

**UNIVERSITY OF NAIROBI**

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**FACTORS INFLUENCING SKILLS ACQUISITION AMONG  
INSTITUTIONALIZED STREET CHILDREN AND YOUTH: A CASE OF STREET  
CHILDREN IN MOMBASA CITY COUNTY**

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## DECLARATION

### Student Declaration

I declare that this project is my original work and has not been presented for award of any degree in any other university.

Signature:.....

Date:.....

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### Supervisor Declaration

This project has been submitted for examination with my approval as the university supervisor.

Signature:.....

Date:.....

**Dr. Beneah Mutsotso**

## **DEDICATION**

I dedicate this research project to my family and friends.

To Wema Trust Centre fraternity.

## **ACKNOWLEDGEMENTS**

First of all, I would wish to acknowledge the almighty God for giving me the resources I needed for the completion of this study. I would wish to thank my family for the support and encouragement their understanding when I was not there with them during the project period; I wouldn't have made it this far without them.

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## **ACRONYMS AND ABBREVIATIONS**

<b>ANPPCAN</b>	:African Network on Prevention and Protection against Child Abuse and Neglect
<b>CSC</b>	:Consortium for Street Children
<b>CSK</b>	:Civil Society of Kenya
<b>GNP</b>	:Gross National Product
<b>GoK</b>	:Government of Kenya
<b>ICDC</b>	:International Child Development Center
<b>IYC</b>	:International Year of Children
<b>NGOs</b>	:Non-Governmental Organization
<b>UNESCO</b>	:United Nations Educational Scientific Organization
<b>UNICEF</b>	:United Nations Children’s Fund

## ABSTRACT

The problem of street children in Kenya has aggravated since its emergence. This has necessitated the involvement of public and private agencies to help rehabilitate street children and equipped them with necessary skills and techniques. The purpose of this study is to investigate impeding factors in skills acquisition among institutionalized street children in Mombasa County of Kenya. The study focused on two institutions rescuing street children within Mombasa County, Wema Centre Trust and Loren Beadry's Rescue Centre for Street Children. The study was guided by two main specific objectives; types of skills, and enabling factors in skills acquisition among institutionalized street children. The study was guided by grounded theory which focused on the role of society in shaping a child personality. The study adopted an explanatory ex-post-facto research design. Both institutions staff and institutionalized street children formed part of the population for interview. The sample selection criteria was a purposively selected sample of 70. The focus was on children who have been institutionalized for more than 6 months and staff who have been employed for more than 4 months. Questionnaires, interview guides and participant observation were used to collect relevant data on the factors hindering skills acquisition among institutionalized street children. Some of the challenges faced during data collection included unwillingness of the staff to give information as it is since some fear of victimization by the management also getting permission to interview the children was also another challenge since the management were suspicious with what we were intending to do with the information but this was overcome by convincing them that the information obtained will purely be used for academic purpose and no any other ill motive about it. The data collected were coded and then analyzed. Data presentation was done using tables. This was done in line with Statistical Package for Social Science (SPSS) program. The study found out that Street children possess skills such as mastery of foreign language, talents like dancing and skills of art which if recognized, supported and mobilized could lead to empowerment for their participation in development. The study found the following factors to be responsible for influencing these skills; the motivational factor, institutional infrastructure, the participation in various activities, shared information and the role/function of the children. The study further found out that challenges exist in all the levels of rescue, rehabilitation and reintegration and if these challenges are not well addressed in each level the whole process becomes a vicious cycle. In conclusion, the study recommended that institutionalized street children be involved more as participants and less as beneficiaries. This may as a result, influence their acquisition of action skills, which they lack. Also, that the resourcefulness of the institutionalized street children is more as a result of their informal education through experiences, interrelations and socialization. Therefore these children should be helped to attain their potential and not otherwise condemned as non-resourceful thereby overlooking the significance of informal education.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Street children live in the streets, slums or villages and experience homelessness and poverty. Definition of street children has oftenly been contested but according to UNICEF, street children refers to boys or girls below the age of 16 years and “the street” is their home and source of livelihood (de Benitez, 2009). A report by UN (2014) shows that there are about 150 million street children around the world. Some of these children have been chased away from their homes due to issues like violence, death of parent, substance and alcohol abuse, wars and clashes, calamities, family breakdown, or social and economic effect. These children eke in streets begging, scavenging and hawking in polluted cities and slums in developing countries.

At the global level several impressive efforts have been made in shedding light on the critical issues and problems afflicting on the street children. These have included, the problem of child labor, malnutrition, sexual abuse through child prostitution, the lag in girl child schooling and the street children phenomenon (UNICEF, 1992). The same problems have remained on the agendas of many developing countries. Thirteen years on, since the inception of the UN Convention with its 54 articles on the rights of the child, the situation of children the world over has continued to give increasing cause for concern in many respects. Among the most devastating are children experiencing wars and child soldiers in countries like the DRC, Sudan, Somalia, Yugoslavia, Afghanistan, Mozambique, Angola and Ivory Coast (Fenton, 1998; UNICEF, 2000a; UNICEF, 2002). Socio-economic factors in many developing countries are such that several millions of children around the world live in absolute penury. According to Barret (1995), over 100 million children around the world are struggling for survival, without protection, support or provision and they lack formal education. Brazil, the world’s eighth economic power in terms of GNP consisted of its 41% of families including 30 million children living below poverty line in 1987.

In Kenya, it is estimated that more than half of its children live below the poverty line (UNICEF, 1991). Children struggle against malnutrition, diseases, prostitution, delinquency, homelessness, and negligence (Ibid. 272). According to Human Rights Watch, (1997), yearly

growth rate of the street children in Kenya stands at 10% and situation is getting worse. Street children exist as a group or alone on the absolute fringes of society, in a world where violence and repression reign. Successive estimates of the numbers indicate upwards of 40,000 street children live in Kenya today with half of their population concentrated on major towns such as Nairobi, Mombasa and Kisumu. Current estimates indicate that there are 25,000 street children in Nairobi alone and over 10,000 in Mombasa and upwards of 40,000 nationwide compared to an estimated 3,600 in Nairobi and 16,300 nationwide in 1989 and 60,000 in 1997 (Human Rights Watch, 1997; Shorter and Onyancha, 1999). This scenario has resulted in what is being currently referred to as “street children crisis”. Crisis, because the problem is occurring across societies, as the proportion of welfare organizations and social relationships to support their ‘dependency’ is shrinking to critical levels (Gorman, 1999).

The view that street children have always been a menace still holds in the mind of many people and their relationship with the general public is regarded as constrained (UN report, 2014). The street children are regarded as deviants, constantly on the verge of committing crimes. Street children are not regarded as people who have been deprived of their rights and opportunity (NCBDA survey, 2001). In this case, the public seems to be in complete mistrust of the street children. Numerous terms, most of them derogatory have been used to describe these urban children in distress who live on the streets and hence creating a sense of insecurity. The ultimate community held belief is that street children are non-contributors and passive recipients of care and support. Research done on street children in Nairobi has found this resumption misleading (Shorter et al, 1999; Suda, 1994). Researches indicate that street children both on the streets and in rehabilitation centers are resourceful survivors, employing a range of strategies to support themselves and their family members. The street children contribute both economically and socially to the rehabilitation centers and communities. Many of the children have considerable potential, which could be nurtured and developed so that these youngsters can be turned in to first-rate or at least better human beings (Suda, 1994; UNICEF, 1997). These children possess skills, experience, talents and contributions which if recognized, supported and mobilized could lead to empowerment for their participation in development.

## **1.2 Problem Statement**

The notion of a 'street child' invokes a number of traditional, often inappropriate concepts. Some people think of social and psychological disorganization, crime, delinquency, drug and glue addiction, yet others think of inadequate basic needs. As a result, many proposed 'solutions' for street children phenomenon tend to comprise absolute answers such as control crime, remove them from the streets or take them to centers (Njagu, 1995). These notions are based upon the false assumption that the phenomenon is a matter of absolutes, a view that obscures other facts about street children, including whether or not they possess other positive human qualities.

As part of their preparation for life, children in most societies throughout the world including Kenya are encouraged by their parents to learn skills and increase their potential and human capacities. Unfortunately, the experience is particularly valuable to those who possess the necessary equipment and support from parents and institutions within the community. Street children as a category of children belonging to what is regarded as children in especially difficult circumstances (UNICEF 1988), lack the necessary equipment and support. The challenges of street life thus leave them with little or no time for recreation and reflection.

The Research done by UNESCO in 1997 showed that there are surprising similarities between the work activities among street children all over the world. Street children, for instance, engage in both positive and negative activities (NCBDA, 2001; UNESCO, 1997) such as vending; items like newspapers, service provision; guarding and parking bars, assisting shoppers, and cleaning the environment, begging, drug abuse, and stealing, unsafe sex, violent fights and acting as spies for criminals.

To the contrary, the reports in question do not appear to recognize the efforts made by some of the street children in expressing what they are capable of doing regardless of the nature. Failure to acknowledge the positive culminates in negative societal attitudes. Hence it is my intension to investigate the factors hindering skills acquisition among institutionalized street children in Mombasa County.

### **1.3 Research Questions**

The study was guided by the following research questions;

- 1) What is the nature and types of skills possessed by the institutionalized street children?
- 2) What factors enabling skills acquisition among institutionalized street children?

### **1.4 Study Objectives**

The main purpose of the study was to investigate the factors enabling skills acquisition among institutionalized street children in Mombasa County.

#### **1.4.1 Specific objectives**

To be able to achieve the above main objective, the study engrossed specific objectives below:

- i) Identify the types of skills possessed by the institutionalized street children in Mombasa County.
- ii) Investigate the enabling factors in skills acquisition among institutionalized street children in Mombasa County.

### **1.5 Significance of the Study**

The rapid increase in numbers of street children requires immediate attention in Kenya and calls for urgent response (UNICEF, 2017). However, appropriate response requires sound and basic information about the street children and their skills. Currently, the information available regarding the repertoire of skills possessed by street children is inadequate. The study findings may be useful by the country's policy makers with regard to strategies to facilitate social development with emphasis on investing in human capital (Choksi, 1995). Street children are portrayed by the public, governments and in publications as a separate, socially distinct category of persons (Kilbride, Suda and Njeru 2000), and not as CEDC (UNICEF, 1988).

