, a visionary Ghanaian educator (1875-1926) that “the surest way to keep a people down is to educate the men and neglect the women. If you educate a man you simply educate an individual, but if you educate a woman you educate a family.”⁴⁴ Global leadership has been defined as “being capable of operating effectively in a global environment while being respectful of cultural diversity.”⁴⁵ The opportunities for women to take up

⁴² Waweru, “Jesus and Ordinary Women in the Gospel of John,” 141.

⁴³ *Ibid.*, 143.

⁴⁴ I.S. Ephson, “Dr James Emmanuel Kwegyir Gregory,” excerpted from *Gallery of Gold Coast Celebrities* (Accra, Ghana: Ilen Publications, 1969), accessed July 2, 2014, <http://oancareunion.myevent.com/clients/33501/File/Biography%20of%20Dr%20J.pdf>

⁴⁵ Joana S. P. Story, “A Developmental Approach to Global Leadership,” *International Journal of Leadership Studies* 6 (2011): 376.

leadership are a global phenomenon. In areas where women were subjugated and would not be given an opportunity to be leaders, this is significant.

SECTION FOUR: THE PROJECT

Muriithi derives a definition of a project based on Turner's definition as "an endeavor in which human, material and financial resources are organized in a novel way, to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives."¹ Project management is the process by which a project is completed successfully. Project Management Institute has a similar view and defines project management as "the application of knowledge, skills, tools and techniques in order to meet or exceed stakeholder requirements from a project."² Although project management has been heralded as a promising approach for International Development, underdevelopment in Africa has worsened due in part to poor project management.³

Anyone in Kenya knows a vulnerable or orphaned teenage girl. The number of those who are not recorded may be higher. A human being has three basic needs; shelter, food and clothing. These basic needs are established in a home that has a good and healthy foundation of love acceptance and responsibility. This is not the case for many adolescents. Adolescents are the largest group of orphans in Africa and the girls in this age group may end up as child laborers and be introduced to early marriage therefore they cannot optimize the educational opportunities and potential available for them. They have distinct developmental needs that require close guidance as counseling

¹ Ndiritu Muriithi and Lynn Crawford, "Approaches to Project Management in Africa: Implications for International Development Projects," *International Journal of Project Management* 21 (2003): 310.

² Ibid.

³ Lavagnon A. Ika, "Project Management for Development in Africa: Why Projects are Failing and What Can be Done about It," *Project Management Journal* 43 (2012): 27.

such as reproductive health education, psycho-social support, and social support for the difficult transition to adulthood. Their adolescence phase is complicated when there are traumatic events such as the death of a parent and the development of adaptive coping strategies may be hampered because they do not have someone to counsel them through the grief process. Traditionally, Africans assisted orphans in their plight. Due to various factors however, children can no longer rely on the support of the extended Christian family for care and support for orphans who are perceived as an extra burden to the extended family.

Establishing a home for such girls would minimize the risks of teenage pregnancy, exploitation of the girls through slavery and sexually and provide food, shelter, love and security. I have personally met many girls in the course of my ministry who have suffered because they did not have the security of a place that they could call home as a refuge when all they know as family is taken away from them.

Is there need for another home for orphans? Yes there is, because I have not found a home that only caters to these girls specifically. Many of them remain in school when school terms end since they do not have a home to go to, or take a risk and go to a hostile environment with relatives or friends. They are easily taken advantage or married off. Some who are fortunate to find a children's home to take care of them end up acting as young mothers to the younger girls and are given adult responsibilities toward the younger children. This is also the case of teen-headed homes. Many of the girls drop out of school to take care of their siblings.

The government of Kenya has made legal provisions for the establishment of such a home. Many homes are under the auspices of faith-based organizations, but they are all

regulated by the Child Society of Kenya and Kenya Adoption Homes. I have set up a foundation named 'Joy and Peace Forest Home Foundation' which is currently under registration. The Project Name is 'Joy and Peace Forest Christian Home for Girls'.

I have studied Environmental Impact Assessment (EIA) and I will undertake one under the supervision of the National Environment Management Authority (NEMA), the governing body for EIA in Kenya with offices in every county of the country. The process has five broad stages. The first stage is screening which determines whether a proposed project falls within the remit of the Regulations, whether it is likely to have a significant effect on the environment and therefore requires an assessment. The second is scoping which determines the extent of issues to be considered in the assessment and which are to be reported in the Environmental Statement. In the third stage, an Environmental Statement is prepared. If it is decided that an assessment is required, the applicant must compile the information reasonably required to assess the likely significant environmental effects of the development. The fourth is a planning, application and consultation stage where the Environmental Statement is publicized. The public must be given an opportunity to give their views about the proposed development and the Environmental Statement. Finally, a decision is made whether or not to give consent for the development. The public must be informed of the decision and the main reasons for it.

I will undertake to constitute a board that will include individuals with expertise in finance, law, counselling, theology, education and project management. I will involve consultants who will advise on the project process at every stage. I will join networks of individuals or organizations involved in taking care of orphans and vulnerable people and

finally will engage with organizations like Starehe Girls School that sponsor orphan girls to understand the scope of the need.

The Measurable Objectives and Success Criteria of the project will be a self-sustaining project with a graduating percentage of 50% by 5% annually and be totally self-sustaining at 10 years. At maturity of the project, the home will house 42 girls who will go through holistic mentoring to ensure that they complete high school and college and begin their independent lives as balanced and mature girls. Annual reports will be available for all stakeholders for finances, the girls and human resource.

The Project Management Plan will constitute the process of documenting the actions necessary to define, prepare, integrate, and coordinate all subsidiary plans. The estimated Project Duration is a lifespan of 25 years. It will have five phases; each phase will be five years. The project is expected to start in 2015. The initial phase of the Project Life Cycle will constitute starting, organizing and preparing for the project in the first to fifth year. The carrying out of the project work will commence in the sixth and continue to the twenty-fifth year. The project will close in the twenty-fifth year or be developed as a program.

Stakeholder Analysis will include the users, partners and contributors to the project. They are the orphans and vulnerable girls targeted in this project; the sponsors who consist of donors, project champions and the Portfolio Review Board which is the board or committee consisting of program executives who will ensure return on investment based on the objectives of the project, value of the project, risks associated with undertaking the project, and other attributes of the project – they include a list of expert advisors. The project manager will be responsible for managing the project in a

coordinated way to obtain benefits and control, to achieve the project objectives and keep the project on track in terms of schedule, budget and reporting; the Project Management Office will consist of administration support, training, mentoring and coaching, project support and guidance, resource alignment, and centralized communication; the Project Team will be led by the project manager and will have skills necessary to carry out the work of the project; Operations Management will be involved initially in the research and development, design, testing and managing of the project; Partners are individuals and groups that the home will enter into contractual agreements with to provide components of the project and provide criteria for them

The enterprise environmental factors which will influence this project's success include, "organizational culture, structure and processes, government or industry standards – regulatory agencies, codes of conduct, standards, infrastructure – facilities and capital equipment, existing human resources – skills discipline, knowledge, personnel administration – staffing and retention guidelines, training, authorization systems, stakeholders risk tolerances, political climate, communications channels and databases".

The project manual I have prepared will provide the standard for managing the project. It is based on project management processes, tools and techniques used to manage a project towards successful outcome as outlined in. 'The Guide to the Project Management Body of Knowledge', 4th Edition.⁴ Life cycle models in project management involve five processes: initiating, planning, executing, controlling and closing. This is also referred to as project integration management.

⁴ Project Management Institute, *The Guide to the Project Management Body of Knowledge*, 4th ed. (Newton Square: Project Management Institute Inc., 2008), XXII.

Project Integration Management

“These are the processes and activities needed to identify, define, combine, unify and coordinate the various processes and project management. It involves making choices about resource allocation, making trade-offs among competing objectives and alternatives and managing the interdependencies in the project.”⁵ Project integration management comprises developing a charter, developing a project management plan, directing and managing project execution, monitoring and controlling project work and closing the project.⁶

Develop a Charter

This is the process of developing a document that formally authorizes a project and document the initial requirements that satisfy stakeholder’s needs and expectations.

⁵ Ibid., 71

⁶ Ibid.

Table 1. Project Charter Summary⁷

Inputs	Tools and Techniques	Outputs
Project Statement of Work (SOW)	Expert judgment is utilized to: <ul style="list-style-type: none"> • tailor the process to meet project needs, • develop technical and management details, • determine resources and skill levels needed to perform the work, • define the level of configuration management needed to apply on the project, and • determine which project documents will be subject to the formal change control process. 	Project Charter – documents the new service <ul style="list-style-type: none"> a) Project purpose or justification b) Measurable project objectives c) High level requirements d) High level risks e) Summary milestone schedule f) Summary budget
Business case <ul style="list-style-type: none"> a) Market demand b) Organizational need c) Customer request d) Technological advance e) Legal requirement 		
Contract		
Enterprise environmental factors		
Organizational process assets <ul style="list-style-type: none"> • Standardized guidelines, work instructions, proposal evaluation criteria, work instructions, proposal evaluation, performance measurement criteria • Project management plan template • Change control procedures 		

Develop a Project Management Plan

This is the process of documenting the actions necessary to define, integrate and coordinate all subsidiary plans.

⁷ Ibid.

Table 2. Project Management Plan Summary⁸

Inputs	Tools and Techniques	Outputs
Enterprise Environmental Factors	Expert judgment	Project Management Plan a) Life cycle selected for the project b) Results of tailoring Project management team c) How work will be executed to accomplish the project objectives d) A change management plan that will document how changes will be monitored and controlled e) How integrity of the performance baselines will be maintained f) Key management reviews for content, extent, and timing to facilitate addressing open issues and pending decisions
Outputs from the planning process		Project baselines include: a) Schedule baseline b) Cost performance baseline c) Scope baseline
Project charter		
Organizational process		

Direct and Manage Project Execution

This is the process of performing the work defined in the project management plan to achieve the project objectives. It is the process of performing activities to accomplish required goals.

- a) Create project deliverables
- b) Staff, train, and manage the team members assigned to the project
- c) Obtain, manage and use resources including materials, tools, equipment and facilities
- d) Implement the planned methods and standards
- e) Generate project data – cost, schedule, technical and quality progress and status to facilitate forecasting
- f) Issue change requests and adapt approved changes
- g) Manage risks and implement risk response activities
- h) Manage procurement

⁸ Ibid.

- i) Collect and document lessons learned and implement approved process improvement activities covering

Direct and manage project execution also requires implementation of approved changes covering

- a) Corrective action – changes that bring expected future performance of project
- b) Preventive action – perform an activity that can reduce the probability of negative consequences associated with project risks
- c) Defect repair – identification of a defect in project component with a recommendation either to repair the defect or completely replace the component.

Table 3. Direct and Manage Project Execution Summary⁹

Inputs	Tools and Techniques	Outputs
Project management plan	Expert judgment	Deliverables – unique and verifiable produce to perform a service that must be produced to complete a project
Approved changed request	Project management information system	Work performance information
Enterprise environmental factors include: a) Organizational culture and structure b) Infrastructure c) Personnel administration d) Stakeholder risk tolerances e) Project management information systems – web interface		Change requests a) Corrective action b) Preventive action c) Defect repair d) Updates
Organizational process assets a) Standardized guidelines and work regulations b) Communications requirements c) Issue and defect management procedures d) Process measurement database		Project management plan updates
		Project management plan updates
	Project documents update	

⁹ Ibid.

Monitor and Control Project Work

This is the process of tracking, reviewing, and regulating the progress to meet the performance objectives defined in the project management plan.

- a) Comparing actual project performance against the project management plan
- b) Assessing performance to determine whether any corrective or preventive actions are indicated and recommending actions necessary
- c) Identify new risks and analyzing, tracking and monitoring existing project risks to make sure the risks are identified, their status reported and appropriate risk response plans are executed
- d) Providing information to support status reporting, progress measurement and forecasting
- e) Providing forecasts to update current cost and current schedule information
- f) Monitoring the implementation of approved changes as they occur.

Table 4. Monitor and Control Project Work Summary¹⁰

Inputs	Tools and Techniques	Outputs
Project management plan	Expert judgment	Change requests
Performance reports Enterprise		Project management plan updates
Environmental factors		Project document updates
Organizational process assets		

Perform Integrated Change Control

This is the process of reviewing all change requests, approving changes to the deliverables, organizational process assets, project documents and the project management plan.

¹⁰ Ibid.

- a) Influencing the factors that circumvent integrated change control so that only approved changes are implemented
- b) Reviewing, analyzing and approving change requests promptly
- c) Managing approved changes
- d) Maintaining the integrity of baselines by releasing only approved changes for incorporation
- e) Reviewing, approving, or denying all recommended corrective and preventive actions
- f) Coordinating changes across the entire project – cost, risk, quality, staffing

It accomplishes three main objectives.

