

**STREET CHILDREN AS A RESOURCE: A STUDY OF ENABLING
AND IMPEDING FACTORS IN SKILLS ACQUISITION AMONG
INSTITUTIONALISED STREET CHILDREN IN NAIROBI**

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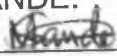


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DECLARATION

I hereby certify that this is my original work and has not been submitted in any other university for award of a degree.

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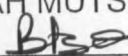
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DEDICATION

This dissertation is dedicated to my loving late father, **Fred A.Sande** and sister **Selina P. Sande** who passed on in December, 2002 and September, 2003 respectively, and hence never lived to see our efforts, but who were a source of inspiration. I owe much of this work to them. I miss you all. Rest In Peace.

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Several people offered me invaluable assistance in the course of writing this dissertation without which this work would not have been a success.

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LIST OF ABBREVIATIONS

- ANPPCAN- African Network on Prevention and Protection against
Child Abuse and Neglect
- CBD - Central Business District
- CEDC - Children in Especially Difficult Circumstances
- CSC- Consortium for Street Children
- DRC- Democratic Republic of Congo
- GoK- Government of Kenya
- GNP-Gross National Product
- ICDC- International Child Development Center
- IYC- International Year of Children
- NCBDA-Nairobi Central Business District Association
- NGOs- Non- Governmental Organizations
- UNESCO- United Nations Educational Scientific Organization
- UNICEF- United Nations Children's Fund
- UoN- University of Nairobi
- USK- Undugu Society of Kenya

ABSTRACT:

The study investigated skills among institutionalized street children of Kenya. The main objective was the repertoire of skills among the institutionalized street children. It focused on 3 institutions rescuing street children within Nairobi province. These were sampled and respective children randomly selected for interviews. Face to face interviews were conducted with key informants. The children's relationships and institutional environment were directly observed.

The study focussed on three main broad questions:

- 1.What is the nature and types of skills possessed by institutionalized street children.
- 2.What factors enable skill acquisition among the institutionalized street children
- 3.What factors impede skill acquisition among the institutionalized street children.

The study found that up to 85.0% of the institutionalized street children possess the following different kinds of skills; literacy skills, communication skills, social skills, organizational skills and work skills. Action skills were present among a small group of respondents, that is 14.4%. The study equally found the following factors to be responsible of influencing these skills; the motivation factor, institution infrastructure, the participation factor, shared information and the role function of the children.

In conclusion, the study recommended that institutionalized street children be involved more as participants and less as beneficiaries. This will as a result influence their acquisition of action skills, which they lack. Also that the resourcefulness of the institutionalized street children is more as a result of their informal education through experiences, interrelations and socialization. Therefore these children should be helped to attain their potential and not other

wise condemned as non-resourceful thereby overlooking the significance of informal education.

Areas of further research suggested included the role of informal education in the rehabilitation of street children and the contributions of institutionalized street children in capacity building.

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CHAPTER ONE

1.0. INTRODUCTION

Since Kenya's independence in 1963, several impressive efforts have been made in shedding light on the critical issues and problems afflicting Kenya's children. These have included, the problem of child labor, malnutrition, sexual abuse through child prostitution, the lag in girl child schooling and the street children phenomenon (UNICEF, 1992). At the global level, the same problems have remained on the agendas of many developing countries. Thirteen years on, since the inception of the United Nations Convention with its 54 articles on the rights of the child, the situation of children the world over has continued to give increasing cause for concern in many respects. Among the most devastating are children experiencing wars and child soldiers in countries like the DRC, Sudan, Somalia, Yugoslavia, Afghanistan, Mozambique, Angola and Ivory Coast (Fenton, 1998; UNICEF, 2000a; UNICEF, 2002). Economic and social situations in many developing countries are such that several million children worldwide live in absolute penury. According to Barret (1995), there were over 100 million children throughout the world struggling for survival, with no adult support, protection or provision and no education. Brazil, the world's eighth economic power in terms of GNP consisted of its 41% of families including 30 million children living below poverty line in 1987.

In Kenya, it is estimated that more than half of its children live below the poverty line (UNICEF, 1991). Children struggle against malnutrition, diseases, prostitution, delinquency, homelessness, and negligence (Ibid. 272). With the annual growth rate of the street children population in Kenya being put at 10% in 1993 (Human Rights Watch, 1997), the situation is getting desperate. These children exist, either alone or in small groups, on the absolute fringes of society, in a world where violence and repression reign. Successive estimates of the numbers indicate upwards of 40,000 street children live in Kenya today with half

of their population concentrated in the capital, Nairobi. Current estimates indicate that there are 25,000 street children in Nairobi alone and upwards of 40,000 nationwide compared to an estimated 3,600 in Nairobi and 16,300 nationwide in 1989 and 60,000 in 1997 (Human Rights Watch, 1997; Shorter and Onyancha, 1999). This scenario has resulted in what is being currently referred to as "street children crisis". Crisis because the problem is occurring across societies as the proportion of welfare organizations and social relationships to support their 'dependency' is shrinking to critical levels (Gorman, 1999).

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

1.1 PROBLEM STATEMENT

The study acknowledges the problems that face those, especially planners, who are expected to provide answers to the question of the street children phenomenon. Also, the ever increasing numbers and the different needs arising from the different street children age groups on the streets and rehabilitation centers. The notion of a 'street child' invokes a number of traditional, often inappropriate concepts. Some people think of social and psychological disorganization, crime, delinquency, drug and *glue* addiction, yet others think of inadequate basic needs. As a result, many proposed 'solutions' for street children phenomenon tend to comprise absolute answers such as control crime, remove them from the streets or take them to centers (Njagu, 1995). These notions are based upon the false assumption that the phenomenon is a matter of absolutes, a view that obscures other facts about street children, including whether or not they possess other positive human qualities.

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

The increasing numbers of children in rehabilitation centers countrywide seem to be overwhelming to the service providers. However, efforts are being made to

provide the children with the basic needs including vocational and recreational programs (Shorter et al, 1999; NCBDA survey, 2001; Suda, 1994; Njagu, 1995; UNESCO, 1997) so as to enhance their skills. Researches on street children have overlooked the nature and types of skills these children express including their contributions. Institutionalization and residential care are areas that have been vastly researched (Rainer, 1981; Njagu, 1995). They however emphasis on reasons for institutionalization. No substantial research has been done on rehabilitation of street children with the latter being perceived in terms of ability to possess crucial skills.

Research has shown that there are surprising similarities between the work activities among street children all over the world. Street children, for instance, engage in both positive and negative activities (NCBDA, 2001; UNESCO, 1997) such as vending; items like newspapers, service provision; guarding and parking cars, assisting shoppers, and cleaning the environment, begging, drug abuse, and stealing, unsafe sex, violent fights and acting as spies for thieves. To the contrary, the reports in question do not appear to recognize the efforts made by some of the street children in expressing what they are capable of doing regardless of the nature. Failure to acknowledge the positive culminates in negative societal attitudes. It is against this view that the study laid emphasis on the positive aspects of and skills that characterize the street children.

The study focused on the following research questions.

- What is the nature and types of skills possessed by the institutionalized street children?

An attempt was made to establish whether the institutionalized street children possess any kind of skills. Skills that make them useful even when under the care of the institutions. Is it that they are totally dependent on the institutions or do they equally contribute to their wellbeing and therefore should they be regarded as participants and not necessarily beneficiaries?

- What factors enable skills acquisition among institutionalized street children?
A number of factors influence skills acquisition among institutionalized street children. These include; Their participation and involvement, the returns they receive, the level of motivation received, the nature of information they have about themselves and how others view them, the manner in which the institutions view their role and institutional infrastructure including facilities. The study investigated whether these factors influence skill acquisition among the institutionalized street children.

- What factors impede skills acquisition among institutionalized street children?
The study attempted to identify factors hindering their acquisition. These include; the lack of participation and role function, lack of proper institutional infrastructure, the lack of motivation, absence of information regarding the children and their capabilities.

1.2 STUDY OBJECTIVES

1.2.1 Broad objective

The major objective of this study was to investigate the repertoire of skills possessed by the institutionalized street children.

1.2.2 Specific objectives

To be able to achieve the above broad objective, the study focussed on the following specific objectives:

- i. Identify the nature and types of skills possessed by the institutionalized street children.
- ii. Investigate the enabling factors in skills acquisition among institutionalized street children.
- iii. Investigate the impeding factors in skills acquisition among institutionalized street children

1.3 JUSTIFICATION OF THE STUDY

The rapid increase in street children requires immediate attention in Kenya and calls for urgent response. However, appropriate response requires sound and basic information about the street children and their skills. Currently, the information available regarding the repertoire of skills possessed by street children is inadequate. This study was needed to collect information focussing on street children, their capabilities and skills.

