



THE INFLUENCE OF INDUCTION TRAINING ON THE IMPLEMENTATION OF THE CHILD SAFEGUARDING PROGRAMS AT SECOURS ISLAMIQUE FRANCE IN KENYA

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Abstract

Child safeguarding is a cornerstone of ethical humanitarian and development practice, aimed at protecting children from abuse, neglect, exploitation, and harm within programmatic interventions. This study examined the influence of induction training on the implementation of the Child Safeguarding Programme at SIF in Kenya. The study was anchored on the Theory of Change and Systems Theory. A convergent research design was adopted. The study targeted 370 SIF staff. Using the Krejcie and Morgan table, a sample size of 182 respondents was achieved. Simple random and purposive sampling techniques were used in selecting respondents. A pilot study with 37 respondents was conducted. Questionnaires and interview guides were used in collecting quantitative and qualitative data respectively. Data were analysed using SPSS version 30, applying descriptive statistics such as frequencies, percentages, means, and standard deviations, as well as inferential methods including correlation and multiple regression analysis. Statistical findings were presented using tables, while qualitative insights were analysed thematically and presented verbatim. The study established that induction training practices had a positive and statistically significant influence on the implementation of child safeguarding programmes at SIF Kenya in Marsabit County. The findings showed that effective induction training improves staff awareness of safeguarding responsibilities, clarifies expected conduct, and orients staff at entry level; though its effectiveness is sometimes constrained by limited resources, staff turnover, and weak follow-up mechanisms, it enhances compliance with child protection policies. The study recommends that SIF Kenya should strengthen and standardizes induction training processes to enhance consistent application of child safeguarding practices.

Keywords: Induction Training, Implementation of Child Safeguarding Programs, Secours Islamique France in Marsabit County, Kenya.

INTRODUCTION

Induction training has increasingly been recognized as a critical determinant of effective programme implementation, particularly in humanitarian and development settings where accountability, ethical conduct, and staff preparedness are essential (Gureh & Ondara, 2024). In child safeguarding programmes, induction training shapes how safeguarding policies and standards are translated into practice by equipping staff and volunteers with the knowledge, skills, and attitudes necessary to protect children from abuse, exploitation, neglect, and other forms of harm (Clark et al., 2023). Effective induction ensures that individuals involved in programme implementation understand their safeguarding responsibilities, reporting procedures, and organizational expectations regarding child protection.

Induction training is one of the most important organizational practices contributing to the successful implementation of child safeguarding programmes (Chen et al., 2025). It provides newly recruited staff, volunteers, and partners with orientation on child protection policies, safeguarding procedures, ethical conduct, and reporting mechanisms, thereby minimizing the risk of harm to children and fostering a safe and protective environment. Through induction, organizations establish a common understanding of safeguarding principles and ensure that all personnel are adequately prepared to respond to child protection concerns in a timely and appropriate manner.

Effective induction training also promotes confidentiality in handling child-related information, enhances adherence to reporting procedures, and strengthens staff accountability in safeguarding practices. Furthermore, induction encourages collaboration among key stakeholders, including government agencies, non-governmental organizations, local communities, and families, thereby fostering collective responsibility for child protection. Such collaborative approaches enhance resource mobilization, improve programme responsiveness, and contribute to the sustainability of child safeguarding interventions (Bekaert et al., 2021). Collectively, these dimensions of induction training create a strong foundation for the effective implementation of child safeguarding programmes.

Globally, induction training has become a cornerstone of child safeguarding implementation, particularly in European countries where protecting children's health, well-being, and rights is a central policy objective. Comprehensive staff orientation and continuous safeguarding training are emphasized within frameworks such as the United Kingdom's Keeping Children Safe in Education, which requires all personnel working with children to understand their safeguarding responsibilities and reporting obligations (Hestbæk et al., 2023). However, despite the existence of these frameworks, organizations continue to face challenges such as limited access to formal training resources, high staff turnover, and dependence on informal onboarding processes, all of which can undermine the effectiveness of induction programmes. To address these challenges, institutions such as the National Health Service (NHS) England have institutionalized safeguarding induction through periodic staff orientation, refresher training, and compliance reviews aimed at identifying and addressing safeguarding gaps.

