

**INFLUENCE OF STREET CONNECTED CHILDREN REHABILITATION
PROJECTS ON DEVELOPMENT OF HOLISTIC CHILDREN IN KENYA: A
CASE OF KILIFI COUNTY.**

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DECLARATION

This research project is my original work and it has not been presented in any learning institution for any academic work.

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

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DEDICATION

I wish to dedicate the research project to the memory of my late parents William Kaluku and Margaret Mwende and to thank my son Andy Kaluku for his patient and understanding, and above all I give glory to God for favoring me with his mercies.

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ABBREVIATION AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community Based Organization
CCI	Charitable Children's Institutions
CRC	Convention on the Rights of the Child
FBO	Faith Based Organization
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
NGOs	Non-governmental Organizations
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNCRC	United Nations Convention on the Rights of the Child
WHO	World Health Organization

ABSTRACT

The main purpose of this study was to examine the influence of street connected children rehabilitation projects on developing holistic children in Kenya; a case of Kilifi County. The study was guided by the following four specific objectives: to establish how life skills training influence the development of holistic children in Kenya-a case of street connected children in Kilifi County; to ascertain how basic education provision influences the development of holistic children in Kenya-a case of street connected children in Kilifi County; to identify how vocational skills training influence the development of holistic children in Kenya-a case of street connected children in Kilifi County; and to access how drug rehabilitation influence the development of holistic children in Kenya-a case of street connected children in Kilifi County. The study was framed within the empowerment theory, psychosocial development theory and the moral development. The design of the study was a descriptive survey. The target population of the study was 100 respondents. This study was a census since the population of study was small. The data collection instrument for the primary data was a structured questionnaire and interview schedule. Data was analyzed by use of SPSS version 25.0 and multiple regression analysis was carried out to test the hypothesis. Results indicated that, in relation to the first objective that sought to establish how life skills training influence development of holistic children in Kilifi County, all the manager respondents (100%) supported the idea that life skills training influence development of holistic children in Kilifi County. In testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, life skills training have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.237$; $t = 7.616$; $p=0.007 < 0.05$). In relation to the second objective that sought to ascertain how basic education provision influence development of holistic children in Kilifi county, a positive relationship was established. When testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, basic education provision has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.113$; $t = 5.306$; $p=0.008 < 0.05$). The third study objective sought to identify how vocational skills training influence development of holistic children in Kilifi county. Results indicated that 100% of the center managers strongly supported the idea that they have been offering vocational skills training and this has played a very crucial role in developing a holistic child. When the hypothesis was tested, the H_0 was rejected and instead the H_1 was accepted. Therefore, vocational skills training has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.454$; $t = 17.221$; $p=0.002 < 0.05$). In relation to the objective that touched on drug rehabilitation strategies, when testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, drug rehabilitation strategies have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.250$; $t = 9.746$; $p=0.000 < 0.05$). It was recommended that: the staff handling the various life skills training should familiarize themselves with the needs of street connected children. Further, it was recommended for a well-structured curriculum that takes care of the individual needs of each and every street connected child. The researcher also recommended for well laid guidelines on developing vocational training centers within the reach of the children in the rehabilitation centers for better results. The researcher also recommended for the involvement of the various governmental and NGOs' agencies in designing drug and

substance abuse reformation in the centers so as to help the children who have been abusing drugs to stop.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The phenomenon of children living on the street is not a new issue worldwide. This issue has brought awareness to humanitarian, religious, and governmental agencies for more than thirty years (Marrengula, 2019). As per the United Nations High Commissioner for Human Rights report (2018) and Ainamo (2017), the actual number of children who depend on the streets for their existence and growth is not known and that percentage fluctuates according to increasing disparities and urbanization patterns, socio-economic, political and cultural conditions. The estimated censored numbers of street children are often inaccurate because of the fluidity of the inhabitants and so there are insufficient data and the community tends to be underestimated (UNICEF, 2018). The inherent problems with counting the number of homeless young people because of their mobility were argued by Consortium for Street-Connected Children (2018).

Corcoran (2018) noted that no nation and almost no urban center in this world is without existence of street children. The United Nations Children's Fund (2019) has estimated that there are tens of millions of street children and adolescents worldwide in both developing and developed nations. There are around 120 million street children in the world, with 30 million in Africa, 30 million in Asia and 60 million in South America (Children's Rights Portal, 2018; Horton, 2018). International Streets Kids (ISK) (2019) estimated that there are over 400 million children living on the street in the world today. The number has increased in recent decades because of political turmoil, civil unrest, family breakdowns and death of parents, war, poverty, natural disasters, HIV/AIDs, rapid industrialization or simply social economic collapse. Parental neglect, abuse and widespread poverty are popular driving forces for a life on the street (Asante, 2016). Additional factors that pull children to the streets include spatial freedom, economic freedom, adventure, glamour in the city and street based relationships or gangs (United Nations High Commissioner for Human Rights, 2019).

Globally, there has been an increase in the number of street children in Pakistani in the past a quarter a century as the country's population increased (World Bank, 2019). According to UNICEF (2019), the population of Bangladesh has augmented, and the number of children in the streets have also grown to an approximated 4 million. There are numerous causes of these swelling numbers of street children among them being extreme poverty, lack of contraception, and lack of education. From a governmental perspective, childhood poverty in Bangladesh may be the result of corruption, dysfunction, and neglect. The children represent a good proportion of the total population and it is estimated roughly about 47 percent in the country with an estimated 3.8 million street children living in Bangladesh and 55 percent of them are in Dhaka city; forcing various agencies to come up with drastic measures of addressing this menace (Rezaul, 2018). Poonam et al. (2019) while documenting information that is very useful for the background of the study noted that various non-governmental organizations since the year 2015 started implementing a number of rehabilitation projects that have been very crucial in ensuring that the street children are reformed and achieve holistic development. Among the most significant projects quoted are the food and nutrition projects for the street children and their families, basic education provided at the rehabilitation centers, life skills training projects, vocational skills training, and rehabilitation from drugs and substances abuse projects. In Dhaka city, projects run by UNICEF in collaboration with local FBOs was responsible for 310 reformed street children from drugs abuse, 101 graduated with vocational skills training and over 510 children had basic life survival skills (UNICEF Pakistani, 2019).

UNICEF (2018) estimated that there are over 32 million children living on the streets in the African region due to poverty, abuse, political turmoil and HIV/AIDS. In South Africa, there are reported to be approximately 250,000 children and young people on the streets. A study in Ethiopia shows that 150,000 children live on the streets, according to the government. Some 1 million kids, most in Cairo and in Alexandria, are thought to be on Egypt's streets (Consortium for Street Children, 2018). UNODC (2020) confirms in Egypt, that the key factors which cause young people to roam the streets of Cairo, Giza and other Egyptian cities are poverty, unemployment, family breakdown, child abuse and neglect with experts estimating that 200,000 to one million children are on the streets, often doing anything that is essential to survive. This therefore needs urgent measures to address this

trend of new society that if left alone can be very dangerous across the spheres of the country. However, a report by the Ministry of Military Production in 2017 signed partnerships with various agencies like the UNODC to implement various projects that were aimed at changing the drug addicts and street children in Cairo. Since then, a number of projects were implemented like the provision of life skills, the rehabilitation from drugs and substances abuse, training on basic vocational skills. As reported by the Minister of Solidarity Ghada Wali, in 2020 before the covid-19 pandemic hit the country, they had reached 2100 street children with 406 being placed in formal employment in the ministry of Military Production. These findings formed basic background information that helped to inform the role children rehabilitation projects can play in developing a holistic child who can sustainably fend for himself/herself.

Regionally, UNESCO (2019) estimated that there are over a million AIDS-orphans living in Uganda. These children, on whose lives the AIDS epidemic has a significant social, economic, and psychological impact, are more vulnerable and therefore more likely to end up homeless and living on the streets. While laying the foundation used as the background information for the current study, Anich (2019) did a study that confirmed the high numbers of street children in Kampala who need urgent attention by various government and non-governmental agencies due to the challenges they face in these streets. The hostility, harassment, including rape, illegal arrest and detention, and the overriding deprivation of street kids in Kampala call for coordinated and immediate action (Munene and Nambi, 2019). In a summary, Munene and Nambi (2019) found out that rehabilitation projects like creating some homes in the rehabilitation centers for the street families, giving basic education to the street children, training them on basic life skills and vocational skills besides rehabilitating them from the drugs and substances abuse have been used as effective strategies for developing a relative better street reformed child.

Generally, as per the United Nations High Commissioner for Human Rights (2019), street children face a number of challenges that call for urgent measures like the implementation of street children rehabilitation projects. In fact, according to the report that was carried out in various countries including Kenya, children are deprived of many of their rights before joining the streets and while on the street. These children are more likely to be seen as

either victims or delinquents than as right rights holders. This varies depending on who is viewing and on the social attitudes based on the child's characteristic (age, sex, ethnicity, and religion) and the operations he or she is involved in (selling flowers versus sniffing glue). A child considered to be a 'victim' may be further abused or exploited or 'rescued' from the streets (welfare approach) and may be placed in a children's home. A seen as a "delinquent" may be targeted to join a criminal gang, chased away by local businesses or arrested by police and taken to court (repressive approach). These children face many risks and abuses, those who should protect them are unfortunately also abusers. Numerous scholars, humanitarian groups and child rights organizations have found cases of the police and special forces abusing and maltreating children from the streets of the world's main cities instead of protecting them(The State of the World's Children, 2018). Street involved youth are ambiguous victims, in that they experience often egregious human rights violations, but may also engage in illicit acts as a means of survival; thus they may be seen by some as criminals to be punished whereas children who experience violence are easier to present as innocent victims (Poretti *et al.*, 2014; Kaime-Atterhög and Ahlberg, 2018).

The phenomenon of less fortunated children living in the street remains to be major concern for the department of children welfare worldwide (Kaime 2018). This problem is escalating from urban areas moving to rural areas. This special population suffers great impact in life hence being subjected to harsh life. They are left to approach life in their own way hence falling victims to unacceptable behaviour within the community (Drane 2018). United Nations High Commissioner for Human Rights (2019) reports that street children especially those living are likely to lack basic needs that all children are entitled to due to lack of identity documents that are necessary for healthcare, education, or for the reason that they are discriminated by institutions or individual officers. Kaime (2018) observes that children living on the streets lack basic knowledge, skills and proper attitude. The lack of knowledge and skills make them vulnerable and predisposes them towards illegal activities such as abusing drugs. These children have a bleak future as they lack some form of basic education and economic training. Their life expectancy is terrifying low and they face a dark future (UNICEF, 2018).

Ansell (2016) notes that while children escape to the streets to avoid problem at home, in the end their inability to find healthy livelihoods is exacerbated by the consequences of living on the streets. The age group of children aged 12-18 years are said to be the victims of adapting maladaptive behaviours that are health versus unhealthy from surrounding environment (Guerra and Dierkhising, 2019). They are also treated by society as outsiders and not as children to be nurtured and protected. Through several forms of social control, marginalization and powerlessness they are spatially and socially oppressed. As a result, daily life can be like living in an enemy territory for a street child (Hutchison, 2010). Street children often suffer from nicknames that indicate they are not liked by the population. They are called saligoman in Rwanda, in other words brats. They are called pivots in Rio de Janeiro, that means small criminals, in Honduras they are called resistoleros, that means sniffers of glue (Gadensborn, 2018). In Tanzania Street children are referred to as 'Watoto wa mitaani', in Kenya as 'Chokoraa' and in the DRC as 'Moineaux' or 'Sparrokes.' The sad fact is that everywhere children living and working on the streets are ignored, scorned, maltreated and not understood by society and the government besides the names given to them (Kopoka, 2018).

An interview done with the Cambodian Father Kizito, founder of the Koinonia Community, and some former street children informed the Kenyan government of the need to initiate rapid response to street children. Over the years in Kenya a lot has been done according to the law that protects children. A rehabilitation operation for street children in the central business district was initiated by the Nairobi Serving Governor. As per the move of the Governor, in rehabilitation centers the street children were to be treated for their drug addiction. Nairobi is one of the country's cities with the highest population of street families. The campaign pledges of the Governor were to ensure the orphanages and rehabilitation centers accommodated street children. Rehabilitation schools for children rehabilitation in Kenya is rooted back to the ages of colonialism. Rehabilitation schools have been established under section 47 of Children Act 2001, Laws of Kenya.

According to Leonards (2017), rehabilitation programs vary depending on geographical location of rehabilitation centers, age and gender of children living on the streets. However, programs offered give children an opportunity to increase their knowledge and skills and to

promote their attitudes. The programs aim to ensure that children acquire skills which they can use as well as help them solve their own personal problems after leaving rehabilitation centers. However it is not clear whether such programs achieve this objective, a need for this study.

1.2 Problem Statement

Across the globe, numerous studies have indicated that millions of children are getting into the streets and street families are increasing due to a number of factors, among them being poverty, poor parenting, corruption and even instabilities in political arenas (World Bank, 2018). In countries like India, Bangladesh, Philippines, Haiti, Mexico, Venezuela, the number of street children is alarming; calling for urgent measures to be undertaken by the various agencies to save these children. In Bangladesh for example, the Foundation for Research on Educational Planning and Development (2017) did a study and found out that there is dangerous and precarious situation of street children. There is enough evidence that working children are living in serious poverty conditions and their numbers are growing with overwhelming 55% of street children living in Dhaka. These unimaginable figures have from time to time forced the relevant government ministries plus other donor communities to come up with a number of projects aimed at reducing these numbers. Among the projects implemented since 2017 to take care of holistic development of these high numbers of street children in Dhaka include: the promotion of the establishment of full boarding rehabilitation centers and homes, the development of education curriculum that equips these children with basic life skills knowledge, vocational skills, and rehabilitation from drugs and substances abuse (UNICEF Bangladesh, 2019).

Across Africa, there are documented evidences by a number of bodies and researchers including the United Nations Children's Fund (2019) confirming that there is no capital city or urban town that doesn't have street children who account for a given percentage of the residents of any given city/urban center. The situation is very worse in war ridden countries like Egypt, Libya, Sothern Sudan, Somalia and Nigeria where the number of street children account to as high as 25% of the populations in urban centers/cities/towns. The African Development Bank among other agencies pro Africa green cities' development came up with a number of projects that were aimed at ensuring that street

children in major Africa countries like South Africa, Kenya, Nigeria, Ethiopia and Ghana are addressed appropriately but there is very little achievements that have been made (UNHCHR, 2019). In Nigeria for example, despite the fact that various agencies have been using the street children for all the wrong reasons, their numbers have been increasing with no one seeming to take care of their needs; portraying a very wanting picture in the continent. This is despite the fact that a number of resources have been allocated to handle these street families by both the governments and international bodies. Blamed on such wanting ending are issues like corruption and lack of good will from the government agencies and other stakeholders. For the few countries like Ethiopia a number of organizations have been addressing the issues of these street children by running a number of projects like nutrition, provision of basic education, training on life skills, training on vocational skills and other projects but only the faith based organizations have been effective. These are some of the gaps that were addressed by this study.