The study findings will be useful by the country's policy makers with regard to strategies to facilitate social development with emphasis on investing in human capital (Choksi, 1995). Street children are portrayed by the public, governments and in publications as a separate, socially distinct category of persons (Kilbride, Suda and Njeru 2000), and not as CEDC (UNICEF, 1988). The study provides more information about the potentialities in street children and the difficulties experienced in ensuring their integral usefulness. On this basis, both the national and municipal governments will be able to realize the importance of taking stock of children's capabilities.

1.4 SCOPE AND LIMITATIONS

1.4.1 scope

The study was conducted in Nairobi province among the institutionalized street children in the following 3 institutions. The Undugu Society of Kenya specifically the Dandora reception center in Kamukunji division, Solidarity Child Rescue Center in Kasarani Division and the Rescue Dada Child Center. The people interviewed included a total of 47 children in 2 children centers. Others were social workers, teachers and institution officials. The nature and types of skills possessed by institutionalized street children were established. Factors enhancing and inhibiting their skill acquisition were further explored.

1.4.2 limitations

Resources available were inadequate for the study especially in terms of finance.

One of the institutions, Rescue Dada Children Center declined my request to interview the children citing fear of exposing their children to external forces. This therefore reduced my sample size to 47 instead of the anticipated 79 respondents. Efforts to interview one of the institutions official proved futile since she was out of the country at the time of the field research. First hand photo shots were also denied citing protection of the children and therefore those taken were inadequate.

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1.5 DEFINITION OF KEY CONCEPTS & VARIABLES

Street child: describe a child and young person who lives and or works on the streets and in other urban spaces, which include empty buildings and wasteland. Such persons include children, who work on the streets but sleep in a home environment and maintain strong and significant contacts with their families, as well as those who live on the streets and have limited or no family contacts. There are those children who are at risk, held in prisons or other institutions and those conditions contravene the convention on the rights of a child (Fenton, 1998).

Institutionalized street child: was the vulnerable group of children who live away from their families, may or may not have family ties, but fall within some social and/or educational institution.

A child: according to Article 1 of the International Convention on the Rights of the Child, is any human being under 18 years. **A child** referred to any person(s) under the care and support of the respective institutions irrespective of their

ages.

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

Study variables: These referred to operationalised independent and dependent variables with variable indicators for measurement in each case. These will be summarized in the table below:

INDEPENDENT VARIABLES

These referred to the factors influencing skills acquisition.

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

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

Nature of information: These referred to availability of information on individual child and their capabilities. The indicators included admission records, performance records, progressive and achievement records. The sources were the key informants.

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

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

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

DEPENDENT VARIABLES: These referred to what the research is interested in explaining and predicting (Singleton, 1981; 23).

SKILLS: referred to ability or abilities to do something well, especially gained through learning and practice.

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

Literacy skills: - These referred to the level of understanding writing and reading. Indicators included pre-school (nursery), primary school (class1-8), and secondary (form1-4). The sources of information were the institution officers, teachers and children.

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

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

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

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

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

Table1: Study variables, Indicators and measurement of indicators

INDEPENDENT VARIABLE	INDICATORS	HOW TO MEASURE
1>Returns	Economic/monetary Social	<ul style="list-style-type: none"> -The types of handicrafts, artifacts made for sale. -The amount received from the sales monthly. -The type of shows e.g. drama, acrobatics performed for monetary gain. -The nature of recognition received -The number of times the institutions have received recognition owing to the children's efforts. -The pleasures experienced by the institutions owing to the presence of the children.
2.Role function	Dependent	-The types of external assistance received by the children.

	Participants	<ul style="list-style-type: none"> -The number of times the institution receives external assistance in a month. -The types of tasks performed by the institution that would otherwise be performed by the children themselves. -The duration with which the children can stay productive without external support. -The number of times monetary returns from children efforts have been of great assistance.
3.Nature of information	Admission records Performance records Progressive records Achievement records	<ul style="list-style-type: none"> -Presence or absence of admission records -Existence or absence of performance records. -Existence or absence of progressive and achievement records. -The accessibility of the records by the children. -The quality of the records.
4.Participation	Making decisions Processes & activities	<ul style="list-style-type: none"> -The number of times ideas proposed by children has been implemented. -Presence or absence children forums. -The number of times the children are invited to attend administrative meetings.

		<p>children and social workers, teachers and officials.</p> <p>-The quality of associations.</p>
2.Literacy skills	<p>Levels of education:</p> <p>Secondary(Form1-4)</p> <p>Primary (Class4-8) (Class1-3)</p> <p>Pre-school(Nursery)</p>	<p>-The number of children at each level of education</p> <p>-The level of mastery of content by the children.</p> <p>-The retention rates of the children in each level</p>
3.Communication skills	<p>Spoken language</p> <p>Written</p>	<p>-The different types of languages used by the children and that are understood by a majority.</p> <p>-The level mastery of the different languages.</p> <p>-The quality of written communication</p>
4.Work skills	<p>Handicrafts</p> <p>Shows</p> <p>Artifacts</p>	<p>-The presence or absence of artifacts, handicrafts.</p> <p>-The quality of the existing handicrafts.</p> <p>-The types of shows and handicrafts produced by the children</p> <p>-The frequency with which the children participate in trade fairs, exhibition and presentations in a year.</p>

		-The rate with which the handicrafts sell
5. Action skills	Decision making Goal setting	<ul style="list-style-type: none"> -The frequency with which the children have ideas of their own. -The frequency with which the children make decisions on their own -The types of ideas they have come up with. -The practicability of the ideas
6. Organizational skills	Arrangement Supervision	<ul style="list-style-type: none"> -The number of times the children have organized events with minimal supervision. -The types of tasks performed with minimal supervision. -The frequency with which tasks are performed with minimal supervision. -The quality of the tasks performed with minimal supervision.

CHAPTER TWO

2.0 REVIEW OF LITERATURE & CONCEPTUAL ORIENTATION

2.1. NATURE OF STREET CHILDREN SKILLS

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

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

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

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

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

2.2 FACTORS INFLUENCING SKILL ACQUISITION.

Acquisition of interpersonal skills necessary to engage in negotiations with others is central to the socialization process. The process of socialization is defined in terms of equipping individuals to function as participating members of society (Goslin, 1967). This permits children born to a society to familiarize themselves with and learn how to behave in an environment already prepared by preceding generations. In this context, interpersonal competence is seen as important for one to participate in community activities. Interpersonal competencies are skills or set of abilities allowing the individual to shape the responses he or she gets from others (ibid.) Street children are no exception and as a category of children in especially difficult circumstances require the necessary skills to participate in activities that will sustain their well being. Street children are to be assisted so as to provide for immediate basic needs and to equip them to become integrated into society as citizens and independent workers, with a developed critical awareness of their rights and responsibilities (Swift, 1991:25). Even as these street children engage in activities with the aim of enhancing their skills, a variety of factors contribute to their acquisition while other environmental factors impede their efforts of becoming resourceful.

2.2.1. The returns of street child's participation

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

involved in street child development use the image of the child for symbolic or financial purposes. From the moment an external organization such as a non-governmental organization, a ministry gets involved in this participation, it forms part of the child's environment and hence an integral part of the principle of exchange. The question is what are the returns expected by the children in such participation? The symbol of a street child is a lucrative image: presenting the child in difficult circumstances in form of picture, posters, information, songs and speeches as a powerful vehicle of influence and funding. It is therefore normal that children should see it as their right to take part in activities budgeted from the use of their images and to see that the funds are well utilized. The envisaged view should be that of a moral contract of which they should be integral parts not only as beneficiaries but also as active components in the management of their own image.

Butz and Greenberg (1975) discuss past efforts to estimate the economic contributions of children to parents. In this case, reference is made to the contributions of street children to the society with which they are embedded, the institutions and the social workers. Espenshadde's 1977 population bulletin on the value and cost of children reviews more generally the literature on the actual perceived costs and benefits of child rearing. On the contrary, both reviews reflect lack of direct evidence on children's economic contribution to parents. Nags (1972) estimate of the children's economic value is however inadequate since it ignores the costs associated with child rearing. In industrialized societies, children are no longer an "investment" and are perceived as a burden or nuisance (UNICEF, 1979). According to UNICEF, their real cost to parents is in terms of rent, clothing, food and education, which turn children in to economic liabilities rather than assets.