The study findings provided more information about the potentialities in street children and the difficulties experienced in ensuring their integral usefulness. On this basis, both the national and municipal governments can be able to realize the importance of taking stock of children's capabilities.

The study was also of great help to the managers in finding the knowledge gaps which exist in rehabilitation institutions which prevent achievement of the targeted objectives hence

misuse of funds and resources and consequently poor outcome in the whole process of rescue, rehabilitation and reintegration.

The study findings also add valuable information to the existing scanty literature on street children in Kenya. It will also serve as a reference material to future researchers in the same field.

### **1.6 Scope of the Study**

The study was conducted in Mombasa County and rehabilitations which were within this boundary were targeted. Only rehabilitation centres which deal purely with street children were studied, bearing in mind that there are street children who are in other institutions which help the disadvantaged children but the focus was on street children rehabilitation institutions, Wema Centre Trust and Loren Beadry's Rescue Centre for Street Children. . The study involved both boys and girls who were once in the street. Age limit for children was between four years to eighteen years. This means that children who were below four years were not sampled as well as street families which have adults of above eighteen years. The research ventured into establishing the difficulty situations street children pass through while they are in the street, the programs offered by the rehabilitation centres such as non-formal and formal education, vocational training offered as tools of rehabilitation, counseling methods in place to help the street children to overcome drug addiction and other life skills empowerment techniques to help the children cope with a changing world. Only a few rehabilitation homes were selected through sampling method to establish the challenges which may be a barrier towards a successful reintegration.

## **1.8 Definition of Key Concepts and Variables**

**A child:** Refers to any human being below 18 year of age. A person under support and care of a parent, guardian or respective institution.

**Action skills:** - This had to do with ability to work towards achieving set objectives. The indicators were decision-making, goal setting competencies. The officials, social workers and children were the sources in this case.

**Communication skills:** - Referred to the ability to effect meaningful dialogue. The indicators included language, written communication. The sources of information were the social workers, teachers and children.

**Institutional environment:** These identified the physical facilities that influence the acquisition of skills. They were indicated by classrooms, stationery, workshops, theatre halls, social worker, teachers' etc. The sources of information were the key informants and children.

**Institutionalized street child:** was the vulnerable group of children who live away from their families, with or without family ties and belong to some social or educational institution.

**Literacy skills:** - These referred to the level of understanding writing and reading. Indicators included pre-school (nursery), primary school (class1-8), and secondary (form1-4)

**Motivation:** This referred to the actions that promotes the children's positive actions and control disruptive behavior. The indicators were remarks, rewards. The sources of information were the key informants and children.

**Nature of returns:** These referred to the benefits resulting from the street children's efforts. The indicators were economic benefits and social benefits. The sources of information were the social workers and the institution's officers.

**Organizational skills:** - Referred to the ability of children to manage themselves and the tasks they undertake. The indicators were supervision, organization. The sources of information were key informants and children.

**Participation:** This described the involvement of the children in day today activities. The indicators were decision making and day today activities. The sources of information were the key informants and the children.



**Resource:** meant useful, an entity that could result in beneficial returns.

**Role function:** This was used to describe the perceived position of the children within the institutions. The indicators were dependents and participants. The sources of information were the social workers, officials and the children.

**Social skills:** These referred to the ability to maintain associations and interactions. Indicators included groups, associations. The sources of the information were the children and social workers.

**Street child:** refers to boys and girls below the age of 16 years and “the street” is their home and source of livelihood. These children are at high risk since they have no one to support, protect or guide them where others end up in prisons and other institutions and subjected to conditions which contravene rights of a child (Fenton, 1998).

**Study variables:** These referred to operationalized independent and dependent variables with variable indicators for measurement in each case. These was summarized in the table below:

The above information is summarized in the table below showing the variable, indicators and how they were measured.

**Work skills:** - This had to do with ability to engage in productive activities. The indicators were handicraft, artifact and shows. The sources of this information were the social workers, the officials and the children.

## **CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.0 Introduction**

The main focus was on the following areas: Nature of the street children skills and factors influencing skills acquisition such as security, motivation, appreciation. Also discusses the impeding factors in skills acquisition among the institutionalized street children.

### **2.1 Empirical**

#### **2.1.1 Nature of Street Children Skills**

Every street child's development of skills is unique. According to (UNICEF, 2003), their environment, cultural, social class, economic conditions, as well as local or societal traditions and expectations, influence how these children grow, learn and acquire skills. The objective of training the institutionalized street children to acquire skills is to equip them with life skills for self-economic sustainability (ibid.). A street child's competency reflects the opportunities for participation or the lack of them and more so, their resourcefulness. Competencies in a variety of skills also assist the children to acquire self-esteem and respect.

Work skills are activities in which efforts of the body or mind are used to produce something or gain a result rather than for amusement. Of all the work generally done by children, the most common is agricultural or domestic work within their own families and institutions that belong (UNICEF). This kind of work can be beneficial since the children learn from reasonable levels of participation in household chores, subsistence food growing and income generating activities. They also derive a sense self-worth from their work. On the streets, many street children struggle for legitimate work owing to their work skills for their own or even family survival. They shine shoes, wash and guard cars, carry luggage, hawk flowers, collect recyclable materials and find other ingenious ways to make money. On the contrary, work for the family and even on the streets may demand too much of the children, requiring them to labor long hours that keep them from school and play. Such work can prevent children from exercising their rights and developing to their full potentialities.

Educational opportunities range from basic literacy and mathematics to reintegration to regular schooling. Training offered in institutions is intended to provide both education for

work and education through work. The former provides some basic work skills including ceramics, gardening, sewing, broom making, shoe making or basketry. The latter uses work as a means for developing respect for self and other children, as well as learning about the world of work. The children in so doing are expected to work in-groups, a condition that promotes group activities and organizational skills. For example, children on the streets develop values of survival by using gangs, generosity and showing solidarity with the weak and poor (Dallape, 1987). Occupational and leisure activities including handicrafts, library, theatre, dance and physical education, team sports or just chatting enhances communication skills and participation and hence their resourcefulness.

Children must be involved in discovering possible resources. They are the first and most important resource owing to their existing skills. Unfortunately, many approaches appear to consider them as totally helpless and therefore impede their potential. Being the most important resource, street children should be helped to discover and develop themselves (ibid. 32). As such some of the potentials of street children that indicate their educational, social, work, engagement, communication and engagement skills include the fact;

- a) Street children want to learn and become educated
- b) They are capable of organizing themselves.
- c) They have a great sense of solidarity amongst themselves and towards the poorer
- d) They are willing to do any kind of job
- e) They are creative in their recreational activities.

### **2.1.2 Factors Influencing Skill Acquisition**

Acquisition of interpersonal skills necessary to engage in negotiations with others is central to the socialization process. The process of socialization is defined in terms of equipping individuals to function as participating members of society (Goslin, 1967). This permits children born to a society to familiarize themselves with and learn how to behave in an environment already prepared by proceeding generations. In this context, interpersonal competence is seen as important for one to participate in community activities. Interpersonal competencies are skills or set of abilities allowing the individual to shape the responses he or she gets from others (ibid.) Street children are no exception and as a category of children in especially difficult circumstances require the necessary skills to participate in activities that

sustained their wellbeing. Street children are to be assisted so as to provide for immediate basic needs and to equip them to become integrated into society as citizens and independent workers, with a developed critical awareness of their rights and responsibilities (Swift, 1991:25). Even as these street children engage in activities with the aim of enhancing their skills, a variety of factors contribute to their acquisition while other environmental factors impede their efforts of becoming resourceful.

### **2.1.2.1 Street child's participation**

A child present in his or her environment knowingly or unknowingly takes part in the cultural and socio-economic activities creating positive feedback within the environment. A child is also a source of entertainment and friendliness in surrounding settings. Children have an important role in making their environments interesting and lively. This act of making the place lively, the joyfulness is a real return (UNICEF, 1999). This is so because a child has the tendency to consider parts of the environment as his own "territory" where he or she invests their vitality and imagination. Children can equally contribute to the opening of the environments by using the knowledge they possess. The institutional economy of the children is a consequent of their consideration as capital of social relations and, as such, a markets share (ibid.).

Research done by Kagitcibasi in 1982 in Malaysia to determine the contributions of children to parents and society gave evidence that children provide complex satisfaction and are not replaceable by any single alternative source of those satisfactions. During the research, respondents said they valued children for their material contribution to the family both when young and especially in parents' old age, that is, economic and utilitarian value. The values associated with children were conceptualized as an intervention between the antecedent socio-economic and demographic variables and consequent fertility variables, that is, the sum of psychological, social and economic benefits and costs that parents derive from having the children (Kagitcibasi, 1982; Detray, 1983). According to Knutsson (1997), parents may spend lavishly and irrationally on their own children, acknowledge their economic contributions and returns, but their altruism is transformed into miserliness when it comes to public programs. He argues that the child is a luxury commodity restricted to the private sphere. Based on this

argument, there exists the widespread attitude in the public debate on children and childhood, that children in need of public support must show in economic terms that they are worthy of economic investment. Likewise, there is a universal tendency to identify and evaluate children and childhood not on their own terms, but relative to the adult members of society. Such one sided comparisons understandably and predictably lead to characterization of children as biologically and socially immature and therefore inferior to adults who, by definition, are the yardstick of maturity.

#### **2.1.2.2 Availability of data and information on the street children**

The lack of information on street children's capabilities and resourcefulness is a major deficiency leading to lack of much needed awareness and information for policy makers and other stakeholders. This information is vital to development of street children's abilities and successful participation in society. The lack of appropriate policies is in turn a major obstacle to street children access to basic rights. For the children to have a voice, they need to access information that is both timely and appropriate to their particular intellectual stage of development (CSC, 2002; UNICEF, 2003).

