

**FACTORS INFLUENCING APPLICATION OF CHILD RIGHT
TO PARTICIPATION IN DECISION MAKING: THE CASE OF
SELECTED CHARITABLE CHILDREN INSTITUTIONS IN
JUJA CONSTITUENCY, KIAMBU COUNTY, KENYA.**

BY

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**A Research Project Report Submitted in Partial Fulfillment of the Requirements for the
Award of Master of Arts Degree in Project Planning and Management of the University
of Nairobi**

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DECLARATION

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

Signed..... Date.....

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This research project report has been presented with my approval as a University Supervisor.

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DEDICATION

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ABBREVIATIONS AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of Children
AIDS	Acquire Immuno Deficiency Syndrome
CBO	Community Based Organization
CCI	Charitable Children Institution
CNSP	Children in Need of Special Protection
CRC	Convention on the Rights of Children
CSO	Community Service Officers
GoK	Government of Kenya
HIV	Human Immuno Deficiency Virus
IIRR	International Institute of Rural Reconstruction,
IMF	International Monetary Fund
IO	International Organizations
JFF	Junior Field Famers
KSICJ	Kenya Section of the International Commission of Jurist
MDGS	Millennium Development Goals
NCCS	National Council for Children Services
NEPAD	New Partnership for African Development
NGO	Non-governmental Organization
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Children
UNDP	United Nations Development Programme

ABSTRACT

Child participation is a process of child development that provides an opportunity for children to be involved in decision making on matters affecting their lives and influence change. It is an essential principle that cuts across all programmes and takes place at all levels ranging from home to, international levels. The objective of this study is to investigate how organizational commitment, staff capacity and children empowerment influence application of child right to participation in 6 charitable children institutions in Juja constituency, Kiambu County Kenya. The study has used descriptive survey design. Data was collected using self-administered questionnaires on 18 members of staff and 6 managers, while an interview guide is used to collect data from 47 children aged 13 to 18 years from the selected six charitable children institutions. Simple random sampling with replacement was used to select a sample of 6 charitable children institutions out of existing 31. Stratified random technique is used to select samples of managers, staff and children. Statistical Package for Social Sciences (SPSS) software is used for analyzing the collected data. The study found that (100%) managers of the CCIs have provided policies, procedures, resource materials and child friendly environment to enhance child participation, an indication of commitment. However, implementation of these structures according to the set standards is minimal. Although (83.4%) staff has benefited in child participation training processes (89%) had challenges in application. Staff (94.4%) agreed to the notion that children have a right to self-expression and determination but their attitude towards them remained negative. They (100%) agreed to the notion that children should not be involved in all matters concerning their lives because they are immature, lack knowledge and if allowed to participate would be uncontrollable. Children (70.2%) reports complain to the staff and management that listen and sometimes take no action. The children are not adequately empowered as (46.8%) have not received training on child rights. Furthermore, they are not aware of the tools and documents guiding their participation as expected. They also have negative self-image as (48.9%) agreed to the notion that children are immature, lack knowledge and if allowed to participate in decisions affecting their lives would be uncontrollable. Although staff claimed to have had involved children in vital decisions concerning their lives, children are of contrary view as (68.8%) felt they are rarely involved. children acknowledged to have had problems in the CCIs which were reported to the staff, but according to (32%) preferred keeping silent and running away or praying when in problems. The study concludes that, training given to staff of the ICCs on the need for the children to participate in decision making is inadequate. These coupled with the staff's negative attitude and the children's lack of empowerment on their rights, made children participation on issues affecting their lives minimal. The study recommends development of a training curriculum by the government for manager's, staff and children that will help adults fulfill children's rights and children realize their rights. Timely monitoring of activities of the CCIs, existence of relevant policy guidelines, procedures and their implementation as required is recommended to NCCS. The study also recommends mobilization of resources for child participation activities and promotion of participatory culture across the board to the management. The study further recommends assessment of the levels of child participation in the CCIs with an objective of identifying how children are involved in decision making processes. Assessment of approaches to child participation and documentation of the best approach together with assessment of culture as a factor influencing application of child right to participation are recommended as areas for further study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Yanghee (2007) states that, long time, there exists the implicit binarism of the psychological model which view children as immature, irrational, in-competent, a social and a cultural. On the other hand, adults are viewed as mature, rational, competent, social, and autonomous. Despite this type of a view, children have always contributed to the economic development of the family and ultimately to the society as a whole.

In recognition of the fact that children are equally citizens of the world and that they are supposed to enjoy rights as every other citizen, the United Nations (UN) established the Convention on the Rights of the Child (CRC) in 1989. Mais (2000), states that the convention envisages a child as a subject of rights, who is able to form and express opinions, to participate in decision-making processes and influence solutions, to intervene as a partner in the process of social change and in the building up of democracy.

Even though many countries agreed to the convention, Beers (2002) identifies a gap between simply acknowledgement and the actual practice. He further states that the same situation applies to organizations working with children as only a few have been able to truly adhere to the principle of child participation and managed to implement it in their daily work. Evidence collected in the context of UN study on violence against children shows that millions of children throughout the world have lost their primary protective shield, that is, their parents. Substitute care for these children is mostly sought in residential care in hope that it will respond to their special vulnerability and offer a nurturing environment. However, many children living in the institutions according to Cantwell (2005) suffer physical and psychological abuse-ill –treated by staff, officials and other children.

Participation is one of the central principles of a rights based approach to empower men, women and children and it bridges inequalities as Mathew (2012) states. It is also central to the development agenda and has been identified as the pathway for the realization of all the articles in the UNCRC. Kane (2003) states that there is a paradigm shift in the place and status of children's voices in society as children and young people are increasingly being recognized as social actors and citizens. According to UNICEF (2003) Bellary a former

UNICEF director, states that, to meet the goals of a world fit for children and attain the MDGs can only be done with the full participation of the children and young people.

Children in India, as Mathew (2012) states, are considered a national asset and seen as citizens according to the India Constitution. India signed the UNCRC on 11th December 1992 and submitted the 3rd and 4th country report in 2011. A number of legislations and policies have been formulated to comply with what is stated in the UNCRC regarding the fundamental rights of all children. This has facilitated prioritization of children agenda in India.

Lands down (2005) states that, the European Council has introduced a co-management system in its youth sector where the representatives of European youth organizations and government decide jointly on the council youth programmes and budget. In cooperation with the Congress for Local and Regional Authorities, a European Charter on the participation of young people in local and regional life was produced in 1992 and reviewed in 2003. This unique tool not only promotes participation of young people, but also presents concrete ideas and instruments that can be used by young people and local authorities in decision making processes.

Children in the African continent according to Young (2008) are faced with immense challenges emanating from widespread poverty, conflict and the devastating widespread impact of HIV and AIDS on families and communities. This has set a difficult stage in realizing their rights. The resulting effect is that millions of children across the continent are vulnerable to abuse and exploitation and yet their voices are rarely heard.

On the other hand, African Union (2003) states that, there is an increasing awareness that child in Africa are the most vibrant source of creative approaches and solutions to major problems in the continent. This has been confirmed by Fanelli (2006) in a study on child participation in Junior Farmers Field Schools (JFFS) in Zimbabwe. Children were involved in a participatory agricultural learning process and responded to one of the countries HIV and AIDS crisis-the large number of OVCs.

According to 2008 African Union report by the Government of Kenya and UNICEF (2010), Kenya was ranked among the top ten most child friendly African governments among the 52 African countries. This is because of putting in place a legal regime that is protective of the rights of children and implementing a budgetary policy. It is recognized that children are implicit participants, beneficiaries and targets in its Vision 2030 development plan according to Government of Kenya report (2009).

The Constitution of Kenya (2010) and Vision 2030 have put a lot of emphasis on public participation and especially children and youth. The vision has managed to exploit one of the main resources of development which is children's energy and creativity which many development models have failed to exploit. Child participation represents a real hope. Every society hopes and expects that its children will grow up to be capable and responsible citizens who contribute to the wellbeing of their communities and the earlier participation culture is passed to the children the better.

The government of Kenya in June 2007, through the National Council of Children Services, developed guidelines for child participation to establish, regulate and enforce procedures and standards for children's involvement in the different spheres of life. However, implementation of this structure still poses a challenge. According to Government of Kenya (2009) Situation Analysis of Children Report, limited capacity in child participation methodologies by implementers of programmes that are focused on children is identified as a major factor influencing application of child right to participation.

This study therefore sets out to assess the factors influencing application of child right to participation in charitable children institutions in Juja Constituency, Kiambu County, Kenya.

1.2 Problem Statement

According to Edebalk (2005), all children by virtue of age are vulnerable to abuse. Children in the care of social services are confronted with considerably greater demand for their participation in decision making that affects their own lives than in the case for the children in general. Child participation in all matters that affect them is absolutely critical and is a fundamental human right. According to Austin (2003) the participation of children continues to be one of the least prioritized areas of development programming.

Lansdown (2001) in a study in the United Kingdom that documents systematic physical and sexual abuse by staff in children's homes states that, there was widespread abuse in institutions set up to protect children from harm in their own families because the children involved had no voice. When they complained, they were not believed and they became susceptible to further, punitive abuse. Just as parents have traditionally been assumed to know what is best for their sons and daughters, so agencies and authorities working on behalf of the children have tended to do so without considering what the beneficiaries of their projects have to say. The results can be disastrous.

In Kenya according to GOAL and NCCS (2011), children in charitable children institutions are equally exposed to abuse. Mwititi (2006) affirms that children who are denied their right to express themselves usually suffer from low self-esteem and depression and others suffer aggression that leads to delinquency. These children in most cases do not thrive in life since their issues are not addressed.

According to UNICEF (2002), child participation is the keystone for cohesive societies, which in turn are keystone for peace in the world. Authentic, meaningful participation prepares children for their stake in the future and ensures their proper growth and development. It changes thinking and alters the design of projects and programmes. UNICEF (2003) states that, adults and organizations have often failed to see children and young people as resources, subjects with rights and people with dignity who have the right to be heard and taken into account in decisions that affect them.

In a study on experiences in child participation conducted on 104 organizations globally by Carolina(1999), children empowerment ranked second and organizational commitment third among thirteen factors stated as influencing application of child right to participation. According to Government of Kenya(2009) situation analysis of children report, limited capacity in child participating methodologies by implementers of programmes that are focused on children was identified as a major factor influencing application of child right to participation.

While literature exists on conditions of children in Kenya and elsewhere, not much has been studied on the situation of charitable children institutions in Juja constituency. Hence, this

study seeks to investigate the factors influencing application of child right to participation in Juja Constituency, Kiambu County, Kenya.

1.3 Purpose of the Study

The study seeks to investigate the factors influencing application of child right to participation in selected charitable children institutions in Juja Constituency, Kiambu County, Kenya.

1.4 Objectives of the Study

The research is guided by the following objectives:

- i. To establish the extent to which organizational commitment influences application of child right to participation in charitable children institutions in Juja Constituency, Kiambu County, Kenya.
- ii. To establish the extent to which staff capacity influences application of child right to participation in charitable children institutions in Juja Constituency, Kiambu County, Kenya.
- iii. To examine the extent to which children empowerment influence on application of child right to participation in charitable children's institutions in Juja Constituency, Kiambu County, Kenya.

1.5 Research Questions

The study intends to answer the following questions:

- i. To what extent does organization commitment influence application of child right to participation in charitable children institutions in Juja Constituency, Kiambu County, Kenya?
- ii. To what extent does the capacity of staff influence application of child right to participation in charitable children institutions in Juja Constituency, Kiambu County, Kenya?
- iii. To what extent does children empowerment influence application of child right to participation in Juja Constituency, Kiambu County, Kenya?

1.6 Significance of the Study

It is hoped that the results of this study report will be of benefit to a number of parties. First as the study proposes ways of making child participation sustainable, it is hoped that charitable children institutions will benefit from its findings. Secondly, the government and other policy makers in the children sector at all levels may be in a position to use research findings, conclusions and recommendations while planning and formulating policies related to child participation in the sector. Thirdly, scholars and researchers may make reference to the study recommendations and conclusion.

1.7 Limitation of the study

It had been expected that availability of time and financial resources might be a limitation to the study. However, as the constituency is compact with good roads and the target population was confined to selected institutions, both the researcher and her assistant hired a car to access the institutions. This made the two to save on time. Savings from the researcher's family business was used to conduct the research.

1.8 Delimitation of the study

This research study was delimited to 31 charitable children institutions in Juja Constituency, Kiambu County, Kenya. The respondents were managers, staff and children in these institutions.

1.9 Assumptions to the study

The researcher assumed that the respondents would be accessible, knowledgeable and that they would provide reliable information. It also assumed that all the 31 charitable children institutions would-be operational and none closed by the time data was to be collected. As per questionnaire returns in 4.2, the participants were very cooperative with an impressive return rate of 98.6% questionnaires.

1.10 Definition of Significant Terms

The following are the significant terms in this study:

Application of child right to participation in decision making: Opportunity for children to offer their views on matters affecting them and the children institutions; and more importantly to have these views listened to and acted upon by the staff of the institutions.

Charitable children institution: This is an institution established by individuals, religious institutions or NGOs and has been granted approval by the National Council for Children Services to manage a programme for the care, protection, rehabilitation or control of children

Participation in Decision Making: Views of children on issues affecting them being sought and listened in a participatory manner and appropriate feedback provided

Child: A human being between 13 and 18 years of age.

Children empowerment: The process of children in institutions gaining knowledge and skills of their rights to participation and ability to apply those rights.

Organization commitment: The institutions level of understanding of children rights, particularly participation, and putting in place policies, resources, and an enabling environment for children to participate in decisions pertaining to their lives.

Staff capacity: Staff of children institutions having skills, knowledge and positive attitude so that they will recognize, accept and support children's right to participate. This also covers the need for institutions to have the needed

number of such staff as per GoK guidelines for such institutions

Child friendly materials: Communication and information tools that can be used by children to inform easily and in a language that is simplified.