The expenditure on children generates two types of returns. Measurable returns in form of help around the house, labor input in to family businesses and market earning transfers. On the other hand, observable returns originate from psychic

pleasure that children give parents (Detray, 1983). Research done by Kagitcibasi in 1982 in Malaysia to determine the contributions of children to parents and society gave evidence that children provide complex satisfaction and are not replaceable by any single alternative source of those satisfactions. During the research, respondents said they valued children for their material contribution to the family both when young and especially in parents old age, that is, economic and utilitarian value. The values associated with children were conceptualized as an intervention between the antecedent socio-economic and demographic variables and consequent fertility variables, that is, the sum of psychological, social and economic benefits and costs that parents derive from having the children (Kagitcibasi, 1982; Detray, 1983). According to Knutsson (1997), parents may spend lavishly and irrationally on their own children, acknowledge their economic contributions and returns, but their altruism is transformed into miserliness when it comes to public programs. He argues that the child is a luxury commodity restricted to the private sphere. Based on this argument, there exists the widespread attitude in the public debate on children and childhood, that children in need of public support must show in economic terms that they are worthy of economic investment. Likewise, there is a universal tendency to identify and evaluate children and childhood not on their own terms, but relative to the adult members of society. Such one sided comparisons understandably and predictably lead to characterization of children as biologically and socially immature and therefore inferior to adults who, by definition, are the yardstick of maturity.

Equally, UNICEF 1999 augments on social return of children through the scale of participation. They argue that children promoted to a certain level of responsibility owing to their personal qualities like skills or the context in which they find themselves take part in specific activities that contribute to the improvement of their environment. It is therefore important to assess the returns of children's participation, in both qualitative and quantitative terms. This is to actively give a more concrete image of the social gains created by children and should be

enhanced, in negotiating their presence as social players in decision-making processes.

2.2.2 Availability of data and participation

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

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

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

Participation, a multifaceted phenomenon is defined as the process of sharing decisions, which affect one's life and the life of the community, which one is embedded. It includes a range of activities that differ in form and style, depending on the children's ages. For example seeking information, expressing the desire to learn, forming views, expressing ideas; taking part in activities and processes; being informed and consulted in decision making; initiating ideas, processes, proposals and projects; analyzing situations and making choices; respecting others and being treated with dignity (ibid.). Also included are progressive responsibility through practical tasks, e.g. household tasks, spatial mobility, emphasis on communication amongst children, intense reciprocal communication in language learning, e.g. games, stories, songs, dance. Below the surface participation could emphasize identifying needs, lobbying, mediation, information gathering, raising awareness, organization etc.

Participation of the African child allows that there exist impossibilities for an African child to speak directly to an adult. The notion that “ children's participation” is neither compatible with African cultures nor with their marginalization and hence the reality and recognition of children living in the streets is difficult to admit. More so, despite clear and explicit commitments and

provisions to respect the rights of children to participate in decision concerning their welfare, remain marginalized and unconsulted in many countries (UNICEF, 1999; CSC, 2002). Therefore the goal for children including those on the streets is not simply to increase their participation but also to optimize their opportunities for meaningful participation.

According to the theory of education for and through work, elaborated by Antonio Carlos and based on the teachings of Paulo Freire, there exist three principles of participation (Antonio, 1973). These include participation in the management of work, in the product of work and in the knowledge related to work. Participation in the product of work refers to turning the deprivation into an advantage, despair into hope and the role of victim into that of activist against injustice (Swift, 1991). The participation of the children in resolution of problems affecting them lies on the expression of the children, their capacities, ways, means contexts, limits and need for expression. Considering the participation from the point of view of article 12 of the convention on the rights of the child, the dynamics for expression are provided. These dynamics are associated with the characteristics of contemporary expression of the child against the modern/traditional and rural/urban contradictions. The expression also depends on the context of relationships, intra- and inter-generational articulation which emphasize the central importance of mediation in the participative processes (UNICEF, 2000b). This perspective of ensuring participation of street children explains the thoughtfulness, imaginativeness, courage and selflessness of the efforts and is crucial to their increased capacity to express themselves and to reinforce and enrich their personal development. This will also have the effect of participation. The impact of 'children's participation' on the child will be measured directly by the capacity of the children to perform in their locality, owing to training. Richness of their association and meetings with others and the manner with which they give value to this participation in the context of their environment will also measure this.

Participation of children amounts to non-participation if children are manipulated, used as decorations or as tokens. This is because child participation can drift into being 'adult-centric'. Imposing participation on unwilling children or one designed in ways inappropriate for the child's age and capacities and therefore turning repressive, exploitative and abusive are examples. In contrast, authentic child participation must start from children themselves, on their own terms, within their own realities and in pursuit of their own visions, dreams, hopes, support and favorable conditions so as to participate effectively and in a way that enhances their dignity and self-esteem (UNICEF, 1999; UNICEF, 2003). Given the proper space, authentic participation is about valuing street children within a context of other street children and in relation to other children and the world. Whether a street child effectively participates depends on the child's evolving capabilities like skills; the openness of parents and social workers to dialogue and to learn from children; and feelings of security in community and society that allows such dialogue. It also depends on the given socio-cultural, economic and political contexts.

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

2.2.3 Appreciation and security

The prevailing circumstances within which street children live before institutionalization act as precursors to how they relate to society and how society perceives them. These children are everywhere: hawking in markets, boys as car tenders, carrier for loads and groceries and darting in and out of traffic jams, they scavenge for food for their daily ration and sniff glue in front of hotels and

shopping malls. Though sometimes ambivalent, they develop survival strategies. They engage in activities including begging, drug abuse, and stealing and unsafe sex. They share the streets with millions of adults, many of whom regard them as nuisance, if not dangerous mini criminals (UNICEF, 1997: 9; Kilbride, Suda, and Njeru, 2000; NCBDA, 2001; Onyango, p et al, 1991; Suda, 1994). To the street children, these are human qualities which they are not comfortable with but which enable them make the most out of an intolerably unjust situation and that the challenges of street life leave them with little or no time for reflection.

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

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

with the negative attitudes and lack of appreciation within the society. Radical change of attitude is therefore important towards appreciation.

Negative connotations and hence imaging through labeling of the street children have contributed to their negative actions and feelings of insecurity (Onyango, p et al, 1991). These children seem to be well informed of the various labels that are given to them by other people. Such labels suggest lack of appreciation of street children. The most popular label given to street children in Kenya is *chokora*. Other social labels that are reportedly being used to describe them include parking street children, prostitute/*mtoto Malaya*, *dustbin kids*, thief, or pick pocket thieves, *glue addict*, public menace, idlers behavior. The name tagging of street children does not only have its roots in Kenya but also other developing countries where the street children phenomenon is a growing concern. For example in Colombia the street children are referred to as *gamin* (urchin) and *clinches* (bedbugs); *margianais* (marginals) in Brazil; *resistoleros* (little rebels) in Honduras. Vietnamese refer to them as *bui doi* (dust children), (nasty kids) in Rwanda and mala pipe (pipe sleepers) in parts of South Africa (Barret, 1995:222). So as to match it with labels used to describe them, since labels have been known to influence such behavior, they tend to behave as labeled. This consequently leads to low self-esteem and feelings of insecurity (Dallape, 1988; Khamala, 1985; Kilbride, Suda, Njeru, 2000; Njeru, 1989; UNICEF, 1989). This name tags also demeaned and stigmatized street children cutting them off from the rest of the human race (Shorter and Onyancha, 1999). Shorter and Onyancha acknowledge that while doing their research, they were frequently targeted with bias criticism from members of the public who demanded to know what they were doing with 'chokoras' (p.43). These actions go as far as what in a feature article calling for public sympathy for street children's rights in a Kenyan magazine, 'the people', reported. "Many of us will change direction when we see these children, warn our children about the '*chokora*'; derogatory term that denotes a rubbish scavenger, or pull up our windows preferring to roast in the heat of our cars. (August, 1996: p. 2)

Street children have experienced even more rejection and violence from the adult world (Swift, 1991) They have been subjected to physical abuse by police or murdered outright, as governments treat them as a blight to be eradicated-rather than as children to be nurtured and protected. In Kenya, they face innumerable hardships and danger in their daily lives. In addition to the hazards of living on the streets, these children face harassment, abuse from the police and within the juvenile justice system for no reason other than the fact that they are street children. This contravenes article 3(a) of the UN convention that states that "in all actions concerning children, whether undertaken by the public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration" (UNICEF, 2000). Girls are sometimes sexually abused as they are coerced into sexual acts, or raped by police. Life on the streets is therefore dangerous enough for street children without their having to be on guard against police, the very people who are supposed to protect them. Street children also make up a large proportion of the children who enter criminal justice systems and are committed finally to correctional institutions (prisons) that are euphemistically called schools, often without due process. Few advocates speak up for these children, and few street children have family members or concerned individuals willing and able to intervene on their behalf (Human Rights Watch, 1997). Given the brutal attitude that many police display toward street children, it is not surprising to find that police violence against street children has occasionally risen to a deadly level in recent years. On August 11, 1994, a police reservist in the Ngara area of Nairobi allegedly killed a fifteen-year-old street boy. Public outrage mounted when it became known that the same reservist had been involved in the shooting and killing of five other street boys less than two months earlier on June 22, 1994. The reservist was eventually charged with the murder but was acquitted after the trial in March 1995 (Reuters World Service, 1995). A report from the state juvenile court stated that, on average, 3 street children are killed everyday in Rio, many by police at the request of merchants who consider the begging, thieving

and glue sniffing a major nuisance (UNICEF, 1997: 40). These contravene article 2 and 34 of the convention, which gives the child a right for protection from sexual exploitation and abuse, violence, and discrimination of any kind. Owing to the overwhelmingly negative public view of street children in many countries it has often supported efforts to get these children off the street, even though they may result in police round ups, or even murders. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human.