In Kilifi County there exist rehabilitation center's whose aim is to rehabilitate street connected children and reintegrate them back to society. However major towns in Kilifi County are experiencing visible presence of children living on the streets. The presence of 3 rehabilitation centres in Kilifi County indicates that there is a problem of street connected children. Marrengula (2019) observes that more recently, scientific discussion on the issue of street children and the children's rights has increased among academics from various fields. Researchers, human rights organization and NGOs have been puzzled for answers and hence focusing on developing strategies for child protection, reintegration back to society, overall well-being among street children and reducing the risk factors of the phenomenon both locally and globally. Dybicz (2019) acknowledges that street children need special interventions which differ from others in need of care. That most street children will return to street life unless the appropriate services are provided by rehabilitation facilities. As per Siegel (2018), the use of residential facilities would be an expensive exercise in futility if successful rehabilitation were not the ultimate objective of street children rehabilitation. To ensure projects for holistic street children rehabilitation are effective every effort must be undertaken. Therefore this study sought to assess the influence of street connected children rehabilitation projects on developing holistic children in Kenya: A case of street connected children in Kilifi County.

1.3 Purpose of the Study

This study sought to assess the influence of street connected children rehabilitation projects on developing holistic children in Kenya: A case of street connected children in Kilifi County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish how life skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County
- ii. To ascertain how basic education provision influences the development of holistic children in Kenya: A case of street connected children in Kilifi County
- iii. To identify how vocational skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County
- iv. To access how drug rehabilitation influence the development of holistic children in Kenya: A case of street connected children in Kilifi County

1.5 Research Questions

The study sought to answer the following research questions:

- i. How does life skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County?
- ii. Does provision of basic education influence the development of holistic children in Kenya: A case of street connected children in Kilifi County?
- iii. Does vocational skills' training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County?
- iv. How do drugs rehabilitation strategies influence the development of holistic children in Kenya: A case of street connected children in Kilifi County?

1.6 Hypothesis of the Study

The study at 95% degree of freedom tested the following hypothesis:

- i. H_0 : life skills training don't have a significant influence on development of holistic children in Kenya: A case of street connected children in Kilifi County.

- ii. H₀: basic education provision doesn't have a significant influence on development of holistic children in Kenya: A case of street connected children in Kilifi County.
- iii. H₀: vocational skills training don't have a significant influence on development of holistic children in Kenya: A case of street connected children in Kilifi County.
- iv. H₀: drug rehabilitation strategies don't have a significant influence on development of holistic children in Kenya: A case of street connected children in Kilifi County.

1.7 Significance of the Study

In research, the study is expected to be very useful to future researchers, scholars and other agencies that aim at ensuring that the situation of street connected children development is ascertained, understood by everyone and documented. Therefore, this research project may be used as a rich reference material for all the studies that shall be carried out in the field of street rehabilitation projects and the development of street connected children holistically.

In policy formulation, the study shall be useful to both the national governments, international agencies fighting for the rights of children, the county government and even urban leaders. Basically, the study can be used by donor agencies like UNICEF to clearly show the status of street children in the country and these agencies shall be able to come up with strategies that shall help these children develop to become better individuals in the society. The Kenyan government more specifically the Department of Children Services plus the entire ministry of labour and social protection shall benefit by getting the clear picture of the situation of street connected children rehabilitation projects, what they have achieved, where they have failed, strategies to be adopted and remedies needed for present and future success. The study finally may benefit the county governments by feeding them with relevant information on the rates of street connected children in their major towns and what need to be done to safely transform this vulnerable population.

In practice, the significance of the study cannot be understated as it stands to help project officers improve on their skills in project management. Project sponsors may be able to learn how their funds have assisted on effectiveness of ongoing projects and the gaps therein. The public may be able to learn new information on how important it is to rehabilitate street connected children and their role in effective implementation. The study findings will enlighten policymakers on new strategies to improve on rehabilitation

projects. The study may inform rehabilitation center managers on the strategies that could be employed to improve the rehabilitation projects for street connected children.

1.8 Delimitation of the Study

First, the study delimited itself by reviewing the literature based on the four objectives that were born out of the street connected rehabilitation projects that included: life skills training; basic education provision; vocational skills training; and drug rehabilitation. The study further was guided by the four objectives to develop its research questions while utilizing the questionnaires and interview guide only as tools for collecting data.

Equally, the study delimited itself by having it conducted in Kilifi County only instead of the whole of Kenya, with three private rehabilitation centers that have been involved in rehabilitation of street connected children for the past years being considered. The study focused on personnel who had served in their respective work station for at least two years. This was so for the reasons that the period was considered adequate for them to be conversant with various projects in the rehabilitation centres. A targets population of 100 respondents was drawn from the whole sample population.

1.9 Limitation of the Study

The study was conducted in Kilifi County, in three rehabilitation centre which were Onesimus Good News Boys Centre, Grandsons of Abraham Rescue, and Rehabilitation Centre and Furaha Phonix Children's Home. Some limitations included a high expectation from some of the study participants which could not be met by the study and unwillingness by some study participants to give accurate information. To counter this, the researcher clarified well the study purpose before and after the data collection process to avoid misconceptions. On confidentiality, respondents in one way or the other shied off telling what is happening on the ground. The researcher however reassured confidentiality at all cost as the research principles states not to harm study participants. In case of fear of being labeled at service delivery point, study respondents' interviews and questionnaires were done at the environment where respondents felt at liberty. There were no shortcuts in responding to respondent's questions and all that was done in accordance to research ethics.

Another limitation that faced the research was the restrictions imposed by the ministry of health due to the covid-19 pandemic. The researcher found it very difficult to reach some of the respondents like the center managers but the researcher utilized a mechanism that involved the use of some of employees/staff of these centers who had undergone covid-19 tests and had certificates to help in data collection. Besides, the researcher utilized online platforms like emails to send the research tools to the IT literate participants.

1.10 Assumption of the Study

The researcher's assumption of the study was that respondents could answer questions correctly and truthfully. Indeed, this assumption held throughout the study since the responses in the questionnaire and interview guide were very relevant and gave the anticipated results. Additionally, the research presumed that the data collection could be within the set timeframes and could be within the budgetary allocation. The two assumptions held since data collection as much as it extended by a few days and the budgets went overboard by a few amounts, these two objectives were achieved. .

1.11 Definitions of significant terms

Basic education Primary and secondary education

Drug rehabilitation The treatment of medical or psychotherapeutic substances such as alcohol and street drugs, for example marijuana, heroin and amphetamines.

Holistic Children Physical, social, emotional, mental and moral development of children

Life Skills training Ability to adjust and to conduct people effectively to meet everyday demands and challenges

Vocational training Education which mainly leads participants to acquire practical skills, knowledge and understanding that are necessary for employment in a particular occupation, trade or group of occupations

1.12 Organization of the study

The study is organized into five chapters, chapter one encompasses the background of the study, the problem statement, the purpose of the study, the significance of the study, delimitation of the study, limitations of the study, the assumptions of the study, and definition of significant terms. Chapter two constitutes the literature review, theoretical frameworks, conceptual frameworks, knowledge gaps and literature reviewed summary. Chapter three involves the research design employed in the study, the discussion of the research design, population targeted, sample and procedures of sampling, sample size and sample selection techniques, methods of collecting data, validity and reliability of the research instrument, data collection procedure, data analysis procedures and ethical considerations. Chapter four is analysis of data, interpretation and presentation while chapter five presents the results summary, the discussions, conclusion, recommendation as well as areas for future study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews relevant literature on the effectiveness of rehabilitation projects in rehabilitation facilities. The literature reviews existing common rehabilitation projects for street-connected children, the environmental settings of rehabilitation institutions, staff skill levels, management policies and policy guidelines for the projects as well as the benefits that street connected children receive from rehabilitation projects. More so literature on relevant theories on rehabilitation of street connected children has been reviewed. Finally, the section covers conceptual framework.

2.2 Concept of Development of Holistic Children

According to Human Rights Watch (2018), street children's rehabilitation is a task that requires the involvement of different stakeholders. The plight of street children and life are studies that have been done, but little has been done about the processes involved in street children rehabilitation and the success of projects objects. Makiwane et al., (2018) observes that most rehabilitation institutions opt for institutionalization of children as way of addressing the street children plight. These children find themselves as virtual prisoners closed in an environment.

Hills et al., (2016) further states that when confined in such places, it becomes difficult to develop their human potential as their social and human skills are uncultivated. The main objective of rehabilitation is to assist the person in their current circumstances to achieve the highest quality of life and health (Volpi, 2019). The whole process of rehabilitation, must be holistic such that it provides for the child's physical (health, food and shelter), security for balanced development and sociological (identity and sense of belonging) needs (Strehl, 2019). Research in areas such as health, nutrition, psychology, child development and anthropology confirms the interconnectedness of all aspects of child development. Inextricably connected are physical, social, emotional and cognitive developments (Kolucki and Lemish, 2018).

Majority of the street connected children projects try to address their special needs that

include food, clothing, education, love and support (ANPPCAN, 2018). The primary function of rehabilitation, training and education for street children should not only be to provide information relevant for examinations, but rather to provide knowledge that will address the street children impoverished circumstances and to the need they have to earn a living, (ANPCAN, 2018). Response mechanisms should be inclusive, age-appropriate, and built around street children's needs. Care centers should help every child to overcome their crisis through proper case management, achieve emotional and physical stability (Save the Children, 2018)

According to Youth Advocate Program International (2019), Cognitive development concerns the brain development i.e. the intelligence of a child. Experiences that allow provisions for positive relationships while teaching control of emotions, trust and security are essentials to developing the social and emotional sides of a child's brain without which a child may grow up to be unhinged. Some aspects of healthy social-emotional development include dealing with sensitivity, depression, and ego and anger management. This ensures that a child becomes more open to other aspects of development that are essential in holistic development. The development of the fine and gross motor skills allows a child to also be fit and healthy. The children also become more aware of their sensory understanding.

According to Namusonge and Sifuna (2018) there are projects that have been implemented by a number of children rehabilitation programmes in Kiambu and Nairobi counties that have significantly led to the holistic development of these otherwise once condemned street children. Majority of these sincere projects are implemented by faith or religious groups like the Catholic Church or the Islamic centers. These projects (unlike the privately run centers some of which are white elephants) have been able to pick children from the streets, enrolled them in formal basic education and fortunately some of these children have excelled and joined the various institutions of higher learning in the country and abroad. Miriti (2019) in a study conducted in Nairobi also added that when the street children were taken to various street children centers by Hon. Kidero during the welcoming of the USA President POTUS Barack Obama, they gained a lot by gaining basic life skills training

besides being introduced to rehabilitation that has seen a number reform to become role models in the society. Accordingly, the current study was able to examine the holistic children development as scored against the various projects aimed at developing these children like life skills training projects; basic education provision projects; vocational skills training projects; and drug rehabilitation projects. ANPPCAN (2019) has been using indicators of holistic street children since 1995 to include: a child who is completely rehabilitated from abusing drugs, a child who has gained life skills, a child who has been integrated to the community and a child who can fend for himself. These indicators shall be used to guide the holistic nature of children among other indicators.

2.3 Life Skills Training Project's Influence on the Development of Holistic Children.

WHO defines life skills as abilities that enable people to deal and adapt to the challenges and demands of everyday life in a positive manner (WHO, 2018). Some of these abilities include decision-making skills, problem solving skills, creative and critical thinking, interpersonal skills, self-awareness and empathy, coping with emotions and stress management. According to UNICEF 2019 knowledge, attitudinal and skills based competencies should be addressed to enable the shifts from risky behavior. Abilities that help develop mental wellbeing and competence in children as they face the realities of life entails life skills.

A study carried out in Indonesia found out that life skill training projects implemented by various organizations that cater for the street children has been an effective primary prevention strategy for drugs and substances abuse among the street children. Life skills should teach a child skills related to social resistance and should promote social and individual competencies and address the risky and protective factors that are associated with drug abuse initiation (Botvin and Griffin, 2019). A life skill not only teaches resilience but is also an important resource to develop psycho-social, behavioral and cognitive skills that enables productive contributions in the society (Yohannes et al. 2017). These skills enable young people to negotiate and mediate through the challenges they face in becoming productive citizens (Prajapati et al, 2018). To help adolescents navigate their psychological

push backs for high risk behavior and negative mental wellbeing will require cognitive, behavioral and resilience development (WHO, 2016).

Life skills have been seen as an important component of many response measures around the world especially those aimed at preventing alcohol abuse, narcotics and smoking, which demonstrates its effectiveness, value and relevance (Thomas de Benitez, 2017). In their study that was carried out in California between 2015 and 2017, Consortium for Street-Connected Children (2018) found out that life skills training projects have both physical and psychological influence on the development of children. According to World Bank (2018), the most important projects that can bring universal development of street reformed children is exposing them to best life skills that cut across the physical and psychological well-being of a child.

In another study carried out in India, it was found out that life skills education projects that are meant for the street children closes the gap between basic and capabilities functions. Life competency training further increases the individual's capacity to satisfy current community needs and requirements and enables the person to solve life problems to obtain the desired actions. (Prajapati *et al.*, 2017). Training on basic things like how to avoid drugs and substances abuse, training on basic health and hygiene, training on cooperation and teamwork, training on public speaking, training on anxiety and stress management among others have a significant influence on the development of a holistic child in the society (Save the Children, 2018).

More than 30 years of study show that life skills works with a broad range of students and reduces the use of psychoactive substances in half (Botvin & Griffin ,2015). Elias (2006) observed that children are required to learn a lot, but children are not likely to keep what they learn and use in their lives without a sense of connection with and to these things. In aspects of goal setting, children could be more involved in defining goals when they get old and hence are not at all likely to have behavioral problems. Especially valuable are the experiences of learning that coordinate and integrate various aspects of learning across the topics and over time and linked to life beyond the level of school. Life skill training will help students to achieve success and to live a healthy way of life.

The main expected result of life skills education is to give the participants relevant knowledge and skills to protect them against abuse, exploitation and to avoid risky behavior (UNICEF, 2015). Life skills have lessened violent behaviour, promoted pro-social behavior and reduced negative self-destructive habits, promoted the ability to plan for the future and solve problems effectively. It also promotes self-image, self-awareness, emotional and social adjustments. These projects have enhanced knowledge acquisition, promoted classroom behaviour, increased self-control and handling of interpersonal problems, anxiety management, and better meaningful conflict resolution with peers, impulse control and popularity. The skills could also enable the street connected children become assertive, think critically and gain negotiation skills .It promotes self-awareness and self-esteem, enable them to make and promote friendships. It can also enable street connected children to leave the streets but this will require assisting them think beyond their current situation (WHO, 2017).

Sewe (2017) in her study that examined the rehabilitation and education for street children in Makadara and Kamukunji in Nairobi County found out that the various rehabilitation centers run by NGOs have implemented projects that take care of life skills training. In this study that was descriptive in nature and involved 50 street children plus 4 caregivers and 43 teachers, it was found out the type of life skills given to these children, the age levels at which they are introduced to various life skill training, the source of the training, the duration of exposure to these skills and the amount of time allocated to life skills training significantly influences the development of a holistic child. Conclusively, it was noted that life skills training projects run at the rehabilitation centers as a service prompted responsible behavior among the street children and refrained the street children from substance abuse.

2.4 Basic Education Provision Project's Influence on the Development of Holistic Children

A study done in England and Venezuela did confirm that education projects implemented in the children rehabilitation centers plays a very crucial role in developing a child who is best suited to handle the various challenges that are associated with adulthood (UNDP, 2018). Education is therefore the main tool to awaken children to cultural values which

prepare them for further vocational training and help them adapt themselves normally to their environment (Gibbs, 2018). When examining the various marginalized and vulnerable groups in the society, UNDP (2018) carried out a study in various Asian developing countries with Singapore and Vietnam making it to the list of countries that have been using education as a tool of reforming street children in their major towns. The study found out that education is an essential instrument for empowering disadvantaged people to be integrated into a country's development (UNDP, 2018). This study has outlined a number of education variables that lead to the development of a better child and they include: the curriculum trained on, the relevance of education objectives, the time exposure to formal schools, the integration of knowledge and practical skills forming a basic ground for the current study.