In Africa, induction training for child safeguarding programmes has been adapted to diverse socio-cultural and resource-constrained environments while maintaining core safeguarding principles. Organizations such as Save the Children in West and Central Africa implement structured induction and safeguarding training as a mandatory requirement to ensure that staff and volunteers understand child protection standards and safeguarding expectations (Oluwafemi, 2023). Nevertheless, challenges such as inadequate training resources, high employee turnover, and limited institutional capacity continue to hinder effective implementation. In humanitarian contexts, induction training has increasingly been integrated into programme design, as demonstrated by initiatives in Nigeria and Mali where structured safeguarding orientation equips staff with the competencies required to prevent and respond to child protection risks. Despite these efforts, many African countries still face difficulties in operationalizing global safeguarding standards due to weak institutional systems, mobile populations, and inadequate organizational capacity.

These contextual challenges underscore the importance of organizations such as Secours Islamique France (SIF) adopting induction training processes that are responsive to local realities and capable of strengthening safeguarding practices.

In East Africa, induction training remains a key strategy for strengthening child safeguarding programmes. Organizations such as Terre des Hommes in Uganda and Tanzania conduct comprehensive safeguarding orientation and training programmes for staff and volunteers, although differences in legal frameworks and training standards continue to affect implementation consistency (Manful et al., 2020). Similarly, safeguarding induction has been integrated into youth-focused programmes supported by the European Union Trust Fund in Uganda, where staff orientation and safeguarding training have improved preparedness and contributed to reducing safeguarding risks within programme communities by approximately 30% (Wangamati et al., 2022). However, challenges such as limited formal training structures, inadequate inter-agency collaboration, and weak enforcement of safeguarding regulations continue to affect programme implementation across the region. These experiences highlight the need for organizations operating in similar contexts to strengthen induction training as a means of enhancing the effectiveness of child safeguarding interventions.

In Kenya, induction training for child safeguarding is supported by national legal and policy frameworks designed to protect children's rights and welfare. The Children Act, 2001, together with subsequent child protection policies, emphasizes the need for organizations working with children to orient staff on safeguarding responsibilities and establish clear procedures for preventing and responding to abuse (Rutto & Nyang'au, 2024). Many child-focused organizations have adopted structured induction programmes to ensure staff are familiar with safeguarding policies, codes of conduct, and reporting mechanisms. Furthermore, the National Prevention and Response Plan on Violence Against Children (2019–2023) emphasizes staff preparedness and safeguarding awareness as essential strategies for reducing child abuse and exploitation. These initiatives demonstrate the growing recognition of induction training as a fundamental component of effective child safeguarding implementation in Kenya.

Secours Islamique France (SIF) has been operating in Kenya since 2012, implementing programmes in child protection, education, and humanitarian assistance among vulnerable communities, particularly in Marsabit County. The organization incorporates induction training into its child safeguarding programme to ensure that staff, volunteers, and partners are adequately prepared to uphold safeguarding principles and protect children participating in its interventions. However, Marsabit County presents unique challenges due to its vast geographical coverage, pastoralist lifestyle,

dispersed settlements, and low literacy levels, which may affect the effectiveness of induction programmes and the implementation of safeguarding interventions. The county remains one of the most marginalized areas in Kenya, with a monetary poverty rate of 63.2%, a multidimensional poverty rate of 85.8%, and approximately 85.3% of children aged 0–17 years living in multidimensional poverty (Marsabit County Integrated Development Plan, 2023).

The vulnerability of children in Marsabit is further exacerbated by inadequate nutrition, poor housing, limited access to information, and water insecurity (Marsabit County Child Protection Risk Assessment, 2023). Moreover, the county experiences significant child protection concerns, including child migration, early and forced marriages, teenage pregnancies, and heightened vulnerability resulting from recurrent drought and food insecurity (National Drought Management Authority, 2023; The Star, 2023). These socio-economic and protection challenges highlight the need for robust and context-sensitive induction training to ensure that personnel implementing child safeguarding programmes possess the necessary competencies to identify risks, respond effectively to safeguarding concerns, and protect vulnerable children.