At the global level, several countries notably Brazil, Bulgaria, and Sudan, the racial, ethnic, or religious identification of street children plays a significant role in their treatment. The disturbing notion of "social-cleansing" is applied to street children even when they are not distinguished as members of a particular racial, ethnic, or religious group. Branded as "anti-social," or demonstrating "anti-social behavior," street children are viewed with suspicion and fear by many who would simply like to see street children disappear (Human Rights Watch, 1997). In Kenya, Human Rights Watch has worked with NGOs and street workers to encourage the establishment of a network for documenting and reporting police abuses against street children, and to improve children's treatment by police. In Guatemala, where the organization *Casa Alianza* has been particularly active in this regard and has filed approximately 300 criminal complaints on behalf of street children, only a handful have resulted in prosecutions. Clearly, even where there are advocates willing and able to assist street children in seeking justice and accountability, police accountability, an end to the abuses will not be achieved without the commitment of governments.

Those working with these institutionalized street children to ensure they feel secure and are appreciated are according to Swift (1991), essentially experiential and non-dogmatic. It counters children feelings of worthlessness and hopelessness by offering a sustained experience of trust and friendship. It also helps the child to see that the experience of poverty, far from being shameful,

can be a valuable insight into the nature of a society that chooses to present itself through glittering images of material success.

2.2.4 Motivation

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

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

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

2.2.5 Criticism

The public all too often essentializes the concept of street child in terms of a small number of traits thought to apply to all street children in all situations. For example, they associate the street children act of 'sniffing glue' and the 'glue bottle' to negatively symbolize what is taken to be in Kenya, the defining characteristics of street children; the people who are trouble makers and a threat to society (Kilbride et al, 2000; Muasya, 1998: 2). Being a misunderstood lot, they are seen as potential criminals by the same society that bore them, and people give them alms to get rid of them and not bother to stop, talk to them, show them some empathy and love. A spokesman for a street children relief organization indicated in Daily Nation (April, 13, 1998) that a change of attitude was needed because "there has been a stigmatization of street children to a point of them feeling the whole world is against them (ibid.). Moreover, the public has a sense of fear and apprehension with regard to the street children. They are therefore judged, criticized from their manner of dressing, how they earn a living and

including how they live. The cultured negative feelings by the public are transformed to attitudes and criticisms and finally actions. Here cultured refers to the public day to day encounter and consequent attitude formation that thereafter becomes inherent and consequently overt.

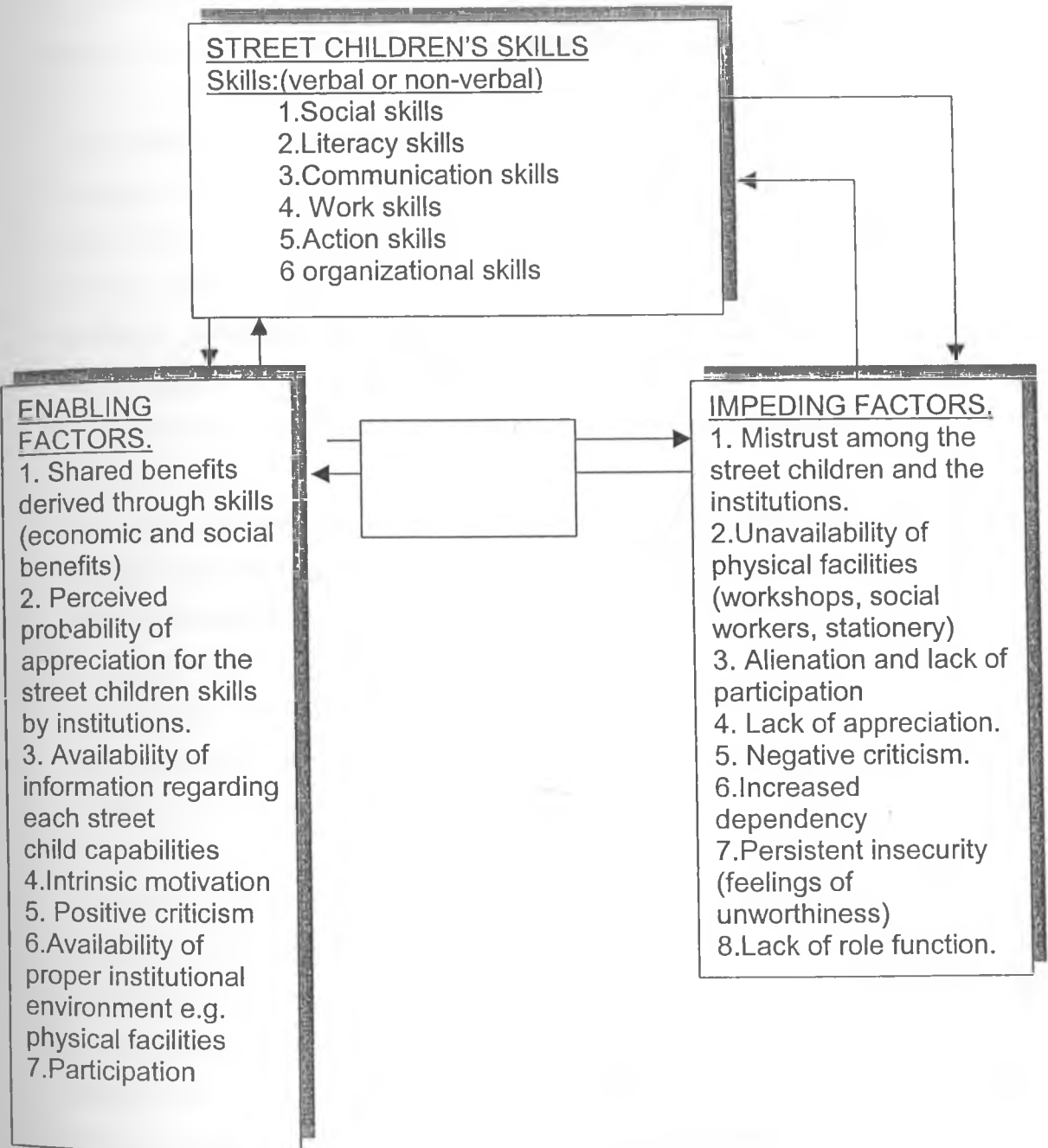
2.2.6 Status role

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

2.3 CONCEPTUAL MODEL

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

FIG 1 CONCEPTUAL MODEL



2.4 THEORETICAL FRAMEWORK

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

2.4.1 GROUNDED THEORY

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

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

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

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

features of the world that seek to explain and consists of varied subjects as objects, states, processes and events.

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

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

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

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

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

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

3.1 SITE DESCRIPTION AND JUSTIFICATION

The study was carried out in Nairobi City. Nairobi being the capital city of Kenya since 1905 covers an area of about 680 sq. km. It is located at the height of 1,670m, longitude 36 degrees east, and latitude 1degree south; just 140km south of the equator. Nairobi has experienced a huge, relatively steady increase in population since Kenya's independence in 1963 as indigenous people migrate from the rural areas. Its population currently stands at 2.5 million inhabitants.

Nairobi being conspicuously cosmopolitan consists of varied neighborhoods and suburbs. The important commercial and administrative areas are located in the city center, which is ringed by residential areas. The main industrial area is located to the south. Nairobi's residential areas still reflect the city's colonial past, when residence was determined by race and income. In general, the wealthy residents live in neighborhoods to the west of the city center, while the least wealthy live in the east. Temporary shanties have also grown up adjacent to some residential areas most notably east and north of the city. Like many cities in developing countries, approximately 80% of Nairobi residential land houses less than 20% of its population. Equally, like most rapidly growing urban regions in Africa, Nairobi has experienced a variety of problems in recent years, ranging

from crime and traffic congestion, periodic water shortages and power outages to the street children phenomenon (Internet, About Nairobi.html)

The main practical reason that justified the selection of the study area was the high numbers of street children within the city center. Also, numerous centers taking children from the streets have their locations in Nairobi.

3.2 UNITS OF ANALYSIS AND OBSERVATION

Units of analysis are “ the social entities whose social characteristics were the focus of the study’ (Baker, 1994). The broad unit of analysis of the research therefore was the institutionalized street children skills. The specific units of analysis include the nature of the skills and the influencing factors in their acquisition. The bulk of the units of analysis were qualitative.

