

**FACTORS INFLUENCING IMPLEMENTATION OF CHILD PROTECTION  
PROGRAMMES: THE CASE OF CHILD PROTECTION ORGANIZATIONS,  
NAIROBI COUNTY, KENYA.**

**BY**

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## DECLARATION

This research project report is my original work and has not been submitted for examination to any other university for the award of the Degree of Masters of Art in Project Planning and Management.

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## **DEDICATION**

This work is dedicated to my parents and siblings, for their continuous encouragement, and for being my support system by supporting me through my study period to its successful completion.

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To God, through His mercies, graces and blessings enabled me to accomplish this research. I am thankful to my family for their continued support and encouragement to complete this study. I thank my supervisor, Prof. Harriet Kidombo for her encouragement, patience, time and expertise in the development and completion of this study. To All the Managers and Head of Programmes of all the Child Protection Organizations I approached and accepted to assist in this process, for their time and through follow up with the other staff of their organizations. To my classmates and friends who were continually encouraging me, and keeping me in check. To my lecturers for taking me through the details of Project Planning and Management course, equipping me with skills and knowledge to go through this research project. The University of Nairobi for the opportunity to go through this course as well as through the support provided by the Department.

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## **ABBREVIATIONS AND ACRONYMS**

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
CCI	Charitable Children's Institution
CP	Child Protection
CPP	Child Protection Programmes
CRC	Convention on the Rights of the Child
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GVRC	Gender Violence and Recovery Centre
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
KII	Key Informant Interview
M&E	Monitoring and Evaluation
PMBOK	Project Management Book of Knowledge
PMI	Project Management Institute
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Emergency Fund

## ABSTRACT

The study was on 'Factors Influencing Implementation of Child Protection Programmes: the case of Child Protection Organizations, Nairobi County. The objectives sought to examine the influence of resources (human and financial), partnerships, top management support, project cycle management skills and monitoring and evaluation system on implementation of child protection programmes, among child protection organizations in Nairobi. The study adopted a mixed method approach where both qualitative and quantitative procedures were applied. The target population were 5 child protection organizations in Nairobi County. The study had a sample size of 100 respondents who were selected through census sampling technique. Data collection was carried out using questionnaires and key informant interview guide and focus group discussions. The quantitative data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS version 20) while qualitative data was analyzed using content analysis.

From the findings, the analysis concludes that the availability of financial resources has a critical influence on the implementation of Child Protection Programmes. The human resources play an important role in the implementation of Child Protection Programmes. The inter-agency relationships among organizations that deal with Child Protection Programmes were key in facilitating the successful implementation of the Child Protection Programmes. The role of the inter-agency relationships among the CPP organizations is seen through, the agencies relationships providing a platform for discussion of CP issues, open information sharing about the CPP's, harmonious working relationships among the various organizations and every organization having a well functioning MIS of CPOs. Top management's support is crucial for the implementation of Child Protection Programmes. PCM training had a significant influence on the implementation of CPP's. In addition, M&E was found to be integral to the implementation of Child Protection Programmes, through which effective M&E of CPPs, organizations are able to determine the level of efficiency and effectiveness in the CPP's implementation as well as it is able to identify any hurdles that threaten the effective implementation of the CPPs.

The study recommends that the child protection organizations in Nairobi County should; seek to adopt best practices in financial resource management, undertake regular on job training of its human resources to enhance the good results in implementation of CPP's, CPO's should seek more partnerships with profit making firms and other donors and NGOs to fast-track the implementation of child protection programmes, top management of CPP's should always offer support to the implementation of child protection programmes through its various decision making processes and CPO's should adopt monitoring and evaluation framework that would help it monitor the implementation of CPP's as well as inform on areas that require up scaling.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Child protection is becoming an important social issue in the contemporary world. This is because children are increasingly exposed to violence, exploitation and all forms of violation of rights. This matter has been the subject of formulation of instruments meant to ensure protection of children at international, regional and national levels. Pertinent examples include: The 1989 United Nations Convention on the Rights of the Child (CRC); African Charter on The Rights and Welfare of The Child, 1999; The Children Act, 2001, Laws of Kenya.

All children have the right to be protected from violence, abuse and exploitation. The Convention on the Rights of the Child (1989) outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse, and from physical or mental violence, as well as ensuring that children will not be separated from their families against their will.

According to the African Charter on the Rights and Welfare of the Child: Article 15(1) states; Every child shall be protected from all forms of economic exploitation and performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral or social development. Article 16 (1), states, States Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of the child. Article 16 (2) states, Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and those who have the care of the child, as well as other forms of prevention and for identification, reporting referral investigation treatment, and follow-up of instances of child abuse and neglect.

According to the Children's Act 2001, Laws of Kenya, Section 10(1), states, every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. Section 13 (1), states, A child shall be entitled to protection from physical and psychological abuse, neglect and any other form of exploitation including sale, trafficking or abduction by any person.

The Convention on the Rights of the Child adopted by the UN General Assembly in 1989, is the first international treaty to place a comprehensive legal obligation on state parties to protect all children from all forms of abuse, violence, neglect and exploitation. In Kenya, the Children's Act has immensely improved the lives of many children plagued with high illiteracy levels, frequent rape cases and child labour as it guarantees children the right to health and medical care, provision of which is the responsibility of the parents, the extended family and the government. Social difficulties have prevented the full realization of children's rights and there is concern over the inadequate enforcement of legislation to ensure the 'physical and mental integrity' of all children. The Department of Children's Affairs is the leading government agency that coordinates and supervises services and facilities designed to advance the wellbeing of children and their families. Its mandate is drawn from the Children's Act which provides for parental responsibility, fostering, adoption, custody, guardianship, care and protection of children. It also provides for the administration of children's institutions, leadership, coordination, supervision and provision of services in promoting the rights and welfare of all children in Kenya.

Child protection has been understood differently by different agencies dealing with the welfare of children. This different understanding thus has led to 'child protection' being defined differently by different organizations depending on the different specific contexts in which it is being used. UNICEF uses the term child protection to refer to prevention and response to violence, exploitation, and abuse against children- including commercial sexual exploitation, trafficking, child labour, and harmful traditional practices such as female genital mutilation/ cutting and child marriage. UNICEF also target children who are uniquely vulnerable to these abuses, such as those living without parental care, in conflict with the law, and in armed

conflict. According to child protection information sheet UNICEF, Approximately 126 million children aged 5-17 are believed to be engaged in hazardous work, excluding child domestic labour; more than 1 million children worldwide are detained by law enforcement officials. It is estimated that more than 130 million women and girls today have undergone some form of female genital mutilation/cutting.

Child protection in Viet Nam is generally approached from the perspective of different groups of children in need of special protection, The Ministry of Labour, Invalids and Social Affairs (MOLISA) reported that over 2.5 million children (under 16ys old) in Viet Nam were living in special circumstances in 2007, representing about 9% of the total child population. According to MOLISA, in 2007, the following approximate numbers of children were in need of special protection: 1.2 million children living with disabilities, 168,000 orphans and abandoned children, 27,000 working children, 13,000 children living in the streets, 3,800 children who use narcotic drugs, 800 sexually abused children. In 2009, the Ministry of Health (MOH) estimated that 4,720 children were living with HIV and the Ministry of Justice (MOJ) reported 15,589 juveniles in conflict with the law. Other vulnerable children include; unregistered children, children victims of all forms of violence (such as commercial sexual exploitation and trafficking), maltreated and migrant children. In India an estimated 27 million births take place every year. The current level of births registration in the country is 70%. Thus around 30% (about 8 million) newly born children are not registered even within one year of birth, leading to difficulty in getting access to basic services and protection, including; prevention of child labour, trafficking, countering child marriage, and provision of appropriate care and protection.

In South Africa, the estimated total number of children with one or both parents dead in 2006 was almost 3.8 million, or 21% of the child population. Equally important is recognition and appropriate support for children who live in child headed households although their number is relatively insignificant – about 122,000. Over 450,000 children live in formal foster care arrangements. The Department of Labour estimates that 1 million children between the ages of 5–17 are engaged in activities that qualify as child labour; some of them living in the street; however, comprehensive and in depth studies on their situation are lacking. Violence against children is reported to be

widespread. The total number of crimes against children recorded by the South African Police services (SAPS) decreased in recent years to 74,000 in 2007 but is still worrisome. After common assault, rape is the second most frequent crime committed against children, 40% of all reported rape victims under 18 years of age. Estimation undertaken in 2001 and revised in 2006, suggest that approximately 101,000 children were arrested annually in the period 2001-2006. The concept of a one stop centre for children in conflict with the law is an important component of the juvenile justice system. Concern remains about the long-time children are kept in detention.

According to the UNICEF Kenya report on child protection (February 2009), In Kenya, an estimated six million children require special care and protection, of which about 2.4 million children are orphans (having lost one or both parents). Most of the orphans are cared for by family members, but many are in charitable children's institutions (CCI), on the streets, or in child-headed households. National data on child protection issues is very limited. Nevertheless various studies and popular media reports indicate that violence against children and exploitation of children are serious problems in Kenya. According to Amsha Africa Foundation, Child protection measures in Kenya are currently not fully implemented and neither are they effective. Despite the enactment of Children's Act 2001 by the Kenyan government, cases of child abuse in the country are still rampant due to lack of effective implementation of the legislation. Compliance with such legislation would increase if the magnitude of the problem was understood and better knowledge about the factors that put children at risk was available. Social difficulties have prevented the full realization of children's rights and there is concern over the inadequate enforcement of legislation to ensure the physical and mental integrity of all children. Rights and advocacy groups are alarmed by the physical and sexual abuse of Kenyan children, including; commercial sexual exploitation, the increasing burden of HIV/AIDS on orphans that prematurely forces them into adult roles, continuing incidences of FGM and the inadequate access to education, especially for girls. In the meantime, a combination of economic and social factors is forcing more and more children to continue pouring into the streets throughout the country. Eighty percent of children appearing before the juvenile court are street children with some arrested for committing crimes, and some taken in to be processed by the care and protection system. Legal representation

of children is rare, and there is currently no state-paid legal aid system. Legal aid to children who cannot afford lawyers is yet to be structured with clear provisions on how it will be funded.

The Department of Children's Affairs is the leading Government agency that coordinates and supervises services and facilities designed to advance the wellbeing of children and their families. Its mandate is drawn from the Children's Act which provides for parental responsibility, fostering adoption, custody, guardianship, care and protection of children. It also provides for the administration of children's institutions, leadership, coordination, supervision and provision of services in promoting the rights and welfare of all children in Kenya. Governments and other stakeholders are increasingly turning to what is referred to as systems approach in order to establish and strengthen child protection services. The government and other stakeholders with the mandate to address children issues are however aware that the task ahead is still momentous. A key challenge lies in the enforcement of all the provisions of the existing laws and all the ambitions of the policies that relate to children's rights. Having programmes in place aimed at dealing the issues related to child protection, it can be said that for these programmes to be effective, there needs to be provisions that will see the proper implementation and completion of the programs. This study therefore is aimed at looking at what constrains may cause these programs to either be a success or a failure.

## **1.2 Statement of the Problem**

While several policies and legislative frameworks for protection of children exist at various levels, the phenomenon of child abuse, violence and exploitation is still persistent. Issues affecting children have become more rampant in our society, where, through the media there have been reports of child labour issues where children are seen going to the streets after school as traders of sorts, children have also been said to get into prostitution as a way of dealing with poverty and there is an increase of street children in the towns. The government through Children's Department, other government agencies and other institutions and organizations have been and continue to work towards dealing with issues of child protection, however the success of these programmes have been at a low level. Thus this sought to determine the factors that

influence implementation of child protection programmes, and help understand how an organization could affect the success or failure of child protection programmes.

According to Advancing Child Protection through Research (International Rescue Committee), Of the more than 2 billion children in the world, 100 million live on the streets, 115 million are engaged in hazardous work, 8.4 million are victims of slavery, trafficking, debt bondage and forms of forced labour, forced recruitment for armed conflict, prostitution, pornography and other illicit activities; and as many as 90% suffer physical punishment in their homes. For the more than the 1 billion children who live in conflict and disaster affected areas, the risk of abuse, neglect, exploitation and other forms of violence is heightened and the families, communities and services that are meant to provide a protective environment for children are often disrupted and weakened (IRC). Millions of children all over the world continue to be victims of violence and exploitation in the home, at school or within their community, the very settings that are supposed to provide a protective environment for them(National Child Protection system Framework), Kenya is not an exception (Children in Kenya-Children Rights, Laws Act and Organizations, soft Kenya). These up holding statistics point to the possibility that policies and legislations that exist for the protection of children have not been properly implemented or are in effective. If children are continually subjected to these forms of abuses and exploitation, then they will be mal adjusted socially and economic, thus denied opportunity to explore their full potential.

In Kenya,there are several orgnaizations that work together in child protection field. These organizations are at different levels from international, national, governmental, community based as well hospitals. The government and other child welfare institutions among which include non-governmental institutions have programmes to try and deal with the needs of children, but even with these programmes child protection issues remain. One of the reasons could be constrains associated with the delivery of the programmes and what affects the execution of these programmes, these could include constrains within the organization or external to the organizations.

Thus, this study aimed to look at the gap in the delivery or execution of these programmes, and what factors internal or external to the organizations contributed to implementationof the programmes in child welfare.

### **1.3 Purpose of the Study**

The purpose of this study was to establish factors that influence effective implementation of child protection programmes, The Case of Child Protection Organizations, Nairobi County.

### **1.4 Objectives of the Study**

The following objectives guided this study:

- i. To examine the influence of resources (human and financial) on implementation of child protection programmes, among child protection organizations in Nairobi.
- ii. To assess the influence of partnerships (inter-agency) on implementation of child protection programmes, among child protection organizations in Nairobi.
- iii. To explore the influence of top management support on implementation of child protection programmes, among child protection organizations in Nairobi.
- iv. To determine the influence of project cycle management skills on implementation of child protection programmes, among child protection organizations in Nairobi.
- v. To assess the influence of monitoring and evaluation system on implementation of child protection programmes, among child protection organizations in Nairobi.

### **1.5 Research Questions**

The study sought to answer the following questions:

- i. How do resources influence implementation of child protection programmes among child protection organizations in Nairobi?
- ii. To what extent do partnerships influence implementation of child protection programmes in child protection organizations in Nairobi?
- iii. How does top management support influence implementation of child protection programmes among child protection organizations in Nairobi?

- iv. What influence does project cycle management training have on implementation of child protection programmes among child protection organizations in Nairobi?
- v. Does monitoring and evaluation systems influence implementation of child protection programmes among child protection organizations in Nairobi?