Understanding the state of world children and especially those in especially difficult circumstances requires global attention. Worldwide mobilization generated by the International Year of the Child (IYC) in 1979 was a milestone in the intensification of concern for children. The publication of the yearly UNICEF reports *The State of world's children* beginning 1981 and later of the series *The progress of Nations*. These reflected the same conscious strategy of stimulating debate on the betterment for children and information about the world's children. The idea that children have special needs has given way to the conviction that children have rights, the same full spectrum of rights as adults: civil and political, social, cultural and economics. This conviction expressed in the convention on the rights of the child was incorporated into international law in 1989. Moreover, the influence of the convention on the rights of the child during the 20<sup>th</sup> century has been profound. According to article 15 and 31 of the convention and article 7 (3) of the UN declaration, every child has the right to freedom of association and to participate freely in cultural, artistic, recreational and leisure activities (UNICEF, 2000a). Article 7(3) of the UN declaration on the Rights of the Child,

further argues that all play and recreation should be directed to the same purpose as education. The purpose of education under the declaration being to “promote the child’s general culture and enable the children the basis of equal opportunity to develop their abilities, individual judgment and a sense of moral and social responsibility. The children’s right to participate and play is sometime referred to as the “forgotten right” because it appears, to the adult world, as a luxury rather than a necessity for children’s social and personal skills; for example negotiations, sharing and self-control. This was indicated by a Malaysian delegate to the UN special session on children, noting “Adults miss the point. When is a child considered skillful enough to contribute and participate actively? If you don’t give them the opportunity to participate, they cannot acquire the skills. Give us the chance early and see how we fly” (UNICEF, 2003).

### **2.1.2.3 Participation of Street Children on Various Activities**

Participation, a multifaceted phenomenon is defined as the process of sharing decisions, which affect one’s life and the life of the community, which one is embedded. It includes a range of activities that differ in form and style, depending on the children’s ages. For example seeking showing desire to learn, expressing views, ideas and participate in processes, involvement in decision making and choice; respect others and receive decent treatment (ibid.). Also included are progressive responsibilities through practical tasks, e.g. household tasks, spatial mobility, emphasis on communication amongst children, intense reciprocal communication in language learning, e.g. games, stories, songs, and dance. Below the surface participation could emphasize identifying needs, lobbying, mediation, information gathering, raising awareness, organization etc.

Participation of the African child allows that there exist impossibilities for an African child to speak directly to an adult. The notion that “children’s participation” is neither compatible with African cultures nor with their marginalization and hence the reality and recognition of children living in the streets is difficult to admit. More so, despite clear and explicit commitments and provisions to respect the rights of children to participate in decision concerning their welfare, remain marginalized and un-consulted in many countries (UNICEF, 1999; CSC, 2002). Therefore the goal for children including those on the streets is not simply

to increase their participation but also to optimize their opportunities for meaningful participation.

According to the theory of education for and through work, elaborated by Antonio Carlos and based on the teachings of Paulo Freire, there exist three principles of participation (Antonio, 1973). These include participation in the management of work, in the product of work and in the knowledge related to work. Participation in the product of work refers to turning the deprivation into an advantage, despair into hope and the role of victim into that of activist against injustice (Swift, 1991). The participation of the children in resolution of problems affecting them lies on the expression of the children, their capacities, ways, means contexts, limits and need for expression. Considering the participation from the point of view of article 12 of the convention on the rights of the child, the dynamics for expression are provided. These dynamics are associated with the characteristics of contemporary expression of the child against the modern/traditional and rural/urban contradictions. The expression also depends on the context of relationships, intra- and inter-generational articulation which emphasize the central importance of mediation in the participative processes (UNICEF, 2000b).

Most of all, authentic and meaningful participation requires a radical shift in adult thinking and behavior from an exclusionary to an inclusionary approach to street children and their capabilities; from a world defined solely by adults to one in which street children contribute to building the kind of world they want to live in. Therefore a street child's competency in skills reflects the opportunities for participation or lack of it.

#### **2.1.2.4 Appreciation and Security**

The prevailing circumstances within which street children live before institutionalization act as precursors to how they relate to society and how society perceives them. These children are everywhere: hawking in markets, boys as car tenders, carrier for loads and groceries and darting in and out of traffic jams, they scavenge for food for their daily ration and sniff glue in front of hotels and shopping malls. Though sometimes ambivalent, they develop survival strategies. They engage in activities including begging, drug abuse, and stealing and unsafe

sex. They share the streets with millions of adults, many of whom regard them as nuisance, if not dangerous mini criminals (UNICEF, 1997: 9; Kilbride, Suda, and Njeru, 2000; NCBDA, 2001; Onyango, p et al, 1991; Suda, 1994). To the street children, these are human qualities which they are not comfortable with but which enable them to make the most out of an intolerably unjust situation and that the challenges of street life leave them with little or no time for reflection.

The community should see the need of giving these children a second chance to shed their habits and be assisted in realizing their hidden potential, skills and abilities as seen in their acrobatic, musical, toys and plays in the streets and exhibition halls (Suda, 1994: 53; Mathenge, 1996; Dallape, 1988). Those involved with the children appreciate fully by recognizing what is of value in the child's existing reality, and help them to discover their own moral and behavioral codes. Children are as a result motivated to ask for other activities when they are no longer satisfied with what they are doing. It is with this view that adults should refocus on their responsibility to seek the perspectives and opinions of children; and to help children develop their competencies for authentic and meaningful participation. Appreciation is not restricted to the child's capabilities but it is also used to encourage the child to explore his or her general experience, including family and previous street experiences.

Research done by the NCBDA indicates that an increasing number of street children and families are responsible for the increasing crime rate within the central business district (NCBDA, 2001). This is reinforced by the revelations that the public is apprehensive within the vicinity of these children. For example, people are seen clutching their handbags for fear of being robbed. It is undoubtedly true that these children engage in continuous deviant and at times in criminal activities. The creative potential in the street children is therefore tied up with the negative attitudes and lack of appreciation within the society. Radical change of attitude is therefore important towards appreciation.

Negative connotations and hence imaging through labeling of the street children have contributed to their negative actions and feelings of insecurity (Onyango, p et al, 1991). These



children seem to be well informed of the various labels that are given to them by other people. Such labels suggest lack of appreciation of street children. The most popular label given to street children in Kenya is chokora. Other social labels that are reportedly being used to describe them include parking street children, prostitute/mtoto Malaya, dustbin kids, thief, or pick pocket thieves, glue addict, public menace, idlers behavior. The name tagging of street children does not only have its roots in Kenya but also other developing countries where the street children phenomenon is a growing concern. For example in Colombia the street children are referred to as gamin (urchin) and clinches (bedbugs); margianais (marginals) in Brazil; resistoleros (little rebels) in Honduras. Vietnamese refer to them as bui doi (dust children) (nasty kids) in Rwanda and mala pipe (pipe sleepers) in parts of South Africa (Barret, 1995:222). So as to match it with labels used to describe them, since labels have been known to influence such behavior, they tend to behave as labeled. This consequently leads to low self-esteem and feelings of insecurity (Dallape, 1988; Khamala, 1985; Kilbride, Suda, Njeru, 2000; Njeru, 1989; UNICEF, 1989). This name tags also demeaned and stigmatized street children cutting them off from the rest of the human race (Shorter and Onyancha, 1999). Shorter and Onyancha acknowledge that while doing their research, they were frequently targeted with bias criticism from members of the public who demanded to know what they were doing with 'chokoras' (p.43). These actions go as far as what in a feature article calling for public sympathy for street children's rights in a Kenyan magazine, 'the people', reported. "Many of us change direction when we see these children, warn our children about the 'chokora'; derogatory term that denotes a rubbish scavenger, or pull up our windows preferring to roast in the heat of our cars. (August, 1996: p. 2).

Street children have experienced even more rejection and violence from the adult world (Swift, 1991). They have been subjected to physical abuse by police or murdered outright, as governments treat them as a blight to be eradicated-rather than as children to be nurtured and protected. In Kenya, they face innumerable hardships and danger in their daily lives. In addition to the hazards of living on the streets, these children face harassment, abuse from the police and within the juvenile justice system for no reason other than the fact that they are street children. This contravenes article 3(a) of the UN convention that states that "in all actions concerning children, whether undertaken by the public or private social welfare

institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration" (UNICEF, 2000). Girls are sometimes sexually abused as they are coerced into sexual acts, or raped by police. Life on the streets is therefore dangerous enough for street children without their having to be on guard against police, the very people who are supposed to protect them. Street children also make up a large proportion of the children who enter criminal justice systems and are committed finally to correctional institutions (prisons) that are euphemistically called schools, often without due process. Few advocates speak up for these children, and few street children have family members or concerned individuals willing and able to intervene on their behalf (Human Rights Watch, 1997). Given the brutal attitude that many police display toward street children, it is not surprising to find that police violence against street children has occasionally risen to a deadly level in recent years. On August 11, 1994, a police reservist in the Ngara area of Nairobi allegedly killed a fifteen-year-old street boy. Public outrage mounted when it became known that the same reservist had been involved in the shooting and killing of five other street boys less than two months earlier on June 22, 1994. The reservist was eventually charged with the murder but was acquitted after the trial in March 1995 (Reuters World Service, 1995).

A report from the state juvenile court stated that, on average, 3 street children are killed every day in Rio, many by police at the request of merchants who consider the begging, thieving and glue sniffing a major nuisance (UNICEF, 1997: 40). These contravene article 2 and 34 of the convention, which gives the child a right for protection from sexual exploitation and abuse, violence, and discrimination of any kind. Owing to the overwhelmingly negative public view of street children in many countries it has often supported efforts to get these children off the street, even though they may result in police round ups, or even murders. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human.

At the global level, several countries notably Brazil, Bulgaria, and Sudan, the racial, ethnic, or religious identification of street children plays a significant role in their treatment. The disturbing notion of "social-cleansing" is applied to street children even when they are not distinguished as members of a particular racial, ethnic, or religious group. Branded as "anti-

social," or demonstrating "anti-social behavior," street children are viewed with suspicion and fear by many who would simply like to see street children disappear (Human Rights Watch, 1997). In Kenya, Human Rights Watch has worked with NGOs and street workers to encourage the establishment of a network for documenting and reporting police abuses against street children, and to improve children's treatment by police. In Guatemala, where the organization Casa Alianza has been particularly active in this regard and has filed approximately 300 criminal complaints on behalf of street children, only a handful have resulted in prosecutions. Clearly, even where there are advocates willing and able to assist street children in seeking justice and accountability, police accountability, an end to the abuses cannot be achieved without the commitment of governments.

Those working with these institutionalized street children to ensure they feel secure and are appreciated are according to Swift (1991), essentially experiential and non-dogmatic. It counters children feelings of worthlessness and hopelessness by offering a sustained experience of trust and friendship. It also helps the child to see that the experience of poverty, far from being shameful, can be a valuable insight into the nature of a society that chooses to present itself through glittering images of material success.