The units of observation comprised the child in the institution and the key informants. These were the people who participated as respondents in the process of data collection.

3.3. SOURCES OF DATA COLLECTION

The problem under investigation required collection of a combination of both primary and secondary data in order to give a general view and intrinsic opinion on the institutionalized street children skills.

3.3.1 SECONDARY SOURCES

Secondary data was obtained from existing information, documentation and records including literature review, books, research reports, scientific magazines and journals, websites and other documentation. Secondary sources of data

were important because they yielded information that was used for correction and comparison as captured by the study variables.

3.3.2. PRIMARY SOURCES

Primary data was obtained directly from field research. The sources of primary data included the following: The child in the respective institution, the key informants (social workers, the teachers and the institution officials). The following techniques were used to obtain data from the sources:

Key informant interviews

These were face to face interviews used to obtain information from the key informants. The key informants were purposively selected. The questions asked were tailored to the interviewee, open ended without fixed set of questions or answer categories and discussed thematically with the help of a key informant interview guide.

Direct observation

This was used to measure non-verbal or overt behavior and internal states such as feelings and attitudes (Bailey, 1976; 185, Singleton et al, 1988; 104). Areas directly observed included the children, records, the institutional environment, the relationships, etc. A checklist was compiled to guide the observation and field notes written for further analysis.

Structured interviews

Structured interviews were used to obtain information from the children through face-to face interviews. The respondents were conveniently selected. The questions were fixed, with answer categories while others were open-ended. They were discussed with the help of a standardized questionnaire. The method was important because it capitalized on the special experiences or insights of the children.

Table 2 Summary of data collection source, techniques and instruments

Participating units/source	Data collection techniques	Tools/instrument for data collection
Key informants:		
Social workers	Key informant interviews	Interview guide
Institution officers	Key informant interviews	Interview guide
Teachers	Key informant interviews	Interview guide
The child	Direct observation Structured interviews	Check list Structured questionnaires

3.4 STUDY DESIGN

The study was exploratory in nature and therefore attempted to gain familiarity with the phenomenon under study through the discovery of new ideas. The study therefore put emphasis on qualitative data collection techniques so as to capture practical experiences and insights. Since the study was descriptive, respondents were selected randomly.

3.5 SAMPLING PROCEDURE

In any scientific study, there is always a need to come up with an acceptable sampling design. According to singleton (1988:137), sampling design refers to the part of the research plan that indicates how cases are to be selected for observation or interview.

To obtain a representative sample, the target population was first defined. This included all children (old enough to give credible information) under the care of the institutions. The population was then clustered in form of all institutions (taking in street children) within Nairobi. Cluster sampling ensured concentration

of samples and therefore reduced costs and time that would have been spent on data collection.

Secondly, the clustered institutions within Nairobi were broken down into 3 strata –according to categories of the variable sex, boys-girls-co-ed. hence stratified random sampling). This was to increase sample precision by introducing sources of variability (or heterogeneity) in the population into the sample. 3 institutions were then randomly selected (1 institution from each category). These were Solidarity Children Rescue Center for co-ed, Rescue Dada Children Center for girls and Undugu Society of Kenya at the Dandora reception center for boys.

To obtain the secondary sampling units, Non probability (Purposive sampling) was used in the selection of the key informants depending on the key elements under study. Equally, Non probability (convenience sampling) was used in selecting the children whose sampling frame was obtained from the respective institutions. The strategy is to identify important sources of variation in the population and then select a sample that reflects it.

3.6 SAMPLE SIZE

The most important determinant of my sample size was the heterogeneity of the population. Singleton et al (1988:158) observes that the more heterogeneous the population with respect to the characteristics being studied, the more cases required to yield a reliable sample. Therefore for the structured interviews, 47 respondents were interviewed. The sample size of 79 children was otherwise felt to be realistic for the validity of the study. However the researcher failed to interview 32 children from the Rescue Dada Children Center owing to the failure of the administration to accept my request. This therefore reduced the sample size to 47.

In addition to the 47 children interviewed, 16 social workers, 6 teachers and 5 institution officials were interviewed. This was as indicated in the table 3 below.

Table3 A summary of sample size of respondents for interviews

Name of institution	No. of children interviewed	No. of social workers and institution official interviewed	No. of teachers interviewed
USK(Dand ora reception)	27	4	1
Rescue dada	nil	6	2
Solidarity center	20	6	2
Total	47	16	5

3.7 DATA ANALYSIS

Primary and secondary data analysis began as primary data was being collected since results for early data analysis were used to guide subsequent data collection. Data analysis of variables of study were analyzed and the result presented descriptively with the use of table of measures of central tendency and percentages. The study used descriptive statistics to analyze and present qualitative data, which contained respondent's views and opinions, expectations and other open ended responses.

Analysis was done by organizing and coding data in to categories on the basis of themes, concepts and similar features. This is whereby the researcher focuses on examining initial codes and the arising ones, thereby organizing ideas or

themes and identification of key concepts. This stimulated linkages between concepts or themes and therefore raising new questions. Also, data analysis involved the use of inferential statistics. This assisted in generalization from sample data. This was done with the help of a Statistical Package for Social Science (SPSS).

Conclusions and verifications were then drawn as per the specific objectives. Data regularities, explanations, correlation's were discussed. Generalizations were made with a view of coming up with a theory that grounds the study.

3.8 DISSEMINATION OF RESULTS

Findings and the final report of the research will be distributed to the identified stakeholders and institutions.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, attempts are made to provide the general overview of the findings with the use of descriptive statistics. Findings are presented and discussed using the measures of central tendency, simple tables, percentages and chi-square tests. These are used to make discussions more elaborate.

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

4.1 GENERAL OVERVIEW

The study targeted 3 institutions for former street children. Since the study was based in Nairobi province the 3 institutions were randomly selected from the 8 constituencies that make up Nairobi. The Background of the institutions is summarized as follows.

4.1.1 Solidarity child rescue center.

Solidarity Child Rescue Center is a small center located in Kasarani Division of Nairobi province. It was established in May 1996 by a few concerned Christians to address the problem of street kids within the city. It obtained an official registration as a charitable society in September 1997. The institution first started with a total of 24 children. It has 3 administrators who double up as teachers and social workers, 1 caretaker and 1 cook.

Solidarity Child Rescue center seeks to help destitute children in the slums and streets of Nairobi who for various reasons of poverty, family breakdown, abuse

and neglect, live in situations of suffering, hunger, lack of love and lack of education. It helps the totally abandoned, orphans or those from single parent or guardian homes. These children range in age from 7 to 18 years of age and are both boy and girls.

The institution provides these children with a loving, Christian environment where all the basic needs of food, shelter, clothing, counseling and education are met. Currently the center has 31 children on residential care. Most of the resident children attend local primary and secondary schools. These include Kasarani primary school, Gateway secondary and Jamhuri secondary schools.

In addition to the resident children, the center has an informal school catering for about 65 children in standards 1 to 3. The institution equally runs a sewing program where tailoring, knitting and handicrafts making are taught. Last year 5 of the 10-tailoring students sat for the national level 3 exams. The institution also runs daily counseling, devotions and prayer and a weekly kids club that includes games, a bible lesson and craft sessions.

4.1.2 Rescue Dada Center

Rescue dada Center is equally a small center located along Park road, 5KM from the city center. It was established in 1986 and is officially known as The Rehabilitation of Young Street Girls' Project. It rescues, rehabilitates and re-integrates young street girls. It has 40 resident girls but the number fluctuates depending on the diversions and re-integrations. Of the 40 children, 28 are in formal schooling, ranging from primary schools to secondary both within the city and away in boarding school.

The project is divided into 4 departments. These are social work, housekeeping, education, health, and vocational training and front office departments. Among the activities done by the social work department is street work, rescue work,

social case work, rehabilitation, prevention, social group work, guidance and counseling, case assistance, home visits, re-integration, case-follow ups, school and hospital visits networking and collaboration and community support among others. The department is run by only 2 social workers.

2 housemothers whose responsibility is to provide love, care and give every necessary help manage the Housekeeping department. They also ensure that the residential facilities are up to standard. The education department is responsible for non-formal education, planning for social, leisure and extra-curricular activities for the children. They also ensure that those in schools have their needs met. The department has 5 teachers to facilitate this. The health department takes care of all the health conditions of the children. Vocational training include tailoring, dressmaking tie-dyes and batik. This targets the older girls who are residents' at the center.

4.1.3 Undugu society of Kenya

Undugu is drawn from the Kiswahili word *ndugu*, which is a gender free term denoting blood relationship. Undugu can therefore be interpreted to mean brotherhood or sisterhood. The closest English equivalent is *solidarity* or *comradeship*.