### **1.6 Significance of the Study**

The findings may be important as references to those involved in programmes enhancing child protection, by laying out strategies and directions. The research may contribute to methodological approaches appropriate to examining effectiveness of project management in implementation of child protection programmes. To academics, the findings may be a contribution to the body of literature in management of child protection programmes, adding knowledge to the education fraternity. Adding more knowledge to the issues, policies, direction for possible strategic changes that programme managers should take to ensure their actions are actively responsive to the protection needs of children. The study may follow a given theoretical background and so the findings may point to potential lines of consideration for rethinking conceptualization/ theories that guide the study of child protection programmes. This study therefore may be able to highlight the factors that influence implementation of child protection programs and hence shed light on where to begin to improve the services offered. The information gained from this study may thus go to assist the organization in dealing with the highlighted factors, thus improving their effectiveness. This may also assist other organizations or institutions in the child welfare field to guard against such as they carry out their programmes.

### **1.7 Basic Assumptions**

The selected child protection organizations present an overall picture of what might happen in any other organization of the same nature, championing child protection issue. This was due to its long term existence and wider scope of the organization, thus the information got from this study was used as reference to other organizations in the same field.

Conceptualization of the study, where the key objectives addressed are the most important elements that influence the outcome of implementation of programmes. The method used in this study was suited to bring out in the most objective way the issues of implementation. The methods were thus not subject to biases. The theories used to guide this study was well built and most appropriate in addressing the issues in this study thus guide the study for explanations needed to come out of the study. As sources of data, the respondents were expected to provide the most reliable and true picture of the child protection programmes, based on questions raised.

### **1.8 Limitations**

The limitations to this study included a limited number of respondents as the study was carried out in organizations of less than 100 respondents. The study adapted both qualitative and quantitative methods, thus presenting a challenge in analysis. Other limitations included, time and financial constraints in carrying out the study.

### **1.9 Delimitations**

This study was set to be carried out in Nairobi County, Kenya. These organizations were selected because of financial constraints which would require travelling expenses so as to reach other counties. The organizations were selected because they are expected to give various perspectives of the issues under study.

### **1.10 Definition of Significant Terms**

Child Protection: The prevention and response to violence, exploitation and abuse against children including commercial sexual exploitation, trafficking, child labour and harmful practices such as female genital mutilation/ cutting and child marriage.

Implementation: The actual execution of planned activities effectively and efficiently. How much of the services were delivered according to how it was designed.

Programme:	This refers to the full set of policies, resources, services and activities organized to meet a social need or a country goal.
Human resource:	Refers to the individual or personnel or workforce within an organization responsible or performing the tasks given to them for the purpose of achievement of goals and objectives of the organization which is possible only through recruitment
Financial resource:	this includes the actual money or funding available for the execution of the activities in the projects and programmes.
Top management support:	Top management support is the willingness of top management to provide the necessary resources and authority/ power for project success to other staff.
Project management:	It is the adept use of techniques and skills (hard and soft) in planning and controlling tasks and resources needed for the project, from both inside and outside of the organization, to achieve results.
Project Cycle Management:	It is the management of activities and decision-making procedures used during the life-cycle of a project.
Monitoring and Evaluation:	Monitoring and Evaluation are systems in place within organizations that assist in checking the project and programmes to see whether they are still relevant and following the planned design.

### **1.11 Organization of the Study**

This chapter has been organized into five chapters: the first chapter talks about the background of the study, the problem of the study and has objectives that guide the direction of the study. The second chapter has literature review based on the problem and guided by the objectives in chapter one, the literature guide the direction of the study, it also has theories that guide the study as well as a conceptual framework. The third chapter include the methodology of carrying out the research. The forth chapter presents the data analysis, presentation and interpretations while the fifth chapter gives the summary, discussion, conclusions and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This research project is based on ‘factors that influence implementation of child protection programs’ a case study of child welfare society Kenya. This chapter explores what studies have been done in relation to this issue. It comprises of: information on the organization under study, history of child protection and its development over the years, change of trends of child protection, theories on child protection including, complex theory and implementation theory. Factors influencing implementation discussed are; resources (financial and human); partnerships, top management support, project cycle management skills, and, monitoring and evaluation process. The chapter also has a conceptual framework and summary of the knowledge gaps.

#### 2.2 Child Protection Programmes

For millennia, relatives and neighbours took care of children while parents worked. Sonya Michel traced the history of American child care, noting, “Child care began in crèche(s), day nurseries, and day care centres; in institutions designed for other purposes, including nursery schools and kindergartens, orphanages, shelters, refuges, workhouses, and houses of industry; and was as informal as care by neighbours, relatives, and other children. The practice of child care had multiple and staggered origins, going back to colonial America and before that to early modern Europe”. As American industrialization progressed, droves of impoverished immigrants arrived. Cities grew rapidly, and thousands of women entered the labour force to supplement their spouse’s wages or as sole breadwinners. Many mothers laboured at home and tended their children while they worked. Thousands more went out to work, making child care necessary. When a daughter was old enough to tend younger siblings, she might join the ranks of “little mothers,” some as young as five. Needless to say, few little mothers went to school. Many poor single parents laced their children in orphanages. “Parents’ use of orphanages for child-caring purposes became so widespread that by the second half of the nineteenth century, ‘half-orphans’ (children

with one living parent) out-numbered full orphans in most asylums.” Some working parents let their children fend for themselves, either locked indoors or free to roam the streets. Child care of good quality was available, but not in anything approaching adequate supply. Moreover, high quality child care was too expensive for most working class parents.

### **2.2.1 History of Child Protection Services**

Social and political interest in the protection of children from abuse or neglect at the hands of caregivers is a relatively recent phenomenon. For a long time, the nature of child protection has changed, the family unit was responsible child protection, this, has however changed overtime hence the political and social interest in child protection. Since the early colonial days in Australia, there have been some forms of protection for children. Abused and abandoned children were either boarded out to approved families or placed in orphanages run by voluntary organizations (Thompson, 2001). The concept of providing protection of children from their parents of caregivers did not exist (Liddell, 1993). Governments took the position that children were the property of parents who had the right to treat their child any way they saw fit. The western society showed little interest in, and had no specific policies for, protecting children from their parents or caregivers (Fogarty 2008). Although child maltreatment has been occurring since before there were laws to protect children from abuse and neglect, western society in the 19<sup>th</sup> century was characterized by particularly brutal attitudes towards children (National Society for the Prevention of Cruelty to Children [NSPCC], 2000, a fact immortalised by authors of the time such as Charles Dickens (1812 – 1870). The first manifestations of child protection services with a legal mandate to intervene to protect children from abuse and neglect emerged in the late 19<sup>th</sup> century in the form of charitable and philanthropic endeavours (Jefferys and Stevenson, 1996).

In the United States, the development of child protection went through what was referred ‘Waves’. In the first wave, the much publicized case of Mary Ellen McCormack 1970’s is widely accepted as the catalyst for the creation of laws to protect children from maltreatment by caregivers.

*Mary Ellen McCormack, a 10-year old girl experienced ongoing physical abuse by her adoptive mother in New York. As there were no laws to protect children from cruelty, the American Society for the Prevention and Cruelty to Animals was approached to assist. It took the case to court on the basis that Mary Ellen was a 'human animal' and therefore entitled to protection comparable to that given to animals. The case saw Mary Ellen placed in an orphanage and her caregiver imprisoned.*

This soon led to the establishment of the New York Society for the Prevention of Cruelty to Children (NYSPCC). Founded in December 1874, the society was the first child protection agency in the world (NSPCC 2000; NYSPCC, 2000). The establishment of the NYSPCC also led to child protection legislation and the establishment of juvenile courts in the United States (Fogarty, 2008).

The second Wave, changed child protection landscape significantly in the early 1960's. Modern professional interest was prompted by a research study in the United States led by Dr. Henry Kempe (Fogarty, 2008). Kempe, Silverman, Steele, Droegemueller, and Silver (1962) coined the term the "battered-child syndrome" describing evidence of untreated physical injuries caused by physical abuse by caregivers. They argued that "battered-child syndrome" was a significant cause of childhood disability and death for children under the age of 3 years (Lonne, Parton, Thompson, & Harries, 2009). The research evoked significant media attention, which helped to increase public awareness of child protection issues. Many researchers have argued that media coverage throughout the 60's was just as important as the research itself (Tomison, 2001). Dramatic changes to approaches in protecting children soon followed in America. Within a few years, all fifty American states had introduced major legislative changes implementing professionally staffed child protection services. The establishment of mandatory reporting laws requiring all health and welfare professionals to report suspected and actual cases of child abuse and neglect to public authorities were also introduced in all states of America by the late 1960s (Fogarty, 2008; Lonne et al., 2009).

In the United Kingdom there was considerable resistance towards protection of children from their parents as this was seen as "interfering" into the private sphere of

the family. Specific child protection legislation was viewed as an invasion of the family (Fogarty, 2008). Nevertheless, child protection did emerge in the United Kingdom after Thomas Agnew, a banker from Liverpool, England, visited America in 1881 where he observed the work of the NYSPCC (NSPCC, 2000). Agnew returned to England in 1882 where, inspired by the NYSPCC, he went about establishing the first child protection service in the United Kingdom, the Liverpool Society for the Prevention of Cruelty to Children, founded in 1883. This paved the way for the establishment of the London Society for the Prevention of Cruelty to Children in 1884. The society changed its name to the British National Society for the Prevention of Cruelty to Children (BNSPCC) in 1889 and expanded its charter to include all children living in the United Kingdom. In the same year, the lobbying efforts of NSPCC were rewarded with the passing of the Prevention of Cruelty to Children Act, commonly known as the “Children’s Charter”. The Act enabled society to intervene for the first time to protect children from cruelty or neglect perpetrated by their parents/care givers. This in the child protection development was an achievement because the Act meant protection against parents and care givers who treated children the way they felt.

In Australia, in the late 19th century, Child protection followed a similar path to the United States and the United Kingdom. An increased public awareness of child abuse issues led to the establishment of non-government and voluntary child protection societies, partly in imitation of those established in the United States and the United Kingdom. The New South Wales Society for the Prevention of Cruelty to Children (NSWSPCC) was established in 1890, then Victorian Society for the Prevention of Cruelty to Children (VSPCC) in 1894, and the Western Australian Children’s Protection Society in 1906 (CPSWA) (Liddell, 1993; Scott & Swain, 2002). Modelled on the British NSPCC, these groups were responsible for investigating and reporting child abuse and neglect, a mandate that continued well into the 20th century (Children’s Protection Society, 2003;Jeffreys & Stevenson, 1996; Scott & Swain, 2002).The development of such agencies strengthened the role of the non-governmental sector in carrying out early forms of child protection work (Tomison, 2001). Similar research to the one carried out in the United States was emerging. Work by Wurfel and Maxwell (1965) investigated abuse of 26 children from 18

families at the Adelaide Children's Hospital and Bialestock (1966) investigated 289 neglected babies admitted to a reception centre. This research and the research by Kempe and colleagues (1962) also led to mass media and public debate on child abuse issues, which put increasing pressure on state governments to take greater responsibility. Welfare departments were established in each state throughout the 1960s (with the exception of Victoria) and Australian states and territories soon moved to government based child protection approaches.

Developments in the 1970s and 80s in Australia, over the next two decades, state governments continued to develop and refine systems for investigating and dealing with child abuse and neglect in Australia. The 70s and 80s were characterised by significant social change, particularly in relation to family structures. New families were emerging varying from traditional family structures, including more families of single parents and families where parents had divorced or remarried. This broadened the scope of families in the child welfare system and added to the complexities of providing child protection services where risks of abuse and or neglect were identified (Liddell, 1993). Definitions of what constituted child abuse and neglect also greatly expanded throughout the period. By the late 1980s, definitions in each state included emotional abuse, neglect, sexual abuse and physical abuse. The focus of child abuse and neglect moved beyond just young children and included all young people up to the age of 18 (Lone et al., 2009). The 70s and 80s continued the process of deinstitutionalisation of out-of-home care, as permanency planning became a popular principle (Liddell, 1993). Returning children either to their homes, to foster care or to smaller group care became the preferred option for most child protection departments. After generating significant political debate, the influences from the United States led to mandatory reporting laws of child abuse and neglect in most states of Australia in the 1970s. By the end of the 19th century most states in Australia had also established Children's Courts and developed legislation to protect children from the more "obvious" forms of child maltreatment, such as severe physical abuse (Tomison, 2001).

In Victoria, child protection investigations continued to be performed by the police and the Children's Protection Society (formerly the VSPCC) (Fogarty, 2008). The new research on the effects of child abuse in the 60s and the subsequent media

attention that followed helped to increase public and political awareness of child protection matters and led to continued debates and various changes to government approaches in the decades to follow. The biggest changes in child protection practices in the 1980s occurred in Victoria. By the mid- 1980s, the Victorian Children's Protection Society was unable to obtain sufficient funding to meet the increased demand for its services (Scott & Swain, 2002). A review was conducted on child protection in Victoria and the state took over the provision of statutory child protection services in 1985. Rather than fund a 24-hour service, the government selected to continue with a dual track model of child protection, in which the police responded to those cases to which the statutory child protection service was unable to respond due to a lack of resources or the need for after-hours intervention. The combined child protection service and police responsibility for child protection was known as the *dual-track system* (Liddell, 2001). The dual-track system was abolished in 1994 following an Inquiry by Fogarty and Sargeant (1989) as the statutory child protection service assumed full responsibility for investigations of child abuse and neglect. This also coincided with the introduction of mandatory reporting laws in Victoria.

The 1990s and the child protection legalistic approach continued to vary in each state, most states moved to "professionalise" the response to child abuse and neglect. This led to the widespread adoption of professional decision-making aids, guides and checklists that assessed the risks of child maltreatment (Holzer & Bromfield, 2008). The aid assisted child protection workers in determining if abuse and neglect had occurred, the risk of further harm, and whether the child should be removed from the family home. The focus on professionalising child protection services also saw most states move to a more legalistic approach to child abuse and neglect. Under a legalistic framework, child protection work became predominantly focused on developing a legal response to allegations of child abuse and neglect and determining whether abuse or neglect was serious enough to warrant protective intervention (Tomison, 2001). This approach meant that for child protection workers, investigative and administrative work took up a significant amount of time. Government funding for child protection and on-government family support services was also significantly reduced, which meant that support for families suffering from social problems was

limited (Tomison, 2001). Child protection systems became the sole point of contact for families at risk of abuse and neglect, which increasingly made it difficult for departments to meet demand.