#### **2.1.2.5 Motivation of Street Children**

Adequate motivation as one of the functional prerequisites of a social system involves minimum control over potentially disruptive behavior, that is, actions that interfere with other people's actions in the social system (Parsons, 1951). According to Parsons, these disruptive behaviors may have to do with the problem of opportunity, problem of prestige allocation or problem of power. These interfere with the role performance of one or more actors in the system and that as long as they remain randomized, they may reduce the efficiency of the system by depressing levels of role performance. Efforts to ensure that institutionalized street children discover their potential and work to acquire the necessary skills to guarantee their resourcefulness equally emanate from the nature of motivation experienced. This may be through providing them with opportunities, physical facilities and allocating them better statues. They are also to be motivated to start doing other activities. The institutions should be physically structured so that children gain progressive access to its facilities as they move away from the street-child identity.

Resilience, defined as the ability to succeed in a way that is accepted by society, irrespective of the stress of adversity (UNICEF, 2000b) is important. From the point of view of children's participation and their resourcefulness, resilience is a product of motivation. Resilience as part of the individual child characteristics makes it possible for them to take part in decisions that affect their lives. To be motivated for resilience, these children are to be instilled with a sense of responsibility, cognitive competence, and constructive social models. They are to gain experience from belonging to an organized body in addition to balancing social responsibilities and personal achievements (UNICEF, 1999).

According to Knuttson (1997), there exist three sets of universals that can be identified among children: they have similar needs and rights; they go through the same stages of physical and social growth; and goals of interaction among them and the larger society are essentially the same. In this way each child is like all children. However, common features among and within specific cultures influence the conditions in which children live and the nature of their skills. These include the organization of the physical and temporal environment, the availability of toys and play materials, parental involvement with the child in teaching and learning, and the provision of variety in daily experience. He further argues that having or not having access to clusters of these 'offerings' affects the skill acquisition of the child. However, acknowledges that each child is a unique individual in terms of genetic potential, sensory capacity, history of reinforcement, ability to relate to other people, energy level, interests and motivation (Knuttson, 1997; Baron & Graziano, 1991).

#### **2.1.2.6 Criticism of Street Children**

The public all too often essentializes the concept of street child in terms of a small number of traits thought to apply to all street children in all situations. For example, they associate the street children act of 'sniffing glue' and the <sup>1</sup> glue bottle' to negatively symbolize what is taken to be in Kenya, the defining characteristics of street children; the people who are trouble makers and a threat to society (Kilbride et al, 2000; Muasya, 1998: 2). Being a misunderstood lot, they are seen as potential criminals by the same society that bore them, and people give them alms to get rid of them and not bother to stop, talk to them, show them some empathy and love. A spokesman for a street children relief organization indicated in Daily Nation

(April, 13, 1998) that a change of attitude was needed because" there has been a stigmatization of street children to a point of them feeling the whole world is against them (ibid.). Moreover, the public has a sense of fear and apprehension with regard to the street children. They are therefore judged, criticized from their manner of dressing, how they earn a living and including how they live. The cultured negative feelings by the public are transformed to attitudes and criticisms and finally actions. Here cultured refers to the public day to day encounter and consequent attitude formation that thereafter becomes inherent and consequently overt.

#### **2.1.2.7 Status role**

Status role incorporates element and process or structure and function (Loomis, 1960). The participation of street children and their resourcefulness revolves around two reciprocal expectancies. Each street child is a subject of orientation and therefore has status significance. The children are also oriented towards other children and hence subject. Children, based on their statuses as subjects and hence participants, have a role to play as participants in society and toward other participants owing to their skills. Based on this argument, the statuses of the street children guarantee them a role irrespective of their position in the social classification. Recognition and respect must be accorded to the child in the same way as they are. This is for the creation of a positive identity and self-respect in the child, leading to a confident, creative and resourceful adult (Knuttsen, 1997). The value of these to society is equivalent to the cost of a non-confident, non-creative, impoverished individual.

## **2.3 Theoretical Framework**

According to singleton, et al (1988), all empirical studies should be grounded in theory. The study however was done on the basis of grounded theory.

### **2.3.1 Grounded Theory**

Grounded theory inquiry has its theoretical underpinning from the related movements of American pragmatism and symbolic interactionism (Glaser and Strauss, 1967). Haig (1991) portrays grounded theory as a problem-solving endeavor concerned with understanding action from the perspective of the human agent. However, Glaser and Strass regard it as scientific and concerned with generation, elaboration and validation of social science theory.

According to the theory, the general goal of research is to construct theories in order to understand phenomena. A good-grounded theory is one that has the following characteristics;

- a) Inductively derived from data
- b) Subjected to theoretical elaboration
- c) Judged adequate to its domain with respect to a number of evaluative criteria (ibid.).

According to them the theory is best regarded as a general theory of scientific method concerned with the detection and explanation of phenomenon. It is therefore reconstructed as a problem-oriented endeavor in which theories are abductively generated from robust data patterns, elaborated through the construction of plausible models, and justified in terms of their explanatory coherence (Glaser and Strass, (1967). This is to say that while scientific theories like system theories explain and predict facts about observed data, properly constructed theories should be taken as grounded in phenomenon, not data. Phenomenon according to Haig (1992) is relatively stable, recurrent general features of the world that seek to explain and consists of varied subjects as objects, states, processes and events.

According to both Haig (1992) and Glaser and Strauss (1967), phenomenon gives scientific explanation their point of reference without which it would be difficult to know what to explain. Phenomenon also becomes the appropriate focus of scientific explanation owing to their generality and stability. They further argue that data is important in grounded theory because it serves as evidence for the phenomenon under investigation and that phenomenon can be extracted from data by engaging in reduction using statistical methods.

On this interpretation, grounded theory is depicted as a tabula rasa view of inquiry, which indefensibly maintains that observations are not theory or concept dependent. Strauss in Strauss (1987 compares this with the method of “constant comparison”. This he argues is an amalgam of systematic coding, data analysis and theoretical sampling procedures which enables the researcher to make interpretive sense of much of the diverse patterning in the data by developing theoretical ideas at a higher level of abstraction than the initial data descriptions. Further they hold a dynamic perspective on theory construction arguing that the analysis puts emphasis on theory as a process; that is theory as an ever-developing entity and not a perfect product.

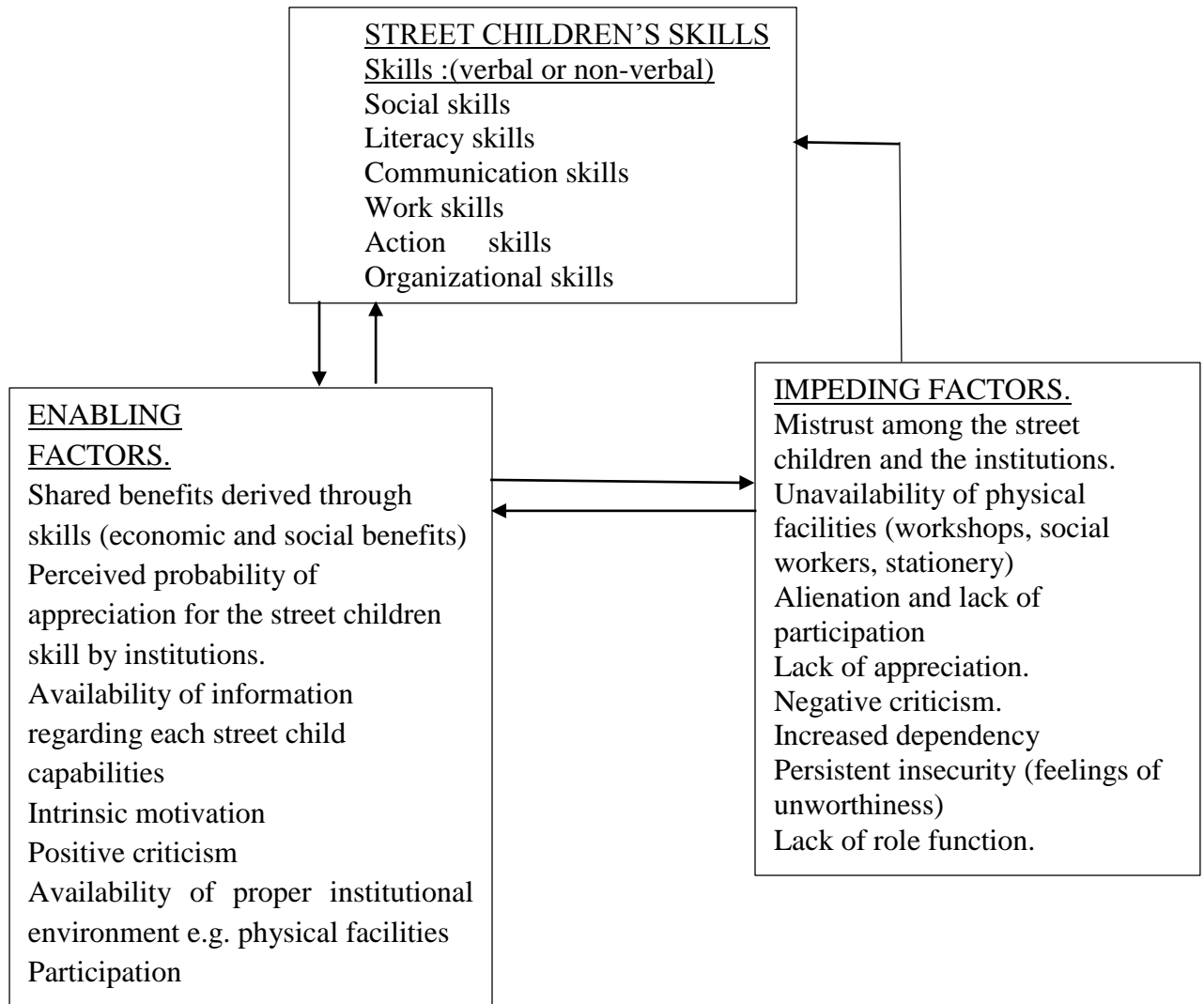
Abductively explanatory inferentialism, AEI should infect be the reconstructed Grounded theories in accordance with recent developments in scientific realist methodology (Glaser & Strauss, 1967; 32). They therefore advise that since we do not have knowledge of the nature of the causal mechanisms we abductively probe, and are urged to construct models of those mechanisms by imaging analogous to mechanisms whose nature we know.