The history of Undugu society of Kenya dates back to 1973, when the founder of the organization, the late Father Grol, made the attempts, to improve the prospects of the street children. Undugus's mission is to facilitate the increase of opportunities for street children and marginalised communities in urban informal settlements and rural areas, to sustainably access basic livelihood. Undugu's broad interventions are divided into curative and preventive interventions. Curative interventions seek to transform the lives of children who are already on the streets through rescue, provision of basic needs including training and reintegration. While preventive seek to address the underlying factors contributing to the influx of children on the streets. These entail small enterprise

development, employment creation, non-formal education and informal skills training, community health among others.

Some of the current programs run by Undungu Society of Kenya include social, children and youth programs. Rehabilitation at USK involves the following stages of intervention: street work, intake in reception centers through to community centers. Reintegration is considered depending on the individual cases, outreach and finally disengagement.

Reception centers are facilities where children who opt out of the streets are first received. The idea is to give them a chance to gradually see the need for change. Undungu has one reception center for girls at Eastleigh, one for boys situated in the sprawling Dandora slums and a community center for both boys and girls. Vigorous activities including training on how to handle their own affairs are carried out at the centers with a view of instilling the children with a sense of responsibility.

USK equally engages in community development intervention in the slums of Mathare, Kibera and Kitui Pumwani all in Nairobi. The Education and Training programs at USK comprise of Undugungu Basic Education Program (UBEP) and the Informal Training Program (ISPT). These schools are situated in the slums of Mathare, Kibera, Pumwani and Ngomongo and have a learner population of 850 annually. Among the common trade test done at ISPT are motor mechanics and related courses, carpentry and joinery, tailoring, sheet metal and hair saloon.

Other than training, USK's income generating and training units perform a delicate role of generating income through production of goods and services and providing avenues for skills upgrading for youth. The units are also USK's efforts towards organizational sustainability. The units are: carpentry workshop, metal workshop, Undungu motor mechanics workshop, exports unit and Undugungu shop Westlands.

4.2 BACKGROUD CHARACTERISTICS OF THE RESPONDETS

The respondents had different personal characteristics such as age, sex, and area of residence among others. The distribution of the institutionalized street children by these variables is therefore the subject of this section.

4.2.1 Distribution of respondents by age

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

Table4 Distribution of the children by age

Age(years)	Freq.	Percentage	Cummulative%
<10	1	2.2	2.2
11-15	27	58.7	60.9
16-20	17	37.0	97.8
21-25	1	2.2	100.0
Total	46	100.0	
Missing system	1	2.1	
Total	47	100.0	

Source: field data

Table5 Age statistics

	Age
N	46
Mean	14.63
Median	15.00
Mode	16
Std.Deviation	2.480
Range	15
Minimum	6

Maximum	21
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The mean age of the institutionalized children during the study was 14.63 with a mode and median of 16 and 15 years respectively. The youngest institutionalized child was 10 years. The majority, 93.6% of the respondents were in the age bracket of 11-20 years old. It is important to note that this is the most vulnerable group that is mostly found on the streets and the institutions.

The study research was centered in three street children institutions, viz. the USK (Dandora Reception Center), Rescue Dada Children Center and Solidarity Children Center. Thou stratified random sampling was adopted to ensure equal distribution of both gender, the male category had 78.5% as indicated in the table below.

Table 6 Frequency distribution of the children's gender.

Gender	Freq.	Percentage %	Cummulative %
Male	37	78.7	78.7
Female	10	21.3	100.0
Total(N)	47	100.0	

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4.2.2 Distribution of respondents by the number of years on the streets

The study established that majority of the children that is, 40.0% were once on the streets. 53.2% have been there for over a year as indicated in the table below. Even then, the study attempted to show that despite the same experiences, these institutionalized children posses different skills. The table below shows the distribution of the children's number of years on the streets.

Table7: The children's number of years on the streets.

	Frequency	Percentage	Cummulative %
<6months	3	12.0	12.0
6months-12months	3	12.0	24.0
1year-5years	8	32.0	56.0
5years-10years	7	28.0	84.0
>10yrs	4	16.0	100.
Total	25	100.0	

4.3 NATURE OF SKILLS OF THE INSTITUTIONALISED STREET CHILDREN

4.3.1 The children's nature of social relationships

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

Table8: The children group and social activities.

Activities	Frequency	Percentage %	Cummulative %
Sports, studying and general cleaning	41	87.2	87.2
Sharing ideas and academic discussions	3	6.4	93.6
Performing of tasks e.g. cooking	2	4.3	97.9
Kids club	1	2.1	100.0
Total	47	100.0	

Source: field data.

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

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

The study established that 87.2% preferred to play sports, study and clean in company of other friends for many reasons. One being this ensured that the tasks are performed well and fast, also that this improves their socializing skills. Other activities that the respondents prefer include sharing of ideas on variety of topic, academic discussions and participating in kids club.

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



*Photograph 1:
Institutionalized street
Children at Dandora
reception center during
one of their 'bunge'
sessions.*



*Photograph 2:
Institutionalized street children at the Solidarity
Children center (girls' team) during sports
Competition.*

4.3.2 Respondents nature of literacy skills

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

Table 9: The children literacy levels by class

Levels	Frequency	Percentage%	Cumulative%
Tertiary level	3	6.4	6.4
Secondary level (F1-F4)	2	4.7	10.7
Upper primary (Class4-8)	26	66.0	66.0
Lower primary (Class1-3)	3	6.4	72.4
Nursery	-	-	-
Missing	13		100.0
Total	47	100.0	

From the table, it is clear that 72.4% of the institutionalized street children are in school and training and therefore possess some literacy skills. The study also found that 80.9% of the children respondents were previously in school with majority of them, 42.6% at the upper primary school level. Dallape (1987:32) argues that street children want to learn and become educated. The study further established that 29.8% of the children attending school had mathematics as their favorite subjects.

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

Table 10 Children respondents ability to read and write

	Freq.	Percentage %	Cummulative %
Yes, am able to read and write	40	85.1	85.1
No, am not able to read and write	7	14.9	100.0

The study therefore depicted that 85.1% of the children respondents acknowledged their ability to read and write Vis avis 14.9% who indicated the inability to do the same. Again, it was also noted that although 19.5% did not attend any kind of schooling, a paltry 14.9 of them are unable to read and write. This shows that majority of the institutionalized children had and have some form of formal training. More so, that these children have the ability, capability and willingness to pursue further educational opportunities. This makes them less different from the rest of the children in advantaged setups.

As for communication, the study attempted to measure the levels of effective communication amongst the respondents and between the respondents and other people.

Table11 Languages used by children respondents other than English, Kiswahili and individual mother touques

Language	Frequency.	Percentage %	Cummulative %
Japanese	2	10.5	10.5
French	3	15.8	26.3
Luo, Kissi, Kiganda	2	10.5	36.8
Kalenjin	1	5.3	42.1
Kikuyu	4	21.1	63.2

Sheng	2	10.5	73.7
Kamba	5	26.3	100.0
Total	19	100.0	
missing	28		

The study established that 74.5% and 100% of the respondents are able to communicate averagely well in English and Kiswahili respectively. Equally 44.7% of the institutionalised children do not like communicating in their local languages. The study found out that these children are not willing to use it since they preferred one that could be understood by all and hence effect meaningful dialogue.

Also, it is clear that 40.4% of the respondents understand and can meaningfully communicate with another in more that the main 3 languages; English, Kiswahili and Local language. It was brought out that 10.7% of the institutionalized children interviewed could communicate in French and Japanese. This was attributed to their eagerness to learn new ideas including languages from volunteers who visit them from all over the country. In addition, owing to their interest, the 3 decided they will pursue French language at secondary school level.

4.3.3 Respondents nature of organization and action competencies

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

Table 12 Examples of respondent's original ideas.

The idea	Frequency	Percentage %	Cummulative %
Bird rearing and rabbit keeping	5	62.5	62.5
Sports/scouting and decorations	1	12.5	75.0
Making balls out of paper	1	12.5	87.5
Journalism and poetry clubs	1	12.5	100.0
Total	8	100.0	

Source: field data

As the data reveals 17% of the respondents are able to come up with their own original and practical ideas. This is a very small percentage as compared to the 83.0% that have no action skills. Some of these ideas include introduction of bird and rabbit keeping for both food and sale, making ball out of paper to add on those bought by the institution, introduction of scouting as a sport and the introduction of a journalism and poetry club. The reason the latter were introduced is that the respondents felt the need to express themselves through the art of writing.

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

improved self-esteem. However, the study was able to establish the influence of motivation in the acquisition of other related skills as literacy.

Equally based on the findings, majority (70.2%) of the respondents are able to perform tasks allocated to them or otherwise with no or minimal supervision. These tasks range from general cleaning of the institution; personal cleaning; including washing cloths, bathing; homework and other academic undertakings; performing the assigned daily activities e.g. cooking and gardening. Only 27.8% find it difficult to organize themselves and their time. This according to the social worker and teachers is attributed to the prior lifestyle that lacked structure. The study however revealed that not all areas are problematic in terms of organization. The most affected is in areas of personal cleaning and educational concerns. The table below shows levels of performance of tasks under supervision.