By the late 1990s, child protection services in all Australian states and territories were finding it difficult to cope with high numbers of reports of suspected child abuse and neglect. The legal/forensic approach was being criticised for subjecting low risk families to unnecessary investigations, while at the same time letting some high risk families fall through the cracks (Lonne et al., 2009). This led governments and child protection services to seek alternative solutions in the 21st century. New models of child protection and family support were adopted in most states and territories in Australia (Bromfield & Holzer, 2008). Child protection approaches at the beginning of the 21st century recognised the vital role played by the broader child and family welfare system in supporting families and therefore preventing child abuse and neglect. New child protection models sought to achieve a balance between statutory child protection services and family support services. Under such models, statutory child protection services no longer drive the system but become one facet in an overall welfare system for children and their families (Bromfield & Holzer, 2008). This has led to child protection services and family support services working more collaboratively in order to assess family needs. In working more collaboratively with other family welfare services, child protection workers have had more options when responding to a report of suspected child abuse or neglect. This has enabled workers to tailor responses more to the perceived needs of the family rather than across the board assessment of the risks of actual child abuse and neglect (Tomison, 2001). For example, for cases where risks of actual child abuse and neglect are low, a less intrusive assessment process involving non-government agencies can be arranged to provide general support to the family. These approaches have aimed to reduce the risk of families having negative or traumatic experiences from inappropriate or unnecessary investigations. Although the Commonwealth of Australia was established in 1901, the provision of child protection services remained a state responsibility, which ensured that each state and territory had its own unique child protection response. The continuation of state responsibility for child protection has meant that legislation and practice has differed somewhat between each state and territory

throughout the 20th century and today. Today, all states in Australia have some form of mandatory reporting laws (Higgins, Bromfield, Richardson, Holzer, & Berlyn, 2009).

Child protection in Africa has been discussed from the point of view of poverty, apartheid and its effects on children as well as wars and especially children in war. These issues, are what brought out Africa in the spotlight and thus development of child protection where the international world intervened. All adults involved in the advocacy of child protection need to learn from the adversity of children in Africa and elsewhere and the need to look at the new ways of developing services (Lachman, 1996). Child protection has moved and is still moving from the welfare approach to a rights-based approach, from charity to entitlement. According to, African Charter on the Rights and Welfare of the Child: Article 15:(1) states; Every child shall be protected from all forms of economic exploitation and performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral or social development. The Kenyan law has adopted child protection legislation through the Children Act 2001, Laws of Kenya. The Convention on the Rights of the Child adopted by the UN General Assembly in 1989; is the first international treaty to place a comprehensive legal obligation on state parties to protect all children from all forms of abuse, violence, neglect and exploitation. In Kenya, the Children's Act has immensely improved the lives of many children plagued with high illiteracy levels, frequent rape cases and child labour as it guarantees children the right to health and medical care, provision of which is the responsibility of the parents, the extended family and the government. Social difficulties have prevented the full realization of children's rights and there is concern over the inadequate enforcement of legislation to ensure the 'physical and mental integrity' of all children. Even with CRC, Child protection is complex and in Africa due to the diversity of issues leading to the need for child protection. Child protection is still developing in Africa due to the implementation of the instruments in place in relation to child protection and also to fight the cultures that maybe regressive in child protection.

Child protection development has gone through many changes over time, but what is common in its development is that there was a lot of child abuse with the degree of the abuse increasing to the point of leading to death. As abuse got worse, even with

the family being the abusers. With the extreme cases of abuse, people begun to speak out about it which led to awareness being created throughout the media and as a result states started to find ways of dealing with cases of child abuse which eventually led to legislations being developed to protect children.

### **2.3 Theories of Child Protection and Implementation**

A theory is a set of systematically interrelated concepts, definitions and propositions that are advanced to explain or predict phenomenon or facts. Also it is said that theories are generalizations we make about variables and relationships among them. These generalizations are used to make decisions and predict outcomes. Teater (2010), suggest a theory as an idea or prediction about what can or might happen in certain situations given certain circumstances. In his discussion of theory, Howe (1987) explains that social workers always employ some frame of reference when making practice decisions, even if they are not consciously aware that they are doing so. If theory serves as an anchor for decision making in child welfare, it is important that the theories be appropriate to and useful in child welfare practice, as well as in accordance with professional ethics. Child protection is not simple because of the multiplicity of factors that result in children being at risk.

This section discusses theories related to child protection. The theories discussed include: Implementation theory and Complexity theory. These were selected because they best explain issues of child protection and implementation and thus how one affects the other. Implementation theory provides a systematic methodology for designing an information exchange process followed by an allocation rule that leads to allocation decisions that are ‘optimal’ with respect to some pre-specified performance metric. Complexity theory provides a framework for understanding the process involved but without the problems of reductionism

#### **2.3.1 Implementation Theory**

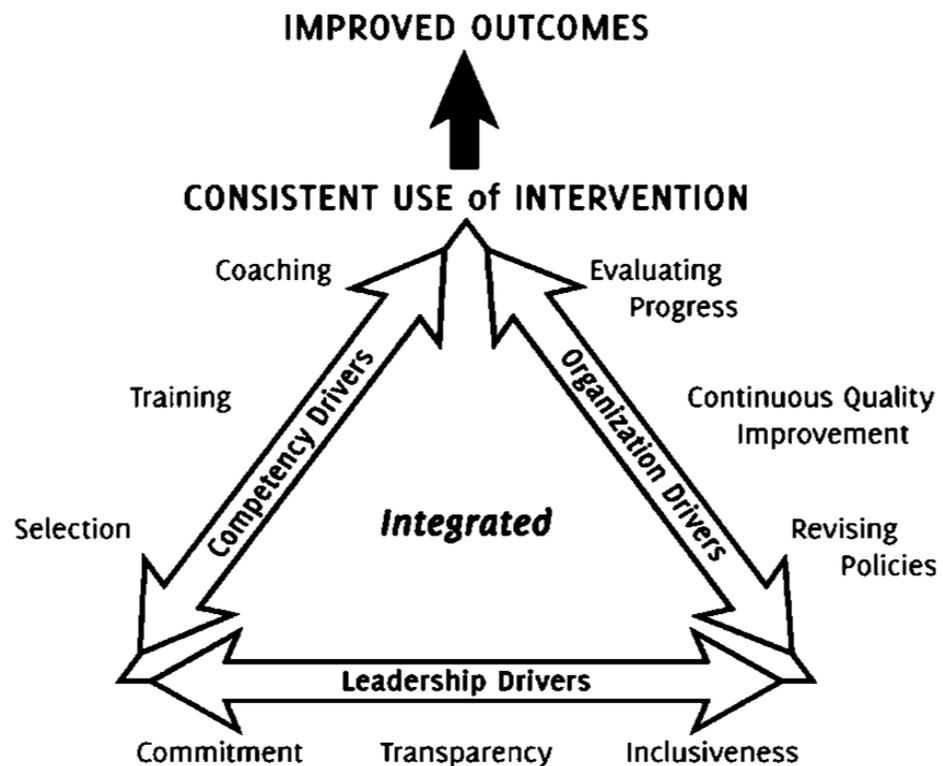
Implementation according to Yeaton and Sechrest (1981) is “the degree to which treatment is delivered as intended” (p.160). Similarly Durlak, (1995) describes implementation as “what a program consists of in practice” (p.5) and how much it is delivered according to how it was designed (Durlak, 1998). Weissberg (1990) noted

that a combination of factors interact to influence both the outcomes that a program produces as well as the program's future viability. These include the content and structure of an intervention, the manner in which it is implemented, relationships between programme implementers' and participants, and a variety of system-level variables. Thus to adequately assess implementation, information is needed about the specific program components, how they were delivered, and the characteristics of the context in which the program was conducted (Dane, & Schneider, 1998; Pentz et al, 1990).

The science and practice of implementation is the delivery of effective interventions to achieve their intended outcomes for children and families. As a field, it is recognized that improving services designed to support the needs and wellbeing of children and families involved in child welfare systems is influenced as much by the process of implementing innovation as by the specific practices selected for implementation (Aarons, 2010). For decades researchers and professionals have tried to understand why the delivery of human services is typically inconsistent, often ineffective and sometimes even harmful to the people they seek to serve even when there is evidence that the practice is sound. The search for the missing link between effective interventions (and/or promising practices) and intended benefits for children and families has revealed a lack of attention to implementation; the art and science of incorporating an intervention into human service settings. Essentially, when proven interventions are consistently and systematically implemented as intended improved outcomes for children and families are realized.

The science of implementation needs to be employed so that systems support quality practice and successful services reach and positively impact children and families. Implementation science is applied at all levels of a system, from practitioners in a child welfare agency to the county and state agencies providing child welfare leadership, oversight and policy. Implementation does not and cannot occur all at once, but in stages: Exploration Stage, where information is collected and analysed to identify the problem and potential solutions: Installation Stage, where staff and systems plan, prepare and organize to support utilization of the intervention: Full Implementation Stage, where the majority of staff are utilizing the intervention effectively: Innovation Stage, where constructive changes and adaptation are made

based on data to improve sustainability where quality assurance systems are developed and maintained. The goal of implementation is for all practitioners to use an intervention consistently and as intended, however, an intervention alone is not complete, the larger environment, organization and systems must be supportive and able to help “drive” the success of the intervention. These “implementation drivers” are fundamental to the success of an intervention and are factors that must be considered in implementation. Indeed, they are interdependent and support one another. Implementation research and state experience have helped to identify three categories of “Implementation Drivers:” The figure below shows how implementation drivers interact with each other and how their inter-dependents thus leading to improved outcomes in interventions.



**Figure 1 Implementation Science Triangle, CAPP**

Leadership Drivers; commitment, transparency and inclusiveness, guide implementation by committing to the intervention or practice, adapting policies and organizational structures to support the intervention, pacing implementation and roll-out of the intervention, and being inclusive and transparent in involving a broad array

of internal and external stakeholders in the development and implementation of the intervention. The three drivers; commitment, transparency and inclusiveness need to be shown and practiced by the leaders, and are linked to objective two and three, partnerships and top management support. These factors as influences on implementation of child protection programmes would be taken care of these drivers leading to improved outcomes.

Competency Drivers; selection, training and coaching, help build the ability of those throughout the organization to use an intervention's principles and approaches by training managers, supervisors, staff and stakeholders, providing experience and coaching, designating staff and supporting champions, and aligning staff selection and evaluation systems. Competency drivers, are linked to objective one and four, where resources; financial and human plus project management skills as influences on implementation of child protection programmes would be covered leading to improved outcomes of implementation.

Organization Drivers; revising policies, continuous quality improvement and evaluating progress, modify and align organizational systems to support the intervention by evaluating progress and outcomes through quality improvement, using feedback loops, revising policy and creating tools. The fifth objective seeks to assess the influence of monitoring and evaluation of child protection programmes. The above organization drivers clearly show that if done well then implementation would be more effective and thus improved outcome.

The implementation science triangle shows the inter-connectedness of the three drivers and clearly show that for successful implementation there is need for support from the organization/ system, leaders and competencies which would bring meaningful results for children and families all together.

### **2.3.2 Complex Theory**

Child protection is not simple because of the multiplicity of factors that lead to children being at risk. The society is changing constantly and as it changes family institutions are also changing. As a result, there are very many needs and challenges arising out of these changes. Due to the rising need of getting an income that is

sufficient for families, parents are having to rely on others, care givers, to take care of their children and sometimes because of the dire need for these services, children are exposed and put at risk for different kinds of abuse. This being only one example, there are many other factors both direct and indirect that lead to children being at risk. Because of these many factors and how they interrelate with each other, complexity theory seeks to explain the need to look at child protection from this point of view and thus develop more effective ways of keeping children safe considering the complexities that are involved in child protection.

According to Steven's and Cox, 2008, 'Complexity theory' refers to a metatheory which has drawn on a number of disciplines. Byrne (1998) provides a definition of a complex adaptive system as being 'the domain between linearly determined order and indeterminate chaos' (1998: 1), of which this domain has been referred to a system far from equilibrium. Complexity theory provides a framework for understanding the processes involved but without the problems of reductionism. It is argued that complexity theory offers new and helpful ways to conceptualize and work with the processes which underpin keeping children safe, thus Complexity theory applies to complex adaptive systems, making it an open system.

### **2.3.2.1 Complexity and practice in child protection**

The protection of children has been continually shaped and re-shaped by foreseen (and in some cases unforeseeable) social, political and economic changes (Ferguson, 2004; Parton 2005), reflecting the ways in which Western societies have self-organized.

According to Stevens and Cox (2008), most child protection interventions, whether at the macro level of state policy, or at the micro level of the child, are linear in their conceptualization. Linear approaches to risk give rise to a blame culture in residential or field settings if children are harmed, because organizations are complex adaptive systems which become exposed to extreme criticism if children are not protected. Complexity theory suggests that this exposure to criticism acts as an attractor that pushes the organizational system to 'the edge of chaos.' Often the most straightforward action to take may be to blame somebody and remove that person. By removing an individual, both the public's perception of the service and the system's

need to re-establish equilibrium are restored. However, such linear responses have unintended consequences for social services staff working with children. An example would be a situation where child protection officers and social workers concentrate more on the processes as opposed to interventions needed, which would lead to criticism for not intervening soon enough or for intervening too much. The effects of these attractors in the system have been illuminatingly explored by Parton (Parton, 1991, 2005; Parton *et al.*, 1997). The reality is that the major function of the social worker within a children and families team is child protection. If their work is more about adherence to (linear) procedures rather than examining (nonlinear) process, they will have less opportunity to introduce other attractors into the family system which could establish a more indicative boundary of instability, and hence have an impact on the incidence and effects of harm, if not on the occurrence of harm itself.

In their large scale study of social service departments in the North of England, Coffey *et al.* (2004) reported that the lowest levels of job satisfaction were among those staff working with children and families. The challenge herein is a situation whereby social workers and child protection workers are few in child protection organizations whereby their workload is heavy subjecting them to suffer burnout thus affecting the implementation of child protection programmes and ultimately the outcome of the interventions. This thus leads to the need of having more workers, among other needs, so as to be effective in their interventions. Eoyang (2004) points out that by using some of the concepts developed from the work of complexity theorists, both the practitioner and the policy maker are much better prepared to face the challenges of working in this domain.

Policy makers and practitioners must depart from linear models of risk analysis where the key to the wider picture is presumed to be in the components of the system. Processes at work in complex adaptive systems tell us that prediction and prevention of abuse can never be assured because of procedures or standards. Stacey (2000) observes that decision makers must understand and manage the dynamic system which arises from the interaction between all participants in the system and its environment, but that they also must acknowledge and live with the fact that there can be no fail-safe strategy.

## **2.4 Resources and Implementation of Child Protection Programme**

A resource is a source of supply from which a benefit is produced, or a reserve from which can be drawn from when needed. These can include material, money, services, staff and other assets. Also, a stock of supply of money, materials, staff and other assets that can be drawn on by a person or organization in order to function effectively. Thus having the right resources to match the needs of intervention is important to ensure successful implementation of any programme.