According to Clark (1980) he sees mature theories as essentially a matter of inference to the best explanation; According to him, explanatory coherence of theory is made in terms of three criteria: consilience (explanatory breadth), simplicity and analogy. Thaggard (1992) explains that theory is supposed to explain a greater range of facts. Simplicity is in terms of fewer assumptions and that explanation is judged to be more coherent if they are supported by analogy to theories that scientists already find credible.

## 2.4 Conceptual Model

Fig. 1 below represents a conceptual model of how various enabling and impeding factors inter-relate with each other during social interaction to influence and hinder the acquisition of skills by a street child.

**Figure 2.1: Conceptual framework**





## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

Methodology refers to the philosophy of the research process (Bailey, 1978; 26). The chapter deals specifically with methodological aspects of the study. It outlines the area where research was conducted, how data was collected, analyzed and presented.

### **3.1 Site Description**

The study was conducted in Mombasa County which is an urban city county. Mombasa is the second largest city in Kenya, with an estimated population of 1.3 million. The county has a large population of both local and immigrant communities (KNBS, 2009). Mombasa holds numerous street children as a result of urbanized poverty and family hardship which drives many to the streets to breach their financial gaps. The Wema Centre is a Charitable Organization founded in 1993 and operates in Mombasa. Its head office is based in Mombasa. Wema Centre is involved in the rescue, rehabilitation and training of both street and needy community children in Mombasa and Thika. It offers a variety of services ranging from child Residential care, Health care, Psycho-social support, non-formal /remedial & formal educational support, vocational training to street and community outreach services.

It focuses on the needs of street children, orphans and other vulnerable children/youth operating in slums. Interventions include: Rescue, shelter and care services, family tracing & re-unification where appropriate, educational support, vocational/skills training for the youth, health care support, psycho-social support and HIV/AIDS prevention services.

Loren Beaudry's Rescue Center for Street Children in Mombasa, located in Mikindani is a Catholic Church based rescue center, working with the community in rescuing, rehabilitating, offer skill, training and remitting the children back to their families or relatives. They provide food, clothing, medical care, basic education, counseling and shelter for thirty to forty street children. They also have a garden where the boys are planting tomatoes, kale and cow-peas.

### **3.2 Research Design**

The study adopted an exploratory approach using an ex-post-facto research design, to investigate the 3R model of rehabilitation in institutions dealing with street children. Lammers (2005) define ex-post-facto research design as a systematic, empirical inquiry in which the researcher does not have direct control in the independent variables because their manifestations have already occurred. In other words ex-post facto design attempts to explore cause and affect relationships where causes already exist and cannot be manipulated. It uses what already exists and looks backward to explain why; the variables occur in a natural setting and the researcher attempts to determine the relationship occurring between the variables.

### **3.3 Target Population**

According to Mugenda and Mugenda, (2003) a population is a complete set of individuals, cases or objects with some common observable characteristics. It can also be a well-defined or set of services, people, elements, events, things or households that are being investigated (Miles and Huberman, 1994). Target population is crucial in conducting any research as it provides

A target population is very significant in research, since it provides a solid foundation and first step upon which to build population validity of the study (Gall, Borg and Gall, 2003). The target population for this study was the street children in those two institutions and the reformed children.

### **3.4 Sample size and Sampling technique**

Two sampling procedures were applied. First is purposive sampling which was used in identifying the location of data collection. Two locations were purposively selected (Wema Centre Trust and Loren Beadry's Rescue Centre). The primary respondents were also purposively sampled based on their characteristics, this included both staff and management of the institution as well as the institutionalized street children. The criteria employed was for only the children, youth and staff found in the institutions. For the children, the survey concentrated on only those who had been in the institutions for at least more than six months.

For the staff, the attention was on those who had been employed for at least more than 4 months. The sample size of this study was 70.

### **3.6 Methods of Data Collection**

Researcher used both quantitative and qualitative technique to collect data and analysis. Study employed questionnaires and interview guide in collecting primary data. Quantitative research involves the collection and analysis of data that is quantifiable, thus, the identification of a 70 population sample. On the other hand, qualitative technique collects non-numerical data and seeks to interpret the data from a sociological perspective. These are the experiences documented and observed. These provided detailed understanding of subjects under study rather than measuring of the said issues. In-depth interview methods were used among key informants who included Institutions top officials both from Wema and Loren. They were interviewed on a one-on-one interview to elicit detailed answers.

#### **3.6.1 Survey Method**

A questionnaire as a tool is a set of printed or written questions with a choice of answers devised for the purpose of a survey or statistical study. Mugenda (2003) notes that, use of questionnaire ensure upholding confidentiality, saves time and is simple to administer. Questionnaires were used for institution workers and institutionalize street children with the help of research assistance, a total of 68 questionnaires were completely filled. According to Kothari (2009) use of questionnaires reduces respondents' load by allowing them time to work out through their opinions, in addition the complementary method helped in avoiding discrepancies in the process of data collection. Hence, both instruments (interview guide and questionnaire) complemented each other especially among the literate groups.

#### **3.6.2 Observation**

The study used direct observation. Observation method is a systematic data collection approach particularly the participants' observation is used in collecting data in support of the qualitative research. This assisted to measure non-verbal or overt behavior and internal states such as feelings and attitudes (Bailey, 1976; Singleton et al., 1988). Areas that were directly observed included the children, records, the institutional environment, the relationships, etc.

A checklist was compiled to guide the observation and field notes were taken for further analysis.

### **3.6.3 Secondary Data**

The other sources of the data was secondary sources; such as journals, newspaper, existing information, documentation and records including literature review, books, research reports, scientific magazines and journals, websites and other documentation. Secondary sources of data were important because they yielded information that was used for correction and comparison as captured by the study variables.

### **3.7 Data Analysis**

The research employed descriptive statistics to analyze and present qualitative data, which consisted of respondent's opinions, expectations and other open ended responses. Analysis was done by organizing and coding data in to categories on the basis of themes, concepts and similar features. This is whereby the researcher focuses on examining initial codes and the arising ones, thereby organizing ideas or themes and identification of key concepts. This stimulated linkages between concepts or themes and therefore raising new questions. The descriptive analysis was done using SPSS to obtain totals, average and percentages.

### **3.9 Ethical Consideration**

The researcher upheld high level of confidentiality of the data collected by assuring participants that information was for academic purposes only and also ensured that no plagiarism was involved by acknowledging the sources of information. The study observed the ethical issues governing the rights of participants in the research. To achieve this, the researcher sought consent from relevant authorities and maintained confidentiality, anonymity and respect in handling the information obtained from the respondents.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.1 Introduction**

The chapter focuses on the presentation, analysis and interpretation of data collected in the study using descriptive statistics. Frequencies, percentages, mean and standard deviation were used to explain the responses to the questionnaires. Conclusions and recommendations were made based on the analyzed data. This survey was carried out in Mombasa County. A total of seventy (70) respondents participated in this study.

The chapter is divided into sub-sections. General overview, back ground characteristics of the respondents by institutions, age; the nature and types of skills possessed by the institutionalized street children; factors influencing skill acquisition among the institutionalized children.

### **4.2 Response Rate**

The questionnaires were administered to the respondents and 68 duly field questionnaires were later collected which signifies 97 percent response rate. According to Mugenda and Mugenda (2003) a response rate of 50 percent and above is sufficient to proceed with the study.

The recorded high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended survey, met with the senior management team to explain the purpose, nature and scope of the study, all their issues fear and concerns were addressed and tools reviewed collectively. Study used self-administered questionnaires where researcher applied a dropped and picked approach to allow more time for respondents to complete the questionnaire. Follow up calls were also done to ensure clarity and prompted respondent's complete filling on time.

### **4.3 Demographic Characteristics of the Institutionalized street Children**

The demographic factors of respondents such as age, sex and residence among others are discussed in this section whereby institutionalized street children is main variable.

#### 4.4.1 Distribution of children by age

The study established that older category of children existing in these institutions possess skills as much as the younger in age. Age was therefore examined and findings presented in the table below.

**Table 4.1: Distribution of the children by age**

Age(years)	Frequency (n)	Percentage (%)
<10	10	14.7
11-15	27	39.7
16-20	17	25.0
21-25	9	13.2
Over 25	5	7.4
<b>Totals</b>	<b>68</b>	<b>100.0</b>
<b>Overall Mean=14.35</b>		

The mean age of the institutionalized children during the study was 14.35. The youngest institutionalized child was 7 years old from Wema Trust Centre. The majority, 64.7% of the respondents fell between age brackets 16-20 years. It is worth noting that this age bracket are the most vulnerable and common in streets.

The study research was centered in three street children institutions, Wema Trust Centre in Bamburi and Loren Beadry's Rescue Centre. Though stratified random sampling was adopted to ensure equal distribution of both gender, the male category had 70.5% as indicated in the table below.

**Table 4.2: Children's gender**

Gender	Frequency (n)	Percentage (%)
Male	49	70.5
Female	19	29.5
<b>Totals</b>	<b>68</b>	<b>100.0</b>

#### 4.4.2 Distribution of respondents by the number of years on the streets

**Table 4.3: The children’s number of years on the streets**

	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<6months	4	5.9
6months-12months	6	8.8
1year-5years	40	58.8
5years-10years	10	14.7
>10yrs	7	10.3
<b>Totals</b>	<b>68</b>	<b>100.0</b>

The study established that majority of the children that is, 58.8% were once on the streets for 1-5 years. 14.7% have been there for 5-10 years while 10.3% for over 10 year as indicated in the table. Even then, the study attempted to show that despite the same experiences, these institutionalized children possess different skills.

#### 4.4.3 The children’s nature of social relationships

It was initially implied that institutionalized street children possess some kind of social skills. Goslin (1967) also identified acquisition of skills as necessary in negotiations and therefore forming a central role in socialization. The study attempted to measure the nature of social relationships existing between the children and social workers, teachers and institutional officials and between them. The data is presented below.

**Table 4.4: The children group and social activities**

<b>Activities</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Sports, studying and general cleaning	41	60.3
Sharing ideas and academic discussions	12	17.6
Performing of tasks e.g. cooking	7	10.3
Kids club	8	11.8
<b>Totals</b>	<b>68</b>	<b>100.0</b>

When asked whether they would rather perform the activities individually, 100% of the respondents indicated NO. One of the children had the following to say with regard to such relationships.