1.11 Organization of the Study

The study has five chapters. Chapter one presents a brief background to the problem and objectives of the study. It has also highlighted on the limitation of the study delimitations, basic assumptions and has also defined significant terms to the study as they appear in the topic as well as in the logical frame work.

In chapter Two, literature related to the factors influencing application of child right to participation from the global, regional and local perspectives has been reviewed. These includes: the concept of participation, child participation and factors that influence its application. Some instruments applying to child right to participation and child participation in some selected countries have been examined to give some background to the study. The chapter also presents a theoretical and conceptual framework on which the study is based.

Chapter Three describes the study methodology in investigating the factors that influence application of child right to participation in charitable children institutions in Juja Constituency. The study adopted descriptive design that has been discussed. The researcher has also discussed the target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis techniques and ethical considerations in the study.

Chapter Four provides for data analysis, presentation and interpretation. This is presented in terms of tables and percentages.

Chapter Five gives the summary of the findings, discussions conclusion and recommendations for the study. Areas for further study are also highlighted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section looks at literature related to the factors influencing application of child right to participation from the global, regional and local perspectives. It also covers the concept of participation, child participation and factors that influence its application. UNCRC and child participation in Kenya is examined to give some background to the study. Finally it has provided the theoretical framework and knowledge gaps well as the conceptual framework on which the study is based.

2.2 Application of Child Right to Participation in Decision Making

UNICEF (2002) defines participation as a process of sharing decisions which affect one's life and the life of the community in which one lives. In addition, The Global Movement for Children (2002) states that in decisions making processes children voices must be taken seriously and not just be tokenistic whereby they are seen to be participating simply because they want to be made happy and yet their views are not taken seriously.

According to Welford (2008), the concept of participation is not new since for a long time it has been used as a positive step forward in the fight against poverty. Major institutions such as the World Bank and the International Monetary Fund (IMF) have over the past decades used participatory approaches to reduce poverty According to Williams (2004).He further states that effective poverty reduction policies require the input of affected people. Creating awareness of people capabilities to make choices and build their self-confidence enables them to influence outcomes of the development interventions. There is therefore need to involve people in the whole life cycle of the project. Tapia et al (2008) states that participation vary in every situation and that different types and levels should be viewed as part of a continuum towards those higher levels of self-reliance.

2.2.1 Legal and Policy Framework and child right to participation

This study provides a snapshot of international, regional and local laws in relation to child right to participation. Save the Children (2007) states that Legal and policy frame works are vital in protection, promotion and enjoyment of child rights.

According to De Beer and Swanepoel (2000), the Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human

rights—civil, cultural, economic, political and social rights. The convention is specifically for the spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Participation is one of the four core principles of the Convention.

Save the Children (2004) summarizes participation rights to encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. The organization further provides a summary of the UNCRC Articles that supports participation which are: (Article 12) up to (Article 15) which states that the child's view must be considered and taken into account in all matters affecting him or her. Children have freedom of expression thought, conscience religion and association. They powerfully assert the status of children as individuals with fundamental rights, opinions, and feelings of their own. According to CRC, society is obliged to listen and to take seriously their views on matters of concern to them.

The African Union representatives in the drafting of UNCRC felt that important socio-cultural and economic realities of the African experience African Union (2003). This led to African states developing the African Charter on the Rights and Welfare of the Child (ACRWC). They were however not opposed to UNCRC and they stressed on the need to include African cultural values and experience whenever discussing or considering issues pertaining to the rights of the child in Africa According to a situation analysis by Save the Children (2007), Kenya's record in ensuring ratification and reporting on international treaties is impressive. As at 2002 there were over 60 pieces of legislation that dealt with various aspects of children rights. The Kenya Government ratified the United Nations Convention on the Rights of the Child on July 30th 1990 and the African Charter on the Rights and Welfare of Children in 1999.

The Constitution of Kenya (2010) is the supreme law of Kenya. Any law that is inconsistent with the constitution is null and void. Chapter 5 of the constitution contains the Bill of Rights, which offers protection for the safeguards of the individual rights and freedoms for every Kenyan. Article 53 of the constitution is a sound foundation for streamlining the rights of children in Kenyan law both now and future. The article gives room for strategic litigation affording an opportunity to enhance jurisprudence on children's matters. The same Article

53(2) puts emphasis on the best interest of the child in all matters and encouraging participation of the child to have his/her views considered in all decisions.

The Children Act (2001) (Cap 586 Laws of Kenya) provides for the rights of children and seeks to enhance the welfare of the children in Kenya. It also puts together the provisions of the various laws that affect children and give effect the provisions of CRC and ACRWC. According to the Act, when working with the children, it is always important to allow the children to air their views or opinions on an issue and also to ensure that the views or opinions are respected and given due weight. The Act has also mandated the National council of Children Services which has also been devolved to ensure full implementation of Kenya's international, regional and national instruments relating to children. In addition, facilitates the formulation of appropriate reports under such obligations.

According to The Charitable Children Institutions Regulations (2005) the CCI's are required to observe children's rights as stipulated in UNC RC and ACRWC. This is to ensure maximum survival and development of children non-discrimination, respecting of children's right to their opinions and the best interest of the child as a guiding principle.

2.2.2 Concept of Child Participation

According to UNICEF (2002), Child participation is the act of encouraging children to make their views heard on issues that affect them. Feinstein et al (2004) defines it as the involvement of girls and boys in the decisions and actions that affect their lives, the lives of their families and community and the larger society where they live. Beers (2002) on the other hand, defines children's participation as a process in which children display best their abilities by expressing their ideas, viewpoints and having their problems solved, suitable to children's ages and bio-psychological levels of development.

The Kenya National Council of Children's Services (2007) defines child participation as a process of child development that provides an opportunity for children to be involved in decision making on matters affecting their lives, and to express their views in accordance with their evolving capacities.

Different institutions have come up with principles that guide implementation of child participation. Menzmur and Nielson (2008) in a NEPAD report states that, meaningful child

participation can only take place when the following is ensured: an ethical approach and a commitment to transparency, honesty and accountability in decision-making; safe approaches in which children's protection rights are safeguarded; a non-discriminatory approach and a child-friendly approach, which enables children to contribute to the best of their abilities. This has also been emphasized in the Kenya government child participation guidelines (2005) that suggested eleven principles that are also referred to as rules for ensuring meaningful child participation.

Lansdown (2009) states that, attention has been paid by children rights agencies to the participation of children in a wide range of areas. This includes health promotion, education, environmental campaigns, research and consultation on child abuse and exploitation, in the media and in government. These however, have not led to significant sustained change in the status or to their role in the society. Children civil rights are not only much less understood than the rights to survival, development and protection, but they also necessitate more significant challenges to adult power, social attitudes and respect for children as agents in their own lives.

The Kenya Draft National Children's Policy (NCP) (2009) incorporates child participation as an integral component, on its own and as a means to achieving other rights. It is recognized that children are implicit participants, beneficiaries and targets in Kenya Vision 2030. The NCCS published the guidelines for child participation in June 2007. This was to establish, regulate and enforce procedures and standards for children's involvement in the different spheres of life, while recognizing that child participation ought to take place at home, schools, at community and national level.

For Kenya to reach the ambitious goals of Kenya Vision 2030 and the prevailing disparities in the rights of cultures and young people to survival, development and protection in urban and rural Kenya must be crossed through innovative participatory means. There are important gaps that still exist. Particularly, conventional programmes in child survival and development such as health services and education have received more attention compared to child participation and protection.

Speak (2000) argues that, many of the barriers to adult participation may have been avoided if they had been encouraged to be involved as children in decision making processes. According to UNICEF (2002), promoting meaningful and quality participation of children ensures their proper growth and development. A child who has been given an opportunity to participate from an early stage grows up with competencies to develop through early childhood. He/she also respond to educational opportunities and move into adolescence with confidence, assertiveness and the capacity to contribute to democratic dialogue and practices within the home, school, community and the country.

2.2.3 Child Participation from Selected Countries of the World

The following section presents literature on child participation from selected countries of the world. The extent, to which children's rights are addressed within the country's legislative framework to a large extent, reveals the manner in which children are perceived within a society. An understanding of legislative as well as the political context within the region informs the types of interventions that are required in supporting selected countries in promoting child participation initiatives Save the Children Sweden (2010).

2.3 Child Participation in Vietnam

According to Thuy, Hanh and Jones (2006) Vietnamese government has made some impressive inroads in improving the fulfilment of children's rights to survival and development and minimal to children's right to participate in policy processes. This is attributed to a dearth of understanding about the importance of children's participation among officials; the traditional attitude of shaping child-related policies. This is based on adults' limited experiences and skills among child rights advocates particularly in a context where age and status hierarchies powerfully shape social interactions

Thuy, Hanh and Jones (2006) further states that existing structures in the Ho Chi Minh Communist Youth Union and the Ho Chi Minh Young Pioneer Organization promotes child participation. Vietnam was the first Asian country and the second country internationally so implement UNCRC. Children's television and radio Programmes, as well as young journalists' clubs and children's rights clubs, were established by government agencies to provide spaces for children to not simply passively receive information, but also express their own views. Most recently, the governmental Committee on Population, Family and Children has been working with international NGOs in organizing children's forums on the draft

National Plan of Action for Children and thematic issues of concern, included HIV/AIDS, education and the first PRSP (in Ho Chi Minh City). These forums have encouraged children to articulate their views, synthesize their ideas and present them, using creative methods to provincial leaders and government authorities.

2.3.1 Child Participation in Swaziland

According to Save the Children Sweden (2010) the Constitution of the Kingdom of Swaziland has included a section on children's rights. This has however provided for limited rights and freedoms, some of which are curtailed in ways that are at odds with the UNCRC and the ACRWC. Swaziland has been slow in developing policies and law to realize even these limited Rights. It is the only country in Southern Africa that has not ratified the ACRWC more than 10 years after signing it. Swaziland has not ratified most of the international legal instruments such as Hague Convention on Inter-country Adoption of Children. It has not yet enacted its Children's Bill; and does not yet have a policy for children. The current document has been in draft form since 2003.

Opportunities for children participation in Swaziland are seriously constrained by a range of influences. Most significant of these are the constitutional/legal framework, which preserves an absolute monarchy, with customary law at every level alongside elements of democratic representation and conservative, patriarchal socio-cultural and religious norms that are entrenched in Swazi society. Save the Children Sweden (2010) survey however gives hope as opportunities exist and some have been exploited for years to engage children meaningfully in activities, decisions and processes that affect their lives. Extending and developing these depends largely on how far they are seen as upholding or resonating with Swazi values and priorities.

2.4 Organizational Commitment to Application of Child Right to Participation

Carolina (1999) in a study conducted on 104 projects from Asia, Europe, Africa, Latin America, North America and Pacific indicates that, organizational commitment ranked among the first out of thirteen factors influencing application of child right to participation. Organizations working in the field of children's rights recognize that children have the right to be involved in informing, designing, implementing and evaluating programmes that can directly influence their lives. These organizations have realized that providing meaningful

opportunities for children to participate is a good deal more challenging than perhaps they expected and calls for organization full commitment.

Beers and Casper (2006) stresses that, there is need for organizations working with children to have a clear picture of the local context in terms of the roles and images of children, existing laws and regulations, and the treaties relating to children's and human rights in general that the country has ratified. This information is essential for setting the organization's vision, mission and objectives but also for planning advocacy and awareness rising, as well as programme design and capacity building of others.

Beers (2002) urges that, organizational commitment o application of child right to participation is shaped and constrained by various factors such as lack of genuine senior level commitment to democratic, participatory approaches; lack of systematic support for staff, an unwillingness for organizational structure and adult attitudes to be changed by children's participation; and donor funding which does not offer the flexibility to develop genuine participatory processes.

Padmanavathi (2003) states that, children participatory programmes are seen as time consuming, requiring a high degree of staff involvement and alertness. This is perceived as a heavy burden on staff the time and skills required for effective consultation with children are perceived as difficult to obtain which discourages some staff from perusing them to their required levels. Kirby (2003) argues that, if child participation is to work in practice it is important to make participation part of the belief system and culture of the organization. Ways of working should be child-centered and the methods of involvement should incorporate and build on supportive local structures and knowledge, facilitating 'child friendly' enabling environment where the self-esteem and self-confidence of children is build.

According to a survey conducted on organizations implementing child right to participation in England between 2002 and 2009, Davey (2010) states that, there is considerable investment in resources to support child participation. Organizations allocated a budget for participation, related training, events and identification of a senior member of staff to champion participation. Over two hundred of the organizations surveyed had a written policy or strategy to support participation. However, although most senior managers were strategically committed to involving children in decision making, their lack of understanding

about staff capacity, funding and other resources needed to fully support children in participation challenged children's involvement.

The study recommends better promotion of the benefits of participation, additional training and capacity building for their own roles and long-term funding of participation work. Emphasis was further put on training on evaluating children's participation and training on participation techniques and strategies.

In a study conducted in Nepal on child participation in the school governance and management, Hari (2007) states that, there was no meaningful involvement of children in decision making. Children were only allowed to participate in extra curriculum activities yet the other stake holders were involved in decision making including monitoring and evaluation. Teachers and children were interested in application of child rights but the head teachers had no interest in exploring its application. They found it a hard job and also lacked understanding and knowledge. The head teachers expressed that children are immature, lack knowledge and if allowed to participate will be uncontrollable. If children have the right to self-expression and self-determination in decisions that affect them, then they should also be involved in the process by which their organized participation is monitored and evaluated. The organizational mindset which recognizes young people participation in theory but not in practice is a barrier to their participation. This can be re-learned if the organization is committed to support child participation process.

Research supports that staff-child ratio influences the quality of care provided to children. According to Berridge (2011), when staff works with fewer children they are more able to provide sensitive, responsive care. However, this cannot be considered independently of other factors including staff education, training and group size. When working with groups of children or young people, it is important that the level of supervision is appropriate to their age group and their needs, which may be very specific. In general, younger children need to be more closely supervised and will require a higher adult to child ratio.