In the Niger Delta, majority of the children and young people have always opted to be in the streets than remaining in their poverty stricken homes where abuses and luring to join militia groups or molestations by these militia groups is high (African Development Bank Report, 2017). The insurgence of various terrorism groups like the Boko Haram has also destroyed many families while deaths have always taken away breadwinners of most of the children, forcing them to the streets. A research carried out by the University of Lagos in 2018 indicated that various education projects if well-structured and implemented in the various rehabilitation centers targeting the street children, their life could be improved by up to 76% in a span of 5 years. Therefore, the curriculum trained on, the sufficiency of learning materials, availability of qualified teachers, experience held by these teachers in relation to handling street children among other factors significantly influence the deployment of best placed children who can be part of the future solutions to the troubled Niger delta (University of Lagos, 2019).

Across East Africa, in Tanzania a number of studies have indicated that the type of education offered to the street children, education policies, the funding of this education among other factors play a role in the success of the project (Save the Children, 2019). A study by the Ministry of Women, Children and the Elderly in Tanzania for instance indicated the number of street children in Arusha reduced drastically between 2016 and 2020 due to the introduction of non-formal education in the various centers designed to

address the plight of street connected children. For instance, recreation facilities provided by rehabilitation centres provide space for games, exercises in which children play, relax and meet other children in a comfortable and secure environment. In order to capture and sustain their imagination and commitment, an educational project must be fascinating, innovative, and connected to their everyday lives. Services offered by institutions in Arusha entails more traditional school subjects that include basic literacy and numeracy, theatre, songs, dances, self-awareness and role plays (UNICEF, 2018; UNESCO, 2018).

In Rwanda, a study by the Transparency international did confirm that the country integrated informal education to help control the street children that were left after the civil war that saw over 6 million people affected (TI, 2018). According to the TI report, informal learning such as drama and music can assist children to self-awareness and understand others by re-enacting individual experiences or fantasies for confidence and promote self-expression (Schwart; 1990 cited in Sewe, 2017). Structured teaching is not effective with street children according to most studies. In places like street comers and parks, educational activities can take place (Brink; 1997, cited in Sewe, 2019).

For most street children in Kenya having not been to school is a hindrance to their involvement in the country's affairs. The lack of a specially tailored curriculum for street connected children makes it very difficult for those who had planned to leave these same streets for the ordinary classrooms (Eshiwani, 1993). In majority of the cases, they get disappointed and revert to the streets, where they continue to engage in anti-social activities which are not healthy for the nation's economic development. Studies have shown that street children find it difficult to register and stay in school and educational institutions (KIE, 2019) since most of them leave the centers and go back to the city for reasons including their high value of increased independence. The main reason being that the street children unique learning needs have not been addressed (Kisirkoi, 2017).

Article 29 of the Convention on the Rights of a Child recognizes that education should also develop to the fullest every child's abilities. General Comment No.5 sees this as a 'holistic notion, which covers the physical mental, spiritual, moral, social and psychological development of the child' and further states that 'implementing measures should seek the optimal development of every child. The right to education is guaranteed under Chapter 4

of the Kenyan Constitution on the bill of Rights. Every child in Kenya has a right to quality education. The Kenyan's Constitution states that every child has the right to free and mandatory basic education (article 53.1b) to the extent compatible to the persons interest (article 54.1 b). Article 56b of the Constitution guarantees the minorities and marginalized groups rights to provision to special opportunities in educational and economic fields. Educational interventions for children in street situations are critical in identifying and extending their strengths, and in inculcating the habits and routines required for them to leverage these in stable home and school environments (Central Child Welfare Board and Street Child of Nepal, 2016).

Whilst conventional schools may lack the capacity to cater to street connected children initially, states must transition them into a satellite system of small learning spaces that encourage confidence, esteem and a lifelong project that comes from within the individual founded in acquired knowledge, skills, and relationships, rather than from insecurity and uncertainty (World Bank, 2018). Central Child Welfare Board and Street Child of Nepal on its Submission to the General Comment on Children in Street Situations by the UN Committee on the Rights of the Child suggest that states must also train and support educators to adopt differentiated and multi-grade approaches for street connected children who have grown and developed at varying paces. Whilst traditional schooling prepares children for the real world, street connected children have already developed skills for survival; educators must therefore encourage children to bring their prior knowledge and perceptions to the learning space, and work with them to identify, interpret and extend these.

Kisirkoi (2017) observes that street children are exposed in comparison to some other children who grow up under parental love and care to difficult environment and living conditions. Street children get involved in all manner of anti-social activities and cherish extreme freedom and this might be a reason for inconsistency in formal school. Thus education for street children ought to address relevant issues relating to these children's unique experiences before meaningful teaching can occur. They need a special program that allows rehabilitation in a non-formal way that also permits entry and reentry to formal education. It ought to be flexible and include skills necessary for survival. A school

program for street children that exposes them to standard Kiswahili and English, the main languages of Kenya, is a big step towards better integration with the rest of society. Sadly, the current curriculum applies to children in normal classrooms and does not cater to this minority group's special education needs (Njoroge, 2009). Njoroge (2009) continues to demonstrate that street children need reading and writing skills. They will have access to relevant information and technology that enable them to be acknowledged as important and vital citizens of society after they have achieved these milestones in their lives. In this way they can function effectively in society from receiving an education about the world around them.

Although the Kenyan government set up free and compulsory education in 2003, provision for uniform, stationery and other basic children needs are responsibilities of the parents. Sadly, children especially in difficult circumstances may lack a person to provide their basic needs. Unless some interventions are implemented such children may not be able to receive quality education. If interventions are not put in place the street children will have no choice but to seek for employment where they are taken advantage of or choose to live on the streets begging hoping that one day everything will be fine (Namusonge, 2018).

The needs of street children's are special as some have not been to school while others quit at different levels in. Street Child's dynamics are complex, particularly when it comes to provision of formal education. The approach to be implemented should not be a rushed one. A well-planned, holistic and cross-sectoral approach will be necessary to be effective (Street Children Policy Guideline Provision for Education, 2015). Children do not receive education while living on the streets. The longer they are on the streets, the more their peers leave them behind, and the more they outgrow their level in terms of their age. This results to difficulty to rejoin to mainstream education (Street Children Policy Guideline Provision for Education, 2015).

The emphasis with the current interventions aim at assisting street- connected children to rejoin mainstream primary education. This shows that implementing organization associate normal childhood with school attendance. The programs put an emphasis on returning to school and starting school as an important factor to ensure street connected children develop. It is suggested that a being raised on the streets is disabling and that availability to

education allows for justice (Corcoran, 2015). Corcoran adds that the formal education systems can be just as disabling as the streets especially as children move from a relatively autonomous situation to the constraints of the teacher-led school environment. Organizations therefore should be more critical of the services they offer and work with the teachers to avoid further marginalization of the ones they seek to help.

According to the Situation Analysis of Children and Adolescent in Kenya (GOK, 2014), education right has been universally recognized since the 1994 Universal Declaration of Human Right and promoted in various international conventions including UNCRC (Article 28 and 29) and regionally by the ACRWC and nationally by the constitution of Kenya and the Children's Act 2001, Laws of Kenya. The right to education as defined by these instruments call for universal access, through the progressive introduction of free education, to free and compulsory education as well the availability or universal access to secondary schools; and for equal access, through capacity and the gradual introduction of free education, to higher education. Education is an essential human right. Every child has a right to education which is a basic human right. Education offers individuals the right knowledge and skills to maintain a happy and successful life (UNICEF 2019). Education will help to ensure children are adequate, productive, responsible, aware, highly operational and healthy adults, as well as having skills in reading and writing (Nalan, 2006).

In the holistic development of a child, the right to education is paramount. Children in Kenya deserve quality, accessible, inclusive, equitable and affordable education to enhance a child's holistic growth, social stability and participation in the development process at all levels (National Plan of Action for Children, 2008-2012 cited in Corcoran, 2015). The government, through various policy instruments has recognized the right of the child to have basic education which encompasses primary and secondary education.

Even after the government of Kenya declared free primary education in January 2003, the challenge for street children remained. This was mainly because the specific and unique educational needs of this category of children were not addressed (Kisirkoi, 2017). Studies have shown that street children are difficult to enroll as well as remain in schools (KIE, 2019) as most of them drop out of their centers and return to the streets for reasons involving their considerable importance of excessive independence. Vigil (2002) quoted in

Sewe (2017) that street children must be able to build confidence in themselves and the sense of personality that years of hardship have constantly reduced. More pertinently, a study of their learning needs could enable a curriculum to overcome the gap established by their unique life experiences that hamper their support in school compared with other children.

2.5 Vocational Skills Training Project's Influence on Development of Holistic Children

Vocational education is education that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education refers to any type of education whose primary purpose is to prepare people for employment in recognized occupations (Okoro), provides skills, knowledge and attitudes needed for effective employment in professional roles (Okoro, 2018). Professional formati is also defined as training that also mainly allows the participants to acquire practical skills, awareness and expertise necessary for work in a specific profession, business or group of professions (Atchoeren, 2017).

Education will also be seen as a way to help children in the streets. Most street children have no basic skills to help them get the job right. Education can help break the vicious marginalization circle and contribute to better lives for street children. Sadly, the socially excluded part of the society seems to alienate schools. Another possibility of failure is the School for street children. In this scenario, there is a high dropout rate and vocational training for street children to take them out of the streets (Nte, Eke and Igbaniho, 2019). For street children, the option for schooling disappears entirely. Without shelter or a family, education is simply not a priority. After spending several years on the streets, a child might be held back and sitting amongst other students that are half their age. This deters even street children who have been rehabilitated to want to reenter the education system (Dwyer, 2016).

In Cameroun, the role of vocational training has been emphasized on and majority of the researchers argue that it plays a crucial role in ensuring that street children are well integrated into the community by engaging themselves in something that earns them a living (Lusk, 2019). In the study that examined 10 centers run in partnership with the government and various NGOs, the researcher found out that vocational training is very

important and it empowers the various street children besides ensuring that they develop to be individuals who can fend for themselves and at the same time solve some basic problems in the society. Conclusively, Harbison and Hanushek (2018) did a comparative study in 4 West Africa countries where Guinea and Cameroun featured and found out that vocational training projects are the most crucial developers of holistic street connected children then after the life skills training projects.

Vocational, employability and lifelong learning skills could help out of school youth raise their self-concept and increase their chances to engage in socio economic activities and contribute positively to their personal development (Kamau, 2019). Sustainable and fulfilling lives should be prepared for the Street Children. The syllabus must be closely linked to the standard 1-4 in high education. In order to help them to join formal schools, the teacher should continue to compare their academic capacity to the ability of the children in the official school when ready. For example, in hair dressage, carpentry, weaving, hairdressing, athletics, sport and other skills other children's abilities should be identified (Kisirkoi and Mse, 2016).

Empowerment of street children is an effort to alleviate them from a variety of pressures and problems of economic exploitation. It is an attempt to restore them as natural children who develop naturally and not in the streets. Life skills development strategy is needed so that they can be independent and educated in sustainable manner (Dambudzo, 2015). Initially, street kids prefer practical training needed for daily survival, but they can opt for more formal and informal learning on older people (Rafi, Ali and Aslam, 2018)

The Government of the National Rainbow Coalition launched the Street Children's Capacity Building Project in 2003 to strengthen the capacities of institutions to deal with the current and possible problems of street children in Kenya. The project has been based in Nairobi and is based on a national scope and works partnerships in the major urban centers of various districts including Mombasa, Nakuru, Kitale, Kisumu, Eldoret, Lodwar, Maralal and Marsabit. However this project collapsed due to political changes in Kenya (Awori, 2007; Gimode, 2018; Otieno, 2019).

Vocational training should therefore be externally efficient to enable students to live on the acquired skills. In the working world, these young people will succeed (Ounah, 2011;

Omullo, 2018). There are many children, some of which are living on the roads and they have no hope of ever gaining the skills of learning and computerization because they are not at school and feel too old now to be allowed to attend regular schools, and they are in extremely difficult conditions. They've lost hope that their dreams and desires will ever be fulfilled (Njoroge, 2009). Non-governmental and community-based organizations are increasingly supporting older children and graduates to elementary school through these pathways as costs are reduced and completion times are shortened. Such training can help street-related children and young people in a shortage of times to become financially self-sufficient but their options can be limited if positions in their chosen vocation are not available (Corcoran, 2017).

2.6 Drug Rehabilitation Project's Influence on Development of Holistic Children

There's only one recreation that feels safe for street children who are harassed by gangs, molesters, city authorities and even the police. Many children forced to beg or work as children also take drug abuse to escape their cruelty (Save the Children, 2018). Drugs are often used to block cold, pain and other disagreeable situations (O'Connor, 2019; NACADA, 2018), as a 'blanket.' For example, their younger ages and lack of adult guidance, their street lives and their absence of training are certain social and economic characteristics which make them highly vulnerable to healthy street lifestyles. Life types can include poor health behaviour, physical and sexual abuse susceptibility, and cognitive distortions coping strategies, including drug consumption and alcohol, which may cause significant long-term consequences to roadside children's mental health (Save the Children, 2019).

A study by Amnesty International (2019) in a number of countries like Pakistan, India and Nigeria found out that majority of the street children were purely attached to drugs and substances abuse. According to the study that was comparative in nature and used document analysis research design, over 80% of the street children were found to have or still on the process of abusing some given drugs due to the difficulties they are exposed to. Conclusively, Amnesty International (2019) has indicated that the street children who have been put into rehabilitation process with relevant antidote administration and guidance out of the drugs have lived better lives than their peers in the same port. Lorna (2019) adds that

rehabilitating the drug addicted children in the streets significantly influences their holistic development; although challenges are numerous and can be addressed via totally helping these children out of drugs and substances abuse.

A study was carried out throughout Egypt by Khaled and El Daw (2019) in Greater Cairo and Egypt focusing on the violence, abuse, drugs and drug abuse and sexual conduct of street children. This study consisted of street children aged 7-17 years and a cross-sectional street children sample (TLS) has been used for recruitment. A procedures for establishing a sampling frame of places in default time frames by using key informants and field observation, selecting a random time sample from the entire list, and intercepting the children from the specified time locations for assessing eligibility and interviews. The process involves the use of key informants and field observer. Interviews have collected basic demographic information, street life (including violence, abuse, sexual violence), sexual and drug use behaviour, and knowledge of HIV/AIDS. In both cities there were 857 street children, with the composition of age, sex and time matching the sample frame. Most of these kids faced harassment or abuse by the police and other street kids (93 percent), used drugs (62 percent), and were sexually active among older adolescents (67 percent). The study recommended that the children should be introduced into various vocational training programs aimed at giving them life sustaining endeavors.

Tyler and Melander (2016) found that men and those who experienced parents issues are much more likely to have high trickle use rates in drug usages, and people who have suffered more physical and sexual childhood abuse or those who encounter more types of relief violence report a greater flux of drug use more likely to be experienced. According to Kaime et al. (2018), difficulties in ensuring that food is available, clean drinking water, health services, bathrooms and adequate shelter compel them to become members of groups or gangs providing support and protection against other street gangs, police or the general public. This relationship is positive for the child with their parents and can be replaced through the failings, for consolidation and futility of Adult Practices and parents have to operate. However, harmful habits such as smoking, drug use, gambling, glue snuffing and prostitution can also be strengthened.