- a) Establishes a method of consistency to assess the value and effectiveness of those changes
- b) Provides opportunities to continuously validate and improve the project by considering the impact of each change
- c) Provides the mechanism for the project management team to consistently communicate all approved and rejected changes to stakeholders

Table 5. Perform Integrated Change Control Summary¹¹

Inputs	Tools and Techniques	Output
Project management plan	Expert judgment	Change requests status updates
Work performance information	Change control meetings	Project management plan updates
Change requests		Project document updates
Enterprise environmental factors		
Organizational process assets		

¹¹ Ibid.

Close Project or Phase

These are the step by step methodologies that address:

- a) Actions and activities necessary to satisfy completion or exit criteria, project evaluations, transition criteria
- b) Actions and activities necessary to transfer the project's results to the next phase
- c) Activities needed to collect project or phase records, audit project failure or success, gather lessons learnt and archive project information for future use.

Project Management

The Project Management Book of Knowledge Guide identifies nine broad project management functions or knowledge areas. These are the management of scope, time, cost, risk, quality, human resources, communications and procurement. These nine functions are managed through the life cycle.¹²

Project Scope Management

This is the sum of products, services and results to be provided as a project. It is a detailed description of the project's deliverables. It is a process that involves. Project scope is the work that needs to be accomplished to deliver a service with specified features and functions.

It involves various stages collect requirements which define the expectations of stakeholders and how to meet their needs; develop the requirements management plan, that is, the capability that must be met by a system, service, result or component to satisfy a standard – it quantifies documented needs, wants, and expectations of the sponsor and

¹² Muriithi and Crawford, "Approaches to Project Management in Africa," 310.

other stakeholders; define scope which develops a detailed description of the project, existing risks, assumptions and constraints; create a work breakdown structure (WBS) which is the hierarchical decomposition of the work to be executed by the project team in order to achieve the project objectives and the required deliverables (input/output – any unique and verifiable product to perform a service that must be produced to complete the project); verify scope which is the process of formalizing acceptance of the project deliverables, and control scope which monitors the status of the project and manages change in the scope baseline.

Project Time Management

Project Time Management includes the processes required to manage timely completion of the project. The processes involved are; define activities or specific actions; give the sequence of activities; estimate activity resources which involves estimating the type of quantities of material, people, equipment, or supplies required to perform each activity; estimate activity resources by approximating the number of work periods that are needed to complete individual activities with estimated resources; develop the schedule, and control the schedule which is the process of monitoring the status of the project to update project progress and manage changes to the schedule baseline.

Project Cost Management

It can establish level of accuracy, units of measurements, organizational procedures links, control thresholds, rules of performance measurements, reporting formats, and process descriptions. It involves estimating costs which is the approximation

of the monetary resources needed to complete project activities, determining budget which is the process of aggregating the estimated costs to establish an authorized cost baseline, and controlling costs by monitoring the status of the project in order to update the project budget and manage changes.

Project Quality Management

It involves processes and activities of the performing organization that determine quality policies, objectives and responsibilities so that the project will satisfy the needs for which it was undertaken. Quality is achieved by ensuring customer satisfaction, prevention over inspection, continuous improvement, and management responsibility. Negative consequences: Avoiding this process can result in negative consequences as only meeting customer requirements by overworking the project team causing increased employee attrition, errors or rework and meeting project schedule objectives by rushing planned quality inspections which may cause undetected errors. The Cost of Quality (COQ) refers to the total cost of all the efforts related to quality throughout the project life cycle which is to plan quality, perform quality assurance and perform quality control.

Project Human Resources Management

These are processes that organize, manage and lead the project team, and result in people being assigned roles and responsibilities for completing the project. Early involvement and participation of team members during the planning process adds to their expertise and strengthens their commitment to the project.

It has many stages: develop a human resource plan, that is, identifying and documenting project roles, responsibilities and required skills, reporting relationships,

and creating a staffing management plan; acquire a project team confirming human resource availability and obtaining a team necessary to complete the project assignment; develop the project team – improving the competencies, team interaction, and the overall team environment to enhance project performance. Team work is enhanced by improving the knowledge and skills of team members in order to increase their ability to compete project deliverables, while lowering costs, reducing schedules, and improving quality. Improving feelings of trust and agreement among team members is done in order to raise morale, lower conflict, and create a dynamic and cohesive team culture that improves individual and team productivity, team spirit, and cooperation. Team work will allow cross-training and mentoring between team members. The final step in the human resource management process is to manage the project team, that is, tracking team member performance, providing feedback, resolving issues, and managing changes to optimize project performance and create high performing teams. It is important to observe team behavior, manage conflict, resolve issues, and appraise project members' performance.

Project Communications Management

It is the process required to ensure timely and appropriate generation, collection, distribution, storage, retrieval, and ultimate disposition of project information.

Communication activity has many dimensions; internal (within the project) and external (public, media), formal (reports, memos, briefings) and informal (emails and ad-hoc discussions), vertical (up and down in the organization) and horizontal (among peers), official (newsletters, annual reports) and unofficial (off-the-record communication),

written and oral and verbal and non-verbal (voice inflections, body language). Most communication skills common for general management and project management are listening actively and effectively, questioning, probing ideas and situations to ensure better understanding, educating to increase team knowledge for greater effectiveness, fact finding to identify or confirm information, setting and managing expectations, persuading a person or organization to perform an action, negotiating to achieve mutually acceptable agreements between parties, resolving conflict to prevent disruptive impacts and summarizing, recapping and identifying the next steps.

The first step is to determine the project stakeholders' information needs and to plan communications by defining a communication approach. Then distribute information – make relevant information available to stakeholders; manage stakeholder expectation which is a process of communicating and working with stakeholders to meet their needs and addressing issues as they occur; and finally report performance, which is the process of collecting and distributing performance information, including status reports, progress measurements, and forecasts.

Project Risk Management

The objectives of risk management are to increase the probability and impact of positive events and decrease the probability and impact of negative events in the project. Project risk is always in the future. Risk is an uncertain event or condition, that is, its occurrence has an effect on at least one project objective (scope, schedule, cost or quality).

It involves plan risk management which is the process of defining how to control risk management for a project; identify risks identifying which risks may affect the project and documenting their characteristics as an iterative process; perform qualitative risk analysis, that is, prioritizing risks for further analysis or action by assessing and combining their probability of occurrence and impact; perform quantitative risk analysis; plan risk response which is the process of developing options and actions to enhance opportunities and to reduce threats to project objectives; and monitor and control risks, that is, implementing risk response plans, tracking identified risks, monitoring residual risks, identifying new risks, and evaluating the effectiveness of the risk process throughout the project. To determine if project assumptions are still valid, analysis shows how an assessed risk has changed or can be retired, how risk management policies and procedures are being followed and how contingency reserves of cost or schedule should be modified in alignment with the current risk assessment.

Project Procurement Management

It includes the processes necessary to purchase or acquire products services or results needed from outside the project team, that is, contract management by authorized project team members.

It involves; plan procurement which is the process of documenting project purchasing decisions and specifying the approach and identifying potential sellers conduct procurements which is the process of obtaining seller responses, selecting a seller, and awarding a contract administer procurements the process by which procurement relationships are managed, contract performance is monitored, changes and

corrections are made when needed, including direct management of project execution, performance reporting, quality control, and integrated change control; monitor and control risks and close procurements which is the process of completing each project procurement.

SECTION FIVE: ARTIFACT SPECIFICATIONS

Audience

Who is the primary user of the completed Dissertation?

- I will use the dissertation primarily as a guideline as I establish a home for orphan girls. I will also use it as a reference for missions departments of churches and missions organizations in Kenya who want to have a document to guide them as they establish Christian foster homes for orphans.

What do you want the user to do/think/experience after encountering your Dissertation?

- I will present the manual to organizations so that they can endorse, support and assist in the implementation process for this project.

What task will your audience/user be trying to accomplish wherein your Dissertation might be utilized?

- Provide a step-by-step professional project manual on how to set up a home that nurtures orphan girls

Goals and Strategies

What are the main goals for the Dissertation?

- To sensitize the church on the plight of orphan girl-child and the challenges she faces in the adolescence stage and to help integrate the girls into their homes and workplace. This will assist the church to

practically work through the process of assistance rather than just discussing the issue of the magnitude of orphans.

How will you test a "beta-version" of the Project Manual and assess its success?

- The project will have a three year window in the pre-planning stage which will be implemented in the Kakenya School of Excellence. The home began to accept girls January 2009 and in 2014 it has 155 students in 2014.
- It has a sustainable program for providing primary school education for girls who are at risk.

How will you measure the success of the Project Manual?

- By developing a comprehensive monitoring and change management process in order to deal with any anticipated risk.
- Ensure that every year seven girls are admitted into the program curriculum in the project

How will you adequately maintain the finished Project Manual over the long-haul (or its life)?

- By being accountable to a church, a Christian missions organization and a church missions board throughout its twenty year life-time and in its transition into a program. Ensure the home has a progressive plan for sustainable development and clean energy models.

Artifact Scope and Content

Define the scope of your Dissertation. What will be the technical and content parameters for the Project Manual?

- The project is a temporary endeavor undertaken to meet the needs of adolescent girls who have no home where they can find Christian nurture and instruction. The project will work with high school and college age orphan girls who are in high school or in college to assist them through this period of their life and help them integrate well into their families and the work place.
- The key issue will be developing a self-sustaining home through innovative agriculture and clean energy. A home is a place of security and provision of the basic needs (food, clothing and shelter) as well as tertiary needs (a place of love and acceptance).
- The project will work with adolescent orphan girls who are in high school or college between the ages of 14-24 years and need a home to receive nurture and guidance during school break.

How will the content be organized?

- The project will follow international standards of project management which are developing a project charter, developing a project plan, execution, monitoring, managing change and close of the project.

What special technical or functional requirements are needed?

- The project will require special skills in project management, legal requirements for foster care in Kenya, spiritual leadership and

oversight for the project, guidance and counseling for orphan adolescent girls, curriculum for the project for the girls throughout the year and administrative financial management and financial sponsorship.

Dissertation Skill-set Assessment

Identify the various skill-related components of the Artifact

- There is need for knowledge in writing manuals and developing spread sheets for project manuals.

Identify the technical skills required to complete the Artifact

- Identify the entire tasks necessary in the five stages of a project cycle. These stages are starting the project, organizing and preparing, carrying out the work, and closing the project or converting it into a program. The tasks include cost and staffing, stakeholder influences and managing risk.

Offer an assessment of your present skill-set

- Experience working with adolescent girls, serving in boards that that establishing work in missions and developing indigenous and contextually relevant responses to local problems.

Standards of Publication

Identify the “standards of publication” particular to the chosen media genre.

- I will write the project in the form of a manual. The manual will be a hand book of instructions and a reference book covering the process of developing a foster home for orphaned girls.

Propose specific standards you plan to use for the Project Manual and your rationale for your choices.

- I will make reference to international project management standards that have been set by the Project Management Institute. This will involve identifying the requirements, addressing the various needs, concerns and expectations of the girls, the church and the society as the project is being planned and carried out and balancing the scope, quality, schedule, budget, resources and risk.

SECTION SIX: POSTSCRIPT

The project will be located in a rural area in Kenya. Two sites have been identified which will be selected by the board of trustees and the management team. These will enable the project to engage in three new possible areas. These are community youth involvement, working with widow and widowers and research and center of excellence. The youth will be engaged in the center as a place where they can engage with new developments in clean energy and environmental preservation. There are mainly widows and widowers who can find a place to socialize with the young generation. Research will be possible due to the good record keeping project management and result in community mobilization, peace building and reconciliation along generational and promote understanding within families.

In 2012 while in Seoul, South Korea for the second DMin Leadership in Global Perspectives, I developed a strong desire to provide a home for orphaned girls. After a lot of reflection and prayer, this dream is finally coming to fruition. I have identified two possible locations for the home. Every step of the way there has been an open door and good will with all that I share my vision with to support the home for teenage orphaned girls. This is a momentous task and it will not be an easy journey, but it will be one that I look forward to starting. Jesus began his ministry with a group of twelve disciples who by the time of his ascension were too scared to venture outside of the upper room in Jerusalem. But when they were empowered with the Holy Spirit they were courageous and fearless. They transformed their city and beyond and their impact has affected generations for the last two thousand years. The power of the message of the gospel of

Jesus Christ will enable me to accomplish this dream, of practicing true religion which is to take care of orphans.

I do not have all the resources but I have written a road map of who I will begin to establish the home. I have been intentional in finding the best model for this project. In recognition of the fact that many project that begin in many African contexts do not succeed due to lack of proper planning at the onset, the project manual will provide the best way forward from the most reputable institution in the world that is concerned with projects, the Project Management Institute.

I am inspired by George Mueller, a 19th century preacher, who established homes in Britain during the industrial revolution and ensured that every night every orphan has a bed to sleep in. By the time of his death, this dream has been realized. His faith encourages me to go on as well as the faith of many men and women who have engaged in social entrepreneurship to transform their communities. In February 2014, I established an agricultural project and I was able to make a small profit. I resigned from my position as Director of Outreach at my church and embarked on engaging in project that will begin to raise money for this project. I have struggled to raise the fees in the course of my doctoral program even with the scholarship that the school gave me but this has made me determined to achieve the goal to establish a home and generate income to sustain it.