Additionally, national child protection assessments have identified increased risks of child neglect, early marriages, and cross-border child trafficking in Marsabit due to porous borders and the mobility of pastoralist communities (Marsabit County Child Protection Risk Assessment, 2024). Cases of exploitation and abuse in humanitarian settings across Kenya further emphasize the need for organizations working with vulnerable children to strengthen safeguarding measures through effective staff induction and continuous capacity building. Although SIF has implemented interventions aimed at strengthening local capacity, promoting community awareness, and integrating safeguarding practices into programme implementation, there remains limited empirical evidence on how induction training influences the implementation of child safeguarding programmes within the organization, particularly in the context of Marsabit County.

Therefore, this study was timely and necessary to establish the influence of induction training on the implementation of the Child Safeguarding Programme at Secours Islamique France in Kenya, with a particular focus on Marsabit County. The findings provided evidence that can inform the design and strengthening of induction programmes to enhance child safeguarding outcomes within humanitarian and development organizations operating in vulnerable contexts.

STATEMENT OF THE PROBLEM

Child safeguarding is a fundamental component of ethical humanitarian and development practice, aimed at ensuring that children are protected from abuse, neglect, exploitation, and harm within programme interventions

(Acharya, 2023). However, the magnitude of the problem remains alarming, with estimates indicating that nearly one billion children aged 2–17 years' experience some form of physical, sexual, or emotional violence annually (Cagney et al., 2025).

In response to this growing concern, there has been increased emphasis on strengthening child safeguarding within humanitarian and development programming. Secours Islamique France, which has been operating in Kenya since 2012, implemented child protection and education programmes targeting vulnerable populations, particularly in Marsabit County. Guided by its Child Safeguarding Policy, SIF was expected to ensure that all its interventions prioritised the safety and well-being of children through structured and well-coordinated project management practices. In reality, however, there were significant challenges in the implementation of child safeguarding programmes in resource-constrained and marginalised contexts such as Marsabit County.

It was evidenced that the vulnerabilities of the practices of induction training, such as inadequate staff orientation on child protection policies, insufficient safeguarding awareness, and lack of training on reporting practices, led to the involvement of the personnel that were not well prepared to cope with the child protection duties, and therefore exposed children to any possible harm (Okelo et al., 2022). In the same manner, the systematic integration of risk assessment protection into the project planning and implementation process was not always systematically implemented in the organization, which limited the ability of the organization to proactively identify and mitigate context-specific risks (Kiral, 2025). Furthermore, data management challenges included insufficient data security, ineffective documentation, and inadequate monitoring of data protection incidents (Rutto and Nyang'au, 2024). Additionally, the lack of stakeholder integration — characterised by fragmented partnerships and insufficient coordination among key actors — hindered the development of comprehensive and inclusive child protection systems (Kaluai, 2020).

Though SIF had put in place policies and frameworks to guide child safeguarding, there was a dearth of empirical evidence on how project management practices, specifically induction training, impacted the implementation of child safeguarding programmes within the Kenyan context, and in particular the marginalised regions such as Marsabit County. This gap in knowledge underscored the need for empirical investigation. This study therefore examined the influence of induction training on the implementation of the Child Safeguarding Programme at Secours Islamique France in Kenya, with a particular focus on Marsabit County.

RESEARCH OBJECTIVE

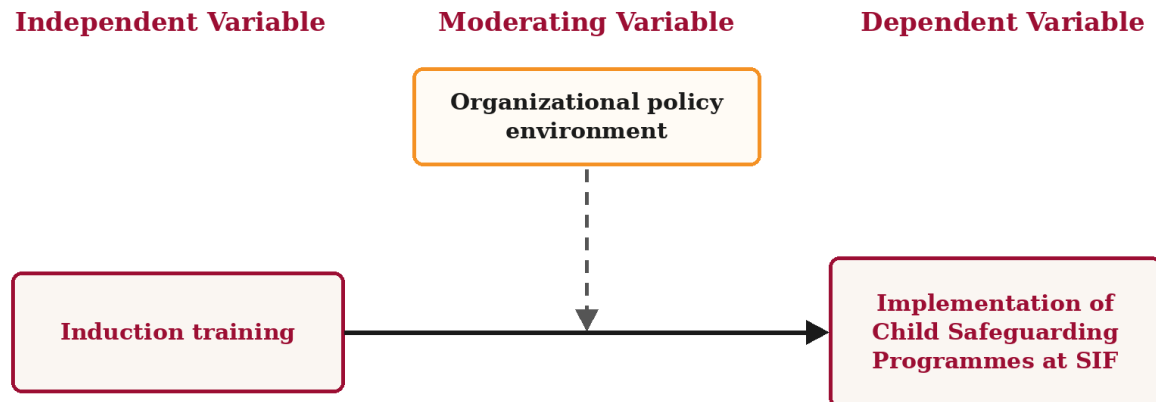
To examine the influence of induction training practices on the implementation of child safeguarding

programmes at Secours Islamique France in Marsabit County, Kenya.