Globally, 90% of street children use some form of narcotics (WHO, 2020). Scanlon *et al.* (1998) cited in Kids Care International (2019) reported that some 80% of street kids in Latin America regularly use drug for cheap treatment of hunger, fear, loneliness and discomfort. Studies in South Africa suggest street children are being abused and stigmatized by their homeless people and are highly susceptible to drug addiction (Hills, Mweyer-Weitz and Asante, 2016). Opong *et al.* (2019) reported on street young people's use of fuel. Many road kids are destroyed and completely neglected in Kenya. They therefore undertake anti-social activities to survive. Unfortunately, some of the anti-social activities that they undertake put them at risk. Drug abuse is a popular practice (Njoroge, 2009). Among street kids, drug and liquid abuse are high, particularly cheaper substances like glue and paint thinner.

The easy rehabilitation of addicts is not the answer with a clear connection between street children and drug use. A support ecosystem needs to transform into a cruel environment in which life is robbed of children and replaced with addiction, exploitation and violence. Children must be reassured of their nutrition, comfort and a future to be brought back to school. These kids must work for their own future at schools, remedial facilities and centers of skills rather than any menial work in support of the drug practice (Save the Children, 2018).

2.7 Theoretical Framework

This study was framed within the the empowerment theory, psychological development theory and the moral development theory.

2.7.1 Empowerment Theory

Empowerment as a concept is a somewhat nebulous term used somewhat indiscriminately, in community economic development approaches (Rocha, 1997). A term and support projects of the 1960s and 1970s, encouragement in this period was concerned with government participation, oppression of poor minorities, and the potential local organizations in this era (Rocha, 1997). Street connected children are normally associated with poverty and from time to time they are a marginalized group of people; making this theory very crucial in this study.

Empowerment theory matured in the eighties and nineties and has taken various forms in social psychology and political communities, as well as in feminism, planning and development. In third world countries it was most frequently used by marginalized groups such as women and indigenous peoples. In fact, being a third world country, Kenya has many street connected children who are classified under the marginalized indigenous people.

Perhaps Friedmann was the first to clearly define empowerment ideology as an alternative development theory. He asserts that empowerment should not only "improve the conditions of life clearly — and livelihood of the ordinary people," but also contribute to "correcting the inequalities that currently exist in social, political and economic power." Therefore street connected children need to be empowered at any level they find themselves be it in the local or international arena; making the empowerment theory very important.

Whilst Friedmann's model of empowerment can be noted that while many CBOs and NGOs are against state ideologies, these organizations have to work in conjunction with the State to create an agile and responsive state that is capable of implementing its policies in order to achieve social and political empowerment for civil society members. This relationship is defined by Friedmann as an antagonistic cooperation and insists that it should be. He believes that any attempt to empower communities through alternative development without state aid will be still." Friedmann demands local action, structural reforms and state participation in his alternative development model. The theory is very crucial in this study since it has informed the role played by various agencies running various children rehabilitation projects, how far they should be involved and where the government should be involved. The theory explained the role played by the national government and various agencies in designing the basic life skills projects for the street children, the basic education curriculum for the street children, the vocational training areas and centers, drugs rehabilitation etc.

2.7.2 Psychosocial Development Theory and Moral Development Theory

The study also is framed within the psychosocial development theory of Erik Erikson, 1956 and moral development theory of Jean Piaget (1957). Erik Erikson has suggested that children must interact in a socially acceptable way to develop socially with their peers and

adults. It is also necessary to develop good social skills in order to be able to ultimately establish successful relationships and satisfy various social situations. Piaget, the moral reasoning theory of 1957, explores the development of moral reasoning in children. He rejected the idea that children are given and forced to adhere to the rules and moral standards of society. He has recognized that children learn morality best when dealing with other children in groups through his research on how the children make their judgment about their moral behavior.

This study therefore attempts to find out to what extent the psychosocial and moral theories are applicable in indicating factors that contribute to enhanced life coping mechanism of street connected children. It is anticipated that the research questions are answered on the basis of these theories. As per Erickson (1956), it is easy to appreciate that in the years of childhood both positive and negative experiences contribute to shaping the cognitive social, behavioral and emotional development of the children, as well as Piaget 1957 that children are best at learning morality by working with others in groups. He justifies that children conform to the standards of society that are right and wrong, and that the process is active, not passive. This theory was very relevant in this study since it informed the dependent variable i.e the development of the holistic child.

2.8 Conceptual Frame Work

In the conceptual frame work in figure 1 below, critical inputs (independent variables) includes projects undertaken such as vocational skills training, basic education, life skills training and drug rehabilitation strategies. If these variables are well manipulated, they determine the throughput (dependent variable) which is development of holistic children. Intervening variables refers to abstract processes that are not directly observable but that link the independent and dependent variables. The intervening variables in the study is government policies. A shift or disturbance of the intervening variable may affect the effectiveness of the rehabilitation projects. A positive effect such as financial support to rehabilitation Centres by the government may produce a positive result that may trickle down to effective projects whereas a negative shift such as closure of rehabilitation centre and emphasis on deinstitutionalization of children may produce a negative result which will

trickle down to negative effectiveness of the projects as children may revert back to the streets, this is illustrated in Figure 1

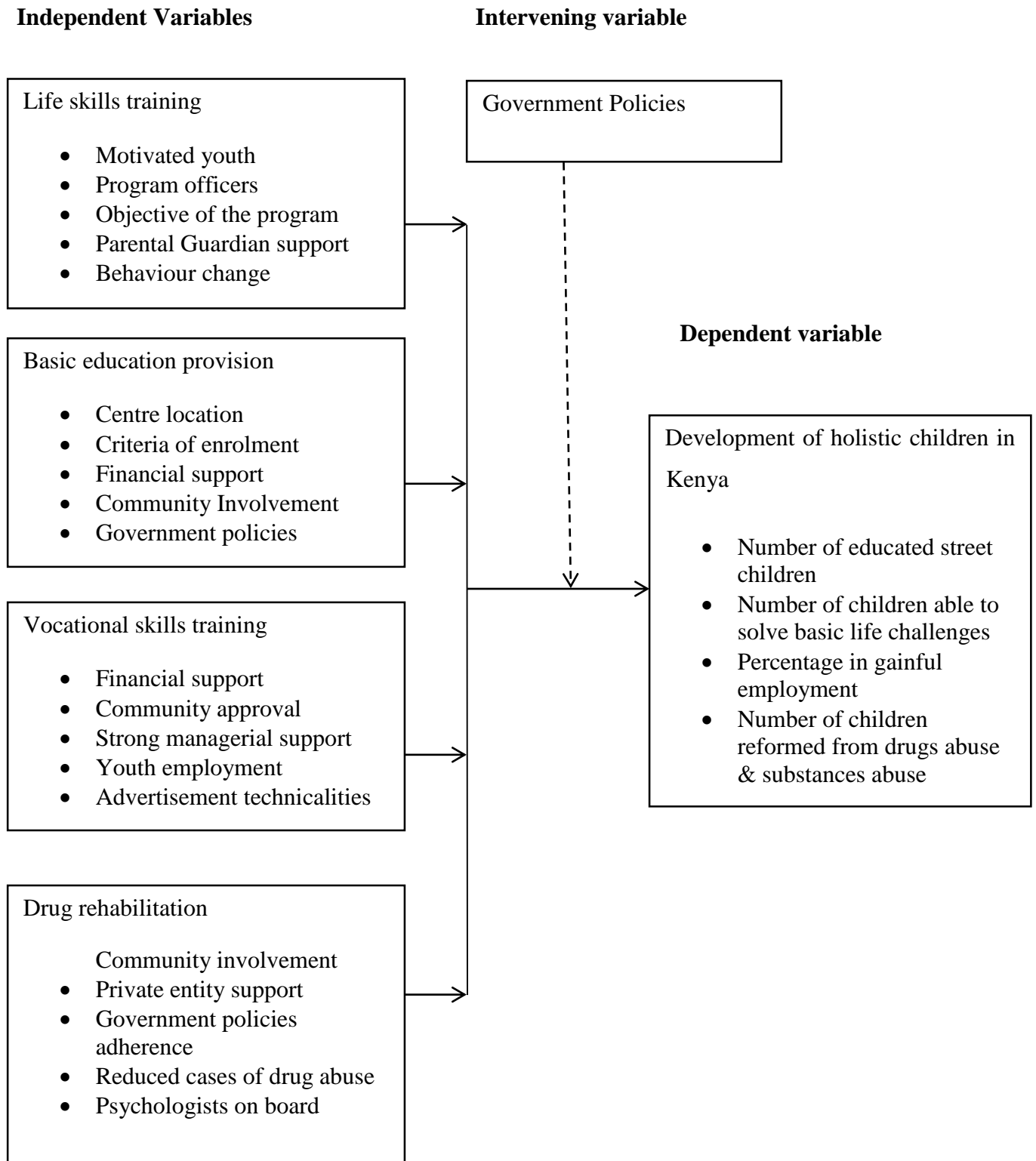


Figure 2. 1: Conceptual Framework

2.9 Knowledge Gap

The table 2.1 has outlined a summary of what has been researched on so far, what has been left out and how to address such gaps.

Table 2.1: Knowledge Gap

Indepen dent Variable	Indicator	Author	Findings	Knowledge Gap	How The Knowledge Gap Was Addressed
Life skills Training	Motivated youth Program officers Objectives of the program Parental/guardi an support Community involvement	Thindigu a rehabilita tion Centre (2017)	Youth are able to make own informed decisions hence identify need for quality life.	There’s need for spiritual support, community involvement, more funds for expansion of the project and change of perception over the unseen	This study examined the role spiritual guidance does and the extent to which the various life skills projects are integrated in developing a holistic child
Basic educatio n provision	Centre location Criteria of participant Financial support Community involvement	UNICEF (2019)	New skills acquired, change and growth in defining life as compared to very initial naive youth	Ownership was great area of concern. The government need to open up several entries of the same in order for non-governmental bodies to take over the mantle	This studies examined the extent of involvement of the various agencies including the government in designing the relevant education curriculum programmes for the street children besides funding them
Vocation al	Financial support	AMPAT H (2019)	Transformation for self-initiative	This study aims to shed more light on	The current study examined the extent to

training	Community approval Strong managerial support Youth employment Advertisement		youth, those who made up their mind that they needed support in this line.	whether vocational training has influence on promoting holistic children	which the various undertakings that add up to vocational training have been relevant in developing a holistic child.
Drug rehabilitation	Community involvement Private entity support(NGOs) Government policies adherence Reduced cases of drug abuse Psychologists on board.	UNODC. (2020).	Community transformation of oriented citizens. Decrease in alcohol Low crime rate Reunion between families and victims of alcohol and drug abuse.	Community was seen as the backbone of foundation of rehabilitation. Need for strong support from the community to employ the initiative of sustainability of rehabilitation. Need for nongovernmental bodies to give support to government to stir up the effort of opening a number of rehabilitation centres in different counties.	The study addressed the gap by examining the community role in ensuring that the street children get the required relevant guidance and rehabilitation information. The study further examined the extent to which the various rehabilitation projects have been implemented and how effective they have been in developing a holistic child.

2.10 Summary of Literature Reviewed

This chapter reviewed literature on existing common rehabilitation projects for street connected children. The chapter commenced by looking at the concept of development of holistic children. The chapter further looked at literature on life skills training projects' influence on development of holistic children, basic education provision projects' influence on development of holistic children, vocational skills training projects' influence on development of holistic children and drug rehabilitation projects' influence on development of holistic children. More so literature on relevant theories on rehabilitation of street connected children have been reviewed. A conceptual framework illustrating the relationship and interaction between the variables investigated in the research has also been provided in the chapter under conceptual framework. Finally the section covers the knowledge gap and recommendation for further studies and summary of literature reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design; description of the target population; sampling procedures; data collection methods and procedures; reliability and validity test, results of the research instruments; data analysis methods and justification as well as ethical considerations.

3.2 Research Design

The design of the study was a descriptive survey design. According to Mugenda and Mugenda (2013), a descriptive survey design is very important in such studies since it collects information from respondents on their attitudes, perceptions, and opinions in relation to the various variables under study. Therefore, the study helped in collecting information in relation to the attitudes, perceptions, and opinions of the respondents in relation to the influence of street connected rehabilitation projects on the development of holistic children. Descriptive design is used to collect, sum up, present and interpret information for the purpose of clarification in the preliminary and exploratory studies (Orodho, 2014). In the same study or series of studies which investigated the same underlying phenomenon, this involved collecting, evaluating and interpreting both qualitative and quantitative information (Bogden & Biklen, 1992). In order to illustrate whether there is a connection between independent variables and depending variables, the data was described in words and tables. The tools used in this study were questionnaire and interview schedule. The researcher used both primary and secondary data. Primary data was obtained through interviews and questionnaires while secondary data was obtained through the internet, articles, journals, and books.

3.3 Target Population

The study focused on three rehabilitation centres; Onesimus Good News Boys Centre, Grandsons of Abraham Rescue and Rehabilitation Centre and Furaha Phonix Children's

Home in Kilifi County. Mugenda and Mugenda (2013) defines target population as the population to which a researcher wants to generalize the results of a study. The target population of the study was 100 respondents who were managers, staff members, students, and beneficiaries of rehabilitation centres. These respondents measured up to the task since they had the first hand information.

3.4 Sample and Sampling Procedure

This study was a census since the population of study was small. Tromp and Orodho (2014) define a population as an entire group of individuals, events or objects having common observable characteristics. All the respondents in the study therefore became very useful and were entirely selected as the target population.

3.4.1 Sample Size

The population consisted of 3 managers, one from each centre, 4 staff members from each centre, 25 students from each Centre and 10 beneficiaries from the 3 centres (Onesimus Good News Boys Centre, Grandsons of Abraham Rescue and Rehabilitation Centre and Furaha Phonix Children’s Home).

Table 3.1: Table of Respondents

Respondents	Target Population	Sample Size
Managers	3	3
Staff members	12	12
Students	75	75
Beneficiaries	10	10
Total	100	100

3.5 Research Instruments

This study used both primary and secondary data. The secondary data came from the review of documented materials in either the physical libraries or the digital repositories. The data collection instrument for the primary data was a structured questionnaire and interview schedule. The questionnaire was preferred for the study since through the questionnaire; the respondents freely express themselves as recommended by Creswel (2000), a fact that strongly held throughout the data collection period. The questionnaire was structured to have two sections where section A was the background information of the respondents while section B contained the items as reflected in the objectives and the hypothesis tested. The questions were both unstructured open ended questions and closed ended questions with likert scale of measurement as the preferred scale. The closed-ended questions were adopted since they are easier to analyze as they were in an immediate usable form, were easier to administer and economical to use in terms of time and money (Mugenda and Mugenda, 2003). The interview guides consisted of open ended questions meant for detailed qualitative data collection that was analyzed by use of inferential statistics.

3.6 Validity and Reliability of Research Instruments

The study tested the research instruments for validity and reliability as explained in subsections below.