### **2.4.1 Financial Resources and Implementation of Child Protection Programme**

As seen in the development of child protection field, in most countries the government have the responsibility of taking care of children and providing child protection services. According to Minnesota Department of Human Services 1996, the single largest source of funding for public child welfare services, which accounts for more than half of all child welfare spending by counties, is a social service property tax levied by the County Boards of Commissioners. Many counties, especially poor counties, have relatively small property tax bases and as a result, have significantly less funding for child welfare services in relation to need than richer counties.

In America, Child advocates, researchers, and other critics of the child welfare system have long contended that the system is underfunded, that caseload sizes exceed professional guidelines for effective practice, and that increased service demand is exacerbating an already difficult situation (Courtney 1997; Myers 1994; Schorr 1997). Testimony from caseworkers in the 13 focal states supports these claims. Despite these difficulties, over 30 states froze or cut child welfare spending during the early 1990s (Besharov 1994).

In Africa, due to high poverty rate, children are being exploited and abused in the process of this exploitation. What this means is that children are put at risk through child labour, child abuse, child trafficking and trading among others. With so many needs of the citizens, the governments are not able to fully take care of these children and are thus pushed to ask for financial assistance from foreign donors so that would be used in these programmes. Governments, however have responsibility to its

citizens and as a result, some of the funding got are put into other needs and departments that the government see to be in need e.g. health sector. The implication herein is that child protection institutions and programmes run by the government receive less funding thus interventions and not fully and effectively implemented, and especially when they are dependent on external funding. For over two decades ANPPCAN has relied on donor funding for all its programs. In some instances, some programs have had to be scaled down, changed or abandoned completely because of a shift over donor funding mechanisms. The ANPPCAN Regional office has found it difficult to scale up her interventions as donor funding is often specific, time-bound and sometimes based on indicators that may not fully address the root causes of child neglect and abuse.

Financial resources highly affect implementation of child protection programmes because more than just funding the interventions for implementation, funding also affects the staff that will be needed for the success of implementation. Without funding, or decreased funding it will mean that the workers are not well remunerated and more than this, the number of workers will be significantly less causing burnout of the workers available, and inefficient implementation of child protection programmes.

#### **2.4.2 Human Resource and Implementation of Child Protection Programme**

According to a consultancy-review of institution and human resource needs for child protection 10/03/2014 by ANPPCAN, for a functional and effective National Child Protection System (NCPS), there should be clearly defined structures and roles for all actors, particularly state and non-state actors to ensure that they align their efforts to achieve a common goal. According to this review, one major challenge on implementing NCPS is inadequate human and financial resources. The human resource base is particularly worrying especially in the public sector, where most officers in charge of children matters lack the academic background needed to discharge their duties, further exacerbating the problem of service provision and systems approach to child protection. This thus, communicates the need for capacity building for child protection workers so that they are equipped with required skills hence success of implementation of child protection programme.

Child Welfare Training and education have historically received considerable attention in the field of social work. Child welfare has roots in the development of social work (Charity Organization Societies) and has been heralded as a cornerstone of the profession (Lindsey, 1994; Tracy & Pine, 2000). In Kenya, Child protection as a field is still not very strong, this is because looking at the programmes offered at institution of higher education, Child Protection is not offered as a course, and thus for one to get child protection education they would need to take social work as a course among other related courses. Throughout the past 20 years from 2006, an explosion of child maltreatment reports has occurred in the United States (Cash & Wilke, 2003; Chaffin, Kelleher, & Hollenberg, 1996; Freisthler, 2004; Lindsey, 1994). During this time, however, there has been insufficient funding for recruiting and training qualified professionals to work with an increasing number of children and families (Fox, Burnham, & Miller, 1997). There are very limited number of social workers who are in charge of taking care of children in child protection programmes. What is happening is that having people who have been in an organization and because of being there for long periods of time, they are the ones entrusted with child protection programmes that an organization may decide to start as opposed to hiring qualified and trained social workers with the skills and knowledge to head these programmes. However, It has been suggested that using workers with social work degrees and training in child welfare would lead to "better child safety, stronger families, fewer lawsuits, and fewer public attacks" (Briar-Lawson et al., 1997, p.4).

High rate of staff turnover has proved to be an important factor in implementation quality, typically delaying implementation of increasing caseloads for others, while new staff are hired and trained. Burnout and turnover among qualified professionals has contributed to the de-professionalization of child welfare. Turnover rates are higher among child welfare workers who do not have a social work degree as compared to those who do (Miller & Dore, 1991). This suggests that education and training regarding demands of the child welfare profession may lead to decreased burnout and turnover. Thus the importance of education and training in any profession one is in, but especially in this case training in social work and child protection due to the sensitivity that goes into child protection issues. Miller and Dore (1991) note, "only the most comprehensive training and support can prepare CPS (child protective

services) workers to meet these challenges" (p. 438). While the relationship between turnover and the shortage of child welfare workers is obvious, the continued lack of trained and qualified workers has resulted in the continued de-professionalization of the child welfare field (Hopkins, Mudrick, & Rudolph, 1999).

Under Section 47: Children Act 1989 (UK), placed a duty on all local agencies with a responsibility for children to collaborate in investigation and intervention in child protection processes. This depends on all agencies working together on child protection and on professionals using their judgement. The local authority social services department is identified as the key agency to which the others should report concerns. In order to translate this from policy into practice, through civic education, single and multi-agency training has a role in making each agency aware of its responsibilities and those of other agencies. Thus the need to improve the training and retention of childcare professional and volunteers. For this to be achieved, there is need to introduce a new workforce strategy for all childcare workers, encouraging higher standards of recruitment, education and practice skills.

Capacity-building for social workers in African countries, building on local strengths according to Davis (2009) there is 'a historically rich social work profession in Africa that was built on a community ideology and focused on meeting the needs of vulnerable children and families, especially those living in poverty'. But current situations are characterised by the loss of community in social work methods, the lack of indigenous knowledge, the underdevelopment of the profession and the need for capacity building. Targeting both the practice environment and social work education and institutions is promising. Strengthening child welfare systems needs to connect laws, policies, the practice environment, workforce capacity (including education and training) and outcome measures and data collection. Building capacity on the ground requires a systematic approach that links several elements: models and standards; service demands and workforce needs; workforce gap analyses; and capacity building strategies. This shows the gap in Child protection in African countries and as such there is need for strategy to develop it. Work constrains thus need to be addressed by developing strategies that would cater for the needs arising from human resource for Child Protection programmes. Some of these needs include; staff shortage leading to overloading those available, high staff turnover due to low remuneration especially by

governments and work overload, capacity building of workers through education and training, methodologies that would deal with the root causes as opposed to immediate effects, as well as being strict in the recruitment of child protection workers whereby qualified people should be recruited to child protection programme.

## **2.5 Partnerships and implementation of Child Protection Programmes**

According to UNICEF, Framework for Partnerships, Partnerships are defined as “voluntary and collaborative relationships between various parties in which all participants agree to work together to achieve a common purpose or undertake a specific task”. Goddard (2006:1) argues that the term ‘partnership’ is being used by the Australian government to describe a preferred relationship with CSS (community service sector). White argues partnership is about (inter) organizational and institutional’ relationship between the CS (community sector) and the state’ (2006:4).Section 47 of the Children Act 1989 UK, places a duty on all agencies with a responsibility for children to collaborate in investigation and intervention in child protection processes. This depends on all agencies working together on child protection and on professionals using their judgement. Effective Child Protection practice is dependent on working effectively with others in the wider service system. Historically, most child welfare systems across the world have struggled to find ways of achieving these successful interagency relationships, beyond individual examples of practice excellence. However, there is increasing evidence in a range of fields that effective collaboration leads to better outcomes (Ruch, 2005; Torres and Margolin, 2003; NAPCWA, 2002). Effective collaboration and partnership building across organisations takes place at different levels and for different purposes. Horwath and Morrison (2007, p.57) highlight these different levels from the individual to the organizational; First is Communication which involves people talking together, Second, Cooperation which requires slightly more purposeful activity, such as working together on a case by case basis, Third, Coordination or Confederation which occurs at an organizational level and is more formalized, but there are no sanctions for non-compliance, Fourth, Federation of Coalition which requires joint structures and some ceding of autonomy, Fifth, Integration occurs when there is a relinquishment of the old identity and a new organization is formed. The aim of partnership is to work together to safeguard and promote the welfare of a child. Where this is not possible,

or at times when such attempts have failed, social services and/or the police use their statutory powers to protect the child's interests and welfare.

### **2.5.1 Inter-agency Collaboration and Co-operation**

Improving interagency collaboration can be regarded as one of the most important public management challenges for governments in New Zealand and in other countries (Walker, 2004a; 2004b). The terms 'coordination' refers to formal, institutionalized relationship among existing networks of organizations. More specifically, coordination is described as 'the extent to which organizations attempt to ensure that their activities take into account those of other organizations' (Hall et al., 1977, p.13). Cooperation is seen as characterized by establishing reciprocity in the absence of rules (Mulford and Rogers, 1982, p.13). Importance of interagency collaboration is more apparent in the area of child protection. The complexity of issues facing 'at-risk' families, and the consequent need for interagency or multidisciplinary responses to both identification of, and responses to child abuse and neglect (UNICEF, 2003). Thus, due to the nature of the complexity of child protection, not just in the nature of the need for protection but also with different organizations and fields, it is important to have an effective and efficiency interagency collaboration. In Interagency links, Programs fair better when larger systems are receptive to them. It is vital that public sector workers in all services and within all agencies work together to ensure that the child is safeguarded, and that services for children and their families are properly co-ordinated. It is only possible to safeguard children effectively if all health service workers are committed to working collaboratively with others as part of a multi-agency as well as a multi-disciplinary team. Everyone must be clear about their own role and understand the part played by colleagues in other disciplines and agencies. Appreciate how information sharing on a 'need to know' basis is essential for successful inter-agency work. Many communication problems between individuals and agencies arise from a lack of understanding and clarity about roles and responsibilities. In order to secure the best possible outcome for the child, not only must everyone's role be respected and understood but also there should be a willingness to work collaboratively, sharing relevant information to a joint end: the provision of a comprehensive and co-ordinated service for vulnerable children.

Frost (2005) explores different levels of partnership working and categorizes them in four stages: co-operation, collaboration, co-ordination and integration with agencies working through each process to ultimately become one organization which will enhance service delivery. Over recent years a variety of partnerships have been established, usually with a specific focus. The formation of children's centres brought together different agencies under the centre's umbrella. A variety of services from health and education including midwives, speech therapists, health visitors, teachers and caseworkers work together with play workers, adult education and employment advisers to provide on-site services, advice, information and support for families. The children's centres have a co-ordinator who has the responsibility of developing multi-agency, partnership working.

While inquiries into child deaths in the UK, including some such as that into the death of Sukina Hammond (Bridge Child Care Consultancy Services 1991) where domestic violence was a key issue, have emphasised breakdowns in multi-agency communication and collaboration (Reder and Duncan 2004), there is not a great deal of concrete evidence to suggest that multi-agency working has been particularly effective (Corby 2002). There have been few rigorous evaluations; however, one of the more systematic studies (Glisson and Hemmelgarn 1998) undertaken in Tennessee showed that increased inter-organisational co-ordination had a negative effect on service quality and no effect on the outcome of children's improved psycho-social functioning. By contrast, improving the 'organisational climate' measured by low levels of staff conflict, high levels of co-operation, the existence of role clarity and staff being able to exercise personal discretion showed a much greater effect on positive outcomes for children. In the UK context there is, and will continue to be, major re-structuring aimed at increasing multi-agency co-ordination. This may prove an expensive and unhelpful investment unless there is simultaneous attention to improving the 'organisational climate' which can allow multi-disciplinary teams to act effectively in the interests of service users, cutting across vertical hierarchies and bringing decision-making closer to the front-line worker and service users involved (Frost 2005).

Similar reservations exist concerning multi-agency co-ordination in relation to domestic violence. Concerns have been expressed by some writers about the increased

surveillance and attendant increase in the power of professionals when agencies develop closely inter-related working practices (Allen 2003). This is borne out by research in the domestic violence arena (Hague, Mullender and Aris 2003) which indicates that the development of more elaborate multi-agency partnership work has not increased the extent to which these partnerships are accountable to survivors of domestic violence. In fact, often the opposite has been true. Greater professionalization has had the effect of marginalising the voices and the power of the service users to whom these structures should be responsive. On a more positive note, there are excellent examples of multi-agency working in the domestic violence arena which show that policy and practice can change to support survivors and address the issues of social justice (Diamond, Charles and Allen 2004; Hester and Westmarland 2005; Robinson 2003). Work with children which acknowledges and harnesses the knowledge and skills of a range of agencies is more likely to ensure that children's support needs are met (Mullender 2004).

## **2.6 Top Management support and Implementation of Child Protection Programmes**

This factor looks at the level of influence of support from top management in the success of implementation of any project/ programmes. This factor is important because the top management through power and authority especially control the resources which are critical in implementation of any project or program. Thus how they relate with other team members will influence success of failure of any intervention. The most successful organizations make the best use of their employees' talents and energies (Heil, Bennis and Stephens, 2000; Huselid, 1995). Pfeffer (1998) estimates that organizations can reap a 40% gain by managing people in ways that build commitment, involvement, learning and organizational competence.

Senior managers' support for projects is important so as to ensure authority and direction throughout the projects progress and also to ensure the goals of the organisation are effectively achieved within this process. The particular form of support given can influence the degree of resistance the project encounters. In any organization, top management support for its staff is essential in ensuring success of the organization. This, thus, translates to issues relating to how well the management

and workers communicate and relate, and overall work together to ensure success. According to Young and Jordan (2008); Top management is defined as devoting time to the programme in proportion to its cost and potential, reviewing plans, following up on results and facilitating the management of problems. According to Slevin and Pinto (1987), Top management support is the willingness of top management to provide the necessary resources and authority/ power for project success. Top management should thus provide direction to the implementation teams and monitor the progress of the project.

Kerzner (1987) defines the critical success factors as those components that are required to establish an environment where projects are managed consistently with excellence. He identified six critical success factors for successful project including: corporate understanding of project management, executive commitment to project management, project manager selection criteria, project managers leadership style, commitment to planning and control. Schutz, Slevin and Pinto (1987) identified two groups of factors; strategic and tactical. The strategic group consist of factors of project mission, top management support, and project scheduling. The tactical includes; client consulting, human resources election and personnel training. Pinto and Slevin (1988) augmented the range of success factors by considering the specifics of the various stages of project life-cycle. (1995), The Standish Critical success factors include: top management support, user involvement, ownership, clear statement requirements, proper planning, smaller project milestones, realistic expectations, clear vision and objectives, competent staff, focussed and hardworking. These provide evidence of top management being an important critical factor for project success. According to Farhan(Factors Need To Be Considered In Managing Projects; Top Management Support, Academia 2014), Top Management support can take different forms such as demonstrating commitment, helping team to overcome obstacles, making things happen and provide encouragement to team. It comes in the form of sufficient resources allocated, both manpower and physical resources. It also includes authority and power given by top management to the project leader and team members for ensuring the success of project implementation. Research done by Nader (2011), on relationship between top management support and project performance, showed there is relationship between to management involvement and project

performance, which confirmed that top management support or involvement possesses positive impact to the success of project performance.