It was not easy to access many homes that I would have desired to visit. I have had to rely on the Project Management Institute manual to set a standard for the project that I intent to establish. I would like to explore more in the area of missions as business, human trafficking and child labor.

APPENDIX A: PROJECT MANUAL



PROJECT MANUAL

Project Name:

Joy and Peace Forest Community: Home for Girls

Project Purpose:

To develop a standard for best practice for a Christian home; one which will provide a stable environment through guidance and counseling, to reduce the number of dropouts of bright, orphaned adolescent girls and improving their chances of a successful life.

Estimated Project Duration:

Twenty five years: Start date 2016 for the first phase (2016-2020)

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Project Description

At the core, this project is designed to assist girls with the provision of a home. This manual will focus on my initial design and the particular processes that will be developed for the project with an emphasis on expected outcome. The understanding about this and the skills needed to implement it cannot be fully communicated in a manual therefore a project like this will work when it is developed in response to particular questions raised by stakeholders as they explore all aspects of the project as an ongoing activity. This manual is therefore a guideline to maintain professionalism in project management and to set a high standard of excellence in integrity and accountability of all human and monetary resources.

1. Stakeholders Analysis

1.1 Users

These are orphans and vulnerable girls

1.2 Sponsors

It will be composed of, donors and like-minded project champions.

1.3 Portfolio Review Board

It will be a Board or committee of program executives who will provide oversight for the value of the project, risks associated with taking the project and other attributes of the project.

1.4 Project Manager

This person will be responsible for managing the project in a coordinated way to obtain benefits and control to achieve the project objectives and keeping the project on track in terms of schedule, budget and reporting.

1.5 Project Management Office

It will be responsible for administration support, training mentoring and coaching, project support and guidance, resource alignment, and centralized communication.

1.6 Project Team

This team will be led by a project manager and will have the skills necessary to carry out the work of the project.

1.7 Operations Management

It will be composed of a team involved in research and development, design, testing and managing of the project.

1.8 Partners

They will enter into contractual agreements to provide components of the project and provide criteria for them.

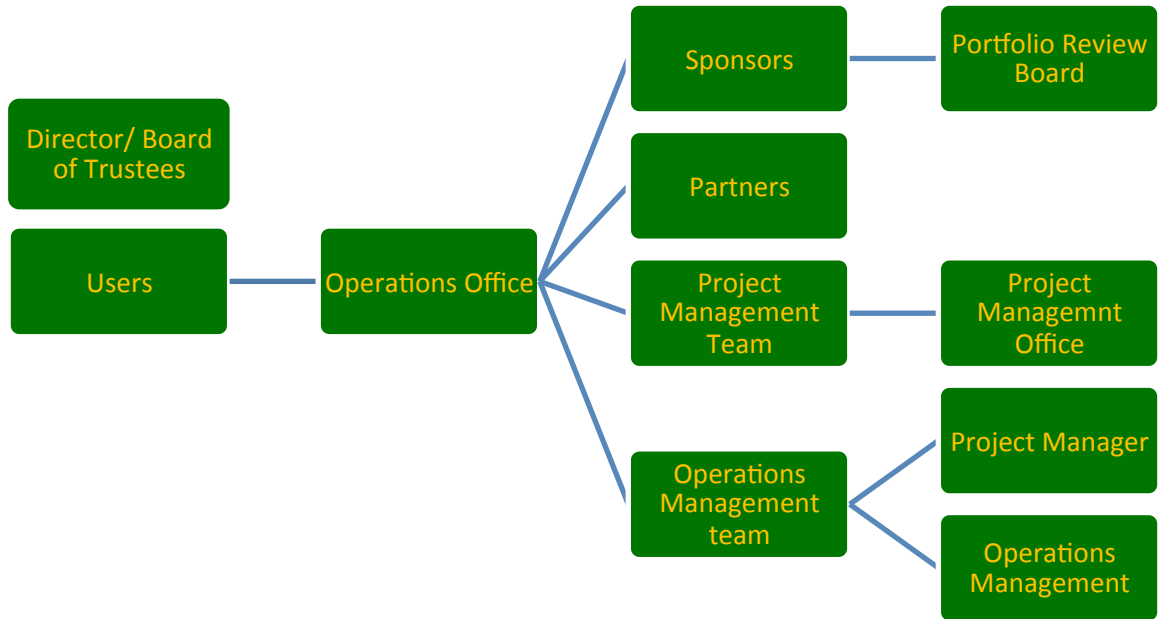


Figure 1: Stakeholders Organizational Chart

2. Organizational Culture and style of the project will be based on

- 2.1 A shared vision, values, norms, beliefs, and expectations
- 2.2 Professional policies, methods and procedures
- 2.3 A balanced and biblical view of authority relationships
- 2.4 A good work ethic

3. Project Charter

3.1 Project Statement of Work

There is need to care for orphan and vulnerable adolescent girls who lack a home. They will find safety and stability in alternative Christian homes to provide nurture and support through counseling of life transitions, spiritual discipleship and career guidance.

The strategic objectives of the project are:-

- 3.1.1 To offer a self-sustaining home for bright and gifted orphan and vulnerable girls between the ages of 14-24 – Physical and Social
- 3.1.2 To deliver counselling and guidance for the girls on spirituality, life and career – Spiritual and Psychological
- 3.1.3 To develop a partnership model based on integrity and accountability – Professional and Managerial

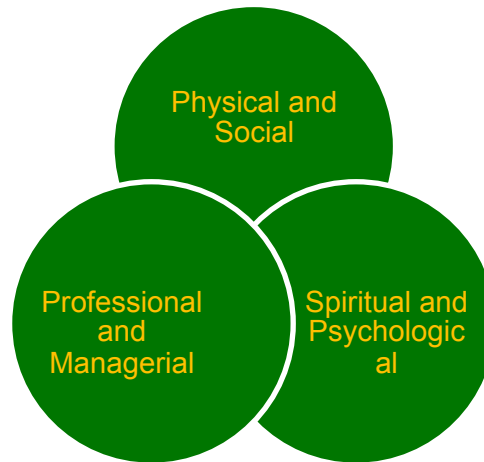


Figure 2: Strategic Objectives

3.2 Project Requirements

Functional and Technical project requirements will be based on the Project Management International Book of Knowledge, Forth Edition. It will be the basis of all the work done in each phase of the project. It includes project management of scope, time, cost, quality, human resource, communication, risk and procurement.

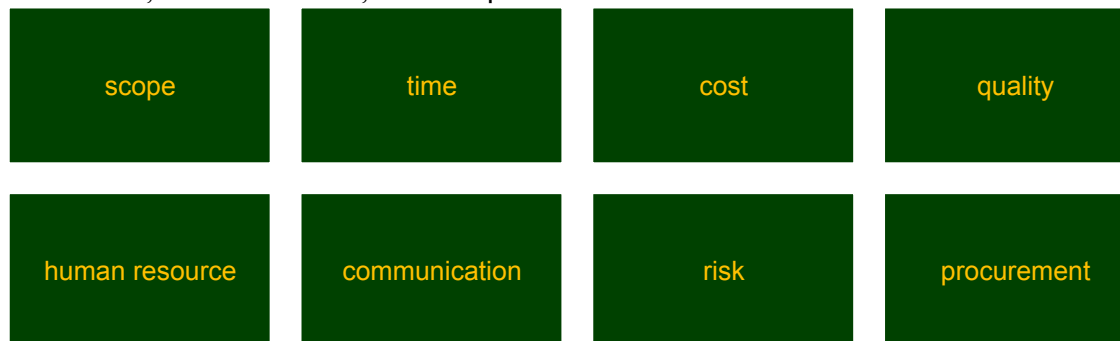


Figure 3: Project Management Processes

3.3 Summary Milestone Schedule: List of Deliverables or Milestones for the Project

- 3.3.1. Milestone 1- Acquiring land
- 3.3.2. Milestone 2 – Developing the property
- 3.3.3. Milestone 3 – Recruiting staff and volunteers

3.3.4. Milestone 4 – Profiling the girls for the home

3.3.5. Milestone 5 – Hosting and hospitality for girls and stakeholders



Figure 4: Milestones Summary

3.4 Summary Budget – Cost Performance Baseline

It is critical to develop the budget from the onset. It will assist to develop a budget, work schedule and implementation matrix. The proposed strategic framework will give estimates for the work. The project will have five cycles. Each cycle will be five years long. The first cycle begins on 2016. It will begin with a high cost capital investment phase. This includes the operational needs, financing the direct cost of activities and capital investments.

- 3.4.1. Phase 1 (2016) – Ksh. 10,000,000
- 3.4.2. Phase 2 (2017) – Ksh. 2,000,000
- 3.4.3. Phase 3 (2018) – Ksh. 1,000,000
- 3.4.3. Phase 4 (2019) – Ksh. 500,000
- 3.4.4. Phase 5 (2020) – Ksh. 250,000

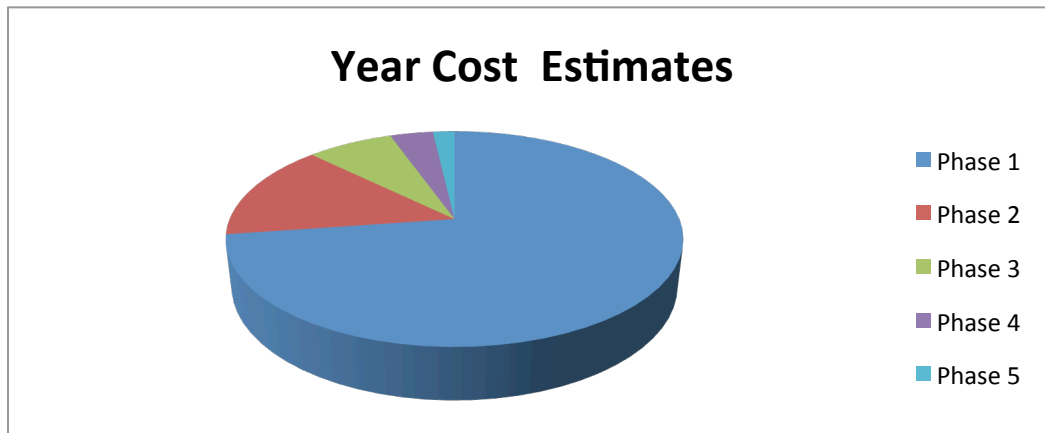


Figure 5: Budget Estimates for the first cycle 2016-2020

3.5 Needs Assessment - Case Description

There are 53 million orphans reported in 2010 which 30 per cent are in sub-Saharan Africa. The proportion of orphans will remain high until 2030. Almost half of all orphans and two thirds of double orphans are adolescents ages 12–17. The most important statistic is the fact that an estimated 55 percent of all orphans under age 18 are adolescents which is about 30 million orphans. If the number of vulnerable girls is included, this number may be higher.

There are three basic needs for a human being, shelter, food and clothing. These basic needs are established in a home that has good and healthy foundation of love acceptance and responsibility. This is not the case for many adolescents. Adolescents is the largest group of orphans in Africa and the girls in this age group and may end up and child laborers and be introduced to early marriage therefore they cannot optimize the educational opportunities and potential available for them. They have distinct developmental needs that require close guidance as counseling such as reproductive health education, psycho-social support, and social support for the difficult transition to adulthood. The adolescence phase is complicated by a traumatic event such as the death of a parent and the development of adaptive coping strategies may be hampered because they do not have someone to counsel them through the grief process. These children can no longer rely on the support of the extended Christian family for care and support for orphans who are perceived as an extra burden to the extended family.

Establishing a home for such girls would minimize the risks of teenage pregnancy, exploitation of the girls through slavery and sexually and provide food, shelter, love and security. I have personally met many girls in the course of my ministry who have suffered because they did not have the security of a place that they could call home as a refuge when all they know as family is taken away from them.

Is there need for another home for orphans? Yes there is, because I have not found a home that caters only for these girls specifically. Many of them remain in schools on holiday since they do not have a home to go to or take a risk and go to a hostile environment with relatives or friends. They are easily taken advantage and married off. Some who are fortunate to find a children home to take care of them end up acting as young mothers to the younger girls and given adult responsibilities toward the younger children as teenage headed homes. Many may drop out of school to take care of their siblings.

The government has made legal provisions for the establishment of such a home. Many are under the auspices of faith based organization but they are all regulated by the Child Society of Kenya and Kenya Adoption homes. I have set up a foundation named 'Joy and Peace Forest Home Foundation' under which the home will be established.