In a study conducted by Save the Children Sweden (2010) in South Africa, organisations involved in child participation work all identified the lack of resources – personnel as well as financial – as a barrier to this work. A consequence of the struggle to source funding for this

work has meant that few organisations are interested in doing child participation work. This makes the process of ‘promoting and advocating’ for children’s rights and child participation more prolonged.

According to The Kenya Charitable Children Institutions regulations (2005), CCIs are required to observe children’s rights as stipulated in UNC RC and ACRWC. This is to ensure maximum survival and development of children non-discrimination, respecting of children’s right to air opinions and the best interest of the child as a guiding principle. The administrating authority is required to compile an institution a children’s guide that should include a summary of the institutions mission and policy statement and a complaints procedure. These should be regularly reviewed from time to time where appropriate. Other policies include behavior management policy, procedure for considering complaints and a child’s placement plan.

2.5 Staff Capacity and Application of Child Right to Participation

This section looks capacity building as a process where adults gain skills so that they can recognize, accept and support children’s right to participate. To enable children’s participation to happen constructively and effectively, adult’s capacity needs to be enhanced.

Feinstein et al (2004) states, that adult’s negative attitudes and behaviour constitute a major obstacle to meaningful child participation. Adults undermine child participation through, authoritarian behaviour; unethical behaviour; ignorance; incompetence, poor management, and/or lack of adequate training. He further states that some adult duty-bearers such as teachers, community leaders and other social service providers are not very aware of human rights, let alone children’s rights. Majority these adults, do not believe in children’s rights hence challenges awareness raising and obtaining buy-in to application of child participation. Adults are ultimately the gatekeepers of whether or not child participation can occur and if children’s rights can be upheld.

According to Save the Children Practice and Standards in child participation Save the Children Sweden (2009), standard five requires staff to be effective and confident. It also requires of staff and managers involved in work on children participation to be trained and

supported to do their job in a high standard. The staff can only encourage genuine children's participation effectively and confidently if they have the necessary understanding and skills.

Janson et al (2009) states, that adult involvement should meet the needs of the children and their environment and be facilitative rather than directive. Specific technical skills or expertise such as communication, facilitation, conflict resolution and multicultural work is build up through a combination of recruitment, selection of staff, development and practice exchange.

Lansdown (2009) emphasizes that of fundamental importance is the ability to communicate well with children, to assess their evolving needs and to respond in an encouraging manner. Listening skills are also central in facilitating child right to participation. Adults working with children's participation need to be committed to the principle of listening to the children. This requires that all professionals working with the children directly or indirectly are properly trained in children's rights including child participation; staff are properly supported and supervised; they have an understanding of participative monitoring and evaluation techniques. Plan International (2003) states that, institutional own understanding of children's participation is required, against which the responses of prospective employees can be assessed.

According to a study in Nepal to pilot test a child participatory tool for psychological support for former child soldiers Karti, Kohrt and Jordans (2009) states that, many of the programmes implemented though reintegration support to former child soldiers complemented identified needs such as providing for education and job training. None of the proposals made by the children was addressed because of the lack of training in mental health and psychosocial support. The study recommends a greater effort to develop a cadre of trained psychosocial workers who can carry out the task. This requires a balance among child guides activities, expert practitioners driven activities and child focused policy changes at the national political level.

In a study on child participation in Junior Farmers Field Schools (JFFS) in Zimbabwe Fanelli (2006) states that, the success of the programme was attributed to training of JFFS facilitators in child participation techniques and strategies. Children under 18 years were selected from

the community in groups of 20 to 30 and were involved in participatory agricultural learning process. JFFS responded to one of the countries HIV and AIDS crisis-the large number of OVCs. Children developed the schedule for their weekly meetings, specific topics and guest speakers. They also developed rules and regulations for their group in form of constitution or by-laws, which describe how decisions were made, how the task roster is to be established and how the executive committee will be elected. The facilitator in the programme was the central figure in realization of child participation and eventually ownership over the project.

Beers (1997) states that, staff attitude can impend application of child right to participation. In a training workshop conducted in Kenya with Social Workers and Street Educators, participants were divided in to two groups of eight and played a ball game where on the catch of a ball they had to call out a word which described behavioral aspects of street children. The associations were listed by the facilitators and the list was later scrutinized. Out of the 88 listed associations only five could qualify as positive. The rest were negative characteristics of and activities of street children. With such negative connotations, effective and respective communication with the children they work with would become difficult. It could also indicate that any efforts to rehabilitate the children or build their self-esteem would be futile when there is no respect or trust towards the children. He concludes by stating that for children's fundamental participation to be realized, it is adults not children who most urgently need to learn.

The Kenya Charitable Children institutions Regulations (2005) provides for the guidelines that ensure suitable members of staff are employed in the institution. Regulation 18 and 19 recommends good character integrity, right qualifications and skills. Emphasis has been put on qualified Social Workers and a person in charge of health of children accommodated in the institution. Systematic training and capacity building to empower staff to discharge their roles more effectively and productively is also recommended.

According to the Kenya 2004 government of Kenya and UNICEF report (2004) on violence against children study, local NGOs have incorporated child participation policy into their programmes. They have also conducted training sessions on Participatory Action Research (PAR) with children. This training aims to enhance the involvement of children in planning,

implementation and evaluation of programmes that focus on them. PAR methodology incorporates the child centered notion.

2.6 Children Empowerment and Application of Child Right to Participation

According to GoK, (2009), Reddy and Ratna (2002), empowerment is considered to be an essential tool for realizing rights and attaining equality by altering existing unequal power structures. Meaningful development should engage and support children to gain the required skills to participate and contribute plus document best practices for adoption.

In a research undertaken in Australia on children and young people's views on their wellbeing, Commissioner for Children and Young People (2009) states that, acknowledgement and independence were two important contributors to children wellbeing. Being listened to, having their views respected and being involved in decisions affecting them were seen as important aspects of acknowledgement and independence for the children and young people. Children and young people wanted the things that are important to them to be acknowledged by adults. The study closely ties decision making to independence and freedom. Children and young people want freedom to choose how they spend their time and make decisions for have more opportunities to work out things for themselves including making mistakes.

According to a survey of organizations on child participation in England, (Davey, 2010) states that, children tend to be involved in decisions which seem obvious impact on their lives, such as leisure /recreation and play activities, youth services and education, but unlikely to have an input into decisions about regeneration of their local area housing, environmental issues and transport. The survey showed that children have rarely been involved in setting budgets, yet the request to have more of a say in how money for children's resources are allocated emerges as one of the key areas they wanted to have a say in. The study further states that, children were most likely to be engaged in decision making through consultations and being member of decision making bodies committees such as youth councils and youth forums. However, these were only open to a select group of children. The formality of council meetings was the greatest deterrent to encouraging children to join youth council. The study suggests using age appropriate methodologies to empower children to take

part in different decisions on various issues. This will give children a feeling of responsibility respected and valued as a member of a community who have a right to be listened to.

According to Lansdown (2001), in his study on physical and sexual abuse by staff in children's homes in United Kingdom, there was widespread abuse in this institutions set up to protect children from harm in their own families. This occurred because the children involved had no voice. When they complained, they were not believed and they became susceptible to further, punitive abuse. Lack of empowerment exposes children to abuse and exploitation. Their creativity is not exploited and decisions made may not be sustainable once they are not involved or they are not empowered to make informed decisions

Carolina (1999) states that, lack of skills and training in relevant area as well as social and psychological awareness are substantial barriers to young people efficiently working with their peers. The study recommends children to be provided with opportunities for skills building for example chairing meetings, fundraising, communication, dealing with the media, minute taking, managing accounts, leadership and report writing. Children themselves can also identify the areas they need support or training. The training should be child friendly, relevant and non-discriminatory. Pias (2000) also emphasize on right to information as a key prerequisite for the participation of the child to be relevant and meaningful. This is reinforced by Article 17 of CRC on the right to information. Children need information and training to enable them to acquire a range of skills in order to participate effectively.

According to UNICEF (2003), if children are to have a voice, they need access to information that is both timely and understandable to their particular intellectual stage in development. Children seek information from the moment that they are born. The educational process aims to provide the child with the information to understand, manipulate and participate in his or her environment. The most important aspect of access to information is how it empowers those who have it. It informs the entire developmental process protected by the convention and is a critical factor in both the personal development of a child into adulthood, as well as for the social development of the child into full membership in his or her community.

Koren (1996) states that, in one of the CRC committee reporting processes, it was very surprising for the committee to find out that so many children still had not heard of their

rights in general and of the CRC in particular. Many children do not know they are holders of rights and they are indeed entitled to exercise them and that their rights are to be protected, upheld, and promoted. This should be the first step in enabling children to become active and responsible citizens.

According to GoK and UNICEF (1999) report, Idasa, an organization working in the Sub-Saharan region to do research across the region discovered misallocation and mismanagement of funds and resources and a failure to prioritise children. The organization improved capacity in child budget advocacy among partners within the region where they trained children in budget analysis and monitoring facilitation advocacy. After the training, the children were able to develop training programmes where they trained other children. This went further with two children participants attending a budget speech and asked the finance minister about allocations. The training exposed children to diversity and successfully challenged generalized views of the other groups thus changing their attitude.

According to the CCI 2005 regulations by the government of Kenya, administrating authorities are required to develop policies and procedures that empower children to participation in matters concerning their lives in the institutions. The policy also provides for the maintenance of good behavior of children accommodated in the institution. The children are required to participate in development and review processes of policies and procedures affecting their lives directly.

2.7 Theoretical Framework

Since 1960's the theories of participation have been debated with the climax marked in 1990's. By the 1970's the realization had begun in the developmental field that economic progress alone does not in itself improve the lives of the poor and disadvantaged. One of the theories developed this time was Arnstein ladder of participation (1969). The model addresses community participation and demonstrates power structures and how they interact. According to Willis (2008) the ladder provides an overview of an institution different way on how people in the community can be involved in decision making process. The ladder recognizes different levels of participation from manipulation, Therapy, informing, consultation, placation, partnership, delegate power to citizen control which is termed as genuine participation. Each level develops a broad category with different experiences.

Arnsten equates citizen participation to citizen power. If participation does not lead to shifting power between the have and the have nots then it is not genuine. The ladder was used on federal social programmes; urban renewal, anti -poverty and model cities. The ladder is provocative with absolute power given to the community or the have nots which may not be a reality.

Children have been latecomers in the field of people's participation or in the purview of human rights. This has been largely due to the fact that most cultures do not recognize their status as 'human beings' rather they are seen as 'human be-comings' not acknowledged as human subjects and social actors. Roger Hart modified Arnsteins model to suit children participation. Hart (1992) defined participation based on his experience on environmental studies and developed a model with decision making as the key element. He describes participation as the process of sharing decisions that affects one's life and the life of the community in which one lives. To him participation is the means to achieve which is a fundamental human right.

Hart's ladder of child participation is described by Carolina (1999) as comprising of eight rungs, with the bottom three, manipulation, decoration, and tokenism representing forms of non-participation. The top five rungs represent varying degrees of participation from projects which are assigned to children but with informed roles, those that which are initiated by youth who then share decisions with adults.

As an alternative to the ladder, and after a review of three decades worth of children's participation in practice, Francis and Lorenzo according to Beers (2006) have identified seven realms under which they believe projects can be categorized. The seven realms are: romantic, advocacy, needs, learning, rights, institutionalization, and proactive.

2.8 Conceptual Frame Work

To examine the factors influencing application of child right to participation, a conceptual framework showing the independent, independent variables and their relationship has been developed as Fig.1.

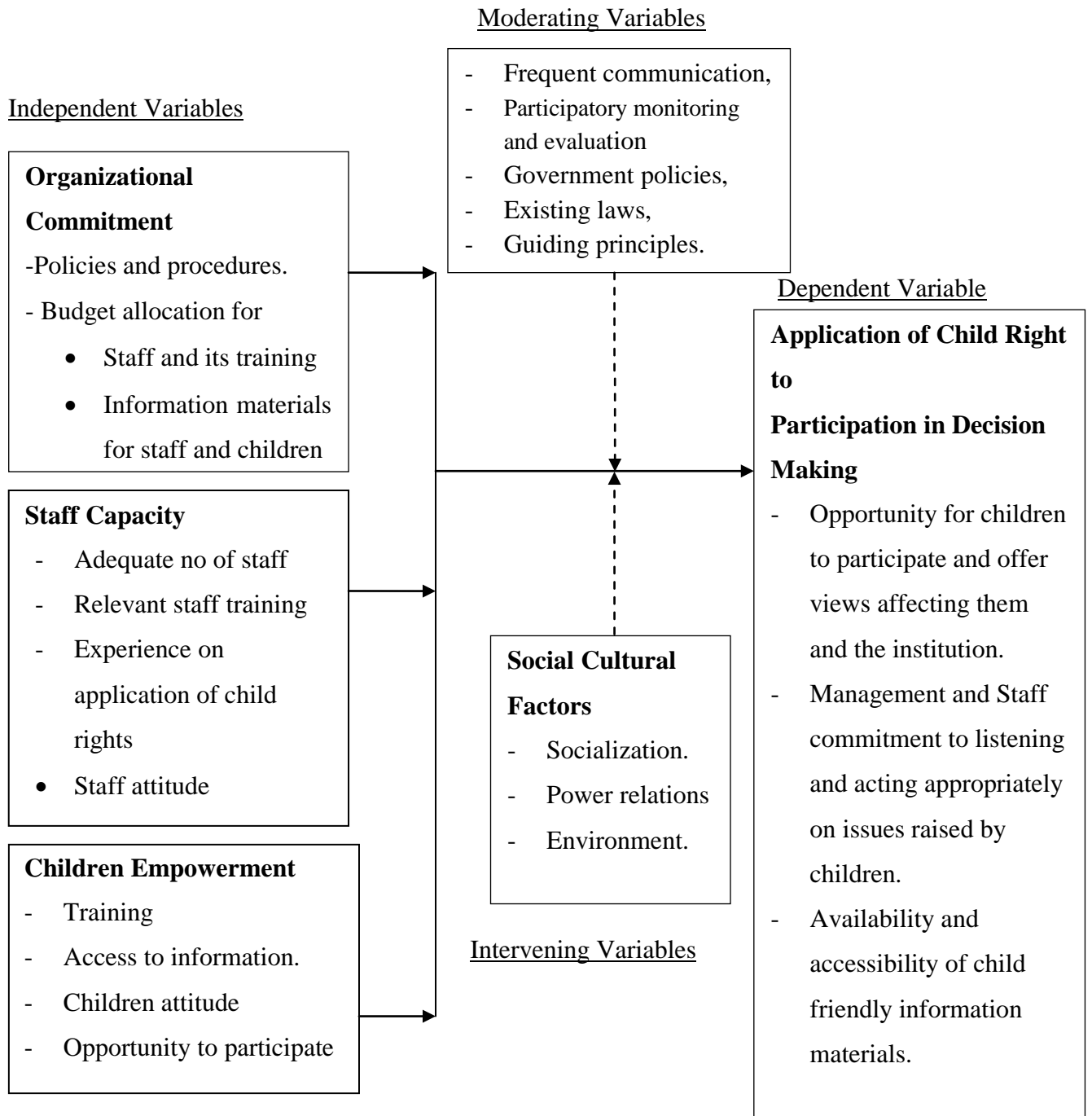


Figure 1: Conceptual Framework

2.9 Summary and Knowledge Gaps

In this study, the independent variable is factors influencing application of child right to participation. These factors have been identified to be organizational commitment, staff capacity and children empowerment. The dependent variable is Application of child right to participation. The relationship between the independent and the dependent variables is affected by the intervening variables such as social cultural factors. There are also those moderating factors such as frequent communication, monitoring and evaluation, government policies and guiding principles. From the literature reviewed, a conclusion can be reached that organizational commitment; staff capacity and children empowerment have influence on the application of child right to participation application in an institution. This study sought to establish the interplay of these variables as it concerns Juja Constituency in Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study methodology in investigating the factors that influence application of child right to participation in charitable children institutions in Juja Constituency. The study adopted descriptive design that has been discussed. The chapter has also discussed the target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis techniques and ethical considerations in the study.