Continually, top management support comes up as an important aspect in regards to the success of projects. This is because top managers have the authority and power plus control over everything that has to do with the project, thus for any project to successfully sail through to the end, top managers choose how to run the projects and interact with the project staff will determine the success or failure of the intervention. This also brings out the opinion that there has to be support effort from the top management, bottom management and line workers.

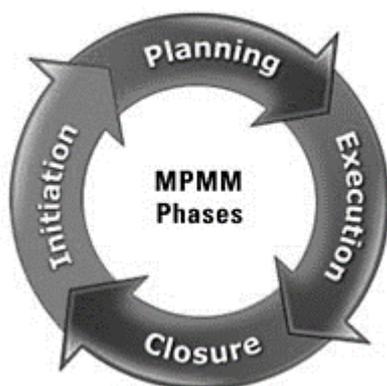
## **2.7 Project Cycle Management and Implementation of Child Protection Programmes**

The PMI has defined a project as ‘A temporary endeavour undertaken to create a unique product or service’. According to the (PMBOK) Guide, Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. Project management is accomplished through processes, using project management knowledge, skills, tools and techniques that receive inputs and generate outputs. Project management is an interrelated group of processes that enables the project teams to achieve a successful project. The project management process groups include: initiating; planning; executing; monitoring and controlling and closing (PMBOK) Guide.

Project Cycle Management (PCM) was introduced by the European Commission in the early 1990’s to improve the quality of project design and management and thereby to improve aid effectiveness. PCM developed out of an analysis of the effectiveness of development aid undertaken by the OECD Development Assistance Committee during the late 1980’s. “PCM obliges practitioners in project design to focus on the real needs of the beneficiaries by requiring a detailed assessment of the existing situation and by applying the logical framework. Right from the beginning, aspects assuring sustainability are incorporated in the project design. The strength of PCM is that project documents are structured according to a standardised format dealing with all relevant issues, including the assumptions on which the project is based. At each stage in the project cycle, these issues are examined and revised where necessary and

carried forward to the next stage. This system makes the project concept and context in which it operates clear and visible, and enables therefore better monitoring and evaluation”.

Projects are planned and carried out following a sequence known as project cycle. The cycle starts with identification of an idea and develops that idea into a working plan that can be implemented and evaluated. The generic project cycle has six phases: Programming; Identification; Formulation; financing; Implementation and Evaluation. The themes of the cycle are: the cycle defines the decisions, information requirements and responsibilities at each phase; The phases in the cycle are progressive- each phase needs to be completed for the next to be tackled with success; The cycle draws on evaluation to build experience form existing projects into the design of future programmes and projects.



**Figure 2. The Project Cycle (MPMM)**

Phases of PCM: Initiation – It is the first phase in the Project Life Cycle and essentially involves starting up the project. This is done by defining its purpose and scope, the justification for initiating it and the solution to be implemented. It will also need recruitment of suitable skilled project team, setting up a project office and perform an end of Phase Review. Project Planning phase- Involves setting out the roadmap for the project. It involves creating a suite of planning to help guide the team through the project delivery. Execution – This is where the deliverables are physically built and presented to the customer for acceptance. It involves building the deliverables and controlling the project delivery, scope, costs quality, risks and issues.

Closure – Involves winding down the project by releasing staff, handing over deliverables to the customer and completing a post Implementation Review to identify the level of project success and note any lessons learned for future projects.

Project management includes, developing a project plan, which includes defining project goals and objectives, specifying tasks or how goals will be achieved, what resources are needed, and associating budgets and timelines for completion implementing the project plan, carefully to make sure the plan is being managed according to plan. PCM ensures projects are supportive to the overarching objectives of donors, projects are relevant to the agreed strategy and real problems of the target groups, projects are feasible and benefits generated are sustainable. PCM principles thus include: adherence to project cycle phases to ensure a structured and well informed decision making process; client orientation which allows for participation of key stakeholders; timeframe planning which provides for comprehensive and consistent analysis; sustainability provides for mechanisms for continued flow of benefits; an integrated approach which provides for vertical integration and standardised documentation. Project cycle might differ according to the type of programme being operated. Nevertheless, it is useful to reconcile the current practice within the area of work with the steps of project cycle. (PCM Training Handbook, 1999). Thus, project management field, and particularly knowledge, understanding and use of PCM is very important if one is to successfully implement any project, this is because through project management and PCM, there are clear structures that if followed would contribute to the success of any project. Project management and implementation cannot be seen to be separate from each other but integral to each other.

## **2.8 Monitoring and Evaluation Process and Implementation of Child Protection Programme**

Monitoring and Evaluation (M&E) in any kind of project or programme, including those working to keep children safe is critical. The purpose of M&E in Child Protection is to facilitate a better understanding of what works and what does not work and what can be done to improve programming over time. (Child protection Toolkit manual 2, p. 360).

Better monitoring means fewer surprises (ISACA 2010). Project monitoring and control consists of those processes required to collect, analyse and regulate the performance of the project. Project performance is observed and measured regularly to identify any variances from the plan. Control requires adequate monitoring and feedback mechanisms by which senior and project managers can compare progress against initial projections at each stage of the project. Monitoring and feedback also enables the project manager to anticipate problems and therefore take pre-emptive corrective measures for the benefit of the project overall. According to A concept note on child protection system monitoring, (2010); M&E efforts can be viewed as a component part of what supports and drives a child protection system toward goal attainment. A child protection system impacts multiple outcomes. If a given system is successful, the attainment of outcomes can be viewed collectively as meeting the goals of addressing children's rights and improving their well-being. On the other hand, the complexity of child protection systems means that M&E efforts are not simple and that they must be multi-faceted. M&E is crucial for examining systems for multiple reasons. The obvious first priority is to address accountability and help determine the status of children and whether outcomes for children are changing (i.e., improving or not). The second is to help identify what elements and dynamics of a system provide the most leverage for goal directed change. As the systems become more complex and formal the issues of data quality, validity, and interpretation become increasingly complex as well. Because of this role in the feedback dynamics of the system, attention to the relative accuracy, validity and interpretation of the M&E information and knowledge is a critical aspect of the systems approach. (John Fluke and Fred Wulczyn July 2010).

Monitoring and evaluation can thus be said to be an important tool especially information gathered from the process is used to improve on intervention, it also points out where the gaps in the process are and thus provides an opportunity to develop other ways that would take care of the gap. Monitoring and feedback also enables the project manager to anticipate problems and therefore take pre-emptive corrective measures for the benefit of the project overall. Evaluation is used to measure the success or failure of a project and this process does just that. It also brings out issues of accountability and transparency, giving an organization credibility.

Knowledge gained from monitoring and evaluation is thus a learning process, which can be used to improve overall performance of an organization. Information gained from this can also be used for strengthening partnerships as well as used in advocacy.

## 2.10 Conceptual Framework

### Independent Variable

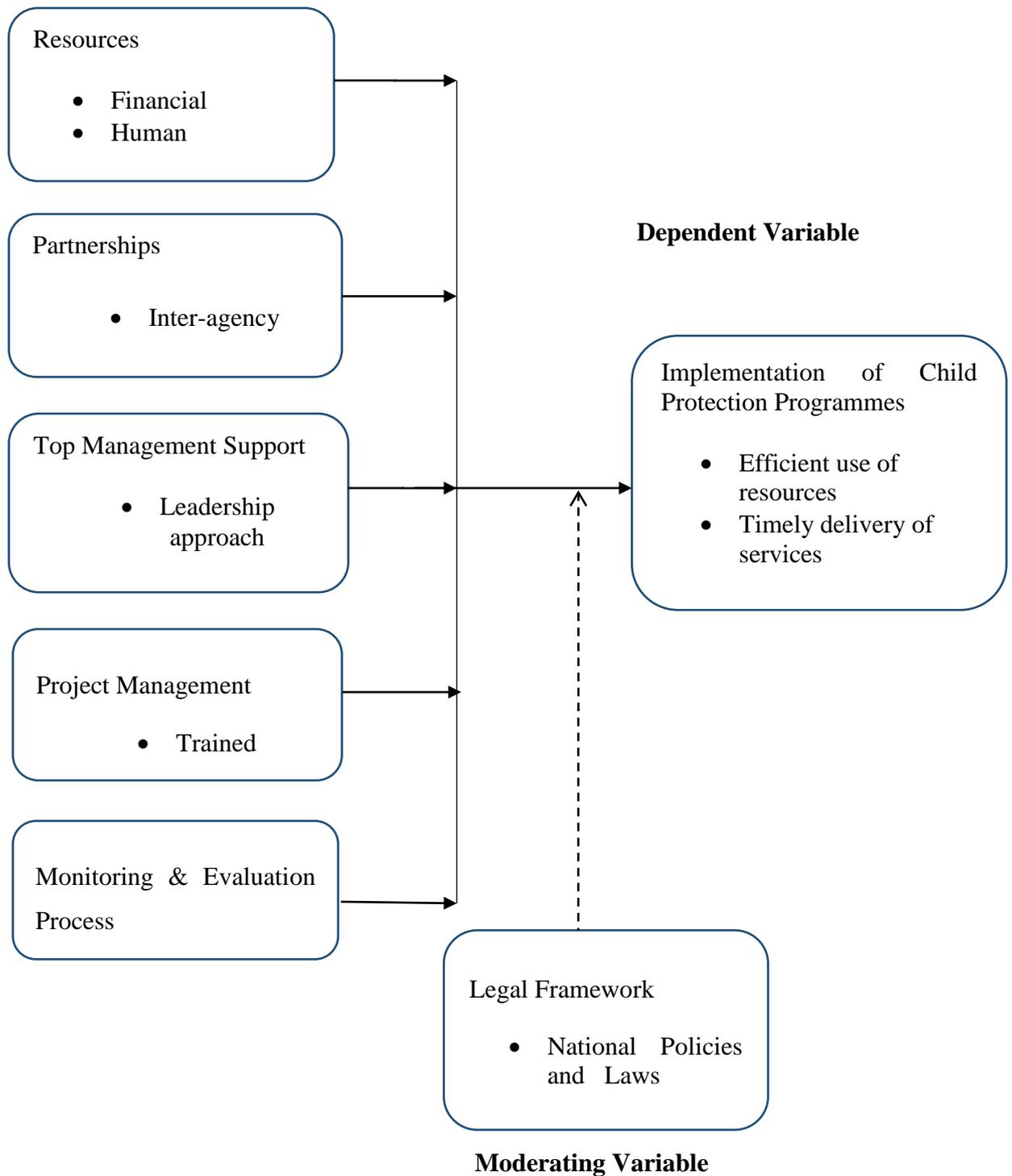


Figure 2 Conceptual Framework

Conceptual framework consists of concepts that are placed within logical and sequential design, which represents less formal structure and is based on specific concepts and propositions, derived from empirical observation and intuition. Purposes of a conceptual framework includes: to clarify concepts and propose relationships among the concepts in a study; to provide a context for interpreting the study findings; to explain observations; as well as to encourage theory development that is useful to practice.

This study is about factors influencing implementation of child protection programmes among child protection organizations in Nairobi county. This conceptual framework looks at the relationship between the independent variable (affects), which are the specific factors that influence implementation of child protection programmes; with the dependent variable (affected), which is the implementation of child protection programmes; it also has intervening variable which may influence the study but not directly.

According to this research, the factors that could affect the implementation of child protection programme thus service delivery include; resources (financial and human) availability of or lack of funds affect the implementation by either ensuring the continuation of the programmes or it stalling, human resource influence implementation in case of right qualifications for right job, motivation, training; partnerships (local and international) influence implementation due to the conditions in working with different partners; top management support of staff ; project management skills if acquired so as to assist in implementation; monitoring and evaluation analysis in regard to how to improve on what may not have worked very well.

Moderating variable explains a relation or provides a causal link between other variables. Also known as mediating variable or intermediary variable. In relation to this research, the intervening variables include legal framework and policies. The organisation being a government agency is affected by government policies.

The above conceptual framework thus shows the relationship between the different variables in the research. These variables are categorized as either dependent variable (how it is affected by independent variables); independent variables (how it affects the

dependent variable); as well as the moderating variables (indirectly influences research).

## **2.10 Summary of Knowledge Gaps**

This study was based on factors influencing implementation of Child Protection Programmes. Some of the factors discussed thus include: resources (financial and human); partnerships; top management support; project cycle management skills; monitoring and evaluation processes. The factors discussed were thus have gaps including; inadequate information on how implementation affects service delivery, as well as the influence of project management on service delivery. The discussed factors should also be seen as interrelating to each other. Inadequate funding is integral with implementation of programmes thus affects service delivery, thus need for increase of funding; human resource has adversely affected service delivery because in many cases, there is limited number of workers available due to high turnover as well as burnout, also, not getting the right training nor subsequent training with the complexities of the work; partnerships are also encouraged, but with this work should be put on communication and cohesion; top management affect service delivery because they are the decision makers in the organization and they control the resources, thus their support is integral; project management application can aid organizations to more effectively complete their projects on time and on budget, thus need to be taken more seriously and have workers trained on the subject; monitoring and evaluation helps in improving services if they are well and consistently conducted, thus need for M&E to inculcated into CPP's.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the data and methods to be used in the study. It includes; study design, site, population, sampling techniques/ procedures, sample size, data collection tools, data analysis and data presentation of the results. It also looks at the ethical perspectives to be observed through the process and operational definition of variables.

#### **3.2 Research Design**

A research activity can adapt one or combinations methods to map out the data and analyse it to arrive at the results. In this study both qualitative and quantitative types of data of both primary and secondary nature were used. This was a mixed research of both qualitative and quantitative procedures of data collection, analysis and presentation of results. This was achieved through administration of semi-structured questionnaires of staff, key-informant interviews with the top management, the staff in charge of various child welfare project sites in Nairobi, and by holding focus group discussions with staff working directly with the beneficiaries. Also a cursory examination of various records and implementation reports, minutes of meetings and evaluation results as well as project documents were done. This mix of methods was expected to bring out a holistic picture of the aspects of implementation processes being studied and to allow for self-control of the information obtained from various sources during data collection and analysis, ultimately pave way to synchronization of results and their interpretation. The study was on the case of Child Protection Organizations. This study adopted a mix of qualitative and quantitative approaches which sought to investigate a contemporary phenomenon within its real life context.