Table13 Distribution of task performance under supervision

	Frequency	Percentage%	Cumulative %
All the time	12	26.7	26.7
Occasionally	5	11.1	37.8
Rarely	28	62.2	100.0
Total	45	100.0	

4.3.4 Respondent's nature of work related skills and activities

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

interest in academic work. 37.0% of the respondents involve themselves in other activities other than academics.

Table 14. The table indicates the specialized work activities performed by the children

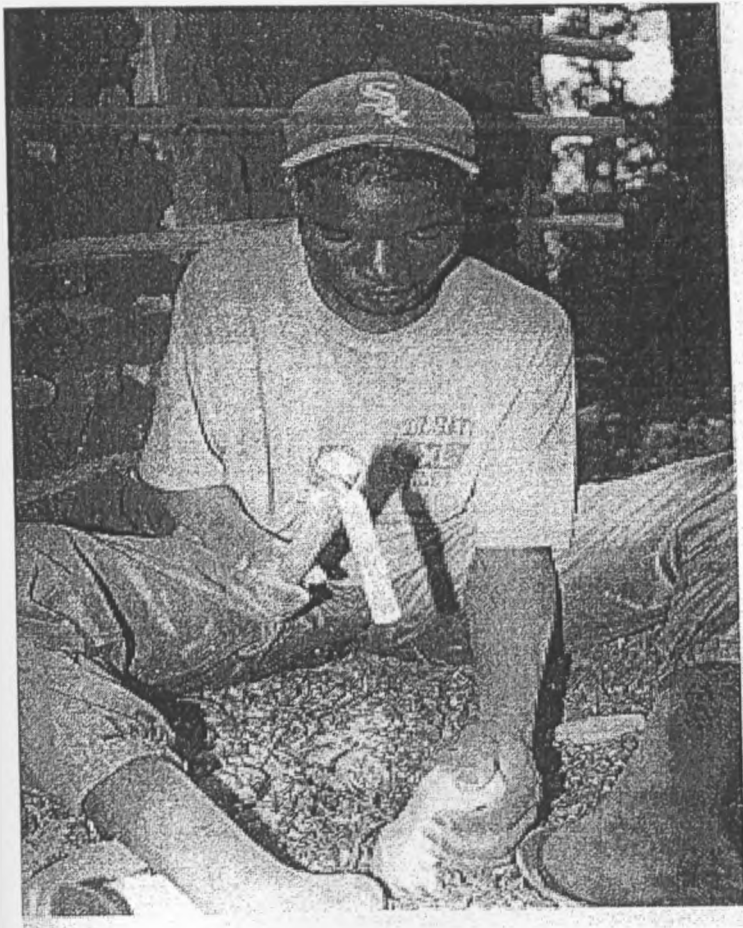
Work skills/activities	Frequency	Percentage %	Cumulative %
Woodwork/clayware	6	33.3	33.3
Dressmaking/tailoring	3	16.7	50.0
Gardening and chicken rearing	1	5.6	55.6
Construction of handmade equipment	2	11.1	66.7
Drawing/radio repair	3	16.7	83.3
Curving/leather	2	11.1	94.4
Mechanics	1	5.6	100.0
Total	18	100.0	

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

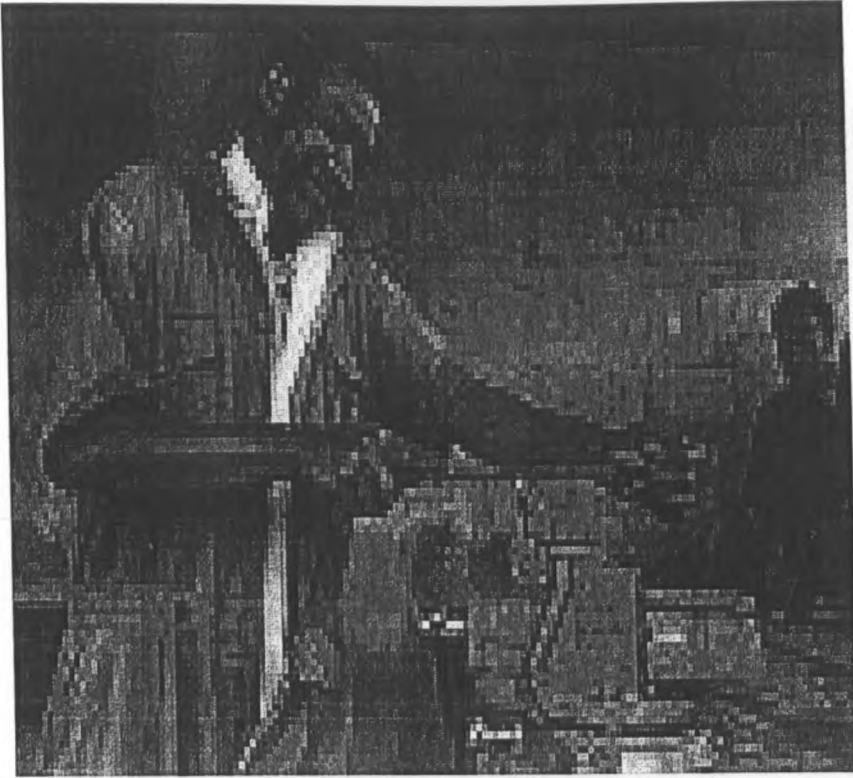
It was also established that majority (83.0%) of the institutionalized street children involve themselves in other extracurricular activities but not necessarily for monetary reasons. The children peg these activities to entertainment. Of the 83.0%, 24.3% are actors with '*Shangilia Mtoto wa Africa*',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

also an income generating adventure since occasionally the produce is sold to the neighboring households depending on the quantity available.

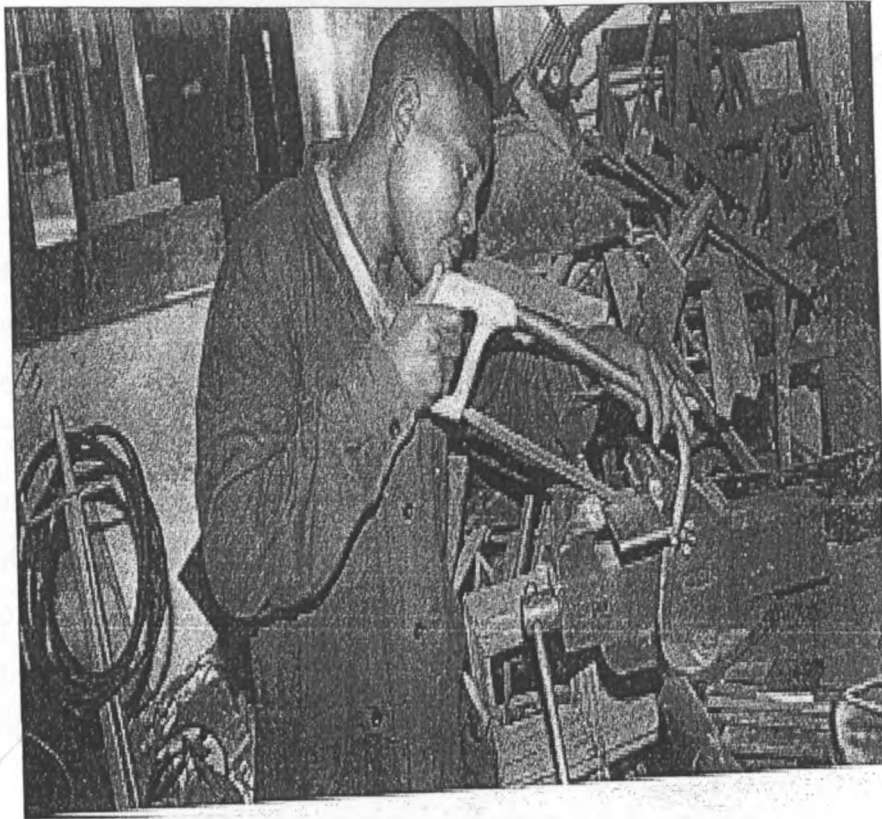
On the contrary, work for these children may demand too much of the children requiring them to labor long hours that keep them from play. Such work prevents children from exercising their rights and developing their potential. It is with this view in mind that the institutions have incorporated entertainment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



*Photograph 3:
A boy at the Dandora
reception center engaged
in work skills.*



*Photograph 4:
A boy at the Dandora reception center
engaged in metal work*



Photograph 5

A boy at the Dandora reception center engaged in Handicraft making (metal work).