3.6 Environmental Impact Assessment

I have studied Environmental Impact Assessment and I will undertake one for the here are five broad stages to the process under the supervision of the National Environment Management Authority (NEMA), the governing body for assessing EIA in Kenya with offices in every county in the country:

- 3.6.1. Screening: Determining whether a proposed project falls within the remit of the Regulations, whether it is likely to have a significant effect on the environment and therefore requires an assessment.
- 3.6.2. Scoping: Determining the extent of issues to be considered in the assessment and reported in the Environmental Statement. I will ask the local planning authority for their opinion on what information needs to be included (which is called a ‘scoping opinion’).
- 3.6.3. Preparing an Environmental Statement: Where it is decided that an assessment is required, I will compile the information reasonably required to assess the likely significant environmental effects of the development. To help me, public authorities must make available any relevant environmental information in their possession. The information finally compiled is known as an Environmental Statement.
- 3.6.4. Making a planning application and consultation: The Environmental Statement and the application for development to which it relates will be publicized. All stakeholders and the community will be given an opportunity to give their views about the proposed development based on the Environmental Statement.
- 3.6.5. Decision making: The Environmental Statement, together with any other information which is relevant to the decision, comments and representations made on it, will determine whether the project will be given consent for the

development. The community will be informed of the decision and the main reasons for it.

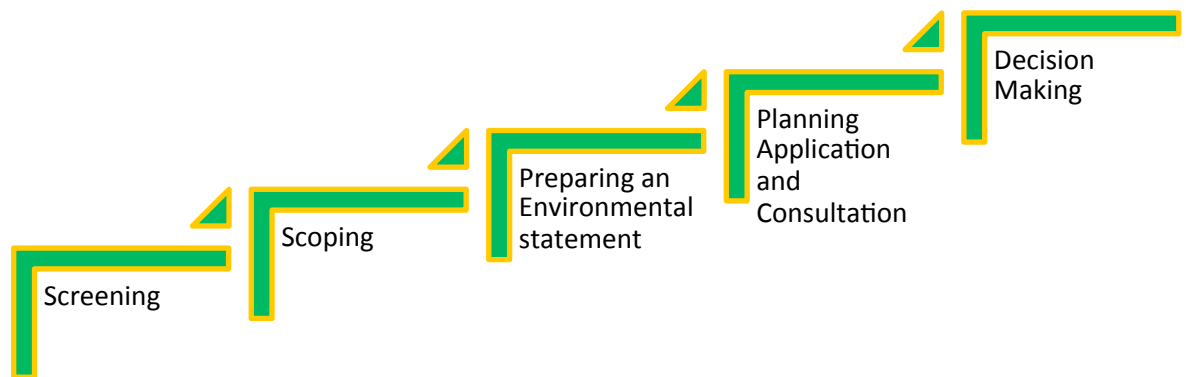


Figure 6: Environmental Impact Assessment Stages

3.7 Consultative, Governance and Administration forums

I will:

- 3.7.1. Constitute a board that will include individuals with the following expertise; Finance, Law, Counselling, Pastoral Theology, and Project Management.
- 3.7.2. Involve consultants who will advise on the project process at every stage
- 3.7.3. Join networks of individuals or organizations involved in taking care of orphans and vulnerable people

- 3.7.4. Engage with organizations that sponsor orphan girls to understand the scope of the need.

3.8 Measurable Objectives and Success Criteria

- 3.8.1. The project is self-sustaining at a graduating percentage of 50% by 5% annually and be totally self-sustaining on the 10th year (second cycle)
- 3.8.2. Ensure all the girls living at the home finish high school and college and begin their independent lives as balanced and mature girls
- 3.8.3. Annual reports for all stakeholders for finances, the girls' holistic wellbeing and human resource

3.9 High Level Requirement

- 3.9.1. Construction of the project home
- 3.9.2. Recruitment process for all staff and interviews for all girls – one Project manager and three home mums each to oversee seven girls
- 3.9.3. Clean energy requirements for the home such as sewage treatment, recycling and water harvesting.
- 3.9.4. Sustainable agriculture to provide food for the girls and as a source of income from surplus.
- 3.9.5. Identify community and opinion leaders for a comprehensive community involvement in the geographical area where the home will be established

3.10 Risks

- 3.10.1 High costs of construction
- 3.10.2 Permits from the government
- 3.11.3. Possible lack of involvement of the local community

3.11 Enterprise Environmental Factors

- 3.11.1. Government or industry standards
- 3.11.2. Project management information systems
- 3.11.3. Organizational structure and culture – Director, project manager, house mums, supporting staff
- 3.11.4. Infrastructure of existing facilities, and capital equipment
- 3.11.5. Personnel administration – hiring and firing guidelines, employee performance reviews and training records

3.12 Organizational Process Assets

- 3.12.1. Standardized guidelines, work instructions, proposal evaluation criteria, work instructions, proposal evaluation, performance measurement criteria
- 3.12.2. Project management plan template
- 3.12.3. Change control procedures

3.13 Expert Judgment will be utilized to

- 3.13.1. Tailor the process to meet project needs
- 3.13.2. Develop technical and management details
- 3.13.3. Determine resources and skill levels needed to perform the work

- 3.13.4. Define the level of configuration management needed to apply on the project
- 3.13.5. Determine which project documents will be subject to the formal change control process

4. Project Life Cycle

Project Cycle consists of a feasibility study. A feasibility study should form the core of the proposal preparation process. Its purpose is to provide stakeholders with the basis for deciding whether or not to proceed with the project and for choosing the most desirable options. The feasibility study has provided answers in the affirmative to the following basic questions through the dissertation research.

- € Is the project technically and scientifically sound, and is the methodology the best among the available alternatives?
- € Is the project administratively manageable?
- € Is there adequate demand for the project's outputs?
- € Is the project financially justifiable and feasible?
- € Is the project compatible with the customs and traditions of the beneficiaries?
- € Is the project likely to be sustained beyond the intervention period?

This process is informed by the dissertation content. Once the feasibility study has taken place and implementation arrangements are agreed upon, the concept proposal will be transformed and expanded into a project document. The project document is a summary of the situation assessment, justification of methodology and strategies for achieving the targeted changes. The project will then be monitored and evaluated. Evaluation is a time-bound exercise that attempts to assess the relevance, performance and success of current or completed projects, systematically and objectively. Evaluation determines to what extent the intervention has been successful in terms of its impact, effectiveness, sustainability of results, and contribution to capacity development. Evaluation, more than monitoring, asks fundamental questions on the how and why of the overall progress and results of an intervention in order to improve performance and generate lessons learned.

4.1. This is the project management process

4.2. It results from tailoring the project management team as follows is

- 4.2.1. Selection of Project management processes- these are scope, time cost, quality, human resource, communication, risk and procurement.
- 4.2.2. Level of Implementation in all the project management processes will be utilized
- 4.2.3. Description of tools and techniques to be used in accomplishing the processes
- 4.2.4. Essential inputs and outputs will be outlined and discussed

4.3 The Project management plan involves

- 4.3.1. How work will be executed to accomplish the project objectives
- 4.3.2. A change management plan that will document how changes will be monitored and controlled
- 4.3.3. How integrity of the performance baselines will be maintained
- 4.3.4. Key management reviews for content, extent, and timing to facilitate addressing open issues and pending decisions

- 4.4. Direct and Manage Project Execution is the process of performing the work defined in the project management plan to achieve project objectives
 - 4.4.1. Perform activities to accomplish required goals
 - 4.4.2. Create project deliverables
 - 4.4.3. Staff, train, and manage the team members assigned to the project
 - 4.4.4. Obtain, manage and use resources including materials, tools, equipment and facilities
 - 4.4.5. Implement the planned methods and standards
 - 4.4.6. Generate project data which include cost, schedule, technical and quality progress and status to facilitate forecasting
 - 4.4.7. Issue change requests and adapt approved changes
 - 4.4.8. Manage risks and implement risk response activities
 - 4.4.9. Manage procurement
 - 4.4.10. Collect and document lessons learned and implement approved process improvement activities covering
 - 4.4.10.1. Corrective action to the changes that bring expected future performance of the project
 - 4.4.10.2 Preventive action to perform an activity that can reduce the probability of negative consequences associated with project risks
 - 4.4.10.3 Defect repair to identification of a defect in project component with a recommendation either to repair the defect or completely replace the component.
- 4.5 To monitor and control project work
 - 4.5.1. Comparing actual project performance against the project management plan
 - 4.5.2. Assessing performance to determine whether any corrective or preventive actions are indicated and recommending actions necessary
 - 4.5.3. Identify new risks and analyzing, tracking and monitoring existing project risks to make sure the risks are identified, their status reported and appropriate risk response plans are executed
 - 4.5.4. Providing information to support status reporting, progress measurement and forecasting
 - 4.5.5. Providing forecasts to update current cost and current schedule information
 - 4.5.6. Monitoring the implementation of approved changes as they occur.
- 4.6. To perform integrated change control
 - 4.6.1. Influencing the factors that circumvent integrated change control so that only approved changes are implemented
 - 4.6.2. Reviewing, analyzing and approving change requests promptly
 - 4.6.3. Managing approved changes
 - 4.6.4. Maintaining the integrity of baselines by releasing only approved changes for incorporations
 - 4.6.5. Reviewing, approving, or denying all recommended corrective and preventive actions
 - 4.6.6. Coordinating changes across the entire project – cost, risk, quality, staffing
 - 4.6.7. Documenting the complete impact of change requests
- 4.7. To Close Project or Phase with step by step methodologies that address:

- 4.7.1 Actions and activities necessary to satisfy completion or exit criteria, project evaluations and transition criteria
 - 4.7.2. Actions and activities necessary to transfer the projects results to the next phase
 - 4.7.3. Activities needed to collect project or phase records, audit project failure or success, gather lessons learnt and archive project information for future use.
- 4.8. For the project to be sustainable, the following issues will be monitored closely
- 4.8.1. Ownership of the beneficiaries
 - 4.8.2. Spiritual formation
 - 4.8.3. Community involvement
 - 4.8.4. Management support and accountability
 - 4.8.5. Economic and financial viability

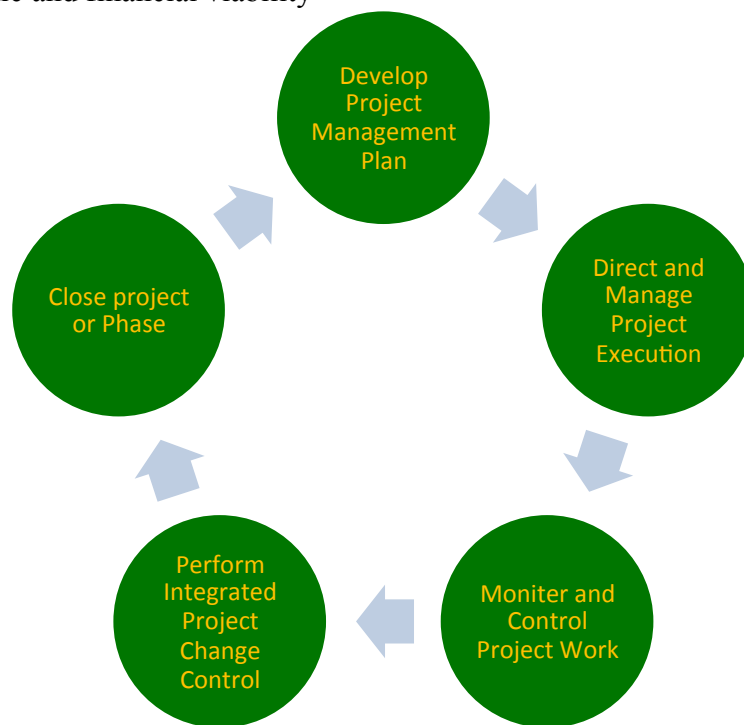


Figure 7: Project Cycle

Project Design

The project design is based on The Project Management Manual, Book of Knowledge, 4th Edition.

The project has three main strategic objectives which are:

Strategic Objective 1 SO1: To offer a self-sustaining home for bright and gifted orphan and vulnerable girls

Strategic Objective 2 SO2: To deliver counselling and guidance for the girls on spirituality, life and career

Strategic Objective 3 SO3: To develop a partnership model based on integrity and accountability

The project designed for each management process is categorized in three sections.

1. **Inputs** are the items of the project that are required by the process before it proceeds.
2. **Tools and techniques** are the skills and the procedures that will be used by the human resource to perform an activity in order to produce a service in the home. Most of the tools used will be in form of template or software that will be developed to best suit the function being performed.
3. **Outputs** are the results that are expected to be generated by the process to facilitate the project continuity.

Every process has stages that must be followed in sequence to ensure that the function is completed in accordance to the standards set by the Project Management Institute.

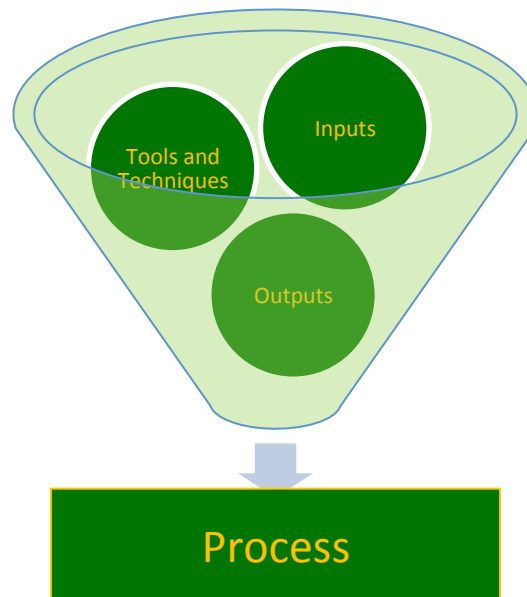


Figure 8: Project Management Process Content

5. Project Scope Management

5.1 Collecting requirements by defining the expectations by the girls primarily to meet their needs. Requirements are quantified documented needs, wants, and expectation of the home.