3.2 Research Design

This study adopted descriptive survey design according to Kerlinger (1973) descriptive survey method best suits investigation of behavior and attitude in a particular geographical area. This study explored the factors that influence application of child right to participation which gave the state of affairs in charitable children institutions. The researcher looked at real experiences of staff, managers and children at the charitable children institution in their application of child right to participation.

3.3 Target Population

The target population for this study report consisted of 31 managers, 86 staff and 1500 children accommodated in the 31 children's home. The number of children was based on June 2011 report given by the homes to the District Children Officer provided in Appendix IV.

3.4 Sample Size and Sampling Procedure

Fraenkel (2001) recommends that samples be as large as a researcher can obtain with reasonable expenditure of time and energy; while Best (1993) asserts that there is no fixed number of percentage of subjects that determine the size of an adequate sample. It depends upon the nature of the population of interest and the data to be gathered and analyzed. The researcher used 20 % of the target population to select the sample of CCIs. Six charitable children institutions were selected from the thirty one CCIs. This sample was representative of the population of the CCI population from the three zones. A sample of 30% staff in each CCI was selected from the three zones. Staff was selected from a sample of fifty nine. To select the sample of children, 20% was used. A total of 47 children were selected from the

population of two hundred and thirty one. All managers were expected to provide information making 100% sample. The total sample was 72 as shown in the sampling frame. The focus of the study was mainly on children aged between 13 to 18 years. This age band represented the most active group of children and they do have a better appreciation of the development concepts.

Table 3.1: Sample Size Selected

Population Components	No. Of Units per Pop. Component	Number in Sample	% of total
Project Managers from selected CCIs	6	6	100
Staff from selected CCIs	59	19	20
Children from selected CCIs	231	47	30
Totals	296	72	

3.4.1 Sampling Procedure

Simple random sampling was used to select a sample of charitable children institutions in the constituency. This was because the researcher targeted institutions with children within the age bracket of 13 to 18 years. Institutions picked using the simple random technique that did not meet the criteria were replaced. Stratified random technique was used to select samples of managers, staff and children from the selected charitable children institutions because the population was heterogeneous. Mugenda & Mugenda (1999) states that, in stratified random sampling, subjects are selected such that the existing sub groups in the population are more or less reproduced in the sample. Purposive sampling was used in selecting staff working with the children from identified institutions.

3.5 Research Instruments

The main research instruments used in the study are questionnaire and interview guide. The questionnaires were administered to the managers and staff; while the interview guide were used to collect data from the children since some were semi-literate and were not in a position to fill the questionnaires by themselves. The questionnaire had two sections bio data and study information. Both open ended and close ended questions were used in the questionnaires.

3.5.1 Pilot Testing of Instruments

A pilot study was done one week before the actual study in order to test whether the variables were universally understood by the targeted respondents. The questionnaire was administered to 3 managers, 6 staff and 10 children chosen randomly from among the 31 CCIs that had not been sampled. The questionnaires were studied for any errors, omissions and clarity of questions and necessary corrections made.

3.5.2 Validity of Instrument

Validity is the accuracy or meaningfulness and technical soundness of the research. It is the degree to which a test purports to measure what it ought to measure Mugenda & Mugenda, (1999). To ascertain the content and construct validity of the instruments, the researcher consulted the supervisor plus two other experts.

3.5.3 Reliability of Instruments

Reliability is a measure of how consistent the results from a test are. Kombo and Tromp: (2006). To test the reliability of the research instruments, the researcher employed the split-half technique. This involved dividing the responses from the pilot group into two and then calculating the correlation coefficient. The following formulae, Pearson's product moment formula was used establish the reliability of the instruments.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

A correlation co-efficient of 0.7 was obtained and this was considered to be high enough to judge the instrument as reliable for the study.

3.6 Data Collection Procedures

The researcher acquired a letter from the University introducing her as a student collecting data for academic purposes. She also acquired a letter from two District Children Officers in Charge of the Children matters to allow her access respondents in the CCIs.

Assistance of a student who had completed Bachelor's degree in sociology knowledgeable in research methods was sought by the researcher. The assistant was taken through the research instruments and the ethics consideration in the study. Firsthand information was collected

from the managers, children and staff working directly with children whom in most institutions were social workers teachers and counselors.

Questionnaires for managers and staff were dropped and picked on a specified and agreed time. The questionnaires were administered to the respondents with the help of a research assistant. The interview guide for the children was used because some children were semi-literate and clarification was sought on various issues.

3.7 Data Analysis Techniques

Data analysis refers to the process of systematic search and arranging of field findings for presentation according to Bogdan and Bilken (1992). Before analyzing the responses, the completed questionnaires were edited for completeness and consistency. The raw data was then coded, and checked for errors and omissions. Descriptive statistics e.g. mean, mode, frequencies, tables and percentages were generated and used to enhance the quality at the same time depict the findings more clearly. Both descriptive and analytical approaches were utilized in data analysis. The researcher used Microsoft Excel and SPSS analysis software to establish the relationship between the identified factors and the children right to participation in decision making. Relevant interpretation, discussion and recommendations were then drawn from the analyzed data.

3.8 Ethical Considerations

The permission to conduct was sought from the University of Nairobi management through the school of continuous education, extramural department after presenting a research project. Further permission was sought from Thika and Ruiru Children's Office as the CCIs falls within their mandate in the area of study. Data collection also took care of respect for autonomy, right of self -determination, privacy, respect and freedom of choice for the participants. Informed consent was appropriately administered before data collection. The respondents were made aware of purpose of the research, expected duration of the subject's participation, procedures to be followed, how confidentiality was to be maintained, the specific office, name, and telephone number to contact for further information regarding the study and a statement that participation was voluntary and that refusal to participate involves no penalty or loss of benefits to which the person is otherwise entitled, and that the he/she can discontinue at any time.

Table 3.2: Operationalization of Variables

Objective	Variable	Indicator(s)	Measurement	Data Collection Method	Scale	Data Analysis
To establish the extent to which organizational commitment influence application of child right to participation in charitable children institutions	<u>Independent Variable</u> organizational commitment	<ul style="list-style-type: none"> • Number of staff. • Budget allocation • Trainings • Child friendly information Materials • Policies and Procedures Child friendly environment. 	<ul style="list-style-type: none"> • Sufficient staff • Availability • Type of training and duration • Availability and accessibility • Availability and application • Assessment 	Questionnaires	Ordinal	descriptive statistics
To establish the extent staff capacity influence application of child right to participation in charitable children institutions.	<u>Independent Variable</u> staff capacity in: <ul style="list-style-type: none"> • Engaging children in programme activities and 	<ul style="list-style-type: none"> • Level of education • Level of Training • Attitude Work experience 	<ol style="list-style-type: none"> 1. Period 2. Type 3. Duration <ul style="list-style-type: none"> • Assessment • Period 	Questionnaires Interview guide	Ratio	descriptive statistics

	Involving children in decision making.					
To examine children empowerment influence on application of child right to participation in charitable children's institutions.	<u>Independent Variable</u> Level of empowerment.	<ul style="list-style-type: none"> • Training in child rights • Opportunities to participate in decision making. • Children attitude 	<ul style="list-style-type: none"> • Type and Duration • Existence • Assessment 	Questionnaires Interview guide	Ordinal Nominal Ordinal	descriptive statistics
To determine the Level of application on the child right to participate in charitable children institutions.	<u>Dependent Variable</u> Application of Right to Participation	<ul style="list-style-type: none"> • Knowledge of child rights • Opportunities to air views • Behavior of staff 	Assessments Availability Response/Action-	Questionnaire and Interview Guide.	Nominal Nominal Ordinal	<u>Descriptive</u>

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The findings are presented based on the variables and factors that were identified. The findings are presented in form of tables and percentages.

4.2 Instruments Return Rate

The researcher and her assistance distributed and administered questionnaires to staff and managers and also to children in the six Children Charitable Institutions (CCIs). Their responses are as shown in Table 4.1.

Table 4.1 Cross tabulation of questionnaire return rate

Category	Target	Actual	Percentage
Managers	6	6	100
Staff	19	18	94.7
Children	47	47	100
Total	72	71	98.6

As Table 4.1 shows, an impressive return rate of 98.6% was recorded that is far higher than the 60% that Mugenda & Mugenda, (1999) consider adequate for this kind of study.

4.3 Demographic Characteristics of the Respondents.

This section provides demographic information of the respondents. These include the gender, age, level of education. It also provides for the profession of the respondents as well as the period of stay of the children in the CCIs. The responses are provided in Tables 4.2 to 4.7

4.3.1 Response Rate and Gender Representation

Table 4.2 provides the gender response rate. This will help in assessing the category of gender that works more with vulnerable children.

Table 4.2 Cross Tabulation of Questionnaire Response Rate per Gender

Category	Gender	Frequency	Percentage
Children	Male	24	33.8
	Female	23	32.4
Staff	Male	5	7
	Female	13	18.3
Manager	Male	2	2.9
	Female	4	5.6
Total		71	100

As shown on Table 4.2 the majority of adult respondents were female at 23%. The children respondents were almost equally distributed between the two genders though the boys were higher than girls by 1.4%.

4.3.2 Age Distribution of the Respondents

The age distribution of respondents appears on Table 4.3. Age distribution is important in the study as it indicates the energy among staff and managers and the level of grasping concepts amongst children.

Table 4.3 Cross Tabulation of Age Distribution

Age Group	Frequency	Percentage
Children		
13 – 14	23	48.93
15 – 16	15	31.91
17 – 18	9	19.14
Total	47	100
Staff		
18 – 25	1	5.6
25 – 30	7	38.9
30 – 35	4	22.2
35 – 40	4	22.2
40 – 45	2	11.1
Total	18	100
Managers		
	0	
18-30	3	0
40-50	3	50.0
50-Above	6	50.0
Total		100

As shown in Table 4.3, all the managers (100%) were mature leaders of 40 years and above while majority of the staff were much younger with almost 90% being 40 years old or below. The table also reveals that a majority of the children at over 80%, were 16 years old or below.

4.3.3 Education Levels of Respondents

Levels of education were analyzed, as shown in Table 4.4, to reflect on the staff capacity and empowerment of children in the CCIs as per the set guidelines.

Table 4.4 Cross tabulation of education levels of children staff and managers

Education	Frequency	Percentage
Children		
Mid primary	6	12.76
Upper Primary	25	53.19
Secondary	15	31.91
College	1	2.12
Total	47	100
Staff		
Certificate	9	50.0
Diploma	6	33.3
Degree	3	16.7
Total	18	100
Managers		
Certificate	1	16.7
Diploma	1	16.7
Higher Diploma	1	16.7
1 st Degree	2	33.3
Masters	1	16.7
Total	6	100

Table 4.4 reveals that the staff in the CCIs was well educated with 50% of the managers having at least a first degree and the 50% of the staff holding a diploma or above. Majority of the children at (85.1%) had gone beyond upper primary.

4.3.4 Profession Back Ground of Staff and Managers Respondents

Table 4.5 analysis the professional background of staff and managers. This is crucial in assessing staff capacity as a requirement by the guidelines set by the Kenya government charitable institutions guidelines (2005).

Table 4.5 Staff and managers profession background.

Profession	Frequency	Percentage
Staff		
Social workers	7	38.9
Teachers	2	11.1
Parent Units	3	16.7
Counselor	1	5.6
Media and advocacy officer	1	5.6
Nurse	1	5.6
Hairdresser	1	5.6
Total	18	100
Managers		
Social worker	1	16.6
Counselor	1	16.6
Project Manager	1	16.6
Teacher	1	16.6
	6	100
Total		

Table 4.5 indicates that staff at (66.8 %) and managers at 100% in the CCIs have the relevant career background as required by the guidelines set by the government of Kenya. There is also staff with hands on vocational skills to support in the transforming skills to children as well as directly taking care of children welfare at (33.2%).

4.3.5 Experience of Children Stay at the CCI and Staff and Managers working With the Children

This is analyzed in Table 4.6 to help the understanding of the real experiences of the children at the CCIs and to staff understand the experience in the concept of participation.