3.6.1 Validity

Validity means accuracy and meaningfulness of inferences which are based on research results (Fletcher et al., 1996). There is need to test the content validity of research instruments. This assists to identify the problems that the respondents could be likely to encounter in the process of answering the questions. The research used content validity whereby the university supervisor was given a chance to correct the instruments before actual data collection. Further various students who had graduated with the similar degree from the University of Nairobi were given a chance to correct the instrument in addition to assigning it to data management expert who was to handle the data analysis by use of SPSS.

3.6. 2 Reliability

Before embarking on the data collection the questionnaire was pre tested on 10% of the total sample in order to determine whether the instruments measured the intended objectives. The study utilized data from Likoni Rehabilitation School in Mombasa County to carry out a pilot study. This was to ensure that respondents participating in the pilot testing are not part of those taking part in the main study to eliminate any form of bias based on prior knowledge of the contents in the research instrument. This was to also ensure that the conditions for the pilot are similar to those of the main study, with both the pilot study and the main study being conducted in busy cities along the Kenyan coastline. Therefore 10 research instruments were allocated in a test and re-test procedure that was carried out after 3 weeks. The results were entered into the computer and analyzed via the SPSS version 25.0 to give the Cronbach alpha. In the study the minimum threshold for cronbach test was 0.7 and any value above this alpha value was considered reliable. Results indicated that life skills training scored a value of 0.80 meaning that it was accepted, basic education provision scored a value of 0.75 meaning that it was accepted, vocational skills training scored a value of 0.75 meaning that it was accepted, and drug rehabilitation scored a value of 0.85 meaning that it was accepted.

3.7 Data Collection Procedure

The researcher obtained a letter from university of Nairobi, and then applied for a research permit from National Commission for Science, Technology and Innovation (NACOSTI) in Nairobi. Since the study was based on both quantitative and qualitative methods of data collection, quantitative methods involved the use of a likert scale rated questionnaire with 12 staff project managers considered. Research assistants were trained and helped in the process of data collection. All the authorities like the center managers, donor agencies, department of children services were informed of the study.

3.8 Data Analysis Procedure

Data analysis was done in two phases: First Phase; data entry (typing) and Second Phase; data cleaning. Descriptive statistics was used to describe the basic features of the data in the study. The study looked at the characteristics of variables namely: the distribution, frequency percentages, and measures of central tendency, correlation, and regression. The

probability level for inferential analysis was kept at 95% significance level. Data analysis of the quantitative information was done using statistical package for the social sciences (SPSS) version 25.0. Data collected was addressed to suit descriptive statistics. Multiple regression analysis was carried out to test the hypothesis with a model summary given as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon.$$

Where:

Y= dependent variable (promotion of holistic children)

β_0 = constant

X1=life skills training

X2=basic education provision

X3=vocational training

X4=drug rehabilitation

ε =error term (0.05)

3.9 Ethical Consideration

The researcher in details explained to the respondents the intention of the research and what is involved in data collection process without hiding any required information. Basically, the researcher explained to the respondents that this research was purely meant for academic purposes only and anytime the respondents wanted the information in relation to the study findings they could access it in hard copy or via the digital repositories. The researcher also ensured that confidentiality was maintained throughout the research period by clearly informing the respondents that they were prohibited from giving any information that could disclose their identity.

3.10 Operationalization of Variables

The table below shows the variables in the study, measurement scale and data analysis techniques used.

Table 3.2: Operationalization of Variables

Objective	Independent variable	Indicators	Measurement scale	Tools of Analysis
To establish how life skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County	Life Skills Training	Motivated youth Program officers Objectives of the program Current curriculum Parental/guardian support Community involvement	Ordinal/Nominal scale	Mean, standard deviations, frequencies, percentages and correlations
To ascertain how basic education provision influences the development of holistic children in Kenya: A case of street connected children in Kilifi County	Basic Education Provision	Centre location Criteria of participant Financial support Community involvement Government approvals	Ordinal/Nominal scale	Mean, standard deviations, frequencies, percentages and correlations
To identify how vocational skills training influence the development of holistic children in Kenya: A	Vocational Skills Training	Financial support Community approval Strong managerial support Youth	Ordinal/Nominal scale	Mean, Standard deviations, frequencies, percentages and correlations

case of street connected children in Kilifi County		employment Advertisement technicalities		
To access how drug rehabilitation influence the development of holistic children in Kenya: A case of street connected children in Kilifi County	Drug Rehabilitation	Community involvement Private entity support (NGOs) Government policies adherence Reduced cases of drug abuse Psychologists on board.	Ordinal/Nominal scale	Mean, Standard deviations, frequencies, percentages and correlations

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter presented the data that was collected in the field in relation to the research questions contained in the research instruments and the results are as discussed below:

4.2 Return Rate of the Research Instruments

In the study, a total of hundred research instruments were administered that comprised of 12 staff questionnaire, 3 interviews for managers from the three centers, 75 interviews conducted among the 75 students enrolled within each center being allocated 25 students' interview guides, 10 beneficiaries were interviewed. The return rate indicated that only the students fell short by 1 interview translating to 98.7 percent return rate while the other categories scored 100 percent return rate as indicated in table 4.1:

Table 4.1 Instruments Return Rate

Category	Frequency Returned	Percentage of total distribution
Managers	3	100%
Staff questionnaire	12	100%
Interview for students	74	98.7%
Beneficiaries interview guide	10	100%
Total tools returned	99	Average 99%

The study achieved a 99 percent response rate. According to Mugenda and Mugenda (2013) this research can be said to have achieved an excellent return rate. According to them, when a response rate of 50% is achieved, it can be said to be fair while that going

beyond 70% is said to be good with the response rate of over 80% being termed as excellent. Therefore, this study attained an excellent response rate that is over (80%) 88.89 percent. The higher score is attributed to the fact that the researcher took a lot of time moving from one respondent character to the other between the months of August-October 2020 and being an employee in the department of children services, she could reach many respondents at a go.

4.3 Reliability Analysis

The Cronbach alpha was used to determine the internally reliable research devices used by the SPSS software in this study (done by data analysis expert). The thumb rule shows values range from 0 to 1.0. While 1.0 shows perfect reliabilities, the value 0.70 is considered to be the lower acceptability level (Hair, Black, Barry, Anderson, & Tatham, 2006). The reliability statistic for each of the identified factors is presented in Table 4.2.

Table 4.2 Reliability Statistics

Variables	Cronbach's Alpha	Comments
Life skills training	0.80	Accepted
Basic education provision	0.75	Accepted
Vocational skills training	0.75	Accepted
Drug rehabilitation strategies	0.85	Accepted

From the results in table 4.2, it is evident that that Cronbach's alpha for each of the identified factors is well above the lower limit of acceptability of 0.70. The findings indicated that: Life skills training had a coefficient of 0.80; Basic education provision had a coefficient of 0.75; Vocational skills training had a coefficient of 0.75; and Drug rehabilitation strategies had a coefficient of 0.85. The results indicate that the research instruments used in this study had a high level of reliability as recommended by Creswell (2015).

4.4 Background Information of the Institution

The study sought to find out the legal status and type of institution, number of children served and the capacity of the institution, age bracket and gender of person served and the results are analyzed as shown in table 4.3

Table 4.3 Background Information of the Institution

Category	Description	Frequency	Valid Percent
Legal status	Charitable Children’s Institution(CCI)	3	100
Type	Residential	3	100
Number of children served	68	1	33.4%
	52	1	33.3%
	35	1	33.3%
Institutional capacity	75	1	33.4%
	64	1	33.3%
	60	1	33.3%
age bracket of person served	11-17 years	1	33.4%
	5-17 years	1	33.3%
	5-17 years	1	33.3%
Gender	Male	3	100%

In a summary all the three managers did indicate that their institutions are Charitable Children’s Institution (CCI) translating to 100% as per that category. In all the three centers, it was realized that they were residential in nature translating to 100%. The number of children served was 68, 52 and 35 respectively with the institution capacities being 75, 64 and 60 respectively. The ages of the children served were 11-17 and 5-17 yeas with all the children participating in the study being male translating to 100 percent.

Table 4.4 Demographic characteristics of the Project Staff

Category	Description	Frequency	Valid Percent
Gender	Male	8	66.7
	Female	4	33.3

Ages of the staff members	21-30	4	33.3
	41-50	5	41.7
	Above 51 years	3	25.0
Highest level of education	Secondary	3	25.0
	University degree	1	8.3
	Technical/college	8	66.7
Number of years served	1-5 years	4	33.3
	6-10 years	5	41.7
	11-15 years	3	25.0

Table 4.4 revealed that majority of the project staff were male as represented by 8 respondents who made up 66.7%, while the ladies followed at 33.3%. Ages of the staff members were: 21-30 years had 4 respondents who represented 33.3 percent and, 41-50 years had 5 respondents who translated to 41.7 percent, while the remaining 25 percent was made up of respondents above 50 years. Respondents with technical/college level of education dominated at 66.7%, secondary education had respondents making 25% while university degree had 8.3% of the respondents. Majority of the respondents (41.7%) had served between 6-10 years whilst those that had served 1-5 years had 33.3% while 11-15 years came last at 25%.

Table 4.5 Demographic Characteristics of the Beneficiaries

Category	Description	Frequency	Valid Percent
Place of birth	Mombasa	4	40
	Kilifi	3	30
	Nairobi	1	10
	Voi	1	10
	Bungoma	1	10
Period of stay in the rehabilitation center	1-5 years	3	30
	6-10 years	5	50
	above 10 years	2	20
Awareness of rehabilitation centres before admission	Yes	0	00
	No	10	100

Majority of the beneficiaries on the street connected children that had graduated from the centre came from Mombasa (40%), followed by Kilifi (30%) while Voi, Bungoma and Nairobi each scored 10 percent. Period of stay in the rehabilitation center ranged between 1-5 years for beneficiaries who translated to 30 percent, 6-10 years for beneficiaries who translated to 50% and above 10 years for beneficiaries who translated to 20 percent. All the rehabilitated beneficiaries didn't have any prior knowledge or awareness about the rehabilitation centers before admission as indicated by 100% score.

Table 4.6 Demographic Characteristics of the Children

Category	Description	Frequency	Valid Percent
Place of birth	Mombasa	36	48.6
	Kilifi	20	27
	Nairobi	5	6.7
	Voi/Taita	3	4.2
	Others	10	13.5
Period of stay in the streets	Less than 1 year	11	14.9
	1-5 years	47	63.5
	6-10 years	16	21.6
Level of education before admission	Class 1-4	44	59.5
	Class 5-8	25	33.9
	Secondary school	5	6.6
Awareness of rehabilitation centres before admission	Yes	0	00
	No	74	100

Majority of the street children in the centers came from Mombasa County (48.6%), followed by Kilifi (27%), then Nairobi, Taita and other areas followed with 6.7%, 4.2%, and 13.5% respectively. Majority of the children indicated that they had stayed in the streets before joining the current centers for 1-5 years as indicated by 63.5%. This was followed by 6-10 years who made up 21.6% while the rest indicated that they had been in the streets for less than 1 year at 14.9%. Majority of the student were in class 1-4 at 59.5% ,followed by those in class 5-8 at 33.9 percent while those in secondary school level of education were at 6.6%. All the respondents who made 100% were not aware of rehabilitation centers before admission.

4.5 Inferential Analysis and Descriptive Statistics

In the field, both questionnaires and interview guides were conducted. The interview guides were used to collect qualitative data that has been analyzed through inferential analysis method while the questionnaire assigned to the projects' staff was analyzed by use of descriptive statistics as discussed herein.

4.5.1 Life Skills Training Project's Influence on the Development of Holistic Children

In relation to life skills training project's influence in development of holistic children, a number of questions were asked and responses given. When the managers were asked to mention some of the programs offered in their institutions, all of them (3) who translated to 100% strongly argued that they are running the life skills projects among other projects in the children rehabilitation program. Further, 100% of the managers did agree that they have some facilities like farms, grounds and building that aid the practical learning of various life skills. Further, the managers did support the idea that they have staff who range between 5 to 15, helping in various areas of bringing up a holistic child; life skills training being among the crucial areas where these staff members give their services. In fact, in one of the centers, the manager did argue that all the 15 staff has been very instrumental in imparting life skills to the children based on their areas of specialization like cooking and carrying out farm based activities. Majority of the managers (3) did credit themselves on their achievements in the centers including giving children life skills that enable them to reconnect and blend well with the community once reunited with their families besides rehabilitating the street connected children. Generally, all the managers strongly agreed that they have been imparting some life skills to the children in their rehabilitation centers despite the fact that some challenges exist including the street children sneaking back to the streets, poor funding, and lack of enough support from the community and negative attitude among the parents.

On the other hand, majority of the respondents who came from the beneficiaries' category strongly supported the idea that they had learnt some life skills components that did help them in later lives. For example, 8 beneficiaries who translated to 80% said that they learnt skills like: Drama, Sports, and Farming. All the respondents who made 100% score strongly supported the idea that the skills they acquired in the centers have been useful to

them and have significantly changed their lives positively. In fact, all the beneficiary respondents despite citing difficult life outside the rehabilitation centers, did support the idea that they have been using the skills learnt in making a living with some being attendants at shops including ICT cyber and barber shops (3), carpenters and joinery (3), farmers (1), pursuing other levels of education (3) etc.

Majority of the children interviewed (45) had stayed in the center for over two years while those in the center between 3-5 years and above 5 years sharing the remaining share. All the children agreed that they are enrolled in some training that has helped them gain some life skills that they believe shall help them very much after school. In fact, 59 of the children who translate to 80% did indicate that they are enrolled in education, farming, drama, some sports/games etc. All the students said that they are enrolled in spiritual guidance, guidance & counseling which has given them skills which they consider very import in their daily lives. Further, the staff has been supportive (100%) in helping these young people to get the skills they need in a parent-child created environment which is linked to the better growth and promising future unlike being in the streets.

Table 4.7 Life Skills Training and Development of Holistic Children

Attribute	N	SD	D	Ne	A	SA	Mean	SD
Children have been motivated as a result of life skills trainings	12	0	0	8.3	8.3	83.3	4.75	.622
Program officers are involved in life skills training	12	0	0	0	25.0	75.0	4.75	.452
Life skills training are conducted according to the objectives of the program	12	0	0	16.7	8.3	75.0	4.58	.793
Parents/ guardian are supportive of life skills training to the children	12	0	0	8.3	16.7	75.0	4.67	.651

Life skills have led to significant improvement in the behavior of the children	12	0	0	0	25.0	75.0	4.75	.452
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In a likert rated scale, the questionnaire given to the project staff examined the various indicators of life skills training variable. The scale of rating ranged between 1-5, where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Table 4.7 generally reveals that the project staff strongly agreed with the idea that life skill training performs a significant role in relation to development of holistic children. This is confirmed by the mean scores and standard deviations of the various indicators of life skill training. In relation to the idea that children have been motivated as a result of life skills trainings, a mean of 4.75 and SD of 0.622 was achieved meaning that majority of the respondents strongly supported the idea. Further, majority of the project staff strongly supported that: program officers are involved in life skills training (M=4.75, SD=.452); life skills training are conducted according to the objectives of the program (M=4.58, SD=.793); parents/guardian are supportive of life skills training to the children (M=4.67, SD=.651); life skills have led to significant improvement in the behavior of the children (M=4.75, SD=.452). Further, majority of the respondents (83%) supported the idea that the staff should familiarize themselves with the relevant skills needed by children so as to better their lives in the present and the future while the remaining 17% of these respondents felt that funding should be strengthened for better human resource development.