#### **3.3 Study Site**

Nairobi County is one of the 47 Counties of Kenya. It's the capital city of Kenya which is also Kenya's largest city. Nairobi County was founded in 2013 on the same boundaries as Nairobi Province, after Kenya's 8 provinces were subdivided into 47

counties. Nairobi has experienced one of the most rapid growths in urban centres of about 3% (1 million) each year.

In Nairobi, Kenya there are many active Non-Governmental Organizations running and supporting Charitable Children's Institutions; these range from orphanages to daycare and family support centers. The Children's Act of 2001 states that these organizations must have government approval. Unfortunately a significant number of the Charitable Children's Institutions are acting illegally and are not recognized by the government. For example, reports indicated that some organizations even recruit children to enter orphanages (Irene, 2009).

It is also important to note that there are a number of organizations dealing with Child Protection at different levels from international institutions, to government institutions (CCI's Childrens Charitable Institutions) to Hospitals as well as homes, all of which have different approaches but promote children's rights and child protection.

### **3.4 Target Population**

For the purpose of this study, the target population was staff in Child Protection Organizations, in Nairobi County, where Child Protection Organizations implement child protection projects or programmes. They included SOS children village, Thomas Burnado, Gender Violence Recovery Centre, UNHCR and Cmpassion international.

### **3.5 Sampling and Sample Size**

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. There are several approaches to determining the sample size. For the purpose of this study, the researcher will employ census method due to the small population within the programme of child protection. The organizations selected for this purpose were done purposively due to the fact that they deal with child protection issues. The selected respondents were all expected to participate in this process with specific information from the heads of department and managers as key informants as well as the semi-structured questionnaire that was disseminated to all the other staff.

Thus, the selection was done through : 5 Organizations targeting, 100 respondents. From each Child Protection Organizations, the researcher targeted twenty respondents who were sourced from from various departments of each Child Protection Organizations. The sample size was 100 respondents.

The Sample size distribution was as indicated below:

#### Sample size distribution

	HR	Accounts	Operations	Administration	Total
SOS children village	5	5	5	5	20
Thomas burnado	5	5	5	5	20
Gender Violence Recovery Centre	5	5	5	5	20
UNHCR	5	5	5	5	20
Cmpassion International	5	5	5	5	20
<b>Total</b>					<b>100</b>

### 3.6 Data Collection Method

This study used mix method in design, hence qualitative and quantitative in nature. The qualitative information was gathered through interview to be administered to heads of departments, a questionnaire was used to gather quantitative information.

### 3.7 Data Collection Tools

Data collection tools are instruments used to collect information for performance assessments, self-evaluations, and external evaluations. Data collection was

accomplished by means of a questionnaire for all the staff, key informant interview guide for the management. According to Parahoo (1997), a research instrument is ‘a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.’ The following tools were thus used in the study.

### **3.7.1 Questionnaires**

This tool was used to translate the researchers information needs into a set of specific questions that respondents were willing and able to answer. A questionnaire is the main means of collecting quantitative primary data. It enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. The questionnaire was structured in reference to the Likert scale. It had a few open ended questions that sought to gauge their understanding of the basic concepts in this study. They were divided according to the factors under study from the objectives of the study. It also sought to get professional information which was used to relate to the information gathered from the objectives.

### **3.7.2 Key Informant Interview**

Key informant interview is a loosely structured conversation with people who have specialized knowledge about the issues you wish to understand. The purpose of the Key informant interview was to get information from specific range of persons who have a particular knowledge base. In this study, the heads of departments as well as centres were selected for this purpose, the reason being, specific information would only be with and come from the management team in relation to details of how the organization works, through its systems and processes hence the use of tool.

### **3.7.3 Focus Group Discussion**

Focus group are group discussions which are arranged to examine a specific set of topics (Kitzinger, 2005). The group is focused because ‘it involves some kind of collective activity’ (Kitzinger, 2005). The primary aim of a focus group is to describe and understand meanings and interpretations of a select group of people to gain an understanding of a specific issue from the perspective of the participants of the group (Liamputtong 2009).

Focus group discussion was used to get in depth information on the factors under study. This gave the participants the space to discuss issues that affect them together and specifically to their work at their organizations. The information gathered, thus informed the organizations on where the gaps are in the organizations thus work on how to improve themselves.

### **3.8 Validity and Reliability**

Validity and reliability are at the core of what is accepted as scientific proof by scientists. These related research issues ask us to consider whether we are studying what we think we are studying and whether the measures we use are consistent.

#### **3.8.1 Validity of the Instrument**

"Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings" (Seliger & Shohamy 1989, 95). Thus, validity is one of the main concerns with research. According to Joppe (2000), Validity determines the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit 'the bull's eye' of your research? Validity reveals, whether the means of measurement are accurate and whether they are actually measuring what they intend to measure. Validity is thus important in a research study to ensure that our results can be used effectively, and, variable that may threaten validity should be controlled as much as possible.

The validity of the data collection was ensured by sharing the draft versions of the tools with the person in charge of research in the organization, and conduct a pretest.

#### **3.8.2 Reliability of the Instrument**

Joppe (2000) defines reliability as, the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered reliable. Reliability is the degree to which an assessment tool produces stable and consistent results. It thus reveals whether the results are replicable. Kirk and Miller (1986) identify three types of reliability referred

to in quantitative research, which relate to; the degree to which a measurement, given repeatedly, remains the same; the stability of a measurement over time; and the similarity of measurements within a given time period. If dealing with the same measure, then the results should remain similar.

By use of the census method, everyone was included in the study thus ensuring the results collected were reliable and generalized.

The Shuttleworths' test retest formula was used to get the coefficient to estimate the reliability;

$$r_{xx^1} = \frac{S_1^2}{S_x^2}$$

Where;

$x$  = Performance on the first measurement

$x^1$  = Performance on the 2<sup>nd</sup> measurement

$r_{xx^1}$  = Correlation coefficient between  $x$  and  $x^1$

$S_1^2$  = Estimated variance of the true score

$S_x^2$  = Calculated variance of the observed scores

$$r_{xx^1} = 0.7$$

A correlation coefficient of above 0.7 was deemed that the instrument was reliable. The reliability coefficient results from the pilot study was 0.75, thus the questionnaire was reliable for data collection.

### **3.9 Data Analysis Technique**

Data analysis is a body of methods that help to describe facts, detects patterns, develop explanations and test hypothesis. The Principal Investigator was the custodian of the master file data base while the content supervisor retains a backup

copy. Through the use of Statistical Package for Social Sciences software, which is a comprehensive and flexible statistical analysis and data management system. Demographic data about the respondents was also analysed and frequencies tabulated.

The quantitative data collected was keyed in and analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS version 20). The quantitative data generated was subjected to the descriptive Statistics feature in SPSS to generate mean, median, mode, standard deviation and variance, which have been presented using tables, frequencies and percentages. The study also applied inferential statistics to determine the causal relationship between the variables.

Qualitative Data Analysis is the range of processes and procedures whereby we move from the qualitative data that has been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. It is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. In this research, the qualitative data from the in-depth interview was analyzed using content analysis. This was by developing a thematic framework from the key issues, concepts and themes emanating from the transcripts and field notes. The information generated was then interpreted and explained.

### **3.10 Ethical Considerations**

Researchers have the moral obligation to strictly consider the rights of the participants who are expected to provide this knowledge (Streubert Speziale & Carpenter 2003:314). A number of steps were taken to ensure that the study is undertaken within the bounds of ethical frameworks for conduct of research in the social sciences. The ethical measures in this study included: consent, confidentiality and anonymity, privacy, dissemination of results and the right to withdraw from the study.

**Table 3.1 Operation Definition of Variables**

<b>Objectives</b>	<b>Variable (Independent)</b>	<b>Indicator</b>	<b>Measurement Scale</b>	<b>Type of Analysis</b>
To examine the influence of resources (human and financial) on implementation of child protection programmes, child protection organizations, Nairobi County.	Financial resources Human resources	Number of active Child protection projects and programmes  Funding availability  Number of qualified personnel  Number of personnel per child	Nominal  Ordinal  Interval  Ratio	Pearson Correlation analysis
To assess the influence of partnerships on implementation of child protection programmes, child protection organizations, Nairobi County	Partnerships Inter-agency	Number of agencies in partnerships with child protection organizations  Level of partnership and Communication	Nominal Ordinal	Pearson Correlation analysis
To explore the influence of top management	Top Management Support	Organization Structure	Nominal	Descriptive analysis

support on implementation of child protection programmes, child protection organizations, Nairobi County.		Communication structure and system in the organization  Type of communication (open or closed)		Pearson Correlation analysis
To determine the influence of project cycle management on implementation of child protection programmes, child protection organizations, Nairobi County.	Project Cycle Management skills	Number of personnel trained in project cycle management  Personnel Appraisal	Nominal Interval	Pearson Correlation analysis  Regression analysis
To assess the influence of monitoring and evaluation on implementation of child protection programmes, child protection organizations, Nairobi County.	Monitoring and Evaluation System	A working Monitoring and Evaluation System	Nominal	Pearson Correlation analysis

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on factors influencing implementation of child protection programmes: the case of child protection organizations in Nairobi County, Kenya. The study sought answers to the following research objectives: To examine the influence of resources (human and financial) on implementation of child protection programmes, among child protection organizations in Nairobi; To assess the influence of partnerships (inter-agency) on implementation of child protection programmes, among child protection organizations in Nairobi; To explore the influence of top management support on implementation of child protection programmes, among child protection organizations in Nairobi; To determine the influence of project cycle management skills on implementation of child protection programmes, among child protection organizations in Nairobi and To assess the influence of monitoring and evaluation system on implementation of child protection programmes, among child protection organizations in Nairobi. The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose thereafter.

##### **4.1.1 Response Rate**

The study sampled 100 respondents and 5 Key Informants for data collection. From the study, all the sampled respondents filled in and returned the questionnaire contributing to a response rate of 100%. This commendable response rate became possible after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires.

**Table 4.2 Response Rate**

	<b>Respondents</b>		<b>Key Informants</b>	
	Frequency	Percentage	Frequency	Percentage
Responded	100	100	5	100
Did not respond	0	0	0	0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>5</b>	<b>100</b>

## **4.2 Background Information**

The study sought to ascertain the background information about the respondents involved in the study. The background information points at the respondents' suitability in answering the questions on the factors that influence effective implementation of child protection programmes with specific focus on the Child Protection Organizations, Nairobi County.

### **4.2.1 General Information**

This section provides analysis of the demographic information of the study respondents.

#### **4.2.1.1 Gender distribution of the respondents**

The study sought to establish the gender of the respondents. The findings are as shown in the Table 4.3.

**Table 4.3 Gender distribution of the respondents**

	<b>Child protection organizations</b>		<b>Key Informants</b>	
	<b>Frequency</b>	<b>Percent</b>		
Male	21	21.0	2	40
Female	79	79.0	3	60
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The study established that majority of the Child Protection Organizations Staff were female as shown by 79% while 21% were male. The study also established that majority (60%) of the Key Informants were female while 40% were male. This depicts that there is gender disparity among the staff of Child Protection

Organizations working across the different centres in Langata constituency, Nairobi County, where Child Protection Organizations implements child protection projects or programmes with majority of the staff being female. This further implies that majority of the study respondents were female.

#### 4.2.1.2 Distribution of respondents by age

The study sought to establish the age bracket of the respondents and the findings are as shown in Table 4.4.

**Table 4.4 Distribution of respondents by age**

	Child protection organizations		Key Informants	
	Frequency	Percent	Frequency	Percent
20-30 years	39	39.0	0	0.0
30-40 years	30	30.0	2	40.0
40-50 years	25	25.0	2	40.0
Above 50 years	6	6.0	1	20.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The study established that most of the Child Protection Organizations were aged between 20-30 years as shown by 39%, 30% were aged between 30-40 years, 25% were aged between 40-50 years while 6% of the Child Protection Organizations were aged above 50 years. The study also established that majority (80%) of the Key Informants were aged between 30-50 years, 20% were aged above 50 years while none of the key informants was aged between 20-30 years. This depicts that majority of the study respondents were old enough to be able to understand the factors that influenced effective implementation of child protection programmes in child protection organizations.

#### 4.2.1.3 Distribution of respondents by education level

The study sought to establish the highest education level of the respondents and the findings are as shown in Table 4.5.

**Table 4.5 Distribution of respondents by education level**

	<b>Child Protection Organizations</b>		<b>Key Informants</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Primary	3	3.0	0	0.0
Secondary	32	32.0	0	0.0
Diploma	20	20.0	0	0.0
Bachelors	35	35.0	2	40.0
Masters	10	10.0	2	40.0
PhD	0	0.0	1	20.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The study found that most (35%) of the Child Protection Organizations were graduates, 32% had attained O-levels, 20% were diploma holders, 10% had masters while none of the Child Protection Organizations was a PhD holder. From the findings, most (40.0%) of the key informants were graduates and masters holders while 20% were PhD holders. This depicts that majority of the study respondents had a sound academic background to fully understand the the factors that influenced effective implementation of child protection programmes in child protection organizations.

#### **4.2.2 Professional Information**

This section provides analysis on respondents professional information.

##### **4.2.2.1 Position held in the organization**

The study sought to establish the position held by the respondents in their organization. From the study findings, the respondents held different positions within the organizations they worked for. The respondents indicated they served in positions such as community service interns, counsellors, programme officers, administration officers, social workers, social programs officers, youth care co-workers, resettlement unit workers, outreach program officers, care givers, human resource interns, refugee status determination interns and Counseling Psychologists. This implies that the respondents served in different capacities Child Protection Organizations and as such were better placed to understand the factors that influenced effective implementation of child protection programmes.

#### 4.2.2.2 Length of working in the current position

The study sought to establish the length of time the respondents had worked in their current position in their organization, due to their different levels of experience thus weight of the information provided and the findings are as shown in Table 4.6 below.

**Table 4.6 Length of working in the current position**

	Child Protection Organizations		Key Informants	
	Frequency	Percent	Frequency	Percent
Less than 1 year	27	27.0	0	0.0
1-3 years	29	29.0	0	0.0
4-6 years	15	15.0	2	40.0
7-9 years	9	9.0	2	40.0
10 and above years	20	20.0	1	20.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The findings established that most (29%) of the Child Protection Organizations had worked in their current position for 1-3 years, 27% for less than 1 year, 20% for 10 and above years, 15% for 4-6 years while 9% had worked in their current position for 7-9 years. From the study findings, most (80%) of the key informants had worked in their current position for 4-9 years while 20% of the key informants had worked in their current position for 10 and above years. This depicts that majority of the study respondents had worked in their current position for long enough and hence had a good understanding of the factors that influenced effective implementation of child protection programmes.

#### 4.2.2.3 Training on the position held

The study sought to establish whether the respondents had had any training in relation to the position they held in their organizations. The findings are as shown in Table 4.7 below.