Table 4.6: Cross Tabulation of Children Experience at the CCIs and Staff and Manager’s Experience in Working with the Children.

Number of Years	Frequency	Percentage
Children stay at CCI		
0-1	8	17.02
1 – 2	1	2.12
2 – 3	4	8.51
3 – 4	4	8.51
5 and above	30	63.82
Staff		
2 – 3	2	11.1
3 and above	16	88.9
Managers		
1-2	1	16.66
3 and above	5	83.3
	71	100

Table 4.6 illustrates that managers at (83.3%) and staff at (88.9%) had at least three years and above experience working with the children as required by Government of Kenya set guidelines (2007). It is also indicated that 81% of children have stayed in the CCIs for at least one year hence are in a position to share their experiences.

4.4 Knowledge of Child Rights

The researcher intended to seek to assess the knowledge of child rights from the children, staff and managers of the CCIs. Their responses are given in Table 4.7 to 4.14

The children respondents 100% unanimously indicated that they had heard about children rights. The researcher further sought to establish the source of knowledge on their rights with the intention of understanding the support structures that existed.

Table 4.7 provides an analysis of sources of knowledge on child rights from children

Table 4.7: Source of Knowledge about Children Rights by Children

Source of knowledge on child rights	Frequency	Percentage
Teachers at school	34	72.3
Children	4	8.5
Trainers of other institutions	3	6.3
Staff of CCIs	6	12.7
Total	47	100

As shown in Table 4.7 (78.7%) heard about their rights from teachers at school and staff from other institutions who are external people compared with staff at CCIs at 12.7%.

The children were further asked whether they think children have rights and responses analyzed in table 4.8 to assess their awareness on rights.

Table 4.8: Opinion on Children Rights from Children.

Do children have rights	Frequency	Percentage
Yes	46	97.87
No	1	2.12
Total	47	100

Table 4.8 illustrates that almost all the children (97.87%) agreed that children have rights.

The researcher further sought to examine the children understanding of their rights in Table 4.9.

Table 4.9: Children's' Understanding of Child Participation

Understanding of Child participation	Frequency	Percentage
Involving Children in Decision Making	9	19.14
Having Children Views Listened To	4	8.51
Children Taking Part in Activities	22	46.8
Don't Know	8	17
Doing What You Want	2	4.2
To be Accepted	2	4.2
Total	47	100.0

As Table 4.10 shows, children at (78.7%) understand the concept of child right to participation.

The researcher further sought to assess the awareness of documents/tools guiding child participation from children in Table 4.10.

Table 4.10: Children Awareness on Documents Guiding Child Participation

Awareness on documents	Frequency	Percentage
Yes	4	8.5
No	43	91.5
Total	47	100

Table 4.10 illustrates that children (91.5%) were not aware of instruments/documents guiding application of child right to participation showing there was no good basis for their understanding of child rights.

4.5 Knowledge of Child Rights amongst Staff and Managers.

The study intent was to establish the knowledge of children’s rights among staff working in the CCIs to assess their capacity in table 4.11.

Table 4.11: Awareness of Children Rights among Staff

Level of awareness	Frequency	Percentage
Limited	1	5.6
Moderate	8	44.4
High	6	33.3
Not Sure	2	11.1
Non responses	1	5.6
Total	18	100.0

As shown in Table 4.11, (77.7%) of staff had knowledge of child rights.

4.5.1 Knowledge of Children Legal Documents

There are several legal national and international documents that promote and safeguard the wellbeing of children. Their knowledge and accessibility by both staff and children in format that is user friendly could significantly influence the promotion of child participation.

The researcher seeks to establish knowledge of legal documents amongst the staff. Six legal documents guiding child participation were selected as a guide as illustrated in Table 4.12.

Table 4.12: Knowledge of Children Rights Legal Documents among Staff

Instruments	Familiar	Available in the institution	Accessible to children	Child friendly format	Ordinary Format
1. United Nations Convention of Rights of Children	4(22.2 %)	2(11.1 %)	1(5.6 %)	2(11.1 %)	4(22.2 %)
2. African Charter on the Rights and Welfare of Children	6(33.3 %)	3(16.7 %)	1(5.6 %)	5(27.8 %)	2(11.1 %)
3. Children’s Act 2001	5(27.8 %)	4(22.2 %)	2(11.1 %)	1(5.6 %)	1(5.6 %)
4. Kenya government Child participation guidelines	6(33.3 %)	1(5.6 %)	1(5.6 %)	2(11.1 %)	1(5.6 %)
5. Charitable Children Institution Guidelines	6(33.3 %)	1(5.6 %)	4(27.8 %)	3(16.7 %)	1(5.6 %)
6. Kenya Constitution 2010	5(27.8 %)	2(11.1 %)	1(5.6 %)	2(11.1 %)	1(5.6 %)

Table 4.12 shows that staff (33%) were familiar with three documents out of the six suggested as follows: the Charitable Children Institution Guidelines the African Charter on the rights of Children and Welfare and the Kenya government Child Participation Guidelines. (The children’s Act 2001 was available in the institution as suggested by 22.2%. It was further suggested by 5(27.8%) that The CCI guidelines were accessible to the children and that The ACRWC was available in child friendly format. The UNCRC was available in ordinary format according to 22.2%. Generally familiarity, accessibility and availability of the key documents guiding child participation in the institutions was minimal according to staff.

The study sought to examine understanding of children rights by staff as shown in table 4.13. Some statements reflecting child participation were provided to examine their understanding.

Table 4.13: Staff Understanding of Children Rights

Understanding of children rights	Frequency	Percentage
Involving Children in Decision Making	6	33.33
Having Children Views Listened to	8	44.44
Children Taking Part in Activities	3	16.66
Missing Responses	1	5.55
Total	18	100.0

Staff (94.55%) had good understanding of children rights as shown in Table 4.13.

The study also sought to ascertain the source of information used in the institutions included in the study to ascertain access to information as an empowerment tool in Table 4.14.

Table 4.14: Sources of Information among staff respondents

Information Materials	Accessible by Children	Accessible by Staff	Both
Radio	6 (33.3%)	1 (5.6%)	7 (38.9%)
Television	9 (50.0%)		9 (50.0%)
Telephone	1 (5.6%)	11(61.1%)	3 (16.7%)
Magazines	7 (38.9%)		9 (50.0%)
Internet	11(61.1%)	11(61.1%)	11 (11.1%)
Newspapers	6 (33.3%)	5 (27.8%)	6 (33.3%)
Books	8 (44.4%)		10 (55.6%)

Table 4.14 shows that CCIs have various sources of information accessible to both staff and children 11(61.1%). and 9(50%) respectively.

4.5 Staff Capacity

The researcher intended to assess the capacity of staff in regard to relevant staff training sufficiency in staffing, experience on application of child rights and their attitude towards children. This is reflected in Tables 4.15 to 4.21.

Staff were required to indicate whether they have been trained in child rights or not as shown in table 4.15

Table 4.15: Staff Response on Training in Child Rights

Staff trained in child rights	Frequency	Percentage
Yes	15	83.3
No	3	16.7
Total	18	100

Table 4.15 indicates that staff (83.3%) had received training in child rights showing good basis for child participation facilitation in the CCIs.

The researcher further assessed the duration of training among the staff as shown in Table 4.16.

Table 4.16: Staff Duration of Training

Duration of training	Frequency	Percentage
Below One Month	9	50.0
1 Month to 1 Year	1	5.6
1 Year and Above	5	27.
Not Applicable	3	16.7.6
Total	18	100.0

Table 4.16 shows that (50.0%) of staff participated in training for a period below one month indicating that the training provided took a very short period.

The researchers further sought to examine the benefits of training from the staff. Statements reflecting on the benefits were provided and assessed against as shown in table 4.17 Table.

Table 4.17: Benefits of Training According to staff

Benefits of training	Frequency	Percentage
It helped me to involve children more in deciding their affairs	1	5.6
It helped me change my attitude towards children	1	5.6
It Helped me to understand children better	2	11.1
Helped me improve planning, implementation & monitoring and evaluation process with the children	11	61.11
Not Applicable	3	16.66
Total	18	100.0

As shown in table 4.17, staff (83.4%) benefited from the training and mostly in improving in planning, implementation & monitoring and evaluation process with the children. The benefits however had minimal direct impact on the children especially in their handling and more so on the attitude towards them.

The study further inquired to establish if the staff applied the learned skills in activities with the children to assess the benefits further as shown in table 4.18.

Table 4.18: Application of Child Participation in Children Activities by Staff

	Frequency Staff	Percent
Often	15	83.3
Rarely	3	16.7
Always	0	0
Total	18	100.0

Table 4.18 illustrates that of staff 100% applied the skills though not always.

The opinion of staff on specified issues to assess staff capacity was sought. Three questions were asked where they were required to answer yes or no in line with their institutions as shown in table 4.19.

Table 4.19: Staff Opinion on Quality and Quantity of staff

	Opinion	Frequency Children	Percent
1. Staff championing child participation	Yes	18	100
Total	No	0	0
		18	100
2. Lack of training Limit Children involvement	Yes	17	94
Total	No	1	6
		18	100
3. Existence of sufficient staff	Yes	10	56%
Total	No	8	44%
		18	100

Table 4.19 shows that, all the staff 100% agreed that CCIs had a staff championing child participation activities, (56%) agreed they have sufficient staff to work with the children (94%) felt lack of training limited involvement of children in decision making processes.

To assess the attitude of staff towards children, the researcher sought to establish the perception of staff as indicated in table 4.20.

Table 4.20: Staff Attitude on Child Participation

Staff Opinions	Frequency	Percent
Self-expression and determination		
Strongly agree	17	94.4
Agree	1	5.6
Strongly disagree	0	0
Disagree	0	0
Immature, lack knowledge and uncontrollable if allowed to participate		
Strongly agreed	9	50
Agreed	9	50
Strongly Disagreed	0	0
Disagreed	0	0

As shown in table 4.20 (94.4%) of staff strongly agreed to the notion that children have the right to self-expression and self-determination in discussing matters that affect them. To

them participation is a good thing. However, the response was contradicted by all stating at (100%) agreeing to the notion that children are immature, lack knowledge and if allowed to participate would be uncontrollable. This is a reflection on staff negative attitude towards children.

The researcher further intended to examine whether children should be involved in all decisions concerning them with an aim of further assessing their attitude as shown in table 4.21.

Table 4.21: Staff Opinion on Children Involvement in Decision Making or Not.

Staff opinion	Frequency	Percent
Children should not be involved in all decisions	14	77.8
Children should be involved in all decisions	3	16.7
Not sure	1	5.6
Total	18	100

Analysis in table 4.21 further confirms staff negative attitude towards children (77.8%) stating that children should not be involved in all decisions that concerns their lives.

Further clarification was sought on the areas where they should be involved and where they should not be involved in Table 4.22.

Table 4.22: Staff Opinion on Areas Where Children Should and Should Not be involved in Decision Making

Staff Perceptions	Frequency	Percentage
Children need to be aware of dangers that may arise	43	22.2
Recruitment and Dismissal of Staff	3	16.7
Developing Institution Budget	2	16.7
Discipline Measures to be Taken	1	11.1
Creating Child Plan for Treatment	13	5.6
Children Involved with Choice of Career	1	72.2
Children Involved with Personal Hygiene and Wellbeing		5.6
No response		

As shown in table 4.22, staff was of the opinion of children getting involved in obvious areas such as personal hygiene in comparison with sensitive issues on budget development which are vital.

4.6 Organizational Commitment

The study sought to establish the organizational commitment through provision of policies and procedures to facilitate child participation and provision for staff, its training and information materials for staff and children. This information from the managers is analyzed in Tables 4.23 to 4.35.

Table 4.23 seeks to analyze the basic policies and procedures required in the institutions and the parties involved in their development as per the government of Kenya 2005 set guidelines.

Table 4.23: Policies and Procedures and Parties Involved In Their Development by Managers

Policies and parties	Frequency	Percentage
Behavior management policy	0	100
Management and staff	6	
Staff, management and children		
Staff and children	0	
Complain procedure		
Management and staff	6	100
Staff, management and children		
Staff	0	
Children		
Child Placement Plan		
Management	6	100
Staff, management and children		
Staff and children		

Table 4.23 analysis shows that a 100% of managers acknowledged existence of behavior management policy, complain procedure and child placement plan that guided implementation of child participation in the institutions. They also acknowledged that management, staff and children were involved in their development. This shows high level of commitment by the management in ensuring child participation in the CCIs

Table 4.24 seeks to establish whether institutions had sufficient staff to support child participation activities as a different level of commitment.

Table 4.24: Managers Response on Staff Sufficiency

Sufficient staff for child participation implementation	Frequency	Percentage
Yes	4	66.7
No	2	33.3
Total	6	100

Table 4.24 indicates that (66.7%) of managers had sufficient staff in their CCIs to conduct child participation activities.

The researcher further sought to investigate whether the institutions had a staff championing child participation from the managers as illustrated in Table 4.25.

Table 4.25: Managers Response on Existence of Staff Championing Child Participation

Existence of child participation champion staff	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table 4.25 shows that managers (83.3%) had dedicated a staff to champion child participation emphasizing high level of commitment.

The study sought to establish whether managers were trained in child rights in Table 4.26.

Table 4.26: Managers Response on Training in Child Rights

Staff trained in child rights	Frequency	Percentage
Yes	4	66.7
No	2	33.3
Total	6	100

Table 4.26 illustrates that (66%) managers had received training in child rights hence forms a good basis for ensuring application of child rights to participation.

The study further sought to establish the levels of awareness of the managers in child rights with the intent of assessing their basis for commitment in Table 4.27.

Table 4.27: Managers Awareness Levels on Child Rights

Level	Frequency Staff	Percent
High	3	50
Moderate	3	50
Low	0	0
Total	6	100.0

As shown in Table 4.27, a (100%) of the managers were aware of child rights.

The study further sought to establish the training provided its benefits and the people who provided the training including the form of training to assess organization commitment. Table 4.28 has provided a cross tabulation for the three categories of possible beneficiaries, providers and forms of training.