4.5.2 Basic Education Provision Project's Influence on Development of Holistic Children

The researcher sought to examine the influence basic education provision has in developing a holistic child in the various centres and the results as discussed herein:

100 percent of the interviewed managers argued that basic education and vocational training are among the projects implemented to help the street children grow and bring up a holistic child who will sustainably get a living after completing his/her stay in the centre. All managers translating to 100% said that they have facilities like classrooms and other special buildings like workshops where the children learn the various skills besides getting

formal education. Further, all the centers have well trained staff to foster the needed education and skills to the children ranging from 6 to 15 as supported by all the managers who translated to 100%. In all the instances, all the managers (100%) also supported the idea that the community has been supportive to some extent in ensuring that basic education providence to the children is achieved; leading to a holistic child.

In another inferential analysis carried out among the beneficiaries, all the respondents (100%) indicated that they enrolled themselves in one or two education related areas whereby they learnt skills and gained knowledge that is playing a very crucial role in their lives outside.

For example, the 1st respondent from centre one said that after being enrolled for a course in ICT skills, it greatly helped the respondent to secure a job at a cyber where the respondent earns a living.

Equally, majority of the beneficiaries (90%) argued that their stay at the centres enabled them to gain basic education which was successfully passed by the supportive staff and this has placed them at better places in the society unlike their peers who did not get such a chance. However one respondent who translated to 10% argued that despite the fact that they get the relevant education, at times there is a mismatch between what the beneficiaries actually need for their future and the training opportunities they are subjected to. Further, the respondents who translated to 30% had a strong feeling continuous education with no breaks that are structured in a way that the children can go and meet their family members in the society (for those who have family members) denied them a chance to acquaint themselves with the life in the outside world.

On average, majority of the children enrolled in the centres supported the idea that they are receiving education as one of the programs in the centre as indicated by 74 learners translating to 100 percent. 94.6% of the children are for the idea that the education programs they are enrolled in have helped them change significantly more specifically when they measure them against behaviours like drugs and substances abuse. Equally, 5.4% of the children felt that they are getting education which is bettering their lives but they feel that they shouldn't be forced to be in schools. For example, respondent number

five from the first centre argued that his/her experience has been good since he got out of the streets but the respondent has a strong feeling that it would have been better if they are not forced to go to school. All the children who made 74 in the study strongly defended the roles played by the staff as from being supportive to loving and encouraging which has helped the respondents to acquire basic education that is helping them in shaping their lives significantly. Despite the challenges facing the learners like a feeling of disconnection from the lives they were used to previously, they are very hopeful of a bright future coming from the education and other trainings they get from the centres.

Table 4.8 Basic Education Provision and Development of Holistic Children

Attribute	N	SD	D	Ne	A	SA	Mean	SD
Learning centers are strategically located	12	16.7	16.7	33.3	33.3	00	4.75	.622
Criteria for enrolment is well outlined	12	16.7	41.7	33.3	8.3	00	2.83	1.115
Learners are provided with basic education as provided in ministry of education	12	8.3	16.7	50.0	25.0	00	2.33	.888
The ministry of education provide financial support	12	16.7	8.3	25.0	50.0	00	2.92	.900
Community has been involved in provision of basic education	12	8.3	58.3	33.3	00	00	3.08	1.165

In a likert rated scale, the questionnaire given to the project staff examine the various indicators of basic education provision variable. The scale of rating ranged between 1-5, where: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Table 4.8 generally reveals that the project staff officer feel that basic education has not been given

the priority it deserves thus limiting the development of a holistic child. For example, majority of the respondents were neutral on the ideas of strategic location of learning centers as indicated by a mean score of 2.83 and SD of 1.115. Further, majority of these staff members revealed that: the criteria for enrolment is not outlined ($m=2.33$; $sd=0.888$); learners are not fully provided with basic education as provided in ministry of education ($m=2.92$, $sd=0.900$); the ministry of education fairly provides financial support ($m=3.08$, $sd=1.165$); and the respondent completely disagreed with the idea that the community has been involved in provision of basic education ($M=2.25$; $SD=0.622$). Generally, an inferential analyzed question which asked for what needs to be done to improve basic education to the children, it was noted that majority of the respondents supported the design of street rehabilitated children curriculum with a support of 75% while the rest (25%) recommended for stakeholders' engagement. Further, majority of the project staff (91.7%) said that learning materials are a challenge and in one way or the other hinder the provision of education to the learners thus undermining the performance of these children rehabilitation programs.

4.5.3 Vocational Skills Training Project and Development of Holistic Children

Several questions asked to the managers, beneficiaries, learners/children and the project staff indicated that vocational training is one area that have been considered significantly and has a positive influence in the development of a holistic child. 100% of the respondents strongly supported the idea that they have been offering vocational skills training and this has played a very crucial role in developing a holistic child. Further, all the respondents in this category (100%) indicated that they had set special rooms like the workshops where technical vocation training skills are practically learnt. Despite the fact that the staff could be limited and number of these special activities' rooms being insufficient, all the respondents (100%) did support the idea that both the staff and the rooms have been performing crucial roles in ensuring that vocational training for the development of a holistic child is achieved. In relation to vocational skills training providence, 66.7% of the mangers who made two thirds of the respondents supported the idea that they have been getting funds from the national government and other donor agencies to improve on the training courses while the remaining one third (33.3%) said they only get funds for

vocational skills training from their mother agencies like Phoenix Company in Germany. Further, 100% of the respondents argued that they have been engaging the learners and other relevant individuals in income generating activities that fall under the vocational skills training like making of beads which in turn has been significant in developing a holistic child in the centres.

Majority of the respondents (80%) who came from the beneficiaries' category strongly supported the idea that they were enrolled in a number of vocational skills training courses like computer and Masonry which in turn have been giving them a source of living in the outside world. The remaining 20% also indicated that they were engaged in various talent development activities like design and making of beads which later on has been carried to the outside world to help them earn a living. In fact, over 40% of the respondents argued that the vocational training helped them gain skills that have helped them start some small businesses in the outside world which has helped them earn some income. This is exemplified by respondent number 10 among others who argued that they have used the knowledge from the vocational training section in the centres to start some small businesses. All the respondents (100%) supported the idea that the staffs were very supportive and this enabled them gain various practical skills with a number of the respondents using the skills to secure various jobs as observed in respondent 2 who argued that the staffs were very supportive and loving, besides training him in various building and construction courses that have enabled him land a job in the construction industry.

Majority of the students (70.27%) showed that they are enrolled in various vocational training courses. They have further indicated that they are very happy for being enrolled in such courses since they help them in gaining skills that will help them earn a living in the near future. In fact, 100% of the students were very happy and positive with the fact that the staff is being supportive and helps them to choose a number of courses which will position them for future employment. 29.73% of the respondents however failed to differentiate between vocational training and formal education but at the end of their arguments, they indicated that they have some hours to learn some courses like joinery and carpentry which add up to courses in the vocational skills training. Some other programs like agriculture and farming have been offered uniformly to all the learners and majority of

these learners have shown that they love the experience and are willing to be enrolled in more other programs so that they can have a variety of knowledge and skills to strategically position them for better lives in the outside world as indicated by a response rate of 89.2%.

Table 4.9 Vocational Skills Training and Development of Holistic Children

Attribute	N	SD	D	Ne	A	SA	Mean	SD
Vocational training institution receives financial support from the government	12	00	8.3	50.0	41.7	00	3.33	.651
Community is contented with vocational training and have approved it	12	00	8.3	41.7	41.7	8.3	3.50	.798
Vocational training institutions have strong managerial support in implementation of their strategies	12	00	8.3	25.0	66.7	00	3.58	.669
Vocational training has led to employment of the youths	12	00	0	25.0	58.3	16.7	3.92	.669
Vocational training are well advertised to facilitate enrolment	12	00	25.0	50.0	25.0	00	3.00	.739

On average, table 4.9 indicates that majority of the respondent agreed that vocational training has been significant in ensuring the development of a holistic child as 60% of the respondents supported the idea. The statement that: Vocational training has led to employment of the youths scored the highest with a mean of 3.95 and SD of 0.669. Further, a mean of 3.58 and SD of 0.669 indicated that respondents agreed that vocational training institutions have strong managerial support in implementation of their strategies. Similarly majority of the respondents agreed that community is contented with vocational training and have approved it (M=3.50, SD=0.798). However, majority of the respondents were undecided in a number of factors. For example majority weakly supported the ideas that:

Vocational training institution receives financial support from the government (m=3.33, and SD=0.651), and vocational training are well advertised to facilitate enrolment (m=3.00, and SD=0.739).

4.5.4 Drug Rehabilitation Project and Development of Holistic Children

All the managers who translated to 100% strongly argued for the point that rehabilitating the street connected children from drugs and substances abuse has been their core function that is aimed at developing a holistically reformed child. In fact, according to the respondent number one and three who add up to 66.7% of the respondents, their success measure is the ability of bringing up a reformed and rehabilitated children from drugs use and substances abuse besides being empowered. Majority of the staff members have been supportive across all the centres in ensuring that the children are rehabilitated from the abuse of drugs and this is closely linked to a holistic child development. Majority of the respondents (66.7%) indicated that the community has been very useful in encouraging the children more specifically those reforming from various behaviours associated with drugs and substances abuse and this has significantly helped in development of a holistic child. Despite the fact that there are challenges including relapse of the children and some of them running back to the streets, majority of the respondents (3 managers) did indicate that one major function they perform is to rehabilitate these children from the normal lives of abusing drugs like glue, marijuana etc.

Despite the fact that there is no direct question that touched drug rehabilitation among the programs' beneficiaries, inferential analysis indicated that majority of the beneficiaries (60%) did support the idea that their stay at the centres was very useful since the staff and other stakeholders helped them drop bad behaviours like abuse of drugs and substances. In fact, all the beneficiaries who translated to 100% did support the idea that guidance and counselling among other support given to them did help them reform from abusing drugs among other unlawful acts they were involved in previously while at the streets.

On the other hand, majority of the children/learners (93.2%) did indicate that they were enrolled in a number of programs among them being the spiritual and counselling programs that have helped them shed off the unwanted behaviours in the society like drugs abuse and

glue sniffing. Despite the fact that these children were never aware of the rehabilitation centers, majority of them (95.9%) said that the staff has been loving, caring and supporting them in realizing the effects of some actions like drugs abuse which in turn has enabled them quit acts like glue sniffing and abuse of other drugs/substances. Being enrolled in the education system, vocational courses and other life skills training has been helpful to the children since it has helped them focus their energies elsewhere thus limiting the ability of abusing drugs and substances (78.4%).

Generally, it can be observed that drug rehabilitation is one core activity of the various children rehabilitation centres among the cases considered. This does not end at only making the child or any other street connected child admitted in the centre stop at indulging in drugs abuse but it goes beyond and involves the beneficiary being trained some life skills and other survival tactics in the outside environment.

Table 4.10 Drug Rehabilitation and Development of Holistic Children

Attribute	N	SD	D	Ne	A	SA	Mean	SD
Community have been involved in drug rehabilitation process	12	00	8.3	58.3	33.3	00	3.25	.622
Support has been given to the private sector and non-governmental organizations	12	00	8.3	83.3	8.3	00	3.08	.669
Government policies have been adhered to	12	00	16.7	25.0	41.7	16.7	3.58	.996
Cases of drug abuse have reduced among the street children	12	00	00	00	41.7	58.3	4.58	.515
Counselors are greatly involved and consulted	12	00	00	25.0	16.7	58.3	4.33	.888

The findings in table 4.10 have indicated that majority of the respondents (60%) supported the idea that drug rehabilitation has been effectively and efficiently adopted as a strategy of reforming, rehabilitating and bringing up a holistic child in the centers visited. However, 40% of the respondents had a neutral opinion towards some ideas in relation to the role played by drug rehabilitation in ensuring that a holistic child is brought up at the end of the day as indicated by means surrounding 3.0. In relation to agreeing, majority of the respondents strongly agreed that cases of drug abuse have reduced among the street children (M=4.58, SD=0.515). Equally, majority of the respondents agreed that: counselors are greatly involved and consulted (M=4.33, SD=0.888); and government policies have been adhered to (M=3.58, SD=0.996). On the other hand, majority of the respondents were neutral on ideas that: community have been involved in drug rehabilitation process (M=3.25, SD=0.622); and support has been given to the private sector and non-governmental organizations (M=3.08, SD=0.669).

4.5.5 Descriptive Statistics for the Dependent Variable

In another different question, the project staffs were requested to rate the extent of achievements in bringing up a holistic child which is the central measure of performance of children rehabilitation programs. The study asked question rated on a likert scale ranging from 1-5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The results are as discussed in table 4.11:

Table 4.11 Development of Holistic Children in Kenya

Attribute	N	SD	D	Ne	A	SA	Mean	SD
Formal schooling for street children has been achieved	12	00	00	66.7	33.3	00	3.33	.492
Youths have gained knowledge as a result of vocational training	12	00	00	00	58.3	41.7	4.42	.515
Children have benefited from the program	12	00	00	8.3	58.3	33.3	4.25	.622
Cases of drug abuse have reduced as a result of the program	12	00	00	00	41.7	58.3	4.58	.515

Crime rate has reduced as a result of the program	12	00	16.7	41.7	33.3	8.3	3.33	.888
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Table 4.11 indicates that majority of the respondents (60%) agreed that the street connected children rehabilitation projects have a significant influence in development holistic children in Kenya. For example, majority of the respondents strongly agreed that cases of drug abuse have reduced as result of the projects implemented by various rehabilitation centers (M=4.58, SD=0.515). Further, majority of the respondents agreed that youths have gained knowledge as a result of vocational training (M=4.42, SD=0.515); and children have benefited from the program (M=4.25, SD=0.622). However, majority of the respondents fairly supported the ideas that: formal schooling for street children has been achieved (M=3.33, SD=0.492), and crime rate has reduced as a result of the various projects implemented within the rehabilitation program (M=3.33, SD=0.888).

4.6 Multiple Regression Analysis

Multiple regression analysis was performed to assess the relationship between the dependent variable (promotion of holistic children) and the independent variables (drug rehabilitation, vocational skills training, basic education provision, and life skills training.) and to test the research hypotheses on the promotion of holistic children. Standard multiple regression analysis was conducted for hypotheses testing as recommended by Cooper & Schindler (2013); Sekaran (2008); Arkkelin (2014) and Berg (2015)

4.6.1 Standard Multiple Regression Analysis

In order to test the research hypotheses, a standard multiple regression analysis was conducted using development of holistic children as the dependent variable, and independent variables including drug rehabilitation , vocational skills training , basic education provision , life skills training. The model summary used was: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$.

Tables 4.11, 4.12 and 4.13 present the regression results and interpretations with the accepted hypotheses.

Table 4.12 Model Summary

Model Summary					
Mod	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.535 ^a	.286	.121	.884	

^a. Predictors: (Constant), Drug Rehabilitation, Vocational Training, Basic Education Provision, Life Skill Training

Table 4.11 indicates that the scores of R, R² and adjusted R² are positive indicating that the model summary is significant in the study. In the table R score of 0.535 indicates a good predication of the model summary. Further, from the model summary it is clear that the adjusted R² was 0.286 indicating that a combination of drug rehabilitation, vocational training, basic education provision, life skill training explains 28.6% of the variation in development of holistic children.