CONCEPTUAL FRAMEWORK

The figure below presents the conceptual model of the study. The independent variable is induction training,

while the dependent variable is the implementation of child safeguarding programmes. The study also identifies the moderating variable, which is not the focus of this study. The moderating variable is the organisational policy environment.



Source: Researcher, 2026

LITERATURE REVIEW

Literature review is a prime factor that establishes the conceptual and theoretical foundation of a research topic. It is an important academic skill that enables researchers to explore, analyse, and synthesise published work in a field and draw connections between existing studies and their own research (Shah et al., 2021). This study therefore critically reviewed empirical studies on induction training in relation to the induction training in relations to implementation of child safeguarding programmes.

Theoretical Framework

The study was guided by two theories: The Theory of Change and the Systems Theory.

Theory of Change

The Theory of Change, developed by Carol Weiss in 1995, explains how and why desired change occurs by mapping the causal pathways that link programme inputs, activities, outputs, and outcomes through explicit assumptions (Weiss, 1995). It provides a structured framework for planning, implementing, and evaluating interventions by clarifying how specific actions are expected to generate intended results (Mayne, 2017).

In this study, the Theory of Change is applied to understand induction training as a key input in strengthening child safeguarding programme implementation. Induction training is conceptualized as the entry point through which staff are oriented on child protection policies, ethical standards, reporting mechanisms, and organizational expectations. This foundational exposure is expected to shape staff awareness, competence, and compliance, thereby contributing to improved safeguarding outcomes. The

theory also recognizes that this pathway is not linear, as outcomes are influenced by complementary factors such as risk assessment systems, organizational culture, supervision, data management, and stakeholder coordination (Chapman et al., 2023).

However, despite its explanatory strength, the Theory of Change has been critiqued for relying on assumptions that may not always hold in complex real-world settings, particularly where contextual and organizational constraints affect implementation fidelity (Davies, 2018). Nevertheless, it remains relevant in this study because it provides a logical framework for tracing how induction training is expected to influence safeguarding outcomes through intermediate behavioural and institutional changes (Finch et al., 2021).

Systems Theory

Systems Theory, advanced by Ludwig von Bertalanffy in 1968, conceptualizes organizations as interconnected and interdependent systems in which different components interact to influence overall performance. It emphasizes coordination, feedback loops, and the dynamic relationships between system elements (Nyathi, 2022).

Within the context of this study, Systems Theory is used to position induction training as one component within a broader child safeguarding system rather than as an isolated intervention. Effective safeguarding is understood to depend not only on induction training but also on its interaction with other organizational elements such as supervision structures, risk assessment mechanisms, reporting systems, and inter-agency collaboration. Weaknesses in any of these interconnected components may compromise the

effectiveness of the entire safeguarding system (Itzkowitz & Olson, 2022). The theory further underscores the importance of continuous feedback mechanisms such as monitoring, evaluation, and learning processes in strengthening and sustaining safeguarding performance over time (Martinello, 2020).

Although Systems Theory is often considered abstract and complex to operationalize (Briggs, 2020), it is particularly suitable for child safeguarding studies because safeguarding itself operates within a multi-actor, multi-level, and interdependent environment. It therefore helps to explain why strengthening one component, such as induction training, may not automatically result in optimal outcomes unless the wider system functions coherently (Thompson et al., 2022).

Therefore, the Theory of Change and Systems Theory offer a complementary framework for this study. The Theory of Change explains how induction training is expected to influence safeguarding outcomes through a clear input–process–outcome pathway, while Systems Theory highlights the interconnected and dynamic nature of safeguarding systems, including coordination, feedback, and contextual influences (Weiss, 1995; Bertalanffy, 1968). Their integration strengthens the analysis by combining causal explanation with a holistic systems perspective, allowing a more balanced understanding of how induction training contributes to child safeguarding outcomes within complex organizational settings.