Table 4.28: Managers' opinions on benefits, providers and forms of training

Beneficiaries' of Training	Frequency	Percent
Staff, management and children	2	33.3
Staff and children	2	33.3
Providers of Training		
Institutions	2	33.3
Partner organizations	2	33.3
Forms of Training		
Seminars and workshops with follow-ups	2	33.3
Workshops, seminars and workshops with follow ups	1	16.7

Analysis in Table 4.28 shows that, the trainings provided benefited management staff and children equally according to (100%) of the managers. They further indicated that trainings were provided by the institutions and partner organizations and that they were inform of seminars and workshops with follow ups. These shows the institutions were committed to capacity building of the children staff and the management to enhance child participation.

Table 4.29 analyzes further the duration of the trainings to assess the seriousness of the training programmes.

Table 4.29: Duration of Training according to managers

Duration of training	Frequency	Percent
Below One Month	4	66.7
1 Month to 1 Year	1	16.7
1 Year and Above	1	16.7
Total	6	100

According to illustrations in Table 4.29 (83.4%) managers indicated that training offered took below one month and not more than one year at most. This shows that the training period was too brief for effective learning to take place.

The researcher sought to examine the opinion of managers on whether lack of staff capacity in child rights affects involvement in children in decision making process in Table 4.30.

Table 4.30: Manager's Response on Views on Lack of Staff Training

Would lack of staff training affect Implementation of child participation.	Frequency	Percentage
Yes	4	66.7
No	2	33.3
Total	6	100

Table 4.30 indicates that (83.3%) managers agreed to the notion that lack of training would limit implementation of child participation in the CCIs. This is an indication of understanding of crucial role played by staff capacity building on child participation.

As a way of assessing commitment, the study intended to know whether children are provided with opportunities to express their views as provided in Table 4.31.

Table 4.31: Strategies used in Involving Children in Decision making by staff

Decision making opportunities	Frequency	Percent
They Express Themselves to parent units	4	22.2
Baseline surveys	3	16.7
Prefect Body	2	11.1
Organizing Meetings With Children	3	16.7
capacity Building for Children	1	5.6
Child Rights Club	1	5.6
Guidance on their studies	1	5.6
Work Duties for Children Above 7 years	1	5.6
Missing responses	2	11.1
Total	18	100

Table 4.31 shows that staff (94.4%) were of the opinion that children had opportunities to express themselves. However most of the suggested opportunities are not well structured process while structured processes were minimal.

The researcher sought to know availability of opportunities for children to air views from the children as a basis for comparison with staff responses. Responses are provided in Table 4.32.

Table 4.32: Opportunities for children to air their views

Channels for children views	Frequency	Percentage
Suggestion Box	9	19.1
No opportunities	6	12.8
Children's Meetings / Counseling	32	68.1
Total	47	100.0

As shown in Table 4.32 (87.2%) of children indicated that opportunities existed.

The Researcher sought to assess availability of child friendly information materials in the institutions from the staff to further assess management commitment in provision of the same as shown in Table 4.33.

Table 4.33: Information Materials to Facilitate Child Participation According to Staff

Type of child friendly materials	Frequency	Percent
Magazines, Story Books and Children Movies	1	5.6
Library and Computer Room	2	11.1
Child Activities	1	5.6
Sport Equipment	2	11.1
UNCRC / ACWRC / Children's Act / Constitution	3	16.7
Newspapers, Magazines, Dolls and Cartoons	3	16.7
Written on Walls	1	5.6
Books, TV and Magazines	1	5.6
Not Applicable	4	22.2
Total	18	100

Table 4.33 shows that, (77.7%) of the staff indicated existence of variety of information. This shows management commitment by the fact that information materials to facilitate child participation is provided.

To further assess management commitment in provision of materials managers were asked if they made deliberate effort to have the materials in formats friendly to children as shown in Table 4.34.

Table 4.34: Managers Response on Provision of Child Friendly Information Materials.

Deliberate effort to provide child friendly materials	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

According to analysis in table 4.34, (83.3%) managers indicated that they made deliberate effort to avail child friendly information materials. This shows that the management not only provides for information materials but commits to provide those children can interact with to enhance their participation skills.

The researcher posed an open question to staff on challenges facing institution in the application of child right to participation as illustrated in Table 4.35.

Table 4.35: Challenges Facing Institution according to Staff

Organizational Challenges	Frequency	Percent
Limited Resources	2	11.1
Limited Knowledge in the Field/Limited staff Capacity	9	50.0
Cultural Traditions	2	11.1
Lack of Interest	1	5.6
Children not Empowered	1	5.6
Cultural Traditions / Lack of Interest / Ignorance of the Benefits	1	5.6
Not Applicable	2	11.1
Total	18	100

Table 4.35 shows that (89 %) of staff identified various challenges in applying child right to participation. limited knowledge in the field was identified as a major challenge.

4.7 Children Empowerment

The study intended to establish the extent to which the children were empowered through training access to information ability to talk for themselves and their attitude towards children empowerment as shown in Tables 4.36 to 4.46.

Table 4.36: Children Responses on Training in Child Right

To assess children capacity, Table 4.36 seeks to determine whether children have received training in child rights or not.

Are you trained in child rights?	Frequency	Percentage
Yes	25	53.2
No	22	46.8
Total	47	100

Analysis of Table 4.36 shows that (53.2%) of children had been trained in child rights. However a significant (46.8%) had not been trained.

To assess the intensity of the training, Table 4.37 analyzes the form in which the training was provided from children who had been trained.

Table 4.37: Form of Training According to Child Respondents

Form of training	Frequency	Percent
Seminar	14	56
Workshop with follow-ups	5	20
Life Skills Lessons	6	24
Total	25	100.0

Table 4.37 shows that the training provided to all the children (100%) was brief in form of seminars, workshops with follow ups and life skills sessions.

The researcher further sought to establish the duration of the training as analyzed in Table 4.38.

Table 4.38: Children Response on Duration of Training

Duration of training	Frequency	Percent
Below One Month	24	96
1 Month to 1 Year	1	4
1 Year and Above	0	0
Total	25	100

According to Table 4.38 analysis, (100%) of children received training below one month period and less than one year at most. This shows the period was short for the children to understand the concepts and apply.

To assess lasting changes after the training, Table 4.39 provides for the benefits of the training analysis.

Table 4.39: Benefits of Training According to the Children

Duration of training	Frequency	Percent
Change of attitude towards staff	10	40
To be more confident	9	36
To be able to raise their views	6	24
Total	25	100

As shown in table 4.39, all children (100%) who went through training benefited from the training as they became confident could raise issues had positive attitude towards the staff.

Assessment of children view on their opinion on three statements in line with their empowerment was analyzed to check on their attitude by the researcher as illustrated in Table 4.40.

Table 4.40: Children Attitude on their Empowerment

Opinions	Frequency	Percent
Children have a right to Self -expression and determination:		
Strongly agree		
Agree	38	80.9
Strongly disagree	8	17
Disagree	1	2
Total	47	100
Children are immature and if are allowed to participate would be un controllable:		
Strongly agreed	2	4.2
Agreed	21	44.7
Strongly Disagree	11	31.9
Disagreed	10	21.4
Total	47	100

As shown in table 4.40 children (97.9%) agreed to the notion that children have rights to self-expression and self-determination. On the other hand majority (48.9%) agreed to the notion that children are immature, lack knowledge and if allowed to participate in decision making would be uncontrollable. This is an indication that children are aware of their rights but majority do not believe in themselves.

Children were further asked if the institution had rules and regulations and who is involved in formulation to test on the awareness of existence of the policies in the CCIs where they

unanimously said yes. Table 4.41 provides for the analysis of the people involved in the development of the policies.

Table 4.41: Involvement in Developing Rules and Regulations According to Children

Parties involved in rule development	Frequency	Percent
Management	17	34.7
Do Not Know	4	8.2
All the Children / Some Few Children	11	22.4
All the Children / Some Few Children / Management / Staff	1	2.0
Staff	16	32.7
Total	47	100

According to the analysis in table 4.41 (70.2%) children indicated management and staff formulated policies without the involvement of children. This is an indication that child participation at the policy level is limited.

To assess children empowerment further, the researcher intended to know how children complaints were handled from staff as analyzed in Table 4.42.

Table 4.42: Reporting of Children's Complaints by staff

Dealing with grievances.	Frequency	Percent
Reports to Staff	14	77.8
Report to Children Representative	2	11.1
Report to Management	1	5.6
Non responses	1	5.6
Total	18	100

Table 4.42 shows that children report complains to staff and management according to (83.3%) of staff.

The researcher went further to compare children and staff responses on how they deal with grievances. Table 4.43 shows children responses.

Table 4.43: Children responses on how they deal with grievances

Dealing with grievances	Frequency	Percentage
Reported to Staff	23	46.9
Reported to Management	10	20.4
Reported to Child Representative	4	8.2
Kept Silent about Problems	7	14.3
Ran Away	1	2.0
Prayed	1	2.0
Not Applicable	3	6.1
Total	47	100.0

Analysis in Table 4.43 shows that (70.2%) of children reported to staff and management. However (23%) are not empowered as they would either take no action or run away. The researcher analyzed the reaction of staff after reports were made by the children to any of the identified persons in the institution as shown in Table 4.44.

Table 4.44: Children Responses on Staff Reaction to Reported Cases by Children

Staff reaction.	Frequency	Percentage
Quarreled	5	10.6
Listened and did nothing	2	4.3
Listened and took action	31	65.9
No responses	8	17.1
Total	47	100

As shown in Table 4.44 (65.9%) of children acknowledged that that staff and management was responsive as they listened to complaints and took action .However none responsiveness and response of (32%) of children who were quarreled is an indication of staff attitude on children and an element of dis-empowerment on children.

To further asses the empowerment of children, a cross tabulation of responses from the children and staff on frequency of children participation in various levels of programme activities is analyzed in Table 4.45.

Table 4.45: Participation of Children in Institutional Activities Response by Children

Children Participation	Needs Assessments		Planning, Monitoring And Evaluation	
	Frequency Staff	Percent	Frequency Children	Percent
Often	15	83.3	15	31.9
Rarely	1	5.6	17	36.2
Never	3	16.7	15	31.9
Total	16	100.0	47	100

The cross tabulation analysis in Table 4.45 shows that (83.3%) indicated they often involve children in all levels of project activities compared to (68.08%) of children who indicated that they are rarely involved. This is a reflection of staff who knows what to do but do not do as required.

The researcher established from the children the behavior and conduct of staff to assess the child friendliness of the environment. Table 4.46 shows the analysis.

Table 4.46: Children Responses on the Conduct and Behavior of Staff

Staff conduct	Frequency	Percentage
Friendly	31	65.9
Loving and caring	8	17
Some were good	4	8.5
Some were bad	4	8.5
Total	47	100

Table 4.46 shows that staff indicated that the staff in the institution was friendly, good and caring meaning they created an enabling environment for children to express themselves According to (91.4 %) of children.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study in this chapter presents a summary of the findings, discussions against the reviewed literature; conclusion derived from the findings and also gives recommendations as well as areas for further study.

5.2 Summary of Key Findings

The study found that the CCIs management was committed to ensure structures were in place to facilitate application of child right to participation. These included policies and procedures to guide implementation, sufficient staff, resources to enhance capacity building for all and ensuring child friendly environment. Application of right to participation was however challenged by staff negative attitude despite the fact that they were trained, had relevant experience and professional back ground as required by the set guidelines. It was further challenged by inadequate children empowerment.

5.3 Discussion of Findings

This section discusses the study's key findings against literature on the subject under consideration.

5.3.1 Organizational Commitment

The study found that management of CCIs in Juja constituency is committed to application of child right to participation. The management has put in place policies and procedures to guide implementation as required by the government of Kenya CCI guidelines (2005). Management has ensured provision of adequate staff including a staff to champion child participation activities, resources for capacity building of both staff and children, as well as the necessary information materials and strategies to involve children.

The finding agrees with Davey (2010) in the study on organizations implementing child participation in England which found that organizations tended to have considerable investment in resources to support child participation. These included a budget for participation, related training, and opportunity for children to participate and a staff to champion child participation in the organization.

Although the CCI (100%) managers have put in place policies and procedures to guide child participation, the study found that these structures were inadequate. The Kenya Government CCI Guidelines (2005) require children involvement in the development of the policies and procedures which was contrary in the study as policies and procedures were developed by staff and Management. This is also contrary to the Kenya Constitution 2010 and Children's Act 2001. The training offered to managers, staff and children was inadequate as well since it was brief and unstructured.

This concurs with findings in a study on factors influencing application of child right to participation by Carolina (1999) which concluded that, providing meaningful opportunities for children to participate was challenging than they expected and it therefore required full commitment of the management. The institutions in the study claims to have structures which seem not to be adequate for application of children right to participation in these institutions. It is also supported by Beers (2002) study that found out those factors such as unwillingness of adult's attitude to be changed by child participation affects its application in organizations.

5.3.2 Staff Capacity

The study found that staff and managers were well educated, had relevant skills and experience as required by the government CCI guidelines 2005. The CCIs also had adequate number of staff as required. Moreover, staff and managers accessed training in child right that gave good basis for child participation application. The managers admitted that staff capacity influenced how staff can involve children in decision making processes. However, the training provided took short period and was not well structured.

Although (83.4%) staff had benefited in training in line with child participation, they did not adequately transfer the skills to children as expected and rarely involved children in decision making processes. The study established that training had minimal direct impact on the children especially in their handling and more so on the attitude towards them. Children got child right skills from teachers in schools. Out of (70.2%) of children who reported their complaints to the staff or management (23 %) were quarreled while others were listened to and no action was taken. Addition 32% opted to be passive by running away, praying or ignoring the matter. The staff (77%) were also not familiar with most of the key documents guiding child participation hence did not have a good basis for its application.