5.2. Define scope by developing a detailed description of the project

- 5.3. Create Work Baseline Structure (WBS) by sub-dividing the projects into smaller more manageable components
- 5.4. Control scope with the process of monitoring the status of the project and managing changes in the project approved plan of the project

5.1 Collect requirements

5.1.1. Tools and techniques

- 5.1.1.1. Interviews
- 5.1.1.2. Focus groups
- 5.1.1.3. Facilitated workshops
- 5.1.1.4. Group creativity techniques such as brainstorming, nominal group technique, the Delphi technique, idea/mind mapping, and affinity diagram
- 5.1.1.5. Group decision making techniques such as unanimity, majority, plurality and dictatorship
- 5.1.1.6. Questionnaires and surveys
- 5.1.1.7. Observations
- 5.1.1.8. Prototypes – develop a working model

5.1.2. Outputs

- 5.1.2.1. Requirements documentation of measurable and tested, traceable, complete, consistent, and acceptable by stakeholders – executive summary, detailed descriptions, attachments
 - 5.1.2.1.1. Explain why the project must be undertaken
 - 5.1.2.1.2. Project objectives for traceability
 - 5.1.2.1.3. Functional requirements describing business processes, information and interaction with models
 - 5.1.2.1.4. Non-functional requirements such as security, level of service, performance, safety, compliance, supportability and, retention/purge
 - 5.1.2.1.5. Guiding principles
 - 5.1.2.1.6. Impacts to other organizational areas such as food production vis a vis home for the girls
 - 5.1.2.1.7 Assumptions and constraints
- 5.1.2.2. Requirements management plan
 - 5.1.2.2.1. How requirements will be planned tracked and reported
 - 5.1.2.2.2. Configuration management activities on how changes will be initiated, impacted analyzed, traced, tracked, and reported
 - 5.1.2.2.3. Prioritization process
 - 5.1.2.2.4. Traceability structure
- 5.1.2.3. Requirements traceability matrix or table that links requirements to the project cycle

5.2. Define Scope

5.2.1. Tools and techniques

- 5.2.1.1. Expert judgment of professional and technical associations
- 5.2.1.2. Service analysis of needs breakdown, systems analysis and value analysis
- 5.2.1.3. Alternatives identification of different approaches to execute and work on the project

5.2.2. Outputs

- 5.2.2.1. Project scope statement
- 5.2.2.2 Project scope description – characteristics of the project charter
- 5.2.2.3. Acceptance criteria – process and criteria for accepting completed results
- 5.2.2.4 Project deliverables – outputs and results
- 5.2.2.5 Project exclusions – explicitly explain what is out of scope
- 5.2.2.6 Project constraints – limits teams options e.g. predetermined budget, imposed dates, schedule milestones

5.3. Create Work Breakdown Structure (WBS)

5.3.1. Tools and techniques

5.3.1.1. Decomposition is the subdivision of the project deliverables into more manageable components. Work is decomposed to greater levels of detail. It involves the following activities:

- 5.3.1.1.1. Identify and analyzing the deliverables related to work
- 5.3.1.1.2. Structuring and organizing the WBS
- 5.3.1.1.3. Decomposing the WBS into lower level detailed components
- 5.3.1.1.4. Developing and assigning identification codes to the WBS components
- 5.3.1.1.5. Verifying that the degree of decomposition is necessary and sufficient

5.3.2. Outputs

- 5.3.2.1. WBS
- 5.3.2.2. WBS dictionary
 - 5.3.2.2.1. Code of account identifier
 - 5.3.2.2.2. Description of work
 - 5.3.2.2.3. Responsible organization
 - 5.3.2.2.4. List of scheduled milestone
 - 5.3.2.2.5. Associated schedule activities
 - 5.3.2.2.5. Resources required
 - 5.3.2.2.6. Cost estimates
 - 5.3.2.2.7. Quality requirements
 - 5.3.2.2.8. Acceptance criteria
 - 5.3.2.2.9. Technical references
 - 5.3.2.2.10. Contact information
- 5.3.2.3. Scope baseline

5.4 Control Scope

5.4.1. Tools and techniques

- 5.4.1.1. Variance analysis to determine whether corrective or preventive action is needed

5.4.2. Outputs

- 5.4.2.1. Work performance measurements
- 5.4.2.2. Causes of variance
- 5.4.2.3. Corrective action chosen and the reasons
- 5.4.2.4. Other types of lessons learnt from the project scope control

6. Project Time Management

- 6.1 Define activities
- 6.2. Sequence activities
- 6.3. Estimate activity resources
- 6.4. Estimate activity durations
- 6.5. Develop schedule
- 6.6. Control schedule

6.1. Define activities or specific actions

6.1.1. Outputs

- 6.1.1.1. Activity list
- 6.1.1.2. Activity attributes
- 6.1.1.3. Milestone list

6.2. Sequence activities

6.2.1. Tools and techniques

- 6.2.1.1. Precedence diagramming Method is used in critical path methodology while 'Finish-to-start' is most commonly used type of precedence relationship
- 6.2.1.2. Dependency determination
 - 6.2.1.2.1. Mandatory dependencies inherent in the nature of work
 - 6.2.1.2.2. Discretionary dependencies of preferred logic, preferential logic or, soft logic
 - 6.2.1.2.3. External dependencies of non-project activities
- 6.2.1.3. Applying leads and lags
 - 6.2.1.3.1. A lead allows for acceleration of the successor activity
 - 6.2.1.3.2. A lag directs a delay in successor activity
- 6.2.1.4. Schedule standardized network templates

6.2.2. Outputs

- 6.2.2.1. Project schedule networks diagram of full project details and summary activities

6.3. Estimate Activity Resources

6.3.1. Tools and techniques

- 6.3.1.1. Published estimating data
- 6.3.1.2. Bottom-up estimating so that when an activity cannot be estimated with reasonable degree of confidence the work is decomposed even more
- 6.3.1.3. Project management software

6.3.2. Outputs

- 6.3.2.1. Activity resource requirements
- 6.3.2.2. Resource breakdown structure

6.4. Estimate Activity durations

6.4.1. Tools and techniques

- 6.4.1.1. Analogous estimating are parameters such as duration, budget, size, weight, and complexity
- 6.4.1.2. Parametric estimating are statistical relationship and other variables
- 6.4.1.3. Three-point estimates
 - 6.4.1.3.1. Most likely (t_m) – realistic expectation

- 6.4.1.3.2. Optimistic (t_o) – best case scenario
- 6.4.1.3.3. Pessimistic (t_p) – worst case scenario
- 6.4.1.4. Reserve analysis of contingency time reserves to schedule for uncertainties

6.4.2. Outputs

- 6.4.2.1. Activity duration estimates is the range of possible results
 - 6.4.2.1.1. 2 weeks \pm 2 days
 - 6.4.2.1.2. 15% probability of exceeding three weeks to indicate high probability – 85%

6.5. Develop Schedule

6.5.1. Tools and Techniques

- 6.5.1.1. Schedule network analysis
- 6.5.1.2. What-if scenario analysis
- 6.5.1.3. Applying leads and lags
- 6.5.1.4. Schedule compression
 - 6.5.1.4.1. Crashing – to shorten the duration through overtimes, additional resources
 - 6.5.1.4.2. Fast tracking – parallel performance
- 6.5.1.5. Scheduling tool

6.5.2. Outputs

- 6.5.2.1. Project schedule
 - 6.5.2.1.1. Milestone charts
 - 6.5.2.1.2. Bar charts
 - 6.5.2.1.3. Project schedule network diagrams
- 6.5.2.2. Schedule baseline
- 6.5.2.3. Schedule data
 - 6.5.2.3.1. Resource data
 - 6.5.2.3.2. Alternative schedules
 - 6.5.2.3.3. Scheduling of alternative reserves

6.6. Controlling schedule

6.6.1. Outputs

- 6.6.1.1. Work performance measurements
- 6.6.1.2. Organizational process assets updates
 - 6.6.1.2.1. Causes of variance
 - 6.6.1.2.2. Corrective action chosen
 - 6.6.1.2.3. Other types of lessons learned from the project schedule control
- 6.6.1.3. Change requests

7. Project Cost Management

- 7.1. Estimate costs – approximation of the monetary resources needed to complete project activities
- 7.2 Determine Budget – aggregating the estimated costs to establish an authorized cost baseline
- 7.3. Control Costs – monitoring the status of cost baseline
- 7.4. To establish:
 - 7.4.1. Level of accuracy
 - 7.4.2. Units of measurements
 - 7.4.3. Organizational procedures links
 - 7.4.4. Control thresholds
 - 7.4.5. Rules of performance measurements
 - 7.4.6. Reporting formats
 - 7.4.7. Process descriptions

7.1. Estimate Costs

7.1.1. Inputs

- 7.1.1.1 Scope baseline –
 - 7.1.1.1.1 Scope statement - project description, acceptance criteria, key deliverables, project boundaries, assumptions, and constraints about the project
 - 7.1.1.1.2. Work Breakdown structure
 - 7.1.1.1.3. WBS dictionary
- 7.1.1.2. Budget schedule
- 7.1.1.3. Human resource plan – staffing attributes, personnel rates, related rewards/recognition
- 7.1.1.4. Risk register – threats or opportunities
- 7.1.1.5. Enterprise environmental factors – market conditions, published commercial information
- 7.1.1.6. Organizational process assets – cost estimating policies, cost estimating templates

7.1.2. Tools and Techniques

- 7.1.2.1. Analogous estimating – gross value
- 7.1.2.2. Parametric estimating
- 7.1.2.3. Bottom-up estimating
- 7.1.2.4. Three point estimates – Program evaluation and review technique (PERT)
 - 7.1.2.4.1. Most Likely (C_M) – realistic effort assessment
 - 7.1.2.4.2. Optimistic (C_O) – best case scenario
 - 7.1.2.4.3. Pessimistic (C_P) – worst case scenario

PERT analysis calculated an expected (C_E) activity cost using weighted average of these three estimates:

$$C_E = \frac{C_O + 4C_M + C_P}{6}$$

- 7.1.2.5. Reserve analysis – contingency reserves as a percentage of estimated cost
- 7.1.2.6. Cost of Quality (COQ)
- 7.1.2.7. Project Management estimating soft ware

7.1.2.8. Vendor bid analysis

7.1.3. Outputs

7.1.3.1. Activity cost estimates – quantitative assessment of the probable cost of project work completion

7.1.3.2. Basis of Estimates – supporting documentation

7.1.3.3. Project Document updates

7.2. Determine Budget; a process of aggregating the estimated cost

7.2.1. Tools and Techniques

7.2.1.1. Cost aggregation

7.2.1.2. Reserve analysis

7.2.1.3. Expert judgment

7.2.1.4. Historical relationships

7.2.1.5. Funding limit reconciliation

7.2.2. Output

7.2.2.1. Cost performance baseline – authorized time-phased budget at completion (BAC)

7.2.2.2. Project funding requirements

7.3. Control Costs

7.3.1. Influencing factors that create change to the authorized baseline

7.3.2. Ensuring that all the change requests are acted on in a timely manner

7.3.3. Managing actual changes when they occur

7.3.4. Ensuring the cost expenditures do not exceed the authorized funding by period

7.3.5. Monitoring cost performance

7.3.6. Monitoring work performance against funds expended

7.3.7. Preventing unapproved changes from being included in the reported cost

7.3.8. Informing appropriate stakeholders of all approved changes and associated costs

7.3.9. Acting to bring expected cost overruns within acceptable limits

7.3.1.1. Tools and Techniques

7.3.1.1.1 Earned value management (EVM) develops and monitors three key dimensions of each work package and control account

7.3.1.1.1.1. Planned value (PV) – authorized budget assigned to the work accomplished

7.3.1.1.1.2. Earned value (EV) – value of the work performed expressed in the approved budget assigned to that work or activity, authorized work that has been completed

7.3.1.1.1.3. Actual Cost (AC) – total cost actually incurred and recorded in accomplishing work performed for an activity that EV has measured

7.3.1.1.2. Forecasting – Estimates at Completion (EAC) different from budget at completion based on project performance. $AC+ETC$) estimate to complete)

7.3.1.1.3. To-complete performance index (TCPI) – calculated projection of the cost performance that must be achieved on the remaining work to meet specified management goal $(BAC- EV)$

- 7.3.1.1.4. Performance reviews – earned value performance
- 7.3.1.1.5. Variance analysis
- 7.3.1.1.6. Project management software