4.4. DETERMINANTS OF THE ACQUISITION OF SKILLS AMONG INSTITUTIONALISED STREET CHILDREN

4.4.1 Influence of motivation

It was indicated that motivation has a direct bearing on acquisition of skills among the institutionalized children and in particular literacy skills. Motivation may be through the provision of opportunities, physical facilities and even the

allocation of better statuses. The study attempted to measure the impact of motivation. Data on the same is presented in the table below.

Table 15: Nature of motivation

	Freque ncy.	Percentage %	Valid percentage %	Cummulative %
Gifts, certificates, positive remarks and recommendations	27	57.4	65.9	65.9
Books, money, badges	8	17.0	19.5	85.4
Performance rewards	6	12.8	14.6	100.0
Total	41	87.2	100.0	
No. respondents not motivated	6	12.8		
Total	47	100.0		

The study established that 87.2% of the institutionalized street children have been rewarded with gifts or in the form of positive remarks. These were used to enhance performance in academics, tasks and appreciate excellent performance in sports and leadership abilities.

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

Table16: Influence of motivation

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

Chi-square test	value	df	Asymp.sig (2 sided)
Pearson chi-square	3.857	2	.145
Likelihood ratio	2.480	2	.289
Linear by linear association	2.725	1	.099
N. of valid cases	30		

The expected $\chi^2 = 3.8211$ (from tables)

The observed $\chi^2 = 3.857$ (from field data)

The study established that those respondents that were rewarded, that is 93.3% possess literacy skills. Majority of them, 85.7% are in upper primary levels of education. Equally those not rewarded but are in school are only 6.7% of the total respondents. This shows a significant role in the facilitation of the acquisition of skill. This also shows that institutionalized children acquire more literacy skills

especially if given the motivation to do so. This according to the teachers and the institution officials is in the respondents' willingness and interest in being in school with a hope of a brighter future. It should be noted that some of the rewards include money, gift packs, books, personal effects, sporting equipment, positive remarks and recommendations, etc.

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

The study also revealed that a high percentage of the respondents, 59.8% who were motivated through the use of tangibles like gifts, certificate, money, badges and books had a higher chance of improving in their literacy skills. This means that institutionalized street children attach more value to material rewards and tangibles unlike the positive remarks. However the two kinds of motivation have similar effects of influencing their acquisition of skills.

Table 17: Chi-square test to show the relationship between the type of reward and the skill

	value	df	Asymp.sig (2 sided)
Pearson chi-square	10.406	4	.034
Likelihood ratio	8.579	4	.073
Linear by linear association	.000	27	1.000
No. of valid cases	27		

The expected χ^2 (From tables)= 10.406

The observed χ^2 at 4 df (from the field data)= 9.49

Nevertheless it was observed during the study that majority of the respondents are otherwise not rewarded. This was argued to be a consequence of insufficient funds according to institution officials and therefore minimal resources are allocated to the same. However, the social worker admitted using the common and most available method of positively recommending and remarking. Otherwise, efforts to motivate the institutionalized children are only fruitful at the end of the year.

4.4.2 Influence of the institutional infrastructure

The study attempted to measure the influence of institutional infrastructure on the skills of the respondents and whether there exist a relationship between the two variables. The study established that 46.8% of the respondents were satisfied with the existing facilities and environment within which they resided. Some of the facilities the respondents were satisfied with included residential amenities like dormitories, beddings; sports facilities like balls, shoes; personal effects; academic stationery's; institution infrastructure like buildings, electricity, water; school sponsorship; etc. On the other hand, 51.1% were not satisfied. Those who depicted dissatisfaction indicated they preferred more computers, personal effects, sporting equipment like pool tables and boxing courts and space etc. Of the 51.1% who indicated dissatisfaction, 33.3% felt they needed more computers, 29.6% needed academic materials and games/sporting facilities, 11.1% thought clothes were more important in addition to curving and woodwork equipment.

Others included more sewing machines for those involved in tailoring, school bus, and tae-kwo-ndo uniforms. This indicated a great demand of other unavailable facilities in otherwise highly skilled respondents. The study also

found out that the existing facilities ranging from sporting equipment, academic stationery, are fully utilized and the efforts to ensure their creativity and resourcefulness acknowledged. However when asked whether these facilities are easily available, one of the social workers had this to say

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

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

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

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

4.4.3 The role of participation

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

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

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

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

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

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

4.4.4 The role of record keeping and information sharing

The study observed that all the 3 institutions under study have clear and accessible records on the basic kinds of standardized information about each institutionalized street child. It was also noted that the records are updated, as additional information becomes available. These records consist of the following features. Personal information which details the bio-data of individual children

including name, sex, age etc; social history detailing how and when the contact was established by the institution and other case study notes from the street worker; family background, with regard to parents, relatives etc; records of schooling and training; medical information and other information that may be agreed upon.

Standardization of the information at intake would help institutions assist children better according to one social worker interviewed during fieldwork. This is because they would take advantage of comparative advantage among themselves and refer the children to those organizations with which they would receive the most appropriate help. It was also revealed that keeping of the specialized information would permit more effective follow-ups of cases by institutions and social workers other than those who initially worked with a child. It would in addition help organizations co-ordinate their programs in a better way.

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

CHAPTER FIVE

5.0 SUMMARY, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

This chapter elucidates key findings in summary and the conclusions of the study. More importantly, the chapter is vital in showing the extent to which study objectives have been realized and in answering the questions raised in chapter one and two of the dissertation. The study recommendations and areas of further research are also given.

5.1 SUMMARY OF FINDINGS AND IMPLICATIONS

The study found that 97.8% of the respondents in the institutions are aged between 6-20years. This shows that majority of the children in these institutions are old enough and therefore capable of acquiring attitudes, values, skills and knowledge from daily experiences and the educative resources within their environments. Majority of the respondents and therefore the mode of the age distribution was 16. This means that a substantial number of former street children in institutions have the capacity to take care of themselves with minimal difficulty.

It was concluded that 87.2% of the respondents' possess social skills. Skills that enable them socialize with others with minimal disagreements and interference. 100.0% of them indicated their preference to performing tasks together e.g. cooking, sharing of ideas and academic discussions, involve themselves in general cleaning. Equally it was established that the relationships that exist amongst themselves and between the children and the institution officials is of high social caliber.

Literacy skills and the desire to attend school was discovered to be significant among the respondents. 95.0% of the respondents acknowledged having attended school at one time. Majority of the respondents stopped at primary school level. 72.2% of the respondents are currently attending formal schooling, with the rest awaiting some form of vocational skill training. This implies that 95.0% of the respondents are literate and therefore are able to manipulate life experiences to suit their needs. The study established the significant relationship between the existence of literacy skills and communication skills. With 85.1% of the children respondents able to read and write and only 14.9% unable to, the former have influenced the latter in communication. The level of efficient communication has been influenced by the high degree of literacy level amongst the children. This has therefore resulted to meaningful dialogue effected within the institutions. This therefore implies that those institutionalized street children with their literacy skills and ability to effect proper and meaningful communication are able to represent themselves at whatever levels especially with regard to issues that affect their lives. This is because in collaboration with their present knowledge, values and attitudes, they are in a position to understand their earlier positions, their present and expectation, achievements and capabilities.

The study found out that the institutionalized street children are able to organize themselves with an aim of serving both their interests and the interests of other people. Organization ability has been portrayed in areas like community activities, personal cleanliness and group activities. The study revealed that 70.2% of the respondents are able to perform tasks allocated to them or otherwise with no or minimal supervision; while only 27.8% find it difficult to organize themselves on time. The study however revealed a lesser degree of action skills, thereby majority of the institutionalized street children seem to be less creative and analytical. Data revealed that only 17.0% of the respondents portray originality. This observation has been blamed on the occasional lack of enthusiasm and low self-esteem occasioned by the experiences of the previous street life.

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

Other than the nature of skills possessed by the institutionalized street children, the study also found that there exist other factors that have and continue to influence the acquisition of the above mentioned skills by the respondents. The study concluded that the following are significant: motivation through the provision of opportunities, physical facilities (institutional environment) and even the allocation of better statuses. Also providing the children with information about their capabilities, achievements and progress. Most importantly was participation. Consequently, the study resolved that unless these factors are considered with precision and urgency they deserve, institutionalized street children will continue to be seen as beneficiaries, dependents and a burden to society; very less as participants and actors of development.

5.2 RECOMMENDATIONS

In view of the findings made during the study, the following recommendations if implemented would improve practice in working with street children in Kenya.

Institutionalized street children should be regarded as children at risk or children in especially difficult circumstances but with an equal potential, capability to other children. This will therefore assist in ensuring these children are regarded as a means to an end and not necessarily an end in themselves. The governments and communities should ensure that they involve the institutionalized street children and encourage their participation. Participation, in activities designed to improve their wellbeing and those that have an objective of improving the economic standards of those within them.

Basic regulations should be in