The study further established that staff has the realization that child participation is a good concept. This is shown by (94.4%) of staff strongly agreeing to the notion that children have the right to self – expression and self-determination in discussing matters that affect them. Its application is affected by their negative attitude towards children participating in decision making processes. This is portrayed by (77.8%) of the staff indicating that children should not be involved in all matters affecting their lives and sited management especially on the finance issues. They further (100%) agreed to the notion that children are immature, lack knowledge and if allowed to participate would be uncontrollable.

The findings concurs with Beers (1997) study where he found that negative connotations by social workers on street children they worked with affected communication which impacted negatively on their work. Efforts made to rehabilitate the children or build their self-esteem were futile since there was no respect or trust towards the children. He concludes that for children’s fundamental participation to be realized, it is adults not children who most urgently need to learn since staff attitude can impend application of child right to participation.

The findings are further supported by (Feinstein et al(2004), Save the Children (2005) and Lands down (2001) where they state that, the staff and managers involved in work on child participation may be trained and supported to do the job in a higher standard but their attitude may hinder implementation of the learnt skills. This is further supported by Austin (2003) and the UNCRC that states that children should be allowed to participate in all matters affecting their lives. The reality in the study brings in an indication of power struggle between staff and children.

5.3.3 Children Empowerment and Application of Child Right to Participation

The study found that children accessed training in child rights, variety of information materials to enhance participation and had available opportunity to air their views in the CCIs. Despite the scenario, children were not given opportunity to participate in all decision making processes affecting their lives. The staff had an opinion that children should only participate in decisions in regard to their hygiene, leisure and immediate personal life and have nothing to do with the management of the institutions like budget formulation. Children were only involved in creative activities, art and dance.

The situation is the same with Davey (2010) in a survey of organizations on child participation in England where, children tended to be involved in decisions which seemed obvious important into their immediate needs of their lives such as leisure/recreation and play activities and unlikely to have input in major decisions such as regeneration of their local area housing environment and transport. The survey showed that children were rarely involved in setting budgets, yet the request to have more of a say on how money for children's resources was allocated emerged as one of the key areas they wanted to have a say in.

The finding is further supported by Hari (2007) in a study in Nepal on child participation in the school governance and management. The findings were that there was no meaningful involvement of children in decision making. Children were only allowed to participate in extra curriculum activities yet the other stakeholders were involved in decision making including monitoring and evaluation.

The study established that the training offered to (53.2%) children in child rights was inadequate as the trainings were short and unstructured. Furthermore (46.8%) children did not access training. In regard to knowledge on documents on child rights familiarity, information on their existence was limited and in addition, children were not familiar with them. The management however enabled children to access a wide range of information through various sources like internet television and radio and (83.3%) Managers made deliberate effort to ensure children got child rights related information materials that are child friendly.

These findings concurs with UNICEF (2003) in one of the CRC committee reporting processes, where it was found that so many children had not heard of the rights in general yet they were expected to participate in the process. The study concluded that providing child rights knowledge to children should be the first step in empowering them to become active and responsible citizens. Pias (2000) echoed the same sentiments in his study and conclude that for children to have a voice they need access to information and training.

The children (97.9%) agreed to the notion that they should be engaged in all decisions concerning their lives. However, the study found their attitude wanting as (48.9%) agreed to the notion that children are immature, lack knowledge and if allowed to participate would be uncontrollable. This is an indication that children are aware of their rights but are dis-

empowered and have low self-esteem. Furthermore, (32%) of children would keep silent run away or pray instead of reporting complaints to the relevant people which rises concern. This is an indication that though opportunities for airing views for children existed as indicated by (94.4%) staff and (84.2%) of children they were inadequate.

This contradicts with Fenalli (2006) findings where children in Zimbabwe took charge of the junior farmers club after training and implemented the project professionally. These children were able to plan for meetings, conduct various project activities that included growing and selling food that supported vulnerable children in the community.

5.4 Conclusion of the study

It is obvious from the study that training given to staff of the ICCs on the need for the children to participate in their empowerment is inadequate. This, coupled with the staff's negative attitude and the children's lack of empowerment on their rights, makes children participation on issues affecting their lives minimal. Children are aware of their rights but they have not realized them as yet.

The staff is aware that engaging children to participate in making decisions affecting their lives has lasting results but they do not demonstrate willingness to engage them. The management of the CCIs in Juja has not adequately invested in the process of child participation. They have developed structures which are not implemented by their staff because of their attitude. There is also insufficient monitoring of the provided structures in the application of right to participation by the NCCS as one of its mandate as provided in the charitable children institutions guidelines (2005).

Establishing a safe and meaningful environment for the participation of children, and one which minimizes the risk to children from their involvement, will not just happen by accident in an organization. This calls for the concerted effort from the children, staff, management and the government.

5.5 Recommendations

The following recommendations were made from the study:

1. The government should facilitate development of a training curriculum for managers and staff and children that will ensure staff and management fulfill their responsibilities to the children and children realize their rights.
2. The government should encourage all children to attend school as schools prove to be the best structure through which children are empowered. Children acknowledged having heard about their rights from teachers in schools.
3. The NCCS should ensure timely monitoring of activities of the CCIs and ensure that the relevant policy guidelines and procedures are in place and implemented as required.
4. The management of the institutions should mobilize resources for child participation activities including training. They need to understand the benefits of child participation to be able to promote it effectively and document good practices.
5. The management also needs to ensure that the CCIs are child-friendly places where children can express themselves effectively and the staff appreciates them.

5.6 Suggested Areas for Further Research

The following are recommendations for further study:

1. Study should be conducted in assessing the levels of child participation in the CCIs with an objective of identifying how children are involved in decision making.
2. Further study should be undertaken on assessing approaches to child participation and recommended the best approach.
3. An assessment of culture as a factor influencing application of child right to participation can also be an area for further study.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

Dear Respondents,

RE: FACTORS THAT INFLUENCE THE APPLICATION OF CHILD RIGHT TO PARTICIPATION IN CHARITABLE CHILDREN INSTITUTIONS IN JUJA CONSTITUENCY, KIAMBU COUNTY.

I would first wish to thank you for your willingness to participate in this research. My names are Rebecca Wambui Wainaina pursuing a Master's degree in Arts at University of Nairobi. The attached questionnaire is aimed at identifying factors that influence the application of child right to participation in charitable children institution in Thika District. You and your institution have been selected for the purpose of the study. Please take time to complete the questionnaire. Your genuine response will be appreciated. High level of confidentiality will be assured. The information obtained will be used purely for academic reasons.

Thank you all in advance.

Yours sincerely,

Rebecca Wainaina

Registration No.L50/70750/2007.

University of Nairobi - M.A student

APPENDIX II: CONSENT FORM

I.....of ID number.....

accept to participate in the data collection process.

I do agree to have children from

Interviewed.

I do understand that the purpose of the data collection process is for fulfilling academic requirement attainment of a Master’s Degree in project planning and management at the University of Nairobi. I also understand that high level of confidentiality will be assured and the information obtained will be used purely for academic reasons.

Parent/guardian details

Name:

Designation.

Signature.....

ID No.....

Date.....

Telephone No. where available.....

APPENDIX III: QUESTIONNAIRES

STAFF QUESTIONNAIRE

A. Bio data.

1. Gender : Male Female
2. Age Bracket
 18-25 25-30 30-35 35-40 40-45 45-50
 50 and above.
3. Highest Level of education attained.
 Certificate Diploma Degree Masters PHD
 Others
Specify.....
4. What is your profession? Social Worker Counselor Nurse Teacher
Legal Officer Sociologist Others specify-----
5. Experience in working with the children.
Below 1 years 2-3 years 3 years and over

B. Knowledge of child rights

1. How would you rate your level of knowledge in child rights?
No Knowledge Limited Moderate High
2. Do you know any instruments/documents for guiding child participation? Yes No
If yes, please tick the ones you are familiar with and state whether they are available in the institution, their format and accessibility.

Instruments	Familiar	Available in the institution	Accessible to children	Child friendly format (understood by children)	Ordinal format
United Nations Convention of Rights of Children					
African Charter on the Rights and Welfare of Children <input type="checkbox"/>					
Children's Act 2001 <input type="checkbox"/>					
Kenya government Child participation guidelines					
Charitable Children Institution Guidelines					
Kenya Constitution 210					
Others					

b) .Where are they kept?

1. What is your understanding of child right to participation?

Involving children in decision making	Having children views listened to and respected	Children taking part in activities	Others (specify)

Staff capacity

1. Are you trained in child rights? Yes [] No []

If yes, please tick the area trained in?

(a) Child protection [] (b) Child Participation [] (c) General child rights [] (d) Others specify

If no go to question 3

(b) How long did the training take?

Below one month []

One month to 1 year []

1 year and above []

Others

Specify.....

2. How useful was the training please tick appropriately and add more

a) It helped me involve children more in deciding their affairs []

b) It helped me change my attitude towards children []

c) It helped me understand children better []

d) Helped improve planning, implementation and monitoring and evaluation process with the children []

Any other. Specify.....

3. Do you apply child right to participation in your activities with children in the project/institution?

[] Often [] Rarely [] Never [] Not sure []

4. If you are not trained in child rights, do you think lack of training in child participation methodologies limits you to involving children in decision making processes Yes [] No [] Not sure [] Not applicable []

5. Is there a specific staff championing the following activities in the institution? Tick appropriately

Child participation	Yes		No	
Child protection	Yes		No	

6. In your own opinion do you think the number of staff available in the institution is sufficient to support child participation activities? Yes [] No []

7. Children have the right to self-expression and self-determination in discussion in matters that affect them. Strongly agreed [] Agreed [] strongly disagreed [] disagreed []

8. Children are immature, lack knowledge and if allowed to participate will be uncontrollable. Strongly agreed [] Agreed [] strongly disagreed [] disagreed []

9. Which are some of the sources of information do you have in your institution? Please tick appropriately, indicate their accessibility and add others

Information Materials	Accessible by Children	Accessible by staff
Radio		
TV		
Telephone		
Magazines		
Internet		
Newspapers		
Books		
Others, specify		

10. Does the institution make deliberate effort to avail child friendly information materials? Yes [] No [].

(b) If yes what materials are available in child friendly formats?

(c) Where are they kept?

Organizational commitment

1. What policies and procedures does the institution have on child participation? Please tick those applicable and show who was involved in development.

Policy	Who was involved in developing		
	Children	Staff	Management
Behavior management policy			
Children complain procedure			
Individual Child placement plan			
Others, specify			
No policies and procedures in place			

2. Indicate the structures that the organization has put in place in support of child participation activities

Sufficient staff	finances	trainings	Child friendly information materials	Enabling environment	Others specify

3 Does the institution have strategies for involving children in decision making?

Yes [] No []

If yes Explain.....

Children empowerment

1. Have children received any form of training on their rights? Yes [] No [] If yes Explain.....

2. In your own assessment what is the level of children awareness on their rights?

Limited [] Moderate [] High [] Not sure []

3. What opportunities do children have to air their views in the institution? Please tick appropriately and add others.

Suggestion box	Children's meetings	Counseling	Others specify	No opportunities

3. In your own assessment, are children views considered in your institution? Please indicate the frequency during:

Activity	Rarely	Never	Often
Needs assessment			
Planning			
Implementation			
Monitoring and evaluation			

4. What do children do when they have complaints in the institution? Can have multiple answers

Report to the staff	Report to the management	Report to the children representative	keep silent about the problem	Others, Specify

5. How are the children complaints handled?

Sometimes ignored	Sometimes discussed and action not taken	Sometimes discussed and action taken	Always discussed and action taken	Others

6. Are there specific child participation activities in the institution?

Please tick the ones available in the institution and add others.

Child rights clubs	Children's parliaments	Children's council	Creative activities Drama, music & art	National events	International events	Others specify

7. (a) Are there decisions that you think children should not be involved in making in the institution? Yes [] No []

If Yes, give examples.....

(b) Are there decisions that you think children should be involved in making? Yes [] No []

If yes please give examples.

8. What challenges does the institution face in involving children in decision making?

Limited resources	Limited knowledge in the field	Limited staff capacity	Children not empowered	Cultural traditions	Lack of interest	Ignorance of the benefits	Others specify

b) Please suggest ways in which involving children in decision making can be improved in your institution.....

MANAGERS QUESTIONNAIRE

A. BIO DATA.

1. Gender Male Female
2. Age Bracket
 18-30 30-40 40-50 50 and above.
3. Highest Level of education attained.
 Certificate Diploma Degree Masters PHD
 Others Specify.....
4. What is your profession? Social Worker Counselor Nurse Teacher
Legal Officer Sociologist Others specify.....
5. Experience in working with the children.
 Below 1 year 1-2 years 2-3 years 3 years and above

B. STUDY INFORMATION

Organizational Information

1. Name of the institution.....
2. Number of children
0 -5 Male Female 6-12 Male Female 13-18 Male Female

Category	0-5		6-12		13-18	
Gender	Male	Female	Male	Female	Male	Female
Number						

3. Number of staff. Male Female

Gender	Male	Female
Number		

(b) Is the number of staff sufficient to conduct planned activities in the project?

Yes No

Please explain.....

Knowledge of Child Rights

1. How would you rate your level of knowledge in child rights?

No Knowledge [] Limited [] Moderate [] High []

2. What is your understanding of child right to participation? Please tick Below

Involving children in decision making	Having children views listened to and respected	Children taking part in activities	Others

2. Do you know any instruments/documents for guiding child participation? Yes [] No []

If yes, please the ones you are familiar with and state whether they are available in the institution, their format and accessibility.

Instruments	Familiar	Available in the institution	Accessible to children	Child friendly format (understood by children)	Ordinal format
United Nations Convention of Rights of Children					
African Charter on the Rights and Welfare of Children []					
Children’s Act 2001 []					
Kenya government Child participation guidelines					
The Kenya constitution 2010					
Charitable Children Institution Guidelines					
Others					

b) .Where are they kept?

Capacity building

1. Have there been trainings conducted in the institution on child rights? Yes [] No []

If no go to question 6.

b. If yes, who benefited from the training? Management [] Staff [] Children []

Others specify.....