All these other children are my friends and we are very close. For me I would rather stay with them. I have always wanted to be in a family setup where we would share things including ideas, homework and other accessories. This is my opportunity and I intend to make full use of it.

The study established that 60.3% preferred to play sports, study and clean in company of other friends for many reasons. One being this ensured that the tasks are performed well and fast, also that this improves their socializing skills. Other activities that the respondents prefer include sharing of ideas on variety of topic, academic discussions and participating in kids club.

Further this study found that the relationship between the institutionalized children is good and only 2.1% thought otherwise. The good social relationship that exists between the children irrespective of the nature of their previous lifestyle is expected since it counters the children's feelings of worthlessness and hopelessness by offering a sustained experience of trust and friendship. It should also be noted that 100% of the respondents indicated that they had a good relationship with other people other than amongst themselves.

#### **4.4.5 Institutionalized street children's literacy skills level**

The study sought to establish whether the institutionalized street children are literate or illiterate. These included whether they attend some kind of school, whether they attended school prior to their street life and their reading and writing abilities. Table 4.5 depicts data on their literacy level.



**Table 4.5: The children literacy levels by class Levels**

<b>Level of Education</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Tertiary level	2	2.9
Secondary level (F1-F4)	7	10.3
Upper primary (Class4- 8)	26	38.2
Lower primary (Class1- 3)	11	16.2
Never attended	22	32.4
<b>Totals</b>	<b>68</b>	<b>100.0</b>

From the table, it is clear that 51.4% of the institutionalized street children are in school and training and therefore possess some literacy skills. The study also found that 2.9% of the children respondents were previously in tertiary level, 10.3% at Secondary level and 38.2% upper primary school level. Dallape (1987:32) argues that street children want to learn and become educated. The study further established that 29.8% of the children attending school had mathematics as their favorite subjects.

The study measured the levels of literacy of the institutionalized street children because it had been implied that they do not possess this skill. Literacy levels of the children respondents were also measured through establishing whether they are capable of reading and writing.

**Table 4.6: Children respondents' ability to read and write**

	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes, am able to read and write	51	75.0
No, am not able to read and write	18	25.0
<b>Totals</b>	<b>68</b>	<b>100.0</b>

The study therefore found that 75% of the children respondents acknowledged their ability to read and write. Vis a vis 25% who indicated the inability to do the same. Again, it was also noted that although 32.4% did not attend any kind of schooling, a paltry 14.9 of them are unable to read and write. This shows that majority of the institutionalized children had and have some form of formal training. More so, that these children have the ability, capability

and willingness to pursue further educational opportunities. This makes them less different from the rest of the children in advantaged setups. As for communication, the study attempted to measure the levels of effective communication amongst the respondents and between the respondents and other people.

**Table 4.7: Languages spoken by children respondents other than Kiswahili and individual mother tongues**

<b>Language</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
French	5	7.3
Japanese	4	5.7
Germany	4	5.7
English	57	81.3
<b>Totals</b>	<b>70</b>	<b>100.0</b>

The study established that 81.4% and 100% of the respondents are able to communicate averagely well in English. It was brought out that 7.3% of the institutionalized children interviewed could communicate in French, 5.7% Japanese and 5.7% in Germany. This was attributed to their eagerness to learn new ideas including languages from volunteers who visit them from all over the country. In addition, owing to their interest, the 3 decided to pursue French language at secondary school level.

#### **4.4.6 Respondents nature of organization and action competencies**

The study aimed at establishing the nature of organization ability and action competencies among institutionalized street children. Dallape (1987) identifies that street children are capable of organizing themselves to serve their interests and the interests of other people. The question that arises therefore is whether these children are capable of coming up with new ideas that are practical and original. The findings are as indicated in the table below.

**Table 4.8: Examples of respondent's original ideas**

<b>The idea</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>	<b>Totals %</b>
Dog & rabbit keeping	5	62.5	62.5
Sports/scouting and decorations	1	12.5	75.0
Making balls out of paper	1	12.5	87.5
Journalism and poetry clubs	1	12.5	100.0
<b>Totals</b>	<b>8</b>	<b>100.0</b>	

As the data reveals 11.8% of the respondents are able to come up with their own original and practical ideas. This is a very small percentage as compared to the 83.0% that have no action skills. Some of these ideas include introduction of dog for security purpose and to sale and rabbit keeping for both food and sale, making ball out of paper to add on those bought by the institution, introduction of scouting as a sport and the introduction of a journalism and poetry club. The reason the latter were introduced is that the respondents felt the need to express themselves through the art of writing.

It is therefore clear that majority of the institutionalized street children do not possess action skills. The reason for this according to the findings of the study is due to the occasional lack of enthusiasm and low self-esteem. These as motivational attributes take some time before the institutionalized children shed off the stigmatization experienced and as a result, offering rewards and gifts may have minimal influence. According to the study findings participation of the children is one of the influencing factors to ensuring increased enthusiasm and improved self-esteem. However, the study was able to establish the influence of motivation in the acquisition of other related skills as literacy.

Equally based on the findings, majority (70.2%) of the respondents are able to perform tasks allocated to them or otherwise with no or minimal supervision. These tasks range from general cleaning of the institution; personal cleaning; including washing clothes, bathing; homework and other academic undertakings; performing the assigned daily activities e.g. cooking and gardening. Only 27.8% find it difficult to organize themselves and their time. This according

to the social worker and teachers is attributed to the prior lifestyle that lacked structure. The study however revealed that not all areas are problematic in terms of organization. The most affected is in areas of personal cleaning and educational concerns. The table below shows levels of performance of tasks under supervision.

**Table 4.9: Distribution of task performance under supervision**

	<b>Frequency (n)</b>	<b>Percentage (%)</b>
All the time	23	33.8
Occasionally	9	13.3
Rarely	36	53.9
<b>Totals</b>	<b>68</b>	<b>100.0</b>

#### **4.4.7 Respondent’s nature of work related skills and activities**

Work skills are activities in which efforts of the body or mind are used to produce something or gain a result rather than for amusement (UNICEF, 2003). Of the work generally done by the institutionalized street children, the study revealed the most common to be agricultural or domestic work. The study also revealed that 63% do not involve themselves in making handicrafts or artifact, owing to their interest in academic work. 37.0% of the respondents involve themselves in other activities other than academics.

**Table 4.10: The specialized work activities performed by the children**

<b>Work skills/activities</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Woodwork/clayware	6	33.3
Dressmaking/tailoring	3	16.7
Gardening and chicken rearing	1	5.6
Construction of handmade equipment	2	11.1
Drawing/radio repair	3	16.7
Curving/leather	2	11.1
Mechanics	1	5.6
<b>Totals</b>	<b>18</b>	<b>100.0</b>

The kinds of work performed by the institutionalized street children according to the social workers is beneficial since the children learn from reasonable levels of participation in household chores, subsistence food growing and income generating activities e.g. gardening and chicken rearing. It was established that these children derive a sense of self-worth and responsibility from the work.

It was also established that majority (83.0%) of the institutionalized street children involve themselves in other extracurricular activities but not necessarily for monetary reasons. The children peg these activities to entertainment. Of the 83.0%, 24.3% are actors, 43.2% sing in the choir within the institution and church while the remaining 29.7% are members of the tae-kwo-ndo and scouting clubs. The institutionalized children therefore involve themselves in the three kinds of work. These are household chores, which they say is their responsibility. Their involvement in subsistence and food growing venture is to supplement their daily ration thereby reducing costs of food.

On the contrary, work for these children may demand too much of the children requiring them to labor long hours that keep them from play. Such work prevents children from exercising their rights and developing their potential. It is with this view in mind that the institutions have incorporated entertainment in their work programs. According to the social workers, the children are free to involve themselves in sports, join clubs both in school and out of school and also have time to reflect.

#### **4.5 Determinants of the acquisition of skills among institutionalized street children**

##### **4.5.1 Influence of motivation**

It was indicated that motivation has a direct bearing on acquisition of skills among the institutionalized children and in particular literacy skills. Motivation may be through the provision of opportunities, physical facilities and even the allocation of better statuses. The study attempted to measure the impact of motivation. Data on the same is presented in table 4.11.

**Table 4.11: Nature of motivation**

	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Gifts, certificates, positive remarks and recommendations	37	54.5
Books, money, badges	13	19.1
Performance rewards	9	13.2
No. respondents not motivated	9	13.2
<b>Totals</b>	<b>68</b>	<b>100.0</b>

The study established that 86.8% of the institutionalized street children have been rewarded with gifts or in the form of positive remarks. These were used to enhance performance in academics, tasks and appreciate excellent performance in sports and leadership abilities.

The study found that there exists a relationship between motivation and skills of the respondents, meaning that motivation is key to the acquisition of skills possessed by institutionalized street children. Table 4.12 shows a chi- square test to show the relationship between motivation and skills acquisition.

**Table 4.12: Influence of motivation**

<b>Yes/No for reward</b>	<b>Secondary school (F1-4)</b>	<b>Upper primary class(4-8)</b>	<b>Lower primary (class1-3)</b>	<b>Total</b>
Count	2	24	2	28
Yes	7.1%	85.7%	7.1%	100.0
% rewarded %of the total	6.7	80.0%	6.7%	93.3%
Count	-	1	1	2
No		50.0%	50.0%	100.0%
% not rewarded		3.3%	3.3%	6.7%
<b>Totals</b>	<b>2</b>	<b>25</b>	<b>3</b>	<b>31</b>
	6.7%	83.3%	10.0%	100.0%

The study established that those respondents that were rewarded, that is 93.3% possess literacy skills. Majority of them, 85.7% are in upper primary levels of education. Equally those not rewarded but are in school are only 6.7% of the total respondents. This shows a significant role in the facilitation of the acquisition of skill. This also shows that institutionalized children acquire more literacy skills especially if given the motivation to do so. This according to the teachers and the institution officials is in the respondents' willingness and interest in being in school with a hope of a brighter future. It should be noted that some of the rewards include money, gift packs, books, personal effects, sporting equipment, positive remarks and recommendations, etc.

The study also noted that 90.5% of the total respondents who received some kind of motivation also performed tasks and performed them well under minimal supervision. This is to be compared with 9.5% of the respondents who performed dismally under minimal supervision even after being rewarded. None of the respondents however acknowledged to have performed tasks well under minimal supervision without some kind of motivation.