Table 4.13 Analysis of Variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.196	4	121.549	12.703	.004 ^b
	Residual	5.470	7	12.781		
	Total	7.667	11			

^a. Dependent Variable: Promotion of Holistic Children: ^b. Predictors: (Constant), Drug Rehabilitation, Vocational Training, Basic Education Provision, Life Skill Training

According to Arkkelin (2014), The F-ratio in the ANOVA tests whether the overall regression model is a good fit for the data. It actually examines whether the independent variables statistically significantly predict the dependent variable. As indicated in table 4.12 above that has given the ANOVA values, it is apparent that the general standard multiple regression model (the model that involves a constant, predictor variables like drug rehabilitation, vocational skills training, basic education provision, life skills training explains) is significant in predicting how drug rehabilitation, vocational skills training, basic education provision, life skill training explains the development of holistic children. The regression model achieved a high degree of fit as reflected by an R^2 of 0.286; $F(4, 7) = 12.781$; $P = 0.004 < 0.05$).

Table 4.14 Regression Coefficients

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.630	2.736		21.596	.000
	Life Skill Training	.228	.370	.237	7.616	.007
	Basic Education Provision	.109	.355	.113	5.306	.008
	Vocational Training	.726	.595	.454	17.221	.002
	Drug Rehabilitation	.268	.360	.250	9.746	.000

Table 4.13 presents the regression results on how life skill training, basic education provision, vocational training, and drug rehabilitation affects the promotion of holistic children in Kilifi County. The multiple regression equation was that: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ and the multiple regression equation became: $Y = 1.630 + 0.228X_1 + 0.109X_2 + 0.726X_3 + 0.268X_4$. As portrayed in table 4.13, there was positive and significant influence of life skills training on development of holistic children ($\beta = 0.237$; $t = 7.616$; $p = 0.007 < 0.05$). Further, there was positive and significant influence of basic

education provision on development of holistic children ($\beta = 0.113$; $t = 5.306$; $p=0.008 < 0.05$). Auxiliary, there was positive and significant influence of vocational training on development of holistic children ($\beta = 0.454$; $t = 17.221$; $p=0.002 < 0.05$). Equally, there was positive and significant influence of drug rehabilitation on development of holistic children ($\beta = 0.250$; $t = 9.746$; $p=0.000 < 0.05$).

4.6.2 Test of Hypotheses

In the study, the hypothesis was tested by use of the regression coefficients. The beta, p-test and t- test values were used to deduce on the type of hypothesis to be considered for the study as outlined below:

Table 4.15 Summary of Regression Coefficient and Test of Hypothesis

Model	Standardized Coefficients	t	Sig.	Conclusions:
	Beta			
(Constant)		21.596	.000	
Life Skill Training	.237	7.616	.007	<i>Reject H₀; Accept H₁</i>
Basic Education Provision	.113	5.306	.008	<i>Reject H₀; Accept H₁</i>
Vocational Training	.454	17.221	.002	<i>Reject H₀; Accept H₁</i>
Drug Rehabilitation	.250	9.746	.000	<i>Reject H₀; Accept H₁</i>

i. Testing the First Hypothesis

The hypotheses tested were both null and alternative stated as: H₀ life skills training don't have a significant influence on the development of holistic children in Kilifi County; and life skills training have a significant influence on the development of holistic children in Kilifi County. The results in table 4.14 failed to provide support for H₀ hence the H₀ was rejected and instead the H₁ was accepted. Therefore, life skills training have a significant

influence on the development of holistic children in Kilifi County ($\beta = 0.237$; $t = 7.616$; $p=0.007 < 0.05$).

ii. Testing the Second Hypothesis

The hypotheses tested were both null and alternative stated as: **H₀** basic education provision doesn't have a significant influence on the development of holistic children in Kilifi County; and **H₁** basic education provision has a significant influence on the development of holistic children in Kilifi County. The results in table 4.14 failed to provide support for H₀ hence the H₀ was rejected and instead the H₁ was accepted. Therefore, basic education provision has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.113$; $t = 5.306$; $p=0.008 < 0.05$).

iii. Testing the Third Hypothesis

The hypotheses tested were both null and alternative stated as: **H₀** vocational skills training doesn't have a significant influence on the development of holistic children in Kilifi County; and **H₁** vocational skills training have a significant influence on the development of holistic children in Kilifi County. The results in table 4.14 failed to provide support for H₀ hence the H₀ was rejected and instead the H₁ was accepted. Therefore, vocational skills training has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.454$; $t = 17.221$; $p=0.002 < 0.05$).

iv. Testing the Fourth Hypothesis

The hypotheses tested were both null and alternative stated as: **H₀** drug rehabilitation strategies don't have a significant influence on the development of holistic children in Kilifi County; and **H₁** drug rehabilitation strategies have a significant influence on the development of holistic children in Kilifi County. The results in table 4.14 failed to provide support for H₀ hence the H₀ was rejected and instead the H₁ was accepted. Therefore, drug rehabilitation strategies have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.250$; $t = 9.746$; $p=0.000 < 0.05$).

CHAPTER FIVE
SUMMARY OF THE RESEARCH FINDINGS, DISCUSSIONS, CONCLUSIONS
AND RECOMMENDATION

5.1 Introduction

Chapter five presents the summary of the data analyzed in relation to the questions contained in the research instruments. The chapter further discusses these findings and has linked them to the literature reviewed. The conclusions and recommendations have been made based on these research findings and discussion. Further, areas of future study have been outlined as follows:

5.2 Summary of the Study Findings

This study was carried out with the aim of assessing the influence of street connected children rehabilitation programs on development of holistic children in Kenya; a case of street connected children in Kilifi County. The response rate was 99%; a fact attributed to commitment of the researcher and the advantage of working in the same sector.

In relation to the first objective that sought to establish how life skills training influence development of holistic children, all the manager respondents (100%) supported the idea that they running the life skills projects in their institutions has helped in developing holistic children. Majority of the managers did indicate that the life skills trainings accorded to the beneficiaries of the programs from the visited centers have helped them connect well with the society immediately they are released from the rehabilitation centers. On the other hand, majority of the beneficiaries (80%) strongly supported the idea that they had learnt some life skills components in areas relating to drama, sports, and farming that did help them in later lives. All the children agreed that they are enrolled in some training that has helped them gain some life skills that they believe shall help them very much after school. The project staff strongly agreed with the idea that life skills training perform a significant role in relation to development of holistic children. Majority of the project staff strongly agreed that children have been motivated as a result of life skills trainings. Further, majority of the project staff strongly supported that: Program officers are involved in life skills training $M=4.75$, $SD=.452$); Life skills training are conducted according to the objectives of the program ($M=4.58$, $SD=.793$); Parents/ guardian are supportive of life

skills training to the children ($M=4.67$, $SD=.651$); Life skills have led to significant improvement in the behavior of the children ($M=4.75$, $SD=.452$). In testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, life skills training have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.237$; $t = 7.616$; $p=0.007 < 0.05$).

In relation to the second objective that sought to ascertain how basic education provision influence development of holistic children, a positive relationship was established. For example, 100 percent of the interviewed managers argued that basic education and vocational training are among the projects implemented to help the street children grow and develop to become holistic children who will sustainably get a living after completing their stay in the center. Amongst the beneficiaries, all the respondents (100%) indicated that they enrolled themselves in one or two education related areas whereby they learnt skills and gained knowledge that is playing a very crucial role in their lives outside. Equally, 94.6% of the children were for the idea that the education programs they are enrolled in have helped them change significantly more specifically when they measure them against behaviours like drugs and substances abuse. As much as majority of the staff projects' managers supported the idea that basic education played a significant role in development of a holistic child, they felt that much attention has not been given to education to the fully capacity as required. For example, majority of these staff fairly agreed that there is strategic location of learning centers ($M= 2.83$ and SD of 1.115). Further, majority of these staff members revealed that: the criteria for enrolment is not outlined ($m=2.33$; $SD=0.888$); learners are not fully provided with basic education as provided in ministry of education ($m=2.92$, $SD=0.900$); the ministry of education fairly provides financial support ($m=3.08$, $SD=1.165$); and the respondent completely disagreed with the idea that the community has been involved in provision of basic education ($M=2.25$; $SD=0.622$). When testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, basic education provision has a significant and weak influence on the development of holistic children in Kilifi County ($\beta = 0.113$; $t = 5.306$; $p=0.008 < 0.05$).

The third study objective sought to identify how vocational skills training influence development of holistic children, and the results indicated that 100% of the center managers strongly supported the idea that they have been running vocational training projects and this has played a very crucial role in developing a holistic child. Further, majority (80%) beneficiaries strongly supported the idea that they were enrolled in a number of vocational training courses like computer and masonry which in turn have been giving them a source of living in the outside world. Equally, majority of the students (70.27%) showed that they are enrolled in various vocational training courses. They have further indicated that they are very happy for being enrolled in such courses since they help them in gaining skills that will help them earn a living in the near future. On the other hand, majority of the project staff agreed that vocational training has been significant in ensuring the development of a holistic child as 60% of the respondents supported the idea. Rating scale indicated that majority of the respondents supported ideas like: vocational training has led to employment of the youths ($m= 3.95$ and $SD=0.669$); vocational training institutions have strong managerial support in implementation of their strategies ($M=3.58$, $SD=0.669$); the communities are contented with vocational training and have approved it ($M=3.50$, $SD=0.798$) etc. When the hypothesis was tested, the H_0 was rejected and instead the H_1 was accepted. Therefore, vocational skills training has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.454$; $t = 17.221$; $p=0.002 < 0.05$).

In relation to the final objective that sought to assess how drug rehabilitation projects influence development of holistic children, the general trend indicated that majority of the respondents supported the idea. For example, all the managers (100%) strongly supported the idea that rehabilitating the street children from drugs and substances abuse has been their core function that is aimed at developing a holistic reformed child. 100% of the beneficiaries supported the idea that guidance and counseling among other support given to them did help them reform from abusing drugs among other unlawful acts they were involved in previously while at the streets. On the other hand, majority of the children/learners (93.2%) did indicate that they were enrolled in a number of programs among them being the spiritual and counselling programs that have helped them shed off the unwanted behaviours in the society like drugs abuse and glue sniffing. Finally, majority

of the staff managers (60%) supported the idea that drug rehabilitation has been effectively and efficiently adopted as a strategy of reforming, rehabilitating and bringing up a holistic child in the centers visited. When testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, drug rehabilitation projects have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.250$; $t = 9.746$; $p=0.000 < 0.05$).

5.3 Discussions of the Research Findings

In relation to the first objective that sought to establish how life skills training influence development of holistic children, results in chapter four confirmed that all the managers (100%) supported the idea that they running various life skills projects among other projects in their institutions that have helped in the development of holistic children. From the literature reviewed, a number of researchers have also supported the idea that life skills training projects influence the development of holistic children (Desai, 2017; Galagali, 2019). In agreement to such findings Desai (2017), and Galagali (2019) aver that a vital resource to evolve the psycho-social, emotional, cognitive, behavioral and resilient skills has been identified in the negotiation of daily challenges and the productive participation in community reform of the members. During data analysis and presentation, the results also indicated that majority of the beneficiaries (80%) strongly supported the idea that they had learnt some life skill components in areas relating to drama, sports, and farming that did help them in later lives. When reviewing the literature, a number of researchers had similar findings. For example, concurring with these finding are Botvin and Griffin (2015) who postulate that Over 30 years of research have demonstrated that the training of life skills works with various road connected children, halves the use of synthetic cannabinoids and reduces further behaviors at health risk. In testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, life skills training has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.237$; $t = 7.616$; $p=0.007 < 0.05$). These findings are supported by UNICEF (2019) which confirmed that life skills training projects have been found to increase knowledge acquisition; improvement of class behavior; self-control and the management of interpersonal issues and anxiety; and

improvement in constructive conflict resolution with peers, impetus control and popularity to promote holistic children.

In relation to the second objective that linked basic education provision to development of holistic children, 100 percent of the interviewed managers supported the idea strongly. All the beneficiaries (100%) indicated that they enrolled themselves in one or two education related areas whereby they learnt skills and gained knowledge that is playing a very crucial role in their lives outside; although there were challenges. Majority of the staff projects' managers supported the idea that basic education played a significant role in developing a holistic child, although they felt that much attention has not been given to education to the fully capacity as required. For example, majority of these staff agreed that the criteria for enrolment is not outlined ($m=2.33$; $sd=0.888$); learners are not fully provided with basic education as provided in ministry of education ($m=2.92$, $sd=0.900$); and the respondent completely disagreed with the idea that the community has been involved in provision of basic education ($M=2.25$; $SD=0.622$). When testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, basic education provision has a significant and weak influence on the development of holistic children in Kilifi County ($\beta = 0.113$; $t = 5.306$; $p=0.008 < 0.05$). This is agreement with UNDP (2018) report which It indicated that education can be used as an important tool to enable marginalized groups such as street children to be incorporated in a nation's progress. Also, in agreement to such arguments is Gibbs (2018) who revisited his earlier study in Philippines and found out that Education is a main means of promoting cultural values for the street child, preparing it for further professional training and helping it to adapt to the environment in normal order. In the same trend, Eshiwani (1993) continues to add that education is very important in developing a holistic child, although in Kenya, many street children were not in school and therefore disadvantaged to take part in the affairs of the country.

In relation to the third objective that touched on vocational training projects, 100% of the center managers strongly supported the idea that they have been offering vocational training and this has played a very crucial role in developing a holistic child. Further, majority (80%) beneficiaries strongly supported the idea that they were enrolled in a number of vocational training courses like computer and masonry which in turn have been

giving them a source of living in the outside world. Equally, 60% of the project staff agreed that vocational training has been significant in ensuring the development of a holistic child. When the hypothesis was tested, the H_0 was rejected and instead the H_1 was accepted. Therefore, vocational skills training has a significant influence on the development of holistic children in Kilifi County ($\beta = 0.454$; $t = 17.221$; $p = 0.002 < 0.05$). In agreement to these findings is Kamau (2019) who postulates that vocational training, employability and lifelong learning skills could help out of school youth raise their self-concept and increase their chances to engage in socio economic activities and contribute positively to their personal development. Kisirkoi and Mse (2016) while recommending on possible education that can be given to street children to see a holistic developed child have indicated that, the Children's other skills such as hair dress, carpentry, weaving, dressmaking, athletics, sports etc should be identified, for example, in skills.

In relation to the final objective touching on drug rehabilitation strategies, all the managers (100%) strongly supported the idea that rehabilitating the street children from drugs and substances abuse has been their core function that is aimed at developing a holistic reformed child. Similarly, 100% of the beneficiaries supported the idea that guidance and counseling among other support given to them did help them reform from abusing drugs among other unlawful acts they were involved in previously while on the streets. Majority of the children/learners (93.2%) indicated that they were enrolled in a number of programs among them being the spiritual and counselling programs that have helped them shed off the unwanted behaviours in the society like drugs abuse and glue sniffing. Finally 60% of the projects managers supported the idea that drug rehabilitation has been effectively and efficiently adopted as a strategy of reforming, rehabilitating and bringing up a holistic child in the centers visited. When testing the hypothesis, the H_0 was rejected and instead the H_1 was accepted. Therefore, drug rehabilitation strategies have a significant influence on the development of holistic children in Kilifi County ($\beta = 0.250$; $t = 9.746$; $p = 0.000 < 0.05$). In the literature reviewed, a study by Amnesty International (2019) in a number of countries like Pakistan, India and Nigeria found out that majority of the street children were purely attached to drugs and substances abuse. It further indicated that the street children who have been put into rehabilitation process with relevant antidote administration and

guidance out of the drugs have lived better lives than their peers in the same port. In the same note of support, Lorna (2019) adds that rehabilitating the drug addicted children in the streets significantly influences their holistic development; although challenges are numerous and can be addressed via totally helping these children out of drugs and substances abuse.