2. Who provided the training? Please tick appropriately.

Beneficiaries	Provider			
	Institution	Government	Partner organizations	others specify
Children				
Staff				
Management				
Others				

3. In what form were the trainings Seminars?

Workshops Seminars /workshops with follow up On line programme

Beneficiaries	Forms of training				
	seminar	workshop	Seminars/workshops with follow up	On line programme	Others
Children					
Staff					
Management					
Others					

4. How long were the trainings?

Beneficiaries	Training Period		
	Below one month	One month to 1 year	over one year
Children			
Staff			
Management			
Others			

5. Was there any change after the training?

Beneficiaries	Outcome/impact
children	Children were confident [] Children self-esteem was enhanced [] Children were able to train other children. [] Children were able to participate in decision making processes.
staff	Staff were able to involve children in activities better [] Staff changed their attitude towards children []
management	The management appreciated children ideas in decision making [] Children were consulted often [] Structures to support child participation were enhanced []
Others	

6. Do you think staff capacity in child rights affects involvement of children in decision making process in the institution? Yes [] No []

Please explain.....

7. Is there a specific staff championing the following activities in the institution? Tick appropriately

Child participation	Yes		No	
Child Protection	Yes		No	

8. In your own opinion do you think the numbers of staff available in the institution are sufficient to support child participation activities? Yes [] No []

Please explain.....

9. Children have the right to self-expression and self-determination in discussion in matters that affect them. Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed []

10. Children are immature, lack knowledge and if allowed to participate will be uncontrollable. Strongly agreed [] Agreed [] Strongly disagreed [] Disagreed []

11. Which are some of the sources of information do you have in your institution? Please tick appropriately, indicate their accessibility and add others

Information Materials	Accessible by Children	Accessible by staff
Radio		
TV		
Telephone		
Magazines		
Internet		
Newspapers		
Books		
Others, specify		

12. Does the institution make deliberate effort to avail child friendly information materials? Yes [] No []

(b) If yes what materials are available in child friendly formats?

(c) Where are they kept?

Organizational commitment

1. What policies and procedures does the institution have on child participation? Please tick those applicable and show who was involved in development.

Policy	Who was involved in developing		
	Children	Staff	Management
Behavior management policy			
Children complain procedure			
Individual Child placement plan			
Others, specify			
No policies and procedures in place			

2. Indicate the structures that the organization has put in place in support of child participation activities

Sufficient staff	finances	trainings	Child friendly information materials	Enabling environment	Others specify

Children Empowerment

1. What opportunities do children have to air their views in the institution? Please tick appropriately and add others.

Suggestion box	Children’s meetings	Counseling	Others specify

2. In your own assessment, are children views considered in your institution? Please indicate the frequency during:

Activity	Rarely	Never	Often
Needs Assessment			
Planning			
Implementation			
Monitoring and evaluation			

3. What do children do when they have complaints in the institution?

Report to the staff	Report to the management	Report to the children representative	keep silent about the problem	Others, Specify

4. How are the children complaints handled?

Sometimes ignored	Sometimes discussed and action not taken	Sometimes discussed and action taken	Always discussed and action taken	Others

5. Are there specific child participation activities in the institution?

Please tick the ones available and add others.

Child rights clubs	Children's parliaments	Children's council	Creative activities Drama music & art	National & International events	Others specify

6. Are there some decisions that you think children are not supposed to be involved in making in the institution? Yes [] No []

Please give examples.....

(b) Are there some decisions that you think children should be involved in making?

Yes [] No []

Please explain further.

QUESTIONNAIRE FOR CHILDREN

A. BIO DATA

1. Gender : Male [] Female []
2. Age: 13- 14[] 15- 16[] 17- 18[]
3. Education: Never been to school [] Preschool [] Lower primary [] Mid primary []
Upper primary [] Secondary []
Others
(Specify).....
4. Duration of stay in the project/institution.
1 Month to 1 year [] 1 to 2 years [] 2 to 3 years [] 3 to 4 years []
5 years and above []

B. STUDY INFORMATION

CHILDREN EMPOWERMENT

1. Have you heard about child rights? Yes [] No []
If yes where did you get to hear about the rights (a) From teachers at school [] (b) From staff at the institution [] (c) From other children [] From trainers from another institution []
2. Do children have rights? Yes [] No []
If no explain.....

(b)What rights of children do you know?

Rights	Tick
Right to survival-medical care, nutrition, shelter and clothing.	
Right to development-Education, training, recreation, information and security	
Right to participation-Freedom of worship, Assembly, Access to information, Expression of opinion	
right to protection-From sexual exploitation, discrimination,	
Others.	
None	

3. Have you received any form of training on children rights? Yes [] No []
If no go to question 4
b) If yes what form did the training take?

Seminar	workshop	Seminars/workshops with follow up	On line programme	Others

c) How long did the training take?

Below one Month	One Month to One year	One Year and Above

d) Was the training helpful? Yes [] No []

Reasons	Tick
It made me change my attitude towards staff and other children	
It helped me to be confident	
I am now able to raise my views and opinions	
No opportunity to apply	
It was too complicated to comprehend	

4. What is your understanding of child right to participation? Please tick Below

Involving children in decision making	Having children views listened to and respected	Children taking part in activities	Others

5. Do you know any instruments/documents/ books that documents child rights?

Yes [] No []

If yes, please the ones you are familiar with and state whether they are available in the institution, their format and accessibility.

Instruments	Familiar	Available in the institution	Accessible to children	Child friendly format (understood by children)	Ordinal format
United Nations Convention of Rights of Children					
African Charter on the Rights and Welfare of Children []					
Children's Act 2001 []					
Kenya government Child participation guidelines					
The Kenya constitution 2010					
Charitable Children Institution Guidelines					
Others					

6. Children have the right to self-expression and self-determination in discussion in matters that affect them. Strongly agreed [] Agreed [] strongly disagreed [] disagreed []
7. Children are immature, lack knowledge and if allowed to participate will be uncontrollable. Strongly agreed [] Agreed [] strongly disagreed [] disagreed []

Organizational commitment

1. Does the institution have rules and regulations that guide children? Yes [] No []

b) If yes, who was involved in development and review of these rules and regulations?

All the children	Some children	few	Management	Staff	Do not know

2. What are some of the sources of information available in your institution? Please tick appropriately, indicate their accessibility and add others

Information Materials	Accessible by Children	Accessible by staff
Radio		
TV		
Telephone		
Magazines		
Internet		
Newspapers		
Books		
Others, specify		

3. Have you or any other child ever had a problem at the institution? Yes[] No[]

(a) If yes what did you or that other child do?

Don't know	Reported to the staff	Reported to the management	Reported to the children representative	kept silent about the problem	Others, Specify

(b) If no what would you do if you got a problem at the institution?

Nothing	Don't know	Report to staff	Report to management	Others specify

(b) If you reported the matter what did the person you reported to did?

Ignored	Quarreled me	Listened and did nothing	Listen and took action	Others specify

4. What do you think of the staff at the institution?

Some are good	Some are bad	Hash staff	Friendly	Others

5. What opportunities do children have to air their views in the institution? Please tick appropriately and add others.

Suggestion box	Children's meetings	Counseling	Others specify	No Opportunities

6. Are there specific child participation activities in the institution? Please tick the ones available and add others.

Child rights clubs	Children's parliaments	Children's council	National and international events i.e. day of the African child	Creative activities Drama music art	Others

7. Who makes decisions in this institution?

Teachers	Staff	Manager	Children leaders	Social workers	Counselor	Don't know	Others

8. Should children be involved in decision making in this institution? Yes [] No []

b) If yes, which decisions?

c) If no why?

9. What do you think are the barriers to effective involvement of children in decision making in your institution? Multiple answers.

Staff dominating	Other children dominating	Ignorance of the benefits	Cultural traditions	Lack of interest	Conflict with the institution	Lack of knowledge	Others, specify

(b) Please suggest ways how children involvement in decision making can be improved in the institution.

.....

APPENDIX IV: LIST OF CHILDREN INSTITUTIONS IN JUJA CONSTITUENCY

Charitable Children Institutions Monthly Population Return For The Month Of June Year
2011- Juja Constituency.

AREA	INSTITUTION	AGE			PREVIOUS MONTH		NEW ADMISSION		DISCHARGES		DEATHS		TOTAL
		0-5	6-12	13-18	F	M	F	M	F	M	F	M	
Ruiru	1. Spirit of Faith children's Centre.	4	39	54	46	51							97
Thika East	2. Harvest B. children's Centre.	17	9	-	11	15							26
Thika East	3. Caritas Mariana	4	24	22	28	25							50
Thika East	4. Macheo children's home	0	33	12	26	19							45
Ruiru	5. House of mercy children's home	8	15	35	34	29							63
Ruiru	6. Joy children's Centre	3	17	-	10	10							20
Thika West	7. Moyo children's Centre	1	3	6	-	10							10
Ruiru	8. Ruiru rehabilitation Centre	1	20	34	18	37							55
Thika East	9. Pendekezetu children's home	7	85	19	107	4							111
Ruiru	10. Bethel children's	5	25	11	21	20							41

	Centre												
Ruiru	11. Christ Our Refuge Children's home	3	11	24	17	21							38
Thika West	12. Karibu Centre	22	0	6	21	6							22
Thika West	13. Wema Centre	-	67	98	116	49							165
Ruiru	14. Ebenezer Restoration Christian Centre	1	11	35	29	18							47
Thika East	15. Child Rescuing Centre-International	3	22	2	12	15							27
Thika West	16. Namrata Shah Children's home	1	20	14	10	25							35
Thika East	17. Watotowenyenguvu	2	41	39	56	26							82
Thika West	18. St. Monica orphanage	12	52	42	51	55							106
Ruiru	19. Revelations orphans and destitute Centre	2	9	12	11	13							24
Thika West	20. Star of Hope Children Home	5	11	62	57	21							78
Ruiru	21. WatuwaMama Children	0	4	38	14	28							42

	Centre												
Thika West	22. Action For Children In Conflict	0	10	13	-	26							26
Thika West	23. Action For People in Conflict	4	12	12	-	28							28
Ruiru	24. Anchor Valley Children's Home	2	11	13	15	11	0	0	0	0	0	0	26
Thika West	25. Alpha Hope and Joy children's home	0	8	2	5	5	0	0	0	0	0	0	10
Thika West	26. Bless, Break Share It Trust children's Home	1	15	8	8	16	-	-	-	-	-		24
Thika East	27. Community of Hope children's home	12	12	4	15	14	-	1	1	-	-	-	29
Thika West	28. Otto Hofmann children's home	2	16	3	20	0	0	0	-	0	0	0	21
Thika West	29. Ark children's Home	1	2	21	22	2	0	0	0	0	0	0	24
Thika West	30. St. Mary's children's Home Juja farm	13	72	29	46	68	0	0	0	0	0	0	114
Thika West	31. Furaha children's home	3	9	7	6	13	0	0	0	0	0	0	19

APPENDIX V: AUTHORIZATION LETTERS



MINISTRY OF GENDER, CHILDREN AND SOCIAL DEVELOPMENT

Telephone: 0202320638
Email dcouriru@gmail.com
When replying please quote

Ref: CS/1/35/01

CHILDREN'S DEPARTMENT
P.O. Box 140-00232
RUIRU

Date: 30/08/2012

TO WHOM IT MAY CONCERN

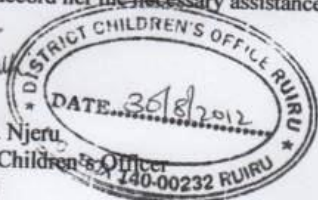
RE: REBECCA WAMBUI WAINAINA

The above named person is well known to our children's office. She is a university student at Nairobi University undertaking her masters and a stakeholder in children matters within and without the district.

She is currently working on her research on the topic; "*Factors Influencing Application of Child Right to Participation in Decision Making; The Case of Selected Charitable Children Institutions in Juja Constituency, Kiambu County, Kenya.*"

Kindly accord her the necessary assistance.

Lucy M. Njeru
Lucy M. Njeru
District Children's Officer
RUIRU



**MINISTRY OF GENDER, CHILDREN AND SOCIAL
DEVELOPMENT**

Telegraphic Address: "CHILDREN'S", THIKA
Telephone 0202062547 Fax 31199
Email: dcothika@yahoo.com
dcothika@homeaffairs.go.ke
When replying please



DISTRICT CHILDREN'S OFFICE
P.O. BOX 6112 - 01000
THIKA

Ref; CS/1/6/84/VOL.29/21

Date; 30th August 2012

All CCI Managers
THIKA DISTRICT.

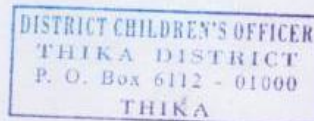
RE: REBECCA WAMBUI WAINAINA.

The above herein is a masters student at University of Nairobi.

She is writing a project paper on "factors influencing applications of child right to participation in decision making;- case of selected Charitable Children Institutions in Juja Constituency, Kiambu County".

- This is therefore to request you to permit and guide her in collection of primary data in your institutions.

Thank you



Mwiti H. Kiruki
District Children's Officer
THIKA DISTRICT.



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EMC

Your Ref:

Our Ref:

Telephone: 334244 Ext. 120

REF: UON/CEES/NEMC/13/347

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

23rd October 2012

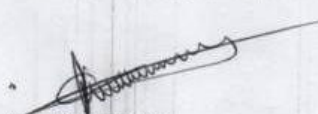
TO WHOM IT MAY CONCERN

RE: REBECCA WAMBUI WAINAINA- REG. NO .L50/70750/2007

This is to confirm that the above named is a student at the University of Nairobi College of Education and External Studies, School of Continuing and Distance Education, Department of Extra- Mural Studies pursuing Master of Arts in Project Planning and Management.

She is proceeding for research entitled "**factors influencing application of child rights to participation in decision making.**" A case of selected charitable institution in Juja, Kiambu County, Kenya.

Any assistance given to her will be appreciated.


CAREN AWILLY
CENTRE ORGANIZER
NAIROBI EXTRA-MURAL CENTRE