The study also revealed that a high percentage of the respondents, 54.5% who were motivated through the use of tangibles like gifts, certificate, money, badges and books had a higher chance of improving in their literacy skills. This means that institutionalized street children attach more value to material rewards and tangibles unlike the positive remarks. However the two kinds of motivation have similar effects of influencing their acquisition of skills.

#### **4.5.2 Influence of institutional infrastructure**

The study attempted to measure the influence of institutional infrastructure on the skills of the respondents and whether there exist a relationship between the two variables. The study established that 46.8% of the respondents were satisfied with the existing facilities and environment within which they resided. Some of the facilities the respondents were satisfied with included residential amenities like dormitories, beddings; sports facilities like balls, shoes; personal effects; academic stationery's; institution infrastructure like buildings, electricity, water; school sponsorship; etc. On the other hand, 51.1% were not satisfied. Those who depicted dissatisfaction indicated they preferred more computers, personal effects,

sporting equipment like pool tables and boxing courts and space etc. Of the 51.1% who indicated dissatisfaction, 33.3% felt they needed more computers, 29.6% needed academic materials and games/sporting facilities, 11.1% thought clothes were more important in addition to curving and woodwork equipment.

Others included more sewing machines for those involved in tailoring, school bus, and taekwondo uniforms. This indicated a great demand of other unavailable facilities in otherwise highly skilled respondents. The study also found out that, the existing facilities ranging from sporting equipment and academic stationery, are fully utilized and the efforts to ensure their creativity and resourcefulness acknowledged. However when asked whether these facilities are easily available, one of the social workers had this to say;

“Unfortunately we do not allow them to use some of these facilities especially in our absence since we do not trust them entirely on their own. Considering the scarcity of financial resources to replace them, this kind of restriction is inevitable”.

This, to some extent has resulted to majority of the institutionalized children being idle on most occasions when the social workers are out on the field. In addition to the occasional unavailability of these facilities, the other setback is the lack of enough personnel. Although the study found that the children perform most of the tasks in these institutions, however, it was realized that they require more personnel especially those with specialized skills. This is to facilitate in their acquisition of skills of interest of which is part of the rehabilitation.

The study also found out that 15.6% of the 46.7% were satisfied with the facilities within the institutions but were not involved in making handicrafts. 22.2% of them were equally not satisfied yet the same number was involved in creating handicrafts. This is an indication as earlier mentioned, that majority of the children have less interest in crafts and more on academic work. The presence or absence of the facilities has therefore no effect on their work skills. Equally, the study established that 54.8% of the respondents were satisfied with the facilities within the institutions, attended school and therefore are gaining some literacy skills. This is against a backdrop of 45.2% who said they were neither satisfied nor attended school. It is clear that the difference in the influence of the institutional environment on the acquisition of especially literacy skills is also minimal as earlier established. This is explained by the fact



that institutionalized street children are contended with the available facilities oblivious of the fact that they require others to assist in achieving their potential.

#### **4.5.3 The role of participation**

It was assumed that the role of participation is very significant in influencing the acquisition of skills among institutionalized street children. The study as a result attempted to examine the role of participation. These included activities that range from seeking information, expressing the desire and ideas, taking part in activities and processes, being informed and consulted in decision making, initiating ideas, proposals and being given an opportunity to make choices.

It was reported that the respondents participated in activities like spelling bees, sports tournaments e.g. tae-kwo-ndo, camping expeditions, crafts exhibitions, fashion shows debates among others. This reveals the institutions commitment to ensuring that the respondents are actively involved in the activities and that they learn to express their opinions and views. However, it is clear that the involvement and therefore participation of the respondents is limited to one level. Their participation in extra-curricular activities and other recreational activities vis a vis those sessions that provide them an opportunity to express views and opinions with regard to their welfare. Even then, the closest the respondents have come to participating in expressing their views is during what the study found out to be called ‘bunge’ by the respondents. During the session, the respondents are allowed to discuss views, opinions, obstacles and problems experienced by them before they are presented in writing to the institutional officials for scrutiny.

The study as a result established that respondents are rarely given an opportunity to express themselves as expected. A social worker in one of the institutions who had these to say during the interview confirmed these findings:

“It is unfortunate that we cannot allow these children an opportunity to be members during our meetings. This is because the structure of the institution does not give provision for the children to participate in such undertakings since we make the decisions for them”.

The above scenario is of top-down approach to leadership. It was therefore reported that under no circumstances are the children given such a privilege, which in reality is supposed to be a right. This observation concurs with UNICEF (1999; CSC2000), findings that participation of the African child allows that there exists impossibilities for an African child to speak directly to an adult. Also this implies that children and young people are virtually invisible in terms of public policy and of voices expressed on the national stage.

The study therefore concluded that participation is of a different nature. Encouraging respondents' participation entails listening not just to the oldest, brightest and most articulate children, but to children of all ages and capacities. Institutionalized children participate in life and their competency to express their needs and frustrations, their dreams and aspirations, changes with age, growing more complex throughout childhood and into adulthood. In addition, that the effectiveness of the respondents' participation in life and the society they are living in depends upon the participation encouraged at the start. The responsiveness of the social workers is important in the intellectual and language development and their statuses.

#### **4.5.4 The role of record keeping and information sharing**

The study observed that all the 3 institutions under study have clear and accessible records on the basic kinds of standardized information about each institutionalized street child, it was also noted that the records are updated, as additional information becomes available. These records consist of the following features. Personal information which details the bio-data of individual children including name, sex, age etc.; social history detailing how and when the contact was established by the institution and other case study notes from the street worker; family background, with regard to parents, relatives etc.; records of schooling and training; medical information and other information that may be agreed upon.

Standardization of the information at intake would help institutions assist children better according to one social worker interviewed during fieldwork. This is because they would take advantage of comparative advantage among themselves and refer the children to those organizations with which they would receive the most appropriate help. It was also revealed that keeping of the specialized information would permit more effective follow-ups of cases

by institutions and social workers other than those who initially worked with a child. It would in addition help organizations co-ordinate their programs in a better way.

The study also established that the information is recorded on forms that have been collectively designed by all organizations that work with these children so that sharing of information and tracking down of children who move from one institution to another can be facilitated. However it was revealed that the information sharing is only done at a horizontal and rarely at vertical levels. This is where information is shared between one institution and another and rarely between the social workers and the institutionalized street children.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The chapter covers the summary and conclusions of the study. This chapter is more crucial in displaying the extent of reliance on the research objectives in attempt to answer the research questions in chapter one. The study recommendations and areas of further research are also given.

### **5.2 Summary of findings**

The study found that most the respondents in the institutions were aged between 6-18years. This shows that majority of the children in these institutions are old enough and therefore capable of acquiring skills and knowledge, values and attitudes from their experiences and educative resources within their environments. This means that a substantial number of former street children in institutions have the capacity to take care of themselves with minimal difficulty.

It was observed that respondents' possess social skills. Skills that enable them socialize with others with minimal disagreements and interference. 100.0% of them indicated their preference to performing tasks together e.g. cooking, sharing of ideas and academic discussions, involve themselves in general cleaning. Equally it was established that the relationships that exist amongst themselves and between the children and the institution officials is of high social caliber.

Literacy skills and the desire to attend school were found to be significant among the respondents. Most of the children acknowledged having attended school at one time. Majority of them stopped at primary school level, but a considerable number of them are currently attending formal schooling, with the rest awaiting some form of vocational skill training. This implies that 95.0% of the respondents are literate and therefore are able to manipulate life experiences to suit their needs. The study established the significant relationship between the existence of literacy skills and communication skills. With 85.1% of the children were able to read and write and only a few were unable to do so, the former have influenced the latter in

communication. The level of efficient communication has been influenced by the high degree of literacy level amongst the children. This has therefore resulted to meaningful dialogue effected within the institutions. This therefore implies that those institutionalized street children with their literacy skills and ability to effect proper and meaningful communication are able to represent themselves at whatever levels especially with regard to issues that affect their lives. This is because in collaboration with their present knowledge, values and attitudes, they are in a position to understand their earlier positions, their present and expectation, achievements and capabilities.

The study found out that the institutionalized street children are able to organize themselves with an aim of serving both their interests and the interests of other people. Organization ability has been portrayed in areas like community activities, personal cleanliness and group activities. The study revealed that most of the respondents are able to perform tasks allocated to them or otherwise with no or minimal supervision; while only a few found it difficult to organize themselves on time. The study however revealed a lesser degree of action skills, thereby majority of the institutionalized street children seem to be less creative and analytical. Data revealed that only about one eighth of the respondents portray originality. This observation has been blamed on the occasional lack of enthusiasm and low self-esteem occasioned by the experiences of the previous street life.

The study therefore concluded that majority of the respondents possess work skills and involve themselves in work activities. However, for other reasons other than monetary gain. These reasons included recreational purposes, to improve their standards of living, for interest sake and more importantly, as a way to derive self-worth and responsibility.

Other than the nature of skills possessed by the institutionalized street children, the study also found that there exist other factors that have and continue to influence the acquisition of the above mentioned skills by the respondents. The study concluded that the following are significant: motivation through the provision of opportunities, physical facilities (institutional environment) and even the allocation of better statues. Also providing the children with information about their capabilities, achievements and progress. Most importantly was

participation. Consequently, the study resolved that unless these factors are considered with precision and urgency they deserve, institutionalized street children continue to be seen as beneficiaries, dependents and a burden to society; very less as participants and actors of development.

### **5.3 Conclusion**

The research sought to develop an array of the nature of institutionalized street children skills in Nairobi province and the factors that influence their acquisition. Interest for this study emanated from the attitude people have on the street children and manner in which they are regarded more as beneficiaries and less as able bodied people with an independent mind and capacity. Moreover existing studies that have been done on street children have not focused on the extent of their individual skills and real capabilities. The study therefore is an eye opener to those who initially thought that street children are only an end in themselves and therefore a problem to reckon with.

The research was based on grounded theory, which propounded the role of informal education in the acquisition of attitudes, values, knowledge and skills. The theory is supported by the role theory analogy that propounds that people in communities occupy societal positions based on roles. As a result there is a need to appreciate the skills the institutionalized children possess owing to their interaction with the experiences, resource within the environment, educative influences and other socializing agents.

The research concluded that institutionalized street children indeed possess skills and that a number of factors influence their acquisition. The study also asserted that the way forward is to appreciate these skills by ensuring their full utilization in addition to doing away with factors that hinder their acquisition.