5.4 Conclusions

Based on the results gathered from the field and the discussions made, the researcher concludes that:

In relation to the first objective that established how life skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County, life skills training projects have a significant influence on the development of holistic children in Kenya. In details, the nature of life skill training accorded to street connected children does influence their development. Further, the grouping of these children according to their ages, abilities and degree of psychological need helps them to gain relevant life skills which help them develop to cater for the challenges they are exposed to at their various stages of development. The researcher equally concludes that when life skills training projects are implemented according to the shared objectives and very well trained experts are involved, the development of the children shall be achieved with a lot of ease and they will be motivated to learn and apply these skills at any given time in life. Finally, the researcher concludes that when the life skills curriculum is developed for these children that all the stakeholders should be involved (including the children themselves while considering their different abilities), hence the children shall be motivated to learn the skills leading to their holistic development.

In relation to the second objective of ascertaining how basic education provision influences the development of holistic children in Kenya: A case of street connected children in Kilifi County, it was concluded that the basic education provision plays a significant role in the development of a holistic child. The researcher also concludes that despite the fact that some learners are not consulted during the curriculum design and even enrolment in various classes, the education provided has helped some street connected children with

some advancing to higher institutions of learning. The researcher continues to conclude that, as much as education providence has been availed in the various centers, there is a missing gap between the curriculums fed to the street connected children as compared to the normal children leading to discrimination. Further, a higher percentage of these children haven't fully benefited from the basic education due to numerous challenges that include the criteria for children enrolment is not outlined, learners are not fully provided with basic education as provided in Ministry of Education guidelines, the Ministry of Education has been performing poorly in providing financial and other material support to these children, and the community has been scoring poorly when it comes to participation in providing basic education meant to benefit the street connected children. Generally it can be concluded in a summary that the basic education providence for holistic child development has been very poor when it pertains to the reforming street connected children unlike the normal children enrolled in normal educational institutions.

In relation to the third objective that sought to identify how vocational skills training influence the development of holistic children in Kenya: A case of street connected children in Kilifi County, the researcher concluded that vocational skills training have a significant influence on the development of holistic children. The researcher continues to conclude that majority of the learners were enrolled in a number of vocational training courses while others who had graduated from these courses have been attached to various employments which have been giving them a livelihood. The researcher finally concludes that vocational training institutions have come up with strategies and a variety of courses that look appealing to these children in addition to having well trained staff to run these courses or source for the courses in other institutions.

Finally, in relation to the final objective that accessed how drug rehabilitation influence the development of holistic children in Kenya: A case of street connected children in Kilifi County, the research concluded that drug rehabilitation although faced with numerous challenges has been a chore objective of majority of the children rehabilitation and reformation projects which has seen these children develop holistically. Further the researcher concluded that the drug and substances abuse menace has been addressed by having well trained experts to offer guidance and counseling besides monitoring the trend

of the children who were once exposed to these drugs or are still abusing them. The centers have further partnered with various agencies and have laid clear objectives that have prioritized the rehabilitation of these children with the change from drug and substances abuse being a core endeavor. Finally, the researcher concluded that: the community has been involved in drug rehabilitation process; cases of drug abuse have reduced among the street children; and counselors are greatly involved and consulted when it pertains to rehabilitating children out of drugs.

5.5 Recommendations

Based on the research findings, the researcher recommends that:

The staff handling the various life skills training should familiarize themselves with the needs of street connected children. Further, more staff should be employed to handle the soaring numbers of street children in the rehabilitation centers while they should be training on the basic objectives of life skill training that are relevant to the current children needs in order to achieve a holistic child promotion. In the same order, regular staff training is supposed to be carried out to keep them updated on current trades. In addition, the centers should have exchange programs with other rehabilitation centres in order to ensure exchange of life skills learnt and better the motivation of the children. Although normally ignored, the project managers need to involve children more when designing projects aimed at imparting them with relevant life skills training. Finally, more life skills training equipment need to be provided for effective implementation of the various life skills training projects aimed at the development of a holistic child.

Education programs should be designed to specifically meet the emotional, psychological and even health needs of the street connected children besides the government designing special curriculum for the street children. The curriculum should be designed in a way that integrates all the aspects of life so as to bring the street children on board by creating an environment that favors their abilities like late achievement and feeling of self-worth. The rehabilitation centers should hire qualified staff and train them on the special needs of street connected children besides outlining various long term goals which involve the children so as they feel part and parcel of the education process. Besides, attitude and image building needs to be done towards the street connected children and the community

members and the teachers should have positive attitudes towards the street connected children. Further, the government, donor agencies and other stakeholders need to provide enough learning materials to the street children in the centers.

In relation to the third objective that focused on vocational skills training and development of a holistic child, the research recommends that a variety of vocational courses need to be provided within the centers. Moreover, the staff needs to be increased so as to handle the swelling number of street children in addition to training the staff on a variety of relevant courses. Also, the government and other stakeholders should provide more equipment to vocational training centers, engage learners in choosing courses, and provide tools for students that have been trained, sensitize the community about vocational training and its benefits. Finally, children to be given the opportunity to choose what they want to engage in and the child's age should not be used to decide if a child goes to school or vocational training.

Finally, in relation to drug rehabilitation and development of holistic children, there should be centers that are designed to specifically deal with children drug rehabilitation. These centers should have specific programs that are tailor made to completely see the child reform and quit the drugs abuse ills. Further, there should be enough qualified personnel with role models being integrated to help the children get out of drugs. On the same trend, there should be support from the government and the staff like supplying ICT materials on anti-drug campaign. The centers should also work closely with the concerned ministries and other organization that deal with drug rehabilitation. Finally, access to government hospital by the street connected children should be made easier.

5.6 Suggestions for Future Studies

Since the study was carried out in the County of Kilifi, there is a need for similar studies to be carried out in other counties in the country with street connected children rehabilitation centers. Another study can be performed to examine the health problems of street-connected children and holistic development in selected rehabilitation centers. Additionally, a study can be examined to the effects of community violence on holistic children development in Kenya; a case of street-connected children in a number of

rehabilitation centers in any part of Kenya. Another study can be performed based on the question, 'are street-connected children beyond rehabilitation? Understanding the life situation of street-connected boys through ethnographic models in Mombasa, Kenya. Finally, a study should be carried reading: Rethinking the street-connected children Phenomena: An evaluation of losses, gains and anticipation, the case of Nairobi County, Kenya.

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APPENDICES

Appendix I: Letter of Transmittal

Winifred Kambu Kaluku

P.O. Box 310

Kilifi

Date: 23rd October, 2020

TO WHOM IT MAY CONCERN

RE: Influence of Street Connected Children Rehabilitation Projects on Developing Holistic Children in Kenya: A Case of Street Connected Children in Kilifi County.

I am a postgraduate student at the University of Nairobi taking Master degree in project planning and management. Currently, am carrying out a research project on **Influence of Street connected Children Rehabilitation Projects on Developing Holistic Children in Kenya: A Case of Street Connected Children in Kilifi County.**

It's with pleasure that am informing on your selection to take part in the study. I therefore kindly request you to fill data in the questionnaire provided. Kindly respond to the items. Information obtained confidentiality will be maintained and be used solely for academic purpose

Your willingness and co-operation in this exercise will be highly appreciated.

Yours Faithful

Winifred Kambua Kaluku

Appendix II: Questionnaire for Rehabilitation Center Managers

My name is Winifred Kambua Kaluku; I am a final year Master of Arts student in Project Planning and Management at the University of Nairobi. As part of the requirements for the course, I am undertaking a study on influence of street connected children rehabilitation projects on developing holistic children in Kilifi County, Kenya. You have been nominated to take part in this ongoing research. Your participation is purely voluntary and will help inform future decision on street connected children rehabilitation. The information will be purely for academic purposes and confidentiality will be maintained.

Your honest response is highly appreciated

Instructions: Kindly respond to the following questions to the best of your knowledge.

1. Background information

- Legal status
NGO
CCI
FBO
CBO
Education Centre
- Type (Residential or non-residential or both).....
- Number served.....
- Institutional capacity.....
- Age bracket of person served.....
- Sex (Male/Female).....

2. Where do children served in the institution come from?

.....
.....

3. What programs are offered in this institution?

.....
.....

4. What is your source of funding?

.....
.....

5. What physical facilities do you have that are relevant to the programs?

.....
.....

6. How many staff that do you have? What are their qualification

.....
.....
.....

7. What do you consider your successes?

.....
.....
.....

8. What challenges do you face when offering services to street children?

.....
.....
.....

9. Is the community supportive of the rehabilitation programs?

.....
.....

10. What are your recommendations for improved service delivery?

.....
.....

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THIS SURVEY

Appendix III: Questionnaire for project staff

My name is Winifred Kambua Kaluku; I am a final year Master of Arts student in Project Planning and Management at the University of Nairobi. As part of the requirements for the course, I am undertaking a study on influence of street connected children rehabilitation projects on developing holistic children in Kilifi County, Kenya. You have been nominated to take part in this ongoing research. Your participation is purely voluntary and will help inform future decision on street connected children rehabilitation. The information will be purely for academic purposes and confidentiality will be maintained.

Your honest response is highly appreciated

Instructions: Kindly respond to the following questions to the best of your knowledge.

SECTION A: Background Information

1. Gender: Male Female

2. Age group in years: 18-20 21-35 36-50 50+

3. Highest level of education: Primary Secondary College/Technical University level Post graduate level

4. Number of years serving in rehabilitation centre: <2 2-5 6-10 10+

SECTION B: Life Skill Training and Development of Holistic Children

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Attribute	Rating				
	1	2	3	4	5
i. Children have been motivated as a result of life skills trainings					
ii. Program officers are involved in life skills training					
iii. Life skills training are conducted according to the objectives of the program					
iv. Parents/ guardian are supportive of life skills training to the children					
v. Life skills have led to significant improvement in the behavior of the children.					

How do you think program officers can improve on life skills training in order to promote holistic children?

.....

.....

.....

.....

SECTION C: Basic Education Provision and Development of Holistic Children.

a) Indicate the extent to which you agree with the following statements by using a scale of 1 to 5

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Attribute	Rating				
	1	2	3	4	5
i. Learning centers are strategically located					
ii. Criteria for enrolment is well outlined					
iii. Learners are provided with basic education as provided in ministry of education					
iv. The ministry of education provide financial support					
v. Community has been involved in provision of basic education					

b) What do you think should be done to enhance basic education provision?

.....

.....

.....

SECTION D: Vocational Training and Development of Holistic Children

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Attribute	Rating				
	1	2	3	4	5
i. Vocational training institution receives financial support from the government.					
ii. Community is contented with vocational training and have approved it.					
iii. Vocational training institutions have strong managerial support in implementation of their strategies.					
iv. Vocational training has led to employment of the youths					
v. Vocational training are well advertised to facilitate enrolment					

b) What do you think program officers can do to enhance vocational training in order to promote holistic development?

.....

.....

.....

SECTION E: Drug Rehabilitation and Development of Holistic Children

Indicate the extent to which you agree with the following statements by using a scale of 1 to 5

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Attribute	Rating				
	1	2	3	4	5
i. Community have been involved in drug rehabilitation process					
ii. Support has been given to the private sector and non-governmental organizations					
iii. Government policies have been adhered to					
iv. Cases of drug abuse have reduced among the street children					
v. Counselors are greatly involved and consulted					

b) How can drug rehabilitation strategies be improved in order to offer quality services?

.....

.....

.....

SECTION G: Development of Holistic Children in Kenya

a) Indicate the extent to which you agree with the following statements by using a scale of 1 to 5

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Attribute	Rating				
	1	2	3	4	5
i. Formal schooling for street children has been achieved					
ii. Youths have gained knowledge as a result of vocational training					
iii. Children have benefited from the program					
iv. Cases of drug abuse have reduced as result of the program					
v. Crime rate has reduced as a result of the program					

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THIS SURVEY.

Appendix IV: Interview Guide for Children Enrolled At the Rehabilitation Center

My name is Winifred Kambua Kaluku; I am a final year Master of Arts student in Project Planning and Management at the University of Nairobi. As part of the requirements for the course, I am undertaking a study on influence of street connected children rehabilitation projects on developing holistic children in Kilifi County, Kenya. You have been nominated to participate in this ongoing research. Your participation is purely voluntary and will help inform future decision on street connected children rehabilitation. The information will be purely for academic purposes and confidentiality will be maintained.

Your honest response is highly appreciated

Instructions: Kindly respond to the following questions to the best of your knowledge.

Screening criteria

- ✓ Between ages 12-17
- ✓ Stayed in the institution for at least 6 months
- ✓ Consented to participate in the interview

Social life, Family, Friends & Sources of Information

1. Where were you born
.....
.....
2. How long had you been on the streets and what led you to be on the streets?
.....
.....
3. Had you been to schools before living to the streets? What was your highest level of education?
.....
.....
4. How did you get to come to this rehabilitation centre? Were you aware of rehabilitation centres?

.....
.....
5. How long have you stayed in the rehabilitation Center?

.....
.....
6. What projects are you enrolled in at the centre?

.....
.....
7. In your opinion are the projects you are enrolled in beneficial to you?

.....
.....
8. How would you describe your experience so far? What could be done to make it better?

.....
.....
9. What do you think about the staff at the Centre

.....
.....
10. What would you like to be when you grow up?

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THIS SURVEY.

Appendix V: Interview Guide for Beneficiaries of Rehabilitation Center

My name is Winifred Kambua Kaluku; I am a final year Master of Arts student in Project Planning and Management at the University of Nairobi. As part of the requirements for the course, I am undertaking a study on influence of street connected children rehabilitation project on developing holistic children in Kilifi County, Kenya. You have been nominated to take part in this ongoing research. Your participation is purely voluntary and will help inform future decision on street connected children rehabilitation. The information will be purely for academic purposes and confidentiality will be maintained.

Your honest response is highly appreciated

Instructions: Kindly respond to the following questions to the best of your knowledge.

Screening criteria

- Stayed in the institution for at least 6 months
- Consented to participate in the interview

Social life, Family, Friends & Sources of Information

1. Where were you born?
.....
.....
2. How long did you stay in the rehabilitation Center?
.....
.....
3. Were you aware of rehabilitation centres before you were admitted?
.....
.....
4. What projects were you enrolled in at the centre?
.....
.....
5. In your opinion were the projects you were enrolled in beneficial to you?

.....
.....
6. How would you describe your experience?

.....
.....
7. What did you think of the staff at the centre

.....
.....
8. What are you currently engaged in?

.....
.....
9. Describe your experience after exit from the centre.

.....
.....
10. Suggest ways to improve rehabilitation programs.

.....
.....
THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THIS SURVEY.

Appendix VI: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 111240	Date of Issue: 23/October/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Miss. WINIFRED KAMBUA KALUKU of University of Nairobi, has been licensed to conduct research in Kilifi on the topic: INFLUENCE OF STREET CONNECTED CHILDREN REHABILITATION PROGRAMS ON PROMOTING HOLISTIC CHILDREN IN KENYA: A CASE OF KILIFI COUNTY. for the period ending : 23/October/2021.</p>	
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