7.3.1.2. Outputs

- 7.3.1.2.1. Work performance measurements
- 7.3.1.2.2. Budget forecasts
- 7.3.1.2.3. Organizational process assets updates
- 7.3.1.2.4. Change requests
- 7.3.1.2.5. Project management plan updates

8. Project Quality Management

- 8.1. Plan quality
- 8.2. Perform quality assurance
- 8.3. Perform Quality control

8.1. Plan Quality

8.1.1. Tools and Techniques

- 8.1.1.1. Cost benefit analysis – primary benefits of meeting quality requirements
- 8.1.1.2. Cost of quality control – cost of conformance which is money spent during the project to avoid failures (prevention costs-building a quality product and appraisal costs- assess the quality) and cost of non-conformance is the money spent during and after the project because of failures (Internal failure costs- failures found by the project and external failure costs – failures found by the customer)
- 8.1.1.3. Control charts – determine whether or not a process is stable or has predictable performance for the maximum and minimum values allowed
- 8.1.1.4. Benchmarking – comparing actual or planned project practices to those of comparable project to identify best practices, generate ideas for improvement, and provide a basis for measuring performance
- 8.1.1.5. Design of experiments (DOE) is a statistical method of identifying which factors may influence specific variables of a process under development.
- 8.1.1.6. Statistical sampling – choosing a part of the population of interest for inspection
- 8.1.1.7. Flowcharting – graphical representation of a process showing the relationship among process steps
- 8.1.1.8. Propriety quality management methodologies – such as six sigma, lean six sigma, and quality function deployment etc.
- 8.1.1.9. Additional quality planning –
 - 8.1.1.9.1. Brainstorming
 - 8.1.1.9.2. Affinity diagrams
 - 8.1.1.9.3. Force fields analysis
 - 8.1.1.9.4. Nominal groups techniques
 - 8.1.1.9.5. Matrix diagrams
 - 8.1.1.9.6. Prioritization matrices

8.1.2. Outputs

- 8.1.2.1. Quality Management plans – describes how the project management team will implement the performing organization's quality policy.
- 8.1.2.2. Quality metrics – an operational definition that describes in very specific terms a project attribute and how the quality control process will measure it.
- 8.1.2.3. Quality checklists – is a structured tool used to verify that a set of required steps have been performed
- 8.1.2.4. Process improvement plan –
 - 8.1.2.4.1. Process boundaries – describes the purpose of the processes, their start and end, their inputs/outputs, the data required, the owner and the stakeholders

- 8.1.2.4.2. Process configuration – a graphical depiction of processes with interfaces identified, used to facilitate analysis
- 8.1.2.4.3. Process metrics – along with control limits, allows analysis of process efficiency
- 8.1.2.4.4. Targets for improved performance – guides the process improvement activities

8.2. Perform Quality Assurance

8.2.1. Inputs

- 8.2.1.1. Project Management plan
- 8.2.1.2. Quality metrics
- 8.2.1.3. Work performance information
 - 8.2.1.3.1. Technical performance measures
 - 8.2.1.3.2. Project deliverables status
 - 8.2.1.3.3. Schedule progress
 - 8.2.1.3.4. Costs incurred
- 8.2.1.4. Quality control measurements

8.2.2 Tools and Techniques

- 8.2.2.1. Plan quality and perform quality control and techniques
- 8.2.2.2. Quality audits – structured independent review to determine whether project activities comply with organizational and project policies, processes and procedures to
 - 8.2.2.2.1. Identify all the good/best practices being implemented
 - 8.2.2.2.2. Identify all the gaps/short comings
 - 8.2.2.2.3. Share the good practices introduced or implemented in similar projects
 - 8.2.2.2.4. Proactively offer assistance in a positive manner to improve implementation
 - 8.2.2.2.5. Highlight contributions of each audit in the lessons learned repository of the organization
- 8.2.2.3. Process analysis

8.2.3. Outputs

- 8.2.3.1. Organizational process assets updates
- 8.2.3.2. Change requests
- 8.2.3.3. Project management plan updates
- 8.2.3.4. Project documents updates

8.3. Perform Quality control

8.3.1. Inputs

- 8.3.1.1. Work performance measurements
 - 8.3.1.1.1. Planned vs actual technical performance
 - 8.3.1.1.2. Planned vs actual schedule performance
 - 8.3.1.1.3. Planned vs actual cost performance
- 8.3.1.2. Approved change requests

8.3.2. Tools and Techniques

- 8.3.2.1. Cause and effect diagrams – Ishikawa diagrams, fishbone diagrams illustrate how various factors might be linked to potential problems or effects

- 8.3.2.2. Control charts – indicate how a process behaves over time
- 8.3.2.3. Flowcharting
- 8.3.2.4. Histogram - vertical bar chart that shows how often a particular variable state occurred
- 8.3.2.5. Pareto chart – frequency of occurrence in a histogram
- 8.3.2.6. Run chart – history and pattern of variation
 - 8.3.2.6.1. Technical performance – how many errors have been identified and how many remain uncorrected?
 - 8.3.2.6.2. Cost and schedule performance – how many activities per period were completed with significant variance?
- 8.3.2.7. Scatter diagram – relationship between two variables
- 8.3.2.8. Statistical sampling
- 8.3.2.9. Inspection – the examination of a work product to determine whether it conforms to documented standards
- 8.3.2.10. Approved change requests review

8.3.3. Outputs

- 8.3.3.1. Quality control measurements
- 8.3.3.2. Validated changes
- 8.3.3.3. Validated deliverables
- 8.3.3.4. Change requests

9. Project Human Resource Management

9.1. Develop a Human Resource plan

9.1.1. Inputs

- 9.1.1.1. Activity resource requirements
- 9.1.1.2. Enterprise environmental factors
 - 9.1.1.2.1. Organizational culture and structure
 - 9.1.1.2.2. Existing human resources
 - 9.1.1.2.3. Personnel administration policies
 - 9.1.1.2.4. Market place conditions
- 9.1.1.3. Organizational process assets
 - 9.1.1.3.1. Organizational standard processes and policies and standardized role descriptions
 - 9.1.1.3.2. Templates for organizational charts and position descriptions
 - 9.1.1.3.3. Historical information on organizational structures that have worked in previous projects

9.1.2. Tools and techniques

- 9.1.2.1. Organizational charts and position descriptions
 - 9.1.2.1.1. Hierarchical type charts
 - 9.1.2.1.2. Matrix based charts
 - 9.1.2.1.3. Text oriented formats
- 9.1.2.2. Networking – the formal and informal interaction with others in an organization
- 9.1.2.3. Organizational Theory – provides information regarding the way in which people, teams, and organizational units behave

9.1.3. Outputs

- 9.1.3.1. Human resource plan – provides guidance on how PHR should be defined, staffed, managed, controlled and eventually released.
 - 9.1.3.1.1. Roles and responsibilities
 - 9.1.3.1.1.1. Role – label description
 - 9.1.3.1.1.2. Authority – right to apply project resources
 - 9.1.3.1.1.3. Responsibility – work performed
 - 9.1.3.1.1.4. Competency – skill and capacity required to complete project activities
- 9.1.3.2. Project organizational chart
- 9.1.3.3. Staffing management plan
 - 9.1.3.3.1. Staff acquisition
 - 9.1.3.3.2. Resource calendars
 - 9.1.3.3.3. Staff release plan
 - 9.1.3.3.4. Training needs
 - 9.1.3.3.5. Recognition and rewards
 - 9.1.3.3.6. Compliance
 - 9.1.3.3.7. Safety

9.2 Acquire Project team

9.2.1. Inputs

- 9.2.1.1. Project management plans

- 9.2.1.1.1. Roles and responsibilities defining the positions, skills, and competencies that the project demands
- 9.2.1.1.2. Project organization charts indicating the number of people needed for the project
- 9.2.1.1.3. Staffing management plan delineating the time periods each project team member will be needed and other information important to acquiring the project team
- 9.2.1.2. Enterprise environmental factors
 - 9.2.1.2.1. Existing information for human resources including who is available, their competency levels, their prior experience, their interest in working for the project and cost rate
 - 9.2.1.2.2. Personnel administration
 - 9.2.1.2.3. Organizational structure
 - 9.2.1.2.4. Location or multiple locations
- 9.2.1.3. Organizational process assets – organizational standard policies, processes and procedures
- 9.2.2. Tools and Techniques
 - 9.2.2.1. Pre assignment – when project members are selected in advance, they are considered pre-assigned.
 - 9.2.2.2. Negotiation – staff assignments are negotiated
 - 9.2.2.3. Acquisition – from outside when required services cannot be availed from in house staff
 - 9.2.2.4. Virtual teams – staff who are not available face to face
- 9.2.3. Outputs
 - 9.2.3.1. Project staff assignments
 - 9.2.3.2. Resource calendars
- 9.3. Develop project team
 - 9.3.1. Inputs
 - 9.3.1.1. Project staff assignments
 - 9.3.1.2. Project management plan
 - 9.3.1.3. Resource calendars
 - 9.3.2. Tools and Techniques
 - 9.3.2.1. Interpersonal skills – soft skills such as empathy, influence, creativity, and group facilitation
 - 9.3.2.2. Training – formal and informal designed to enhance the competencies of the project team members
 - 9.3.2.3. Team building activities – from five-minute agenda item to improved interpersonal relationships
 - 9.3.2.3.1. Forming
 - 9.3.2.3.2. Storming
 - 9.3.2.3.3. Norming
 - 9.3.2.3.4. Performing
 - 9.3.2.3.5. Adjourning
 - 9.3.2.4. Ground rules – establish clear expectations regarding acceptable behavior by project members. Early commitment to clear guidelines decreases misunderstanding and increases productivity

9.3.2.5. Co-location – place as many team members in one location

9.3.2.6. Recognition and rewards – reward only desirable behavior

9.3.3. Outputs

9.3.3.1. Team performance assessments – based on agreed upon objectives, performance on project schedules, and performance on budget (finished within financial constraints). Indicators include

9.3.3.1.1. Improvements in skills that allow individuals to perform assignments more effectively

9.3.3.1.2. Improvements in competencies that help the team perform better

9.3.3.1.3. Reduced turn over staff rate

9.3.3.1.4. Increased team cohesiveness where members of the team share information and experiences openly and help each other to improve

9.4 Manage Project team

9.4.1. Tools and techniques

9.4.1.1. Observation and conversation – are used to stay in touch with the work and attitudes of project team ministries

9.4.1.2. Projects Performance appraisals – clarification of roles, constructive feedbacks to teams' members, discovery of unknown or resolved issues, development of individual and establishment of specific goals for future time periods.

9.4.1.3. Conflict Management – conflicts are inevitable and sources are scarce resources, scheduling priorities, and personal work styles

9.4.1.3.1. Conflict is natural and forces for a search of alternatives

9.4.1.3.2. Conflict is a team issue

9.4.1.3.3. Openness resolves conflict

9.4.1.3.4. Conflict resolution should focus on issues not personalities

9.4.1.3.5. Conflict resolution should focus on the present not the past

Factors that influence conflict resolution are

- relative importance and intensity of the conflict
- Time pressure for resolving the conflict
- position taken by the players involved
- Motivation to resolve conflict on a long term and short term basis

There are six general techniques for resolving conflict

- Withdrawing/avoiding – retreating from an actual or potential conflict situation
- Smoothing/accommodating – emphasizing areas of agreement rather than areas of difference
- Compromising – searching for solutions that bring some degree of satisfaction to all parties
- Forcing – pushing one's viewpoint at the expense of others
- Collaborating – incorporating multiple viewpoints and insights from differing perspectives; leads to consensus and commitment
- Confronting/problem solving – treating conflict as a problem to be solved by examining alternatives; requires a give-and-take attitude and open dialogue

9.4.1.4. Issue Log –

- 9.4.1.4.1. Interpersonal Skills – capitalize on the strength of all team members
- 9.4.1.4.2. Leadership skills
- 9.4.1.4.3. Influencing ‘
 - 9.4.1.4.3.1. Ability to be persuasive and clearly articulate points and position
 - 9.4.1.4.3.2. High levels of active and effective listening skills
 - 9.4.1.4.3.3. Consideration of the various perspectives in any situation
 - 9.4.1.4.3.4. Gathering relevant and critical information to address important issues and reach agreements while maintaining mutual trust
- 9.4.1.4.4. Effective decision making
 - 9.4.1.4.4.1. Focus on goals to be served
 - 9.4.1.4.4.2 Follow a decision making process
 - 9.4.1.4.4.3 Study environmental factors
 - 9.4.1.4.4.4. Develop personal qualities of the team members
 - 9.4.1.4.4.5. Stimulate team creativity
 - 9.4.1.4.4.6 Manage opportunity and risk

9.4.2. Outputs

- 9.4.2.1. Enterprise environmental factors update
- 9.4.2.2. Organizational process assets updates
- 9.4.2.3. Change requests
- 9.4.2.4. Project management plan updates