## **5.4 Recommendations**

- (i) The governments and communities should ensure that they involve the institutionalized street children and encourage their participation. Participation, in activities designed to improve their wellbeing and those that have an objective of improving the economic standards of those within them.
- (ii) Basic regulations should be in place to safe guard the comfort and potential of the children with an objective of ensuring their independence.
- (iii) Physical infrastructure should in general be adopted to the socio-cultural environment, but at the same time model higher standards of hygiene, ecological friendliness and quality of building and equipment.
- (iv) Programs and agencies that offer services to street children and youth at risk should employ staffs who have demonstrated interest and commitment to their welfare, some experience and relevant qualifications to help institutions meet its objectives and realize its vision.
- (v) Social workers should have basic skills in working with these children, discovering the children's real needs, setting objectives and devising the best strategies and interventions to meet them.

### **5.4.1 Area of further research**

- (i) A study should be conducted on the role of informal education in the rehabilitation of street children.

This study was limited in scope to only institutionalized street children. It is commended that a similar study be conducted in rural children on the streets. KIIs would ensure validity in generalization.

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## APPENDICES

### APPENDIX 1: KEY INFORMANT'S INTERVIEW GUIDE

TOPIC: A STUDY ON THE REPERTOIRE OF INSTITUTIONALISED STREET

CHILDREN'S SKILL

#### INTRODUCTION

This research is for a student of the department of sociology, university of Nairobi. It seeks to investigate the nature of institutionalized street children's skills.

This study is entirely for academic purposes. Nevertheless the findings of this study if implemented by the children department:

- Ensures that street children are not necessarily envisioned as beneficiaries in the institutions and elsewhere but as participants to their wellbeing.
- Help ensure the participation of children in community development.
- assist the government in making policies related to utilization of street children potential

Thank you

Note. All the information given is **confidential**

#### Literacy skills

1. Numbers of children attending school and at each level
2. Do you think the level of education of these children has had an influence in their literacy skill? Explain
3. How do you regard their literacy achievements? Are there any (interms of mastery of content)

#### Communication skills

4. Language: number, mastery and efficiency in language use.

5. How often is non-verbal (written) communication used? Do you think this has contributed to kind of relationships that exist amongst the children and between you.

### **Work skills**

6. Handicrafts, Artifacts and shows: The types and quality.
7. Have the children participated in occasions like trade fairs, exhibition. How often does this happen
8. In the case of exhibitions have they managed to sell some of their handicrafts, artifacts or even perform some of the shows they produce.
9. Would you say there exist a relationship between the quality of handicraft, artifact and shows produced and the number of times they have been invited to participate in such exhibitions? Explain

### **Action skills**

10. I have seen many activities around, which among them is a brain child of the children .(mention them).
11. How frequently do they come up with such ideas.
12. Do you find the ideas practical. Explain

### **Organizational skills**

13. What are some of the tasks the children perform under minimal supervision. Are there any. If yes what is the nature of the supervision and if no why do you think they do not require it
14. If yes how often do you supervise them.
15. How would you rate the quality of work performed with minimal vis a vis that performed with supervision. Is there any significant difference. (Prompt for the significance depending

on the feedback).

16. How would you rate the quality of the children organization. {Prompt}

## **B. INFLUENCING FACTORS.**

### **Returns**

17. Are there times when you sell some of these handicrafts, artifacts or perform the shows for monetary gain.

18. Would you mention the types of artifacts/handicraft and shows you perform for financial gain. How often does this happen in a month.

19. Social returns of the children: Types

Please mention the nature of recognition the institution receives owing to the children efforts.

How often does this happen.

### **Role Function**

20. Do you receive any external assistance. If yes, what nature of assistance. If no, why not.

21. If yes, How many times do you receive such in a month?

22. What is the duration of time that the children can stay without financial assistance.

23. You mentioned earlier the nature of tasks the children perform, are there tasks that are performed by the institution that would otherwise be performed by the children. Explain

24. What is number of times the economic returns of the children efforts have assisted the institution?

### **Nature of information**

25. How do you tell the number, the time of admission of these children

26. How would you tell the academic and progressive performance of the children.

27. (Depending on the answer). Do you make the children aware of their performance,

progress and their contributions. (Prompt) How is that?

### **Participation**

29. You mentioned earlier that the children have their own ideas, how many of these have been implemented by the institution.

30. Do you allow these children to have forums. If yes, what do they talk about. If no, why is that.

31. Are there times when these children are invited to represent themselves in your meetings. If no, why and how do you take care of this. If yes why did you have them represent themselves?

### **Motivation**

32. Remarks and recommendations: The types used when criticizing and appreciating.

33. The frequency of the remarks.

34. The consistency of the remarks and recommendations used.

35. What are some of the rewards you give to these children to boost their morale.

36. How consistent is this process of rewarding them.

### **Institutional environment**

37. Other than what is able to be directly observed, what other physical facilities do you think you badly needs to improve the skills of these children.

38. Regarding the existing facilities, do you think majority of them are accessible. Explain

39. Do you think the existing facilities are properly utilized. Explain

40. Other comments

## **APPENDIX 2: OBSERVATION GUIDE**

**STUDY TOPIC: A REPERTOIRE OF INSTITUTIONALISED STREET CHILDREN**

## SKILL

This research is for a student of the department of sociology, university of Nairobi. It seeks to investigate the nature of institutionalized street children's skill.

This study is entirely for academic purposes.

**Note:** All the information observed is confidential

### **1. SOCIAL SKILLS:**

Frequency of Quality of groups

Types of groups \_\_\_\_\_ group formation \_\_\_\_\_ formed

- a) Play (socializing) groups
- b) Discussion groups
- c) Working groups

Type and Quality of relationship Amongst the children themselves

Children and social workers

Children and teachers

Children and institution officials

### **2. COMMUNICATION SKILLS:**

Types of languages No. of children \_\_\_\_\_ Mastery and Quality of language

- 1. English
- 2. Kiswahili
- 3. Mother tongue
- 4. Any other

Existence or absence

quality of art. & shows

### **3. WORK SKILLS**



Handicrafts/artifacts.

Clay works

Embroidery

Metal products

Wood products

Stone products etc

Shows Drama

Choirs

Acrobatics

Etc

#### **4. RECORDS:**

Types of records Presence or absence quality of records

Admission records

Performance records

Progressive records

Achievement records

#### **5. INSTITUTIONAL FACILITIES:**

P/Absent Quality Accessibility Utilization

Facilities e.g.

Classrooms

Workshops

Halls

Stationery

Hostels

Work equipment

### **APPENDIX 3: RESEARCH QUESTIONNAIRE**

Informed consent for the respondents.

Hello. My name is Patricia Mwikali, currently a student at the University of Nairobi. Am collecting information for a research study on the enhancing and impeding factors in acquisition of skills among institutionalized street children. The main objective of the study is to understand the repertoire of these skills.

I am requesting your permission to ask some questions that contributes a great deal towards this study, all the information that you provide is considered **private and confidential** and is used only for the purpose of this study.

Do you have any questions? Do you agree to participate in this study?

#### **INSTITUTIONALISED STREET CHILDREN**

##### **A. SOCIAL/DEMOGRAPHIC CHARACTERISTICS**

1. Respondents' gender

Male ( )                  Female ( )

2. How old are you? (Not very important) \_\_\_\_\_

3. Were you on the street before you came to live in this institution.

Yes ( )                  No ( )

4. If yes for how long was that \_\_\_\_\_

Less than 6 months ( )      Between 6 months and 1 year ( )

Between 1 year and 5 years ( )      Between 5 years and 10 years ( )

Over 10 years ( )

5. Where were you based on the streets (mention the place \_\_\_\_\_)

Nairobi ( )                  Outside Nairobi ( )

6. Did you ever attend school before you went to the streets.

Yes ( ) No ( )

7. What is your level of education?

Upper Primary (Class4-8) ( )

Lower primary Class1-3) ( )

Nursery - ( )

8. Where do you live now \_\_\_\_\_

9. For how long have you been here? \_\_\_\_\_

**B. NATURE OF SKILLS AND INFLUENCING FACTORS**

10. Do you have very close friends.

Yes ( ) No ( )

11. If yes, what are some of the activities you do in the company of your friends.

12. Are you able to read and write Yes ( ) No ( )

13. Which of these languages do you understand

A. English ( )

B. Swahili ( )

C. Mother tongue ( )

D. Any other ( )

14. How well do you understand the languages you have mentioned above.

A. Very well ( )

B. Average ( )

D. Not so well ( )

15. Have you been involved in making handicrafts/artifacts

Yes ( )                      No ( )

16. If yes, which are some of the handicraft have you made

17. Other than handicrafts, are you involved in other activities like acting, singing etc

Yes ( )                      No ( )

18. Which one(s)

19. Please tell me about it

20. How often do you perform tasks under supervision.

A. All the time ( )

B. Occasionally ( )

C. Rarely ( )

21. Please mention some of the tasks you perform under minimal supervision.

22. How well do you think you perform under minimal supervision.

A. Very well ( )

B. Well ( )

C. Average ( )

D. Not so well ( )

23. When you perform a task well, are you rewarded or praised?

Yes ( )                      No ( )

24. If yes, Please tell me some of the rewards and remarks you receive

25. Are there occasions when the remarks have offended you?

Yes ( )                      No ( )

26. Are you satisfied with the facilities provided to you.

Yes ( )                      No ( )

27. If no, what do think is needed

28. For the existing facilities, do you think they are always available when you need them

Yes ( )                      No ( )

29. How often are they available?

A. All the time ( )

B. Occasionally ( )

C. Rarely ( )

2. An assessment should be conducted on capacity building among institutionalized street children.

**KEY INFORMANTS: INSTITUTION OFFICIALS, SOCIAL WORKERS.**

**TEACHERS**

Date of Data collection \_\_\_\_\_

Name of the institution \_\_\_\_\_

Number of institution official/teachers/social workers \_\_\_\_\_

Number of years in the institution \_\_\_\_\_

**A. SKILLS**

Social skills

1. Groups: Types, frequency and quality

2. What is the nature of relationships that exists among the children, the children and you.

Would you regard it as positive or negative and how has that contributed to their social wellbeing.

3. If yes, up to what educational level did you attain.

Secondary school (Form1-4)

4. Given a chance would you rather perform this activities alone other than with your friends

5. Have you ever participated in exhibitions, trade fairs etc