Review of Empirical Literature

Induction training has increasingly been recognized as a fundamental determinant of the successful implementation of child safeguarding programmes because it equips staff and volunteers with the knowledge, skills, and attitudes necessary to protect children from abuse, neglect, exploitation, and other safeguarding risks. In a study examining induction training in child-focused organizations across Europe, Cruz, Navarro, and Villanueva (2025) found that comprehensive induction programmes that include orientation on child safeguarding policies, codes of conduct, reporting procedures, and ethical responsibilities significantly improved staff preparedness and adherence to safeguarding standards. Their analysis demonstrated that structured induction strengthened organizational integrity and enhanced protective outcomes by ensuring that personnel understood their safeguarding obligations before engaging with children.

Patrick, Kandiah, and Welbury (2020) conducted a study in the United Kingdom to assess the effectiveness of safeguarding induction training among professionals working with children. Using administrative records and policy analysis, the study established that mandatory induction training enhanced staff awareness of safeguarding responsibilities, improved reporting of child protection concerns, and increased compliance

with safeguarding regulations. The findings further revealed that staff who underwent structured induction programmes demonstrated higher confidence in handling safeguarding issues and were more likely to follow organizational procedures when responding to child protection cases.

Williams and D’Affonseca (2022) examined induction and orientation practices in child welfare organizations in Brazil using qualitative interviews and organizational assessments. The study found that induction programmes that incorporated case scenarios, ethical discussions, and practical safeguarding exercises improved staff understanding of child protection principles and enhanced their ability to identify and respond to safeguarding concerns. The researchers concluded that experiential induction approaches strengthened employees’ commitment to safeguarding and promoted consistent implementation of child protection policies.

In South Africa, Fouché et al. (2020) investigated the influence of induction training on child safeguarding implementation using a mixed-methods approach comprising surveys and document analysis. The findings indicated that organizations that provided structured induction training on safeguarding principles, reporting mechanisms, and child protection laws reported higher levels of staff compliance with safeguarding standards. The study further established that induction training enhanced institutional credibility and fostered a culture of accountability in protecting children from harm.

O’Connor et al. (2021) explored induction practices in child-focused organizations in Nigeria using a descriptive survey design. The researchers found that induction programmes covering safeguarding policies, reporting channels, ethical conduct, and staff responsibilities significantly improved personnel competency and reduced cases of misconduct. Similarly, Oluwafemi (2023) established that structured induction training increased employees’ awareness of child safeguarding principles and strengthened their ability to recognize and report safeguarding concerns promptly. The study concluded that induction training plays a critical role in enhancing the effectiveness of child safeguarding programmes in humanitarian and development organizations.

Walker-Simpson (2021) examined induction practices among non-governmental organizations in Tanzania through surveys and interviews with programme staff. The findings revealed that comprehensive induction programmes, including orientation on child safeguarding policies, codes of conduct, and organizational values, significantly improved staff preparedness to work with vulnerable children. Similarly, Gilliard et al. (2024) found that organizations implementing systematic induction programmes reported fewer safeguarding incidents because staff

possessed a better understanding of safeguarding procedures and preventive measures.

In Uganda, Baguma (2024) investigated the contribution of induction training to child protection programmes using structured questionnaires and interviews with child protection officers. The findings showed that induction programmes incorporating safeguarding policies, reporting protocols, and practical case studies enhanced staff competency and improved programme effectiveness. Similarly, Kisakye et al. (2023) established that inadequate induction training was associated with increased safeguarding breaches and reduced staff preparedness to address child protection concerns. The researchers recommended continuous induction and refresher training to strengthen safeguarding outcomes in child-focused organizations.

In Kenya, Ndungu et al. (2024) examined induction training practices in child-focused organizations using survey data collected from employees and volunteers. The study found that structured induction programmes emphasizing child safeguarding policies, ethical standards, reporting procedures, and staff responsibilities significantly enhanced employees' understanding of safeguarding obligations and improved programme implementation. Shanley et al. (2021) further observed that in rural Kenyan settings, induction programmes that integrated community-based orientation and cultural awareness enhanced staff acceptance within local communities and strengthened safeguarding interventions among vulnerable children.