10. Project Communications Management

- 10.1. Identify stake holders
- 10.2. Plan communications
- 10.3. Distribute information
- 10.4. Manage stake holder expectation
- 10.5. Report performance

10.1 Identify stake holders

10.1.1. Inputs

- 10.1.1.1. Project charter
- 10.1.1.2. Procurement documents
- 10.1.1.3. Enterprise environmental factors
- 10.1.1.4. Organizational process assets

10.1.2. Tools and techniques

- 10.1.2.1 Stakeholder analysis – a technique of systematically gathering and analyzing quantitative and qualitative information to determine whose interest should be taken into account throughout the project
 - 10.1.2.1.1. Step 1 – identify all potential stakeholders and information
 - 10.1.2.1.2. Step 2 – identify the potential impact or support each stakeholder could generate and classify them so as to define an approach strategy
 - 10.1.2.1.2.1. Power/interest grid – level of authority and level of concern
 - 10.1.2.1.2.2. Power influence grid – level of authority and active involvement
 - 10.1.2.1.2.3. Influence/impact grid – active involvement and their ability to effect change
 - 10.1.2.1.2.4. Salience model describing the classes of stakeholders based on their power (ability to impose their will) urgency (need for immediate attention) and legitimacy (their involvement is appropriate)
 - 10.1.2.1.3 Step 3 – Assess how stakeholders are likely to react or respond to various situations
- 10.1.2.2. Expert judgment
 - 10.1.2.2.1. Senior management
 - 10.1.2.2.2. Other units within the organization
 - 10.1.2.2.3. Identify key stakeholders
 - 10.1.2.2.4. Project managers who have worked on projects in the same area
 - 10.1.2.2.5. Subject matter experts
 - 10.1.2.2.6. Industry groups and consultants
 - 10.1.2.2.7. Professional and technical associations

10.1.3. Outputs

- 10.1.3.1. Stakeholder registry
 - 10.1.3.1.1. Identification information
 - 10.1.3.1.2. Assessment information
 - 10.1.3.1.3. Stakeholder classification

- 10.1.3.2. Stakeholder management strategy – defines the approach to increase the support and minimize negative impacts of stakeholders

10.2. Plan Communications

10.2.1. Inputs

- 10.2.1.1. Stakeholder register
- 10.2.1.2. Stakeholder management strategy
- 10.2.1.3. Enterprise environmental factors
- 10.2.1.4. Organizational process

10.2.2. Tools and techniques

- 10.2.2.1. Communications requirements analysis – determines the information needs of the stakeholders
 - 10.2.2.1.1. Organizational charts
 - 10.2.2.1.2. Project organization and stakeholder responsibility relationships
 - 10.2.2.1.3. Disciplines, departments, and specialties involved in the project
 - 10.2.2.1.4. Logistics of how many persons will be involved with the projects and at which locations
 - 10.2.2.1.5. Internal information needs
 - 10.2.2.1.6. External information needs
 - 10.2.2.1.7. Stakeholder information from the stakeholder register and the stakeholder management strategy
- 10.2.2.2. Communication technology – factors that can affect the project include
 - 10.2.2.2.1. Urgency and needs for the information
 - 10.2.2.2.2. Availability of technology
 - 10.2.2.2.3. Expected project staffing
 - 10.2.2.2.4. Duration of the project
 - 10.2.2.2.5. Project environment
- 10.2.2.3. Communication model – encode, message, medium, noise, decode
- 10.2.2.4. Communications methods
 - 10.2.2.4.1. Interactive communication
 - 10.2.2.4.2. Push communication
 - 10.2.2.4.3. Pull communication

10.2.3. Outputs

- 10.2.3.1. Communication management plan – usually provides
 - 10.2.3.1.1. Stakeholder communication requirements
 - 10.2.3.1.2. Information to be communicated
 - 10.2.3.1.3. Reason for the distribution of the information
 - 10.2.3.1.4. Time frame and frequency for the distribution of the required information
 - 10.2.3.1.5. Person responsible for communicating the information
 - 10.2.3.1.6. Person responsible for authorizing release of confidential information
 - 10.2.3.1.7. Person or group that will receive the information
 - 10.2.3.1.8. Methods or technologies used to convey the information
 - 10.2.3.1.9. Resources allocated for communication activities

- 10.2.3.1.10. Escalation process identifying time frames and the management chain
- 10.2.3.1.11. Method for updating and refining the communications management plan as the project progresses and develops
- 10.2.3.1.12. Glossary of common terminology
- 10.2.3.1.13. Flow charts of the information flow in the project
- 10.2.3.1.14. Communication constraints – legislation, regulation, technology, organizational policies

10.2.3.2. Project documents updates

10.3. Distribute Information

10.3.1. Inputs

- 10.3.1.1. Project Management plan
- 10.3.1.2. Performance reports – forecast information based on work performance measurements
- 10.3.1.3. Organizational process assets

10.3.2. Tools and techniques

- 10.3.2.1. Communication methods – individual and group meetings, video and audio conferences, computer charts,
- 10.3.2.2. Information distribution tools
 - 10.3.2.2.1. Hard copy document distribution, manual filing systems, press releases, shared-access electronic databases
 - 10.3.2.2.2. Electronic communication – email, fax, voice mail, telephone, video and web conferencing, websites and web publishing
 - 10.3.2.2.3. Electronic tools for project management – web interfaces, scheduling, project management software, portals

10.3.3. Outputs

- 10.3.3.1. Organizational process assets updates
 - 10.3.3.1.1. Stakeholders notifications
 - 10.3.3.1.2. Project reports
 - 10.3.3.1.3. Project presentations
 - 10.3.3.1.4. Project records
 - 10.3.3.1.5. Feedback from stakeholders
 - 10.3.3.1.6. Lessons learned documentation

10.4. Manage Stakeholder expectation

10.4.1. Inputs

- 10.4.1.1. Stakeholder register
- 10.4.1.2. Stakeholder management strategy
- 10.4.1.3. Project management plan
- 10.4.1.4. Issue log – action item log
- 10.4.1.5. Change log
- 10.4.1.6. Organizational process assets

10.4.2. Tools and Techniques

- 10.4.2.1. Communication methods
- 10.4.2.2. Interpersonal skills
 - 10.4.2.2.1. Building trust
 - 10.4.2.2.2. Resolving conflict

- 10.4.2.2.3. Active listening
- 10.4.2.2.4. Overcoming resistance to change

- 10.4.2.3. Management skills
 - 10.4.2.3.1. Presentation skills
 - 10.4.2.3.2. Negotiating
 - 10.4.2.3.3. Writing skills
 - 10.4.2.3.4. Public speaking

10.4.3. Outputs

- 10.4.3.1. Organizational process assets updates
 - 10.4.3.1.1. Causes of issues
 - 10.4.3.1.2. Reasoning behind corrective action
 - 10.4.3.1.3. Lessons learned from managing stakeholders expectations
- 10.4.3.2. Change requests
- 10.4.3.3. Project management plan updates
- 10.4.3.4. Project documents updates

10.5. Report Performance

10.5.1. Inputs

- 10.5.1.1. Project management plan
- 10.5.1.2. Work performance information
- 10.5.1.3. Work performance measurements
- 10.5.1.4. Budget forecasts
- 10.5.1.5. Organizational process assets

10.5.2. Tools and techniques

- 10.5.2.1. Variance analysis – after the fact look at what caused the difference between the baseline and actual performance. Common steps are:
 - 10.5.2.1.1. Verify the quality of the information collected to ensure that it is complete, consistent with past data, and credible when comparing with other status information
 - 10.5.2.1.2. Determine variances, comparing actual information with the project baseline and noting all difference, both favorable and unfavorable
 - 10.5.2.1.3. Determine the impact of the variances in the project cost and schedule
- 10.5.2.2. Forecasting methods
 - 10.5.2.2.1. Time series methods
 - 10.5.2.2.2. Casual/econometric methods
 - 10.5.2.2.3. Judgment methods
 - 10.5.2.2.4. Other methods- stimulations, probabilistic forecasting, ensemble forecasting
- 10.5.2.3. Communications methods
- 10.5.2.4. Reporting systems

10.5.3. Outputs

- 10.5.3.1. Performance reports – organize and summarize the information gathered and present the result of any analysis as compared to the performance measurement baseline.
- 10.5.3.2. Organizational process assets updates
- 10.5.3.3. Change requests

11. Project Risk Management

- 11.1. Plan risk management
- 11.2. Identify risks
- 11.3. Perform qualitative risk analysis
- 11.4. Perform quantitative risk analysis
- 11.5. Plan risk responses
- 11.6. Monitor and control risks

11.1. Plan Risk Management

11.1.1. Inputs

- 11.1.1.1. Project scope statement
- 11.1.1.2. Cost management plan
- 11.1.1.3. Schedule management plan
- 11.1.1.4. Communications management plan
- 11.1.1.5. Enterprise environmental factors
- 11.1.1.6. Organizational process assets – that can influence project risk management include:
 - 11.1.1.6.1 Risk categories
 - 11.1.1.6.2. Common definitions of concepts and terms
 - 11.1.1.6.3. Risk statements formats
 - 11.1.1.6.4. Standard templates
 - 11.1.1.6.5. Roles and responsibilities
 - 11.1.1.6.6. Authority levels for decision making

11.1.2. Tools and techniques

- 11.1.2.1. Planning meetings and analysis – develop matrix for analysis

11.1.3. Outputs

- 11.1.3.1 Risk Management plan – describes how risk management will be structured and performed on the project. It includes:
 - 11.1.3.1.1. Methodology – defines approaches, tools, and data sources
 - 11.1.3.1.2 Roles and responsibilities
 - 11.1.3.1.3. Budgeting
 - 11.1.3.1.4. Timing
 - 11.1.3.1.5. Risk categories – Risk Breakdown structure (RBS)
 - 11.1.3.1.6. Definitions of risk probability factors
 - 11.1.3.1.7. Probability and impact matrix
 - 11.1.3.1.8. Revised stakeholders tolerances
 - 11.1.3.1.9. Reporting formats
 - 11.1.3.1.10 Tracking

11.2. Identify Risks

11.2.1. Inputs

- 11.2.1.1. Risk management plan
- 11.2.1.2. Activity cost estimate
- 11.2.1.3. Activity duration estimates
- 11.2.1.4. Scope baseline
- 11.2.1.5. Stakeholder register

- 11.2.1.6. Cost management plan
- 11.2.1.7. Schedule management plan
- 11.2.1.8. Quality management plan

11.2.2. Tools and Techniques

- 11.2.2.1. Documentation reviews
- 11.2.2.2. Information gathering techniques
 - 11.2.2.2.1. Brain storming
 - 11.2.2.2.2. Delphi technique – reaching consensus of experts
 - 11.2.2.2.3. Interviewing
 - 11.2.2.2.4. Root cause analysis
- 11.2.2.3. Checklist analysis – based on historical information and knowledge
- 11.2.2.4. Assumption analysis – hypothesis and scenarios exploring the validity of assumptions as they apply to the project.
- 11.2.2.5. Diagramming techniques
 - 11.2.2.5.1. Cause and effect diagrams
 - 11.2.2.5.2. System and process flow charts
 - 11.2.2.5.3. Influence diagrams
- 11.2.2.6. SWOT analysis – examination of strengths, weaknesses, opportunities and threats

11.2.3. Output

- 11.2.3.1. Risk Register
 - 11.2.3.1. List of identified risks
 - 11.2.3.2. List of potential responses

11.3. Perform Qualitative Risk Analysis

11.3.1. Inputs

- 11.3.1.1. Risk register
- 11.3.1.2. Risk management plan
- 11.3.1.3. Project scope statement
- 11.3.1.4. Organizational process assets

11.3.2. Tools and techniques

- 11.3.2.1. Risk probability and impact assessment – investigates the likelihood that each specific risk will occur
- 11.3.2.2. Probability and impact matrix – risk rating to avoid bias
- 11.3.2.3. Risk data quality assessment
- 11.3.2.4. Risk categorization
- 11.3.2.5. Risk urgency assessment – near responses
- 11.3.2.6. Risk Expert judgment

11.3.3. Outputs

- 11.3.3.1. Risk register updates – include
 - 11.3.3.1.1. Relative ranking or priority list of project risks
 - 11.3.3.1.2. Risks grouped in categories
 - 11.3.3.1.3. Causes of risks or project areas requiring particular attention
 - 11.3.3.1.4. List of risks requiring responses in the near-term
 - 11.3.3.1.5. List of risks for additional analysis and response
 - 11.3.3.1.6. Watch lists of low-priority risks
 - 11.3.3.1.7. Trends in qualitative risk analysis results

11.4. Perform Quantitative Risk Analysis

11.4.1. Inputs

- 11.4.1.1. Risk register
- 11.4.1.2. Risk management plan
- 11.4.1.3. Cost management plan
- 11.4.1.4. Schedule management plan