**Table 4.7 Training on the position held**

	<b>Child Protection Organizations</b>		<b>Key Informants</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	88	88.0	5	100
No	12	12.0	0	0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The findings established that majority (88%) of the Child Protection Organizations indicated that they had training in relation to the position they held in their organization while 12% of the Child Protection Organizations indicated that they had not had training in relation to the position they held in their organization. From the study findings, all (100%) of the key informants indicated that they had been trained in relation to the position they held in their organization. This depicts that majority of the study respondents had been trained in relation to the positions they held in their organizations. This further shows that they had a good understanding of their job description and as such could provide valuable information on the factors that influenced effective implementation of child protection programmes.

#### **4.2.2.4 Form of the training**

The study sought to establish the form of the training that the respondents had been taken through in relation to the position they held in their organizations. From the study findings, a higher percentage of the Child Protection Organizations indicated that they had undergone training on various subjects such as leadership, peace and conflict resolution, fraud detection and prevention, data management and statistics, refugee status determination, protection matters and UN functions, psychological counselling, social work and social administration, parenting, nutrition and child protection, H.I.V, programs management and deinstitutionalization and family reunification. This depicts that majority of the respondents had undergone relevant training on diverse matters that were relevant to child protection and as such could provide valuable information on the factors that influenced effective implementation of child protection programmes.

#### 4.2.2.5 Sponsorship of the training

The study sought to establish who sponsored the training that the respondents had been taken through in relation to the position they held in their organizations. The findings are as shown in Table 4.8 below.

**Table 4.8 Sponsorship of the training**

	<b>Child Protection Organizations</b>		<b>Key Informants</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Self-sponsored	39	39.0	2	40.0
Organization	58	58.0	3	60.0
Donor	3	3.0	0	0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The findings established that majority (58%) of the Child Protection Organizations indicated that their training in relation to the position they held in their organization had been sponsored by their organization, 39% indicated that the training was self-sponsored while 3% of the Child Protection Organizations indicated that their training in relation to the position they held in their organization had been sponsored by donors. From the study findings, majority (60%) of the key informants indicated that their training in relation to the position they held in their organization had been sponsored by their organization while 40% of the key informants indicated that their training in relation to the position they held in their organization had been self-sponsored. This depicts that there were efforts at both organizational and individual level on equipping the Child Protection Organizations with appropriate knowledge and skills to enable them effectively perform their work tasks. As such the respondents would be in a position to provide valuable information on the factors that influenced effective implementation of child protection programmes.

#### 4.2.2.6 Challenges in executing one's job

The study sought to find out whether the respondents experienced any challenges while executing their jobs and the findings are as shown in Table 4.9 below.

**Table 4.9 Challenges in executing one’s job**

	<b>Child Protection Organizations</b>		<b>Key Informants</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	73	73.0	4	80.0
No	27	27.0	1	20.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>5</b>	<b>100</b>

The findings established that majority (73%) of the Child Protection Organizations indicated that they experienced some challenges while executing their jobs while 27% of the Child Protection Organizations indicated that they did not experience any challenges while executing their jobs. From the study findings, majority (80%) of the key informants indicated that they experienced some challenges while executing their jobs while 20% of the key informants indicated that they did not experience any challenges while executing their jobs. This depicts that majority of the Child Protection Organizations and the key informants experienced various challenges while performing their work. Thus, through the challenges that they experienced while executing their jobs, the study respondents were likely to be well informed about the factors that influenced effective implementation of child protection programmes.

#### **4.2.2.7 Challenges respondents’ faced in executing their jobs**

The study sought to establish the kinds of challenges that the respondents faced while executing their jobs. From the study findings, majority of the Child Protection Organizations and the key informants indicated that they experienced various challenges while executing their jobs. The challenges identified included; dealing with victims of Gender Based Violence, dealing with refugees that were emotional or temperamental and who needed psychological support, misrepresentation of facts by the refugees, dealing with emotionally unstable refugees, lack of justice for clients, dealing with stubborn guardians, dealing with children who know their rights but who don’t know their responsibilities, insufficient finances, children’s indiscipline cases, some of the refugee children suffer from SGBV and have contracted HIV and got separated from parents and language barriers. This depicts that there are numerous challenges that face the Child Protection Organizations and the key informants while executing their jobs that required concerted efforts from all the stakeholders.

### 4.3 Influence of financial resources on implementation of child protection programmes

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on funding are reflected in the the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.10 below.

**Table 4.10 Influence of financial resources on implementation of child protection programmes**

	Mean	Std. Deviation
Highest funding percentge for CPP comes from donors	3.07	1.172
Funding allocation of CPP is flexible based on need	3.61	1.128
Funds for CPP are dispersed periodically	3.56	1.043
Project managers control allocation and disbursement of funds	3.56	1.160
The organization has a structure for funding allocation	4.78	0.607
Lack of and reduced funding strongly influences implementation of CPP	4.63	0.703

The respondents were asked to rate various aspects on the influence of financial resources on implementation of child protection programmes. From the study findings, the majority of the respondents were in agreement that; the organization has a structure for funding allocation (Mean=4.78); lack of and reduced funding strongly influences implementation of CPP (Mean=4.63); funding allocation of CPP is flexible based on need (Mean=3.61); funds for CPP are dispersed periodically (Mean=3.56); project managers control allocation and disbursement of funds (Mean=3.56) and highest funding percentge for CPP comes from donors (Mean=3.07), respectively. This implies that availability of financial resources has a critical influence on the implementation of Child Protection Programmes. Financial resources aspects such as existence of structures for funding allocation, inadequate funding, the role of project

managers in controlling allocation and disbursement of funds, the role of donors as crucial sources of funding and flexible in funding allocation are critical in ensuring the successful implementation of Child Protection Programmes.

#### **4.4 Influence of human resources on implementation of child protection programmes**

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on human resources are reflected in the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.11 below.

**Table 4.11 Influence of human resources on implementation of child protection programmes**

	<b>Mean</b>	<b>Std. Deviation</b>
Right qualification influences implementation of CPP	4.77	1.043
Enough number of staff influences CPP	4.68	1.034
Lack of enough staff causes burnout	4.77	0.886
Staff burnout strongly influences implementation of CPP	4.86	1.045
Most staff suffer from burnout	3.57	1.273
Organization staff are often motivated	3.75	1.095

The respondents were asked to rate various aspects on the influence of human resources on implementation of child protection programmes. From the study findings, the majority of the respondents were in agreement that; staff burnout strongly influences implementation of CPP (Mean=4.86); right qualification influences implementation of CPP (Mean=4.77); lack of enough staff causes burnout (Mean=4.77); enough number of staff influences CPP (Mean=4.68); organization staff are often motivated (Mean=3.75) and most staff suffer from burnout (Mean=3.57), respectively. This implies that human resources play an important role in the implementation of Child Protection Programmes. Human resources aspects such as

possessing of the right qualifications, an organization having adequate number of staff and motivation of the staff are critical in ensuring the successful implementation of Child Protection Programmes.

#### **4.5 Influence of partnerships on implementation of child protection programmes**

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on partnerships are reflected in the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.12 below.

**Table 4.12 Influence of partnerships on implementation of child protection programmes**

	<b>Mean</b>	<b>Std. Deviation</b>
Organization partners with other organizations at different levels	4.60	0.555
This organization works well together with other CP organizations	4.56	0.614
There is open communication between this organization and other CP organizations	4.60	0.752
There is open information sharing between this organization and other CP organizations	4.78	0.879
The organization has a clearly understood MIS of CPP	4.56	0.560
There are CP platforms to discuss CP issues	4.95	1.041

The respondents were asked to rate various aspects on the influence of inter-agency relationships on implementation of child protection programmes. From the study findings, the majority of the respondents were in agreement that; there are CP platforms to discuss CP issues (Mean=4.95); there is open information sharing between this organization and other CP organizations (Mean=4.78); organization

partners with other organizations at different levels (Mean=4.60); there is open communication between this organization and other CP organizations (Mean=4.60); this organization works well together with other CP organizations (Mean=4.56) and the organization has a clearly understood MIS of CPP (Mean=4.56), respectively. This implies that inter-agency relationships among organizations that deal with Child Protection Programmes are key in facilitating the successful implementation of the Child Protection Programmes. The role of the inter-agency relationships among the CPP organizations is seen through, the agencies relationships providing a platform for discussion of CP issues, open information sharing about the CPP, harmonious working relationships among the various organizations and every organization having a well functioning MIS of CPPs.

#### **4.6 Influence of top management support on implementation of child protection programmes**

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on top management's support are reflected in the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.13 below.

**Table 4.13 Influence of top management’s support on implementation of child protection programmes**

	<b>Mean</b>	<b>Std. Deviation</b>
There are clear and well understood organizational structures in the organization	4.59	0.605
All staff have clearly spelt out responsibilities and tasks	4.74	.661
All staff are involved in CP decision making process	3.51	1.363
Decisions on CP are carried out swiftly and timely	3.22	1.088
There is open communication system between the staff and top management	3.34	1.139
Top management have regular meetings with other staff members	3.03	0.947
Child protection staff members are well motivated	3.59	0.951

The respondents were asked to rate various aspects on the influence of top management’s support on implementation of child protection programmes. From the study findings, the majority of the respondents were in agreement that; all staff have clearly spelt out responsibilities and tasks (Mean=4.74); there are clear and well understood organizational structures in the organization (Mean=4.59); child protection staff members are well motivated (Mean=3.59); all staff are involved in CP decision making process (Mean=3.51); there is open communication system between the staff and top management (Mean=3.34); decisions on CP are carried out swiftly and timely (Mean=3.22) and top management have regular meetings with other staff members (Mean=3.03), respectively. This depicts that top management’s support is crucial for the implementation of Child Protection Programmes. The top management played important roles for the successful implementation of the CPP such as ensuring all staff have clearly spelt out responsibilities and tasks, ensuring that the organization has a clear and well understood organizational structure, ensuring that child protection staff members are well motivated, ensuring that all staff are involved in CP decision making process, ensuring that there is open communication system between the staff and top management, ensuring that decisions on CP are carried out swiftly and ensuring that top management have regular meetings with other staff members.

#### 4.7 Influence of project cycle management on implementation of child protection programmes

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on project cycle management are reflected in the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.14 below.

**Table 4.14 Influence of project cycle management on implementation of child protection programmes**

	Mean	Std. Deviation
PCM important to implementation of CPP	4.64	0.725
PCM training is available for CP staff at the organization	3.33	1.089
PCM skills are important for CP workers	4.56	0.566
PCM training strongly affects staff performance on implementation of CPP	4.84	0.879
The organization ensures their staff are trained in PCM skills	3.29	1.050

The respondents were asked to rate various aspects on the influence of project cycle management on implementation of child protection programmes. From the study findings, the majority of the respondents were in agreement that; PCM training strongly affects staff performance on implementation of CPP (Mean=4.84); PCM important to implementation of CPP (Mean=4.64); PCM skills are important for CP workers (Mean=4.56); PCM training is available for CP staff at the organization (Mean=3.33) and the organization ensures their staff are trained in PCM skills (Mean=3.29), respectively. This shows that training on project cycle management had a significant influence on the implementation of Child Protection Programmes. By adequately equipping their staff with the appropriate project cycle management skills the organizations ensured that the staff had the capacities to effectively handle CPP and hence their successful implementation.

#### 4.8 Influence of monitoring and evaluation on implementation of child protection programmes

In order to further assess the factors influencing the implementation of Child Protection Programmes, the respondents were requested to indicate their level of agreement/disagreement on the extent to which a number of relevant statements on monitoring and evaluation are reflected in the implementation of Child Protection Programmes. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 - Disagree 3 - Neutral 4 - Agree and 5- Strongly agree. The findings are as shown in Table 4.15 below.

**Table 4.15 Influence of monitoring and evaluation on implementation of child protection programmes**

	Mean	Std. Deviation
Monitoring and evaluation is important for CPP	4.36	0.483
The organization has M&E plan for CPP	4.67	0.535
The organization regularly conduct M&E of their CPP	4.58	0.556
Findings from M&E are shared with all staff at this organization	3.32	1.177
Results of M&E of CPP have been used to improve implementation and service delivery of CPP	4.73	0.757

The respondents were asked to rate various aspects on the influence of monitoring and evaluation on implementation of child protection programmes. From the study findings, the majority of the respondents concurred that; Results of M&E of CPP have been used to improve implementation and service delivery of CPP (4.73); the organization has M&E plan for CPP (4.67); the organization regularly conduct M&E of their CPP (4.58); Monitoring and evaluation is important for CPP (4.36) and findings from M&E are shared with all staff at this organization (3.32), respectively. This shows that monitoring and evaluation is integral to the implementation of Child Protection Programmes. Through effective monitoring and evaluation of the CPPs, an organization is able to determine the level of efficiency and effectiveness in the CPP implementation as well as it is able to identify any hurdles that threaten the effective implementation of the CPPs.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of findings, discussion, conclusion and recommendations of the study in line with the objectives of the study. The research sought to establish factors influencing implementation of child protection programmes: the case of child protection organizations in Nairobi County, Kenya.

#### **5.2 Summary of Findings**

The section provides summary of key findings based on the study objectives.

##### **5.2.1 Influence of financial resources on implementation of child protection programmes**

In light of the findings, it was found out that; the organizations have a structure for funding allocation (Mean=4.78), the lack of and reduced funding strongly influences implementation of CPP (Mean=4.63), funding allocation of CPP is flexible based on need (Mean=3.61), funds for CPP are dispersed periodically (Mean=3.56), project managers control allocation and disbursement of funds (Mean=3.56) and highest funding percentge for CPP comes from donors (Mean=3.07), respectively.

This implies that availability of financial resources has a critical influence on the implementation of Child Protection Programmes. Financial resources aspects such as existence of structures for funding allocation, inadequate funding, the role of project managers in controlling allocation and disbursement of funds, the role of donors as crucial sources of funding and flexible in funding allocation are critical in ensuring the successful implementation of Child Protection Programmes.

### **5.2.2 Influence of human resources on implementation of child protection programmes**

From the study findings, it was established that; staff burnout strongly influences implementation of CPP (Mean=4.86); right qualification influences implementation of CPP (Mean=4.77); lack of enough staff causes burnout (Mean=4.77); enough number of staff influences CPP (Mean=4.68); organization staff are often motivated (Mean=3.75) and most staff suffer from burnout (Mean=3.57), respectively. This implies that human resources play an important role in the implementation of Child Protection Programmes. Human resources aspects such as possessing of the right qualifications, an organization having adequate number of staff and motivation of the staff are critical in ensuring the successful implementation of Child Protection Programmes.

### **5.2.3 Influence of partnerships on implementation of child protection programmes**

Baed on the findings, the study revealed that; there are CP platforms to discuss CP issues (Mean=4.95); there is open information sharing between this organization and other CP organizations (Mean=4.78); organization partners with other organizations at different levels (4.60); there is open communication between this organization and other CP organizations (Mean=4.60); this organization works well together with other CP organizations (4.56) and the organization has a clearly understood MIS of CPP (Mean=4.56), respectively. This implies that inter-agency relationships among organizations that deal with Child Protection Programmes are key in facilitating the successful implementation of the Child Protection Programmes. The role of the inter-agency relationships among the CPP organizations is seen through, the agencies relationships providing a platform for discussion of CP issues, open information sharing about the CPP, harmonious working relationships among the various organizations and every organization having a well functioning MIS of CPPs.

### **5.2.4 Influence of top management support on implementation of child protection programmes**

From the findings, the study found out that; all staff have clearly spelt out responsibilities and tasks (Mean=4.74); there are clear and well understood organizational structures in the organization (4.59); child protection staff members are well motivated (Mean=3.59); all staff are involved in CP decision making process (Mean=3.51); there is open communication system between the staff and top management (Mean=3.34); decisions on CP are carried out swiftly and timely (Mean=3.22) and top management have regular meetings with other staff members (Mean=3.03), respectively. This depicts that top management's support is crucial for the implementation of Child Protection Programmes. The top management played important roles for the successful implementation of the CPP such as ensuring all staff have clearly spelt out responsibilities and tasks, ensuring that the organization has a clear and well understood organizational structure, ensuring that child protection staff members are well motivated, ensuring that all staff are involved in CP decision making process, ensuring that there is open communication system between the staff and top management, ensuring that decisions on CP are carried out swiftly and ensuring that top management have regular meetings with other staff members.

#### **5.2.5 Influence of project cycle management on implementation of child protection programmes**

According to the findings; PCM training strongly affects staff performance on implementation of CPP (Mean=4.84); PCM important to implementation of CPP (Mean=4.64); PCM skills are important for CP workers (Mean=4.56); PCM training is available for CP staff at the organization (Mean=3.33) and the organization ensures their staff are trained in PCM skills (Mean=3.29), respectively. This shows that training on project cycle management had a significant influence on the implementation of Child Protection Programmes. By adequately equipping their staff with the appropriate project cycle management skills the organizations ensured that the staff had the capacities to effectively handle CPP and hence their successful implementation.

### **5.2.6 Influence of monitoring and evaluation on implementation of child protection programmes**

From the study findings, it was established that; results of M&E of CPP have been used to improve implementation and service delivery of CPP (Mean=4.73); the organization has M&E plan for CPP (Mean=4.67); the organization regularly conduct M&E of their CPP (Mean=4.58); Monitoring and evaluation is important for CPP (Mean=4.36) and findings from M&E are shared with all staff at this organization (Mean=3.32), respectively. This shows that monitoring and evaluation is integral to the implementation of Child Protection Programmes. Through effective monitoring and evaluation of the CPPs, an organization is able to determine the level of efficiency and effectiveness in the CPP implementation as well as it is able to identify any hurdles that threaten the effective implementation of the CPPs.

### **5.3 Discussion of Findings**

The study established that the availability of financial resources has a critical influence on the implementation of Child Protection Programmes. Financial resources aspects such as existence of structures for funding allocation, inadequate funding, the role of project managers in controlling allocation and disbursement of funds, the role of donors as crucial sources of funding and flexible in funding allocation are critical in ensuring the successful implementation of Child Protection Programmes.

The findings are similar to Myers (1994) who established that availability of financial resources has a critical influence on the implementation of Child Protection Programmes. Financial resources highly affect implementation of child protection programmes because more than just funding the interventions for implementation, funding also affects the staff that will be needed for the success of implementation. Without funding, or decreased funding it will mean that the workers are not well remunerated and more than this, the number of workers will be significantly less causing burnout of the workers available, and inefficient implementation of child protection programmes (Besharov 1994).

In light of the findings, the study revealed that the human resources play an important role in the implementation of Child Protection Programmes. Human resources aspects

such as possessing of the right qualifications, an organization having adequate number of staff and motivation of the staff are critical in ensuring the successful implementation of Child Protection Programmes.

The findings are similar to Tracy & Pine, (2000) who reported that there is need for capacity building for child protection workers so that they are equipped with required skills hence success of implementation of child protection programme.

The study also found out that the inter-agency relationships among organizations that deal with Child Protection Programmes are key in facilitating the successful implementation of the Child Protection Programmes. The role of the inter-agency relationships among the CPP organizations is seen through, the agencies relationships providing a platform for discussion of CP issues, open information sharing about the CPP, harmonious working relationships among the various organizations and every organization having a well functioning MIS of CPPs.

The findings are similar to Goddard (2006) who revealed that inter-agency relationships among organizations that deal with Child Protection Programmes are key in facilitating the successful implementation of the Child Protection Programmes. Effective Child Protection practice is dependent on working effectively with others in the wider service system (Ruch, 2005).

Based on the findings, the study established that the top management's support is crucial for the implementation of Child Protection Programmes. The top management played important roles for the successful implementation of the CPP such as ensuring all staff have clearly spelt out responsibilities and tasks, ensuring that the organization has a clear and well understood organizational structure, ensuring that child protection staff members are well motivated, ensuring that all staff are involved in CP decision making process, ensuring that there is open communication system between the staff and top management, ensuring that decisions on CP are carried out swiftly and ensuring that top management have regular meetings with other staff members.

The findings are similar to Heil, Bennis and Stephens, (2000) who reported that support from top management is important because through power and authority especially in control of the resources is critical in implementation of any project or

program. Thus how they relate with other team members will influence success of failure of any intervention.

The study further concludes that the training on project cycle management had a significant influence on the implementation of Child Protection Programmes. By adequately equipping their staff with the appropriate project cycle management skills the organizations ensured that the staff had the capacities to effectively handle CPP and hence their successful implementation.

According to PCM Training Handbook, (1999) the training on project cycle management significantly influences the implementation of Child Protection Programmes. Through project management and PCM, there are clear structures that if followed would contribute to the success of any project. Project management and implementation cannot be seen to be separate from each other but integral to each other.

Based on the findings, the study concludes that the monitoring and evaluation is integral to the implementation of Child Protection Programmes. Through effective monitoring and evaluation of the CPPs, an organization is able to determine the level of efficiency and effectiveness in the CPP implementation as well as it is able to identify any hurdles that threaten the effective implementation of the CPPs.

The findings agrees with ISACA (2010) which states that monitoring and evaluation is integral to the implementation of Child Protection Programmes. Control requires adequate monitoring and feedback mechanisms by which senior and project managers can compare progress against initial projections at each stage of the project. Monitoring and feedback also enables the project manager to anticipate problems and therefore take pre-emptive corrective measures for the benefit of the project overall.

#### **5.4 Conclusions**

The study concludes that the availability of financial resources has a critical influence on the implementation of Child Protection Programmes. Financial resources aspects such as existence of structures for funding allocation, inadequate funding, the role of project managers in controlling allocation and disbursement of funds, the role of

donors as crucial sources of funding and flexible in funding allocation are critical in ensuring the successful implementation of Child Protection Programmes.

In light of the findings, the study concludes that the human resources play an important role in the implementation of Child Protection Programmes. Human resources aspects such as possessing of the right qualifications, an organization having adequate number of staff and motivation of the staff are critical in ensuring the successful implementation of Child Protection Programmes.

The study also concludes that the inter-agency relationships among organizations that deal with Child Protection Programmes are key in facilitating the successful implementation of the Child Protection Programmes. The role of the inter-agency relationships among the CPP organizations is seen through, the agencies relationships providing a platform for discussion of CP issues, open information sharing about the CPP, harmonious working relationships among the various organizations and every organization having a well functioning MIS of CPPs.

Based on the findings, the study concludes that the top management's support is crucial for the implementation of Child Protection Programmes. The top management played important roles for the successful implementation of the CPP such as ensuring all staff have clearly spelt out responsibilities and tasks, ensuring that the organization has a clear and well understood organizational structure, ensuring that child protection staff members are well motivated, ensuring that all staff are involved in CP decision making process, ensuring that there is open communication system between the staff and top management, ensuring that decisions on CP are carried out swiftly and ensuring that top management have regular meetings with other staff members.

The study further concludes that the training on project cycle management had a significant influence on the implementation of Child Protection Programmes. By adequately equipping their staff with the appropriate project cycle management skills the organizations ensured that the staff had the capacities to effectively handle CPP and hence their successful implementation.

Based on the findings, the study concludes that the monitoring and evaluation is integral to the implementation of Child Protection Programmes. Through effective

monitoring and evaluation of the CPPs, an organization is able to determine the level of efficiency and effectiveness in the CPP implementation as well as it is able to identify any hurdles that threaten the effective implementation of the CPPs.

### **5.5 Recommendations**

The study recommends that the child protection organizations in Nairobi County should seek to adopt best practices in financial resource management. This will ensure that available financial resources are well planned for and utilized in implementation of child protection programmes. This will consequently help them to attract more donor funds to boost their financial resources.

The study recommends that child protection organizations should undertake regular on job training of its human resources to enhance the good results in implementation of child protection programmes.

The study recommends that child protection organizations should seek more partnerships with profit making firms and other donors and NGOs to fast-track the implementation of child protection programmes.

The study recommends that the top management of child protection organizations should always offer support to the implementation of child protection programmes through its various decision making processes.

The study recommends that child protection organizations should adopt monitoring and evaluation framework that will help it monitor the implementation of child protection programmes as well as inform on areas that require up scaling.

### **5.6 Areas of further studies**

A similar study should be conducted on challenges facing implementation of child protection programmes, among Child protection Organizations around the country so as to develop solutions to the same challenges, which are particular to the different programmes and Organizations.

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## APPENDICES

### APPENDIX 1: STAFF QUESTIONNAIRE

My name is Vera Ong'uti a student at The University of Nairobi, studying a Masters of Arts in Project Planning and Management.

I am conducting a research on 'Factors influencing implementation of Child Protection Programme, The case of Child Protection Organizations Nairobi County. I would therefore appreciate your assistance by responding to the questions below. Your answers will be taken as confidential and used for research purposes only. Please do not write your name.

#### Instructions

1. Please answer the questions honestly, appropriately and to the best of your knowledge
2. Tick [ ] inside the box where applicable
3. With No response indicate N/A (not applicable)

#### General Information:

1. Gender:            Male            [ ]  
                              Female            [ ]
  
2. Age Group:    20 – 30            [ ]  
                              31 – 40            [ ]  
                              41 – 50            [ ]  
                              51 +                [ ]
  
3. What is your highest level of education?
  - a. Primary                            [ ]
  - b. Secondary                        [ ]
  - c. Tertiary (Specify the Subject studied)
    - a. (Diploma)                        [ ]

b. (Bachelors) [ ]

c. (Masters) [ ]

d. (Phd) [ ]

d. Other

### Professional Information

1. Name of Organization

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2. What Position do you hold in the organization?

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3. How long have you worked in that position?

a. Less than 1 year [ ]

b. 1 – 3 years [ ]

c. 4 – 6 years [ ]

d. 7 – 9 years [ ]

e. 10+ [ ]

4. Have you had any training in relation to the position held?

Yes [ ] No [ ]

If Yes,

a. What was the training on?

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b. Who sponsored the training?

Self-Sponsored [ ]

Organization [ ]

Donor [ ]

Other [ ] (Specify) \_\_\_\_\_

5. Have you experienced any challenges while executing your job?

Yes [ ] No [ ]

If Yes, What are the challenges?

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### Knowledge and Experience

1. What is Child Protection?

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2. The Standard of Child Protection in Kenya is High

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

3. This Organization has contributed alot to child protection issues in Kenya

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

4. Working in child protection field was out of my career choice

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

5. The following factors strongly influence implementation of child protection programmes

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Funding					
Human resource					
Partnership					
Top management Support					
Project Cycle management skills					
Monitoring and evaluation					

6. The Organization experiences challenges in implementing child protection programmes?

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

### Funding

1. Highest funding percentage for child protection programmes come from external donors

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

2. Funding allocation of child protection programmes is flexible and based on need
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
3. Funds for child protection programmes are dispersed periodically
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
4. Project managers control the allocation and disbursement of funds
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
5. The organization has a structure for funding allocation
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
6. Lack of and reduction of funding strongly influences the implementation of child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]

#### Human resource

1. Having the right qualification influences implementation of child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]

- d. Disagree [ ]
  - e. Strongly disagree [ ]
2. Having enough number of staff working for child protection programmes strongly influences implementation of child protection programmes
- a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
3. The Lack of enough staff for child protection programmes cause staff burnout
- a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
4. Staff burnout Strongly influences implementation of child protection programmes
- a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
5. Most staff at the organization suffer from burnout
- a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
6. The organization staff are often motivated
- a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]

## Partnerships

1. This organization partners with other organizations at different levels in child protection
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
2. This organization works well, together with other child protection organizations
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
3. There is open communication between this organization and other child protection agencies/ organizations
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
4. There is open information sharing between this organization and other child protection agencies/ organizations
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
5. This organization has a clearly understood management information system of child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]

6. There are platforms where all child protection agencies and organizations get together to discuss issues and policies affecting child protection in the country
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]

#### Top Management support

1. There is a clear and well understood organizational structure in the organization
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
2. All staff have clearly spelt out responsibilities and tasks
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
3. All staff are involved in child protection decision making processes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
4. Decisions on child protection issues at the organization are arrived at swiftly and timely
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
5. There is open communication system between the staff and top management
  - a. Strongly agree [ ]

- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

6. Top management have regular meetings with other staff members

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

7. Child protection staff members are well motivated

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

### Project cycle Management

1. What is project cycle management?

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2. Project cycle management skills are important to implementation of child protection programmes

- a. Strongly agree [ ]
- b. Agree [ ]
- c. Neither agree nor disagree [ ]
- d. Disagree [ ]
- e. Strongly disagree [ ]

3. Project cycle management training is available for child protection staff at the organization
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
4. Project cycle management skills are important for child protection workers
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
5. Training on project cycle management skills strongly affects staff performance on implementation of child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
6. The organization ensures their staff are trained in project cycle management skills
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]

### Monitoring and Evaluation

1. What is monitoring and evaluation?

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2. Monitoring and evaluation is important for child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
3. The organization has a monitoring and evaluation plan for child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
4. The organization regularly conduct monitoring and evaluation of their child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
5. Findings from monitoring and evaluations done are shared with all staff at this organization
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]
  
6. Results of monitoring and evaluation of child protection programmes have been used to improve the implementation and service delivery of child protection programmes
  - a. Strongly agree [ ]
  - b. Agree [ ]
  - c. Neither agree nor disagree [ ]
  - d. Disagree [ ]
  - e. Strongly disagree [ ]