Although empirical literature increasingly demonstrates the importance of induction training in strengthening child safeguarding practices globally, most studies have focused on developed countries or have examined induction in relation to general organizational performance rather than specifically investigating its influence on the implementation of child safeguarding programmes in humanitarian organizations operating in Kenya. Furthermore, limited research has integrated both formal institutional induction processes and community-based orientation approaches within a single analytical framework. This created a contextual and empirical gap in understanding how induction

training influences the implementation of child safeguarding programmes in humanitarian organizations such as Secours Islamique France in Marsabit County, Kenya.

RESEARCH METHODOLOGY

This paper used convergent mixed methods research design which incorporated both quantitative and qualitative methods. A phenomenological approach was chosen in the qualitative strand, to obtain the lived experiences and perspectives of SIF staff as to induction training and child safeguarding implementation. The target population comprised 370 SIF Kenya employees. A sample of 182 respondents and one key informant was selected. The Krejcie and Morgan (1970) sampling table was used to determine the required sample size of 182 respondents. General staff members were sampled using the simple random sampling technique to ensure equal representation, while the key informant was selected using purposive sampling to ensure relevant expertise was represented.

Structured questionnaires and interview guides were used to collect data. Quantitative data were collected via questionnaires administered to general staff, while qualitative data were collected through interview guides administered to the key informant, focusing on induction training procedures and child safeguarding implementation practices. Induction training and the protection of the practices involved in the implementation.

The quantitative data were analyzed with the help of SPSS version 30, and the descriptive statistics included frequencies, percentages, means, and standard deviations that were used to summarize the results. The correlation and multiple regression analysis of inferential statistics were employed in testing the relationship between induction training and child safeguarding implementation. Thematic analysis was used to analyse qualitative data, which were presented in both narrative form and verbatim quotes to enrich and complement the quantitative results.

FINDINGS

Table 1 Aspects of Induction Training

n=182

Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dvt
Staff are aware of their responsibilities regarding child safeguarding from the start of employment.	2 (1.1)	6 (3.3)	18 (9.9)	98 (53.8)	58 (31.9)	4.15	0.82
New staff receive adequate induction training on child safeguarding procedures.	4 (2.2)	10 (5.5)	25 (13.7)	92 (50.5)	51 (28.0)	4.03	0.88
Induction training adequately prepares staff to implement child safeguarding procedures.	12 (6.6)	45 (24.7)	35 (19.2)	70 (38.5)	20 (11.0)	3.28	1.09

Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	Std Dvt
Employment contracts and induction programmes clearly communicate safeguarding obligations to staff.	3 (1.6)	8 (4.4)	22 (12.1)	85 (46.7)	64 (35.2)	4.09	0.85
Staff understand child safeguarding roles and responsibilities after induction training.	8 (4.4)	28 (15.4)	40 (22.0)	80 (44.0)	26 (14.3)	3.55	0.99
Induction training enhances staff compliance with child safeguarding standards at SIF Kenya.	2 (1.1)	7 (3.8)	18 (9.9)	95 (52.2)	60 (33.0)	4.19	0.80
Composite Mean and Standard Deviation						3.88	0.91

Source: Field Data, 2026

As Table 1 presents, the composite mean of $M = 3.88$ and a standard deviation of $SD = 0.91$ indicates general agreement among respondents that induction training positively influences the implementation of child safeguarding programmes, although perceptions vary across the different dimensions assessed. This suggests that while induction training is largely effective, its depth, consistency, and practical application differ among staff experiences.

Regarding the statement that staff are aware of their responsibilities regarding child safeguarding from the start of employment, 98 respondents (53.8%) agreed and 58 (31.9%) strongly agreed, while 18 (9.9%) were neutral, 6 (3.3%) disagreed, and 2 (1.1%) strongly disagreed. The mean score of $M = 4.15$ and $SD = 0.82$ indicates strong agreement that induction training effectively orients staff on safeguarding responsibilities at entry level. This finding is reinforced by key informant interviews, where respondents emphasized that safeguarding is introduced as a core duty during onboarding. Key informant stated that “during induction, safeguarding is one of the first topics covered, and new staff are made to understand that child protection is part of their daily responsibility.” This aligns with Cruz et al. (2025), who argue that early role clarity is a fundamental input in safeguarding systems because it establishes behavioural expectations that shape compliance and implementation outcomes. Within the Theory of Change framework, this demonstrates that clear initial orientation strengthens the causal pathway toward improved safeguarding practice.

On the statement that new staff receive adequate induction training on child safeguarding procedures, 92 respondents (50.5%) agreed and 51 (28.0%) strongly agreed, while 25 (13.7%) were neutral, 10 (5.5%) disagreed, and 4 (2.2%) strongly disagreed. The mean score of $M = 4.03$ and $SD = 0.88$ indicates strong agreement that induction training is generally adequate in providing foundational safeguarding knowledge. This finding is supported by Patrick, Kandiah, and Welbury (2020), who established that structured safeguarding induction enhances staff awareness and strengthens adherence to child protection procedures. Key informant similarly noted that induction is well structured and covers essential procedures such as reporting channels

and safeguarding protocols, though they also observed that time constraints sometimes limit depth of coverage. From a Systems Theory perspective, this suggests that while the system is well designed, operational pressures may affect the uniformity of implementation across contexts.

In relation to whether induction training adequately prepares staff to implement child safeguarding procedures, 70 respondents (38.5%) agreed and 20 (11.0%) strongly agreed, while 35 (19.2%) were neutral, 45 (24.7%) disagreed, and 12 (6.6%) strongly disagreed. The mean score of $M = 3.28$ and $SD = 1.09$ indicates only moderate agreement and significant variability in responses, suggesting that induction training alone may not fully equip staff for practical safeguarding challenges. This finding reflects a partial weakness in the Theory of Change implementation pathway, where training inputs do not always translate into complete behavioural competence without reinforcement mechanisms. This is consistent with Williams and D’Affonseca (2022), who argue that safeguarding training is most effective when combined with experiential learning, mentorship, and scenario-based practice. Key informant reinforced this, noting that “induction gives a foundation, but real competence comes from practice, supervision, and on-the-job experience,” highlighting the gap between theoretical preparation and applied safeguarding competence.

Regarding the statement that employment contracts and induction programmes clearly communicate safeguarding obligations to staff, 85 respondents (46.7%) agreed and 64 (35.2%) strongly agreed, while 22 (12.1%) were neutral, 8 (4.4%) disagreed, and 3 (1.6%) strongly disagreed. The mean score of $M = 4.09$ and $SD = 0.85$ indicates strong agreement that safeguarding obligations are clearly communicated through formal and onboarding processes. This finding aligns with Fouché et al. (2020), who emphasize that clear articulation of safeguarding expectations through organizational policies and contracts strengthens accountability and compliance behaviour. Key informant similarly confirmed that safeguarding clauses are embedded in employment contracts and reinforced during induction, thereby strengthening organizational safeguarding culture. Within the Theory of Change, this

represents a strong input-output linkage where policy clarity directly influences behavioural compliance outcomes.

On the statement that staff understand child safeguarding roles and responsibilities after induction training, 80 respondents (44.0%) agreed and 26 (14.3%) strongly agreed, while 40 (22.0%) were neutral, 28 (15.4%) disagreed, and 8 (4.4%) strongly disagreed. The mean score of $M = 3.55$ and $SD = 0.99$ indicates moderate agreement, suggesting that while induction improves understanding, it is not consistent across all staff categories. This finding is supported by O'Connor et al. (2021), who found that induction training improves baseline competence but requires continuous reinforcement to sustain role clarity over time. Key informant emphasized this need, noting that refresher training and supervision are necessary to address complex safeguarding cases and reinforce understanding. This aligns with Systems Theory, which stresses that sustained effectiveness requires continuous feedback loops and reinforcement mechanisms within organizational systems.

On the statement that induction training enhances staff compliance with child safeguarding standards at SIF Kenya, 95 respondents (52.2%) agreed and 60 (33.0%) strongly agreed, while 18 (9.9%) were neutral, 7 (3.8%) disagreed, and 2 (1.1%) strongly disagreed. The mean score of $M = 4.19$ and $SD = 0.80$ indicates strong agreement that induction training promotes compliance with safeguarding standards. This finding is supported by Oluwafemi (2023), who established that structured induction programmes significantly enhance staff adherence to child safeguarding policies by embedding organizational values early in employment. Key informant also affirmed that induction sets a strong compliance culture, with one noting that “staff quickly learn that safeguarding rules are mandatory and closely monitored.” In terms of the Theory of Change, this demonstrates that well-designed training inputs contribute directly to desired implementation outcomes by shaping attitudes and behaviours.

The findings demonstrate that induction training at SIF Kenya plays a significant role in strengthening the implementation of the Child Safeguarding Programme by enhancing awareness, clarifying responsibilities, and improving compliance with safeguarding standards. However, both quantitative and qualitative evidence consistently indicate that induction training alone is insufficient for full preparedness. The integration of Theory of Change and Systems Theory highlights the need for continuous capacity-building mechanisms, including refresher training, mentorship, supervision, and standardized onboarding processes to ensure sustained safeguarding effectiveness across all operational contexts.

To establish the relationship between induction training and the implementation of child safeguarding

programmes at Secours Islamique France Kenya, regression analysis was carried out.

Table 2: Regression Coefficients for Induction Training

Variable	B	Std. Error	t	Sig.
Induction training (X_1)	0.264	0.072	3.667	0.000

Alpha level (0.05)

Source: Field Data (2026)

According to the regression results presented in Table 2, induction training practices had a positive and statistically significant effect on the implementation of child safeguarding programmes ($p = 0.000 < 0.05$). The null hypothesis was therefore rejected, indicating that induction training practices played a significant role in strengthening the implementation of the child safeguarding programme at SIF Kenya.

The positive regression coefficient ($B = 0.264$) indicates that improvements in induction training practices are associated with enhanced implementation of child safeguarding programmes. This implies that the effectiveness of safeguarding systems within the organisation is strengthened by improving induction processes, including structured staff orientation, safeguarding briefings during onboarding, and clear communication of child protection responsibilities.

A detailed examination of induction training practices further revealed that key factors such as staff orientation, delivery of structured induction training sessions, and clear communication of safeguarding expectations were critical in enhancing safeguarding outcomes. Organisations that consistently employed structured induction training were better positioned to ensure that staff understood their safeguarding responsibilities from the outset of employment, thereby strengthening accountability and compliance with child protection policies. Similarly, effective induction processes ensured that staff were adequately prepared to identify, respond to, and report safeguarding concerns in a timely and appropriate manner.

The results further indicated that organisations with well-structured induction training systems demonstrated stronger safeguarding cultures, higher staff awareness, and greater levels of compliance with child protection requirements. Conversely, less effective induction training systems heightened the risk of staff not fully comprehending their safeguarding duties, which could jeopardise child safety and undermine overall programme performance.

Within the context of SIF Kenya, the evidence confirmed that induction training is a significant determinant of safeguarding performance. These findings underscore the need to strengthen induction training systems to improve child safety and enhance the overall effectiveness of child safeguarding programmes in humanitarian and development contexts.

CONCLUSION

This study concludes that induction training is a key factor influencing the implementation of the Child Safeguarding Programme at Secours Islamique France in Marsabit County, Kenya. The findings from both quantitative and qualitative data show that induction training significantly enhances staff awareness of child safeguarding responsibilities, improves understanding of safeguarding procedures, and strengthens compliance with child protection standards. Through structured onboarding processes, clear communication of safeguarding expectations, and the integration of safeguarding provisions within employment procedures, staff are adequately oriented at the point of entry, thereby establishing a strong foundation for safeguarding practice within the organization.

However, the study also concludes that induction training alone is not sufficient to ensure full and sustained effectiveness in safeguarding implementation. While it plays a critical initial role, its impact needs to be reinforced through continuous refresher training, supervision, and ongoing monitoring to maintain staff competence and ensure consistent application of safeguarding standards over time.

RECOMMENDATIONS

The study recommends that SIF Kenya strengthen and standardise induction training by institutionalising a comprehensive, structured safeguarding induction process across all programmes. This should include regular and systematic staff orientation, thorough safeguarding briefings during onboarding, clear communication of safeguarding roles and responsibilities, and enhanced induction content to ensure that all staff and volunteers are fully informed of their safeguarding obligations. These measures are expected to improve compliance, strengthen accountability, and enhance the overall effectiveness of child safeguarding programme implementation.

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