11.4.2. Tools and techniques

- 11.4.2.1. Data gathering and representation techniques
 - 11.4.2.1.1. Interviewing
 - 11.4.2.1.2. Probability distribution
- 11.4.2.2. Qualitative risk analysis and modelling techniques
 - 11.4.2.2.1. Sensitivity analysis – which risks have the most potential impact on the project
 - 11.4.2.2.2. Expected monetary value (EMV) analysis – statistical concept that calculates the average outcome when the future includes scenarios that may or may not happen
 - 11.4.2.2.3. Modelling and simulation – translates the specified detailed uncertainties of the project into their potential impact on project objectives

11.4.3. Output

- 11.4.3.1. Risk Register Updates
 - 11.4.3.1.1. Probabilistic analysis of the project
 - 11.4.3.1.2. Probability of achieving cost and time objectives
 - 11.4.3.1.3. Prioritized list of quantified risks
 - 11.4.3.1.4. Trends in quantitative risk analysis results

11.5. Plan Risk Response

11.5.1. Input

- 11.5.1.1. Risk register
- 11.5.1.2. Risk management plan

11.5.2. Tools and Techniques

- 11.5.2.1. Strategies for negative risks or threats
 - 11.5.2.1.1. Avoid – change the project plan to eliminate the risk completely
 - 11.5.2.1.2. Transfer – shifting some or all the negative impact of a threat to a third party
 - 11.5.2.1.3. Mitigate – reduction in the probability and /or impact of adverse risk event to be within acceptable threshold limits
 - 11.5.2.1.4. Accept
- 11.5.2.2. Strategies for positive risks or threats
 - 11.5.2.2.1. Exploit
 - 11.5.2.2.2. Share
 - 11.5.2.2.3. Enhance
 - 11.5.2.2.4. Accept
- 11.5.2.3. Contingent response strategies

11.5.3. Output

- 11.5.3.1. Risk register updates – components can include:

- 11.5.3.1.1. Identified risks, their descriptions, area(s) of the project affected, their causes, and how they may affect project objectives
- 11.5.3.1.2. Risk owners and assigned responsibilities
- 11.5.3.1.3. Outputs from PQA process including prioritized lists of project risks
- 11.5.3.1.4. Agreed upon response strategies
- 11.5.3.1.5. Specific actions to implement the chosen response strategy
- 11.5.3.1.6. Triggers, symptoms and warning signs of risk occurrence
- 11.5.3.1.7. Budget and schedule activities require to implement the chosen responses
- 11.5.3.1.8. Contingency plans and triggers that calls for their execution
- 11.5.3.1.9. Fall back plans for use as a reaction to a risk that has occurred and the primary response proves to be inadequate
- 11.5.3.1.10. Residual risks that are expected to remain after planned responses have been taken
- 11.5.3.1.11. Secondary risks that arise as a direct outcome of implementing risk response
- 11.5.3.1.12. Contingency reserves that are calculated based on the quantitative risk analysis of the project and the organization's risk threshold
- 11.5.3.2. Risk related contract decisions – insurance,
- 11.5.3.3. Project management plan updates

11.6. Monitor and Control Risks

11.6.1. Inputs

- 11.6.1.1. Risk register
- 11.6.1.2. Project management plan
- 11.6.1.3. Work performance information
- 11.6.1.4. Performance reports

11.6.2. Tools and techniques

- 11.6.2.1. Risk reassessment – identification of new risks, assessment of current risks and the closing of risks that are outdated
- 11.6.2.2. Risk audits – examines the effectiveness of risk responses in dealing with identified risks and their root causes
- 11.6.2.3. Variance and trend analysis -
- 11.6.2.4. Technical performance measurements
- 11.6.2.5. Reserve analysis
- 11.6.2.6. Status meetings

11.6.3. Outputs

- 11.6.3.1. Risk register updates
- 11.6.3.2. Organizational process assets updates
- 11.6.3.3. Change requests
- 11.6.3.4. Project management plan updates
- 11.6.3.5. Project documents updates

12. Project Procurement Management

- 12.1. Plan Procurement
- 12.2. Conduct Procurement
- 12.3. Administer Procurement
- 12.4. Close Procurement

12.1. Plan Procurement

12.1.1. Inputs

- 12.1.1.1. Scope baseline
- 12.1.1.2. Requirements documentation
- 12.1.1.3. Teaming agreements
- 12.1.1.4. Risk register
- 12.1.1.5. Risk related contract decisions
- 12.1.1.6. Activity resource requirements
- 12.1.1.7. Project schedule
- 12.1.1.8. Activity cost estimate
- 12.1.1.9. Cost performance baseline
- 12.1.1.10. Enterprise environmental factors
- 12.1.1.11. Organizational process assets

12.1.2. Tools and techniques

- 12.1.2.1. Make or buy analysis – ensure that the work can be best accomplished by the project team or must be purchased from outside
- 12.1.2.2. Contract types – legal documentation
 - 12.1.2.2.1. Fixed price contracts
 - 12.1.2.2.1.1. Firm fixed price contracts (FFP)
 - 12.1.2.2.1.2. Fixed price incentive fee contract (FPIF)
 - 12.1.2.2.1.3. Fixed price with economic price adjustment contracts (FP-EPA)
 - 12.1.2.2.2. Cost reimbursement contract – cost of the actual work done
 - 12.1.2.2.2.1. Cost plus fixed fee contracts (CPFF)
 - 12.1.2.2.2.2. Cost plus incentive fee contract (CPIF)
 - 12.1.2.2.2.3. Cost plus award fee contracts (CPAF)
 - 12.1.2.2.3. Time and material contracts – when the exact amount of work cannot be quickly prescribed

12.1.3. Output

- 12.1.3.1. Procurement management plan – describes how the procurement processes will be managed from developing procurement documents through contract closure
 - 12.1.3.1.1. Types of contracts to be used,
 - 12.1.3.1.2. Risk management issues
 - 12.1.3.1.3. Criteria for independent estimates if needed
 - 12.1.3.1.4. The actions the project team can make unilaterally
 - 12.1.3.1.5. Standard procurement documents
 - 12.1.3.1.6. Managing multiple suppliers
 - 12.1.3.1.7. Coordinating procurement with other project aspects – scheduling and performance reporting

- 12.1.3.1.8. Any constraints and assumptions that could affect planned procurement
- 12.1.3.1.9. Handling the required lead times to purchase items from sellers and coordinating them with the project schedule development
- 12.1.3.1.10. Setting the scheduled dates in each contract for the contract deliverables and coordinating with the schedule development and control processes
- 12.1.3.1.11. Identifying requirements for performance bonds or insurance contracts to mitigate some form of project risk
- 12.1.3.1.12. Establishing the direction to be provided to the sellers on developing and maintaining a work breakdown structure (WBS)
- 12.1.3.1.13. Establishing the form and format to be used for the procurement/contract statements of work
- 12.1.3.1.14. Identifying prequalified sellers
- 12.1.3.1.15. Procurement metrics
- 12.1.3.2. Procurement Statement Of Work (SOW) – describes the procurement item in sufficient detail to allow prospective seller to determine if they are capable of providing the products.
- 12.1.3.3. Make or buy decisions
- 12.1.3.4. Procurement documents – bid, tender, quotation, request for information (RFI), invitation for bid (IFB), request for proposal (RFP), request for quotation (RFQ)
- 12.1.3.5. Source selection criteria –
 - 12.1.3.5.1. Understanding of need
 - 12.1.3.5.2. Overall or life cycle cost
 - 12.1.3.5.3. Technical capability
 - 12.1.3.5.4. Risk
 - 12.1.3.5.5. Management approach
 - 12.1.3.5.6. Technical approach
 - 12.1.3.5.7. Warranty
 - 12.1.3.5.8. Financial capacity
 - 12.1.3.5.9. Production capacity and interest
 - 12.1.3.5.10. Business size and type
 - 12.1.3.5.11. Past performance of sellers
 - 12.1.3.5.12. Intellectual property rights
 - 12.1.3.5.13. Property rights
- 12.1.3.6. Change requests

12.2. Conduct Procurements

12.2.1. Inputs

- 12.2.1.1. Project management plan
- 12.2.1.2. Procurement documents
- 12.2.1.3. Source selection criteria
- 12.2.1.4. Qualified seller list
- 12.2.1.5. Seller proposals

- 12.2.1.6. Project documents
- 12.2.1.7. Make or buy decisions
- 12.2.1.8. Teaming agreements
- 12.2.1.9. Organizational process assets

12.2.2. Tools and techniques

- 12.2.2.1. Bidder conference
- 12.2.2.2. Proposal evaluation techniques
- 12.2.2.3. Independent estimates
- 12.2.2.4. Expert judgment
- 12.2.2.5. Advertising
- 12.2.2.6. Internet search
- 12.2.2.7. Procurement negotiations

12.2.3. Outputs

- 12.2.3.1. Selected sellers
- 12.2.3.2. Procurement contract award will include
 - 12.2.3.2.1. Statement of work deliverables
 - 12.2.3.2.2. Schedule baseline
 - 12.2.3.2.3. Performance reporting
 - 12.2.3.2.4. Period of performance
 - 12.2.3.2.5. Roles and responsibilities
 - 12.2.3.2.6. Seller's place and performance
 - 12.2.3.2.7. Pricing
 - 12.2.3.2.8. Payment terms
 - 12.2.3.2.9. Place of delivery
 - 12.2.3.2.10. Inspection and acceptance criteria
 - 12.2.3.2.11. Warranty
 - 12.2.3.2.12. Product support
 - 12.2.3.2.13. Limitation of liability
 - 12.2.3.2.14. Fees and retainage
 - 12.2.3.2.15. Penalties
 - 12.2.3.2.16. Incentives
 - 12.2.3.2.17. Insurance and performance bonds
 - 12.2.3.2.18. Subordinate subcontractor approvals
 - 12.2.3.2.19. Change request handling
 - 12.2.3.2.20. Termination and alternative dispute resolution (ADR)
- 12.2.3.3. Resource calendars
- 12.2.3.4. Change requests
- 12.2.3.5. Project management plan
- 12.2.3.6. Project document updates

12.3. Administer procurements

12.3.1. Inputs

- 12.3.1.1. Procurement documents
- 12.3.1.2. Project management plan
- 12.3.1.3. Contract
- 12.3.1.4. Performance reports

- 12.3.1.5. Approved change requests
- 12.3.1.6. Work performance information

12.3.2. Tools and techniques

- 12.3.2.1. Contract change control systems
- 12.3.2.2. Procurement performance reviews
- 12.3.2.3. Inspections and audit
- 12.3.2.4. Performance reporting
- 12.3.2.5. Payment systems
- 12.3.2.6. Claims administration
- 12.3.2.7. Record management systems

12.3.3. Outputs

- 12.3.3.1. Procurement documentation
- 12.3.3.2. Organizational process assets update
 - 12.3.3.2.1. Correspondence
 - 12.3.3.2.2. Payment schedules and requests
 - 12.3.3.2.3. Seller performance evaluation documentation
- 12.3.3.3. Change requests

12.4. Close procurements – the process of completing each project procurement

12.4.1. Inputs

- 12.4.1.1. Project management plan
- 12.4.1.2. Procurement documentation

12.4.2. Tools and techniques

- 12.4.2.1. Procurement audits
- 12.4.2.2. Negotiated settlements
- 12.4.2.3. Records management system

12.4.3. Outputs

- 12.4.3.1. Close procurements
- 12.4.3.2. Organizational process assets
 - 12.4.3.2.1. Procurement file
 - 12.4.3.2.2. Deliverables acceptance
 - 12.4.3.2.3. Lessons learned documentation

Prepared by:

Joy Wambui Mindo,
 DMin. Leadership in Global Perspectives,
 George Fox Evangelical Seminary,
 December, 2014.



Joy & Peace Forest
Community

APPENDIX B: PROJECT SCHEDULE

The strategic objectives of the home are:-

Strategic Objective 1 SO1: To offer a self-sustaining home for bright and gifted orphan and vulnerable girls between the ages of 14-24

Strategic Objective 2 SO2: To deliver counselling and guidance for the girls on spirituality, life and career

Strategic Objective 3 SO3: To develop a partnership model for running a faith based project with integrity and accountability

	SO1	SO2	SO3
Activity list	1.		
Activity attributes			
Milestone			
Activity resource requirements			
Activity duration estimates			

APPENDIX C: MILESTONES

Milestone	Major activity	
Milestone 1	Acquiring the land	Identification of the land, sourcing for donations, fund and friend raising, and fencing the property
Milestone 2	Developing the property,	sustainable agriculture, landscaping, planting trees, architectural and structural engineers' plans, National Environmental Management Agency permits, community mobilization, construction projects
Milestone 3	Recruiting staff and volunteers	Identification of project manager and house parents, development of project staff team and guidelines for human resource mobilization and management
Milestone 4	Profiling the girls for the home	Identifying reputable partners where the girls can be recommended, orientation for the girls to understand the privileges and responsibilities in the home, aligning to government regulations.
Milestone 5	Hosting and hospitality for girls and stakeholders	Ensuring the basic minimal have been achieved to provide a home for the girls and identify the optimal number of girls who can be hosted at any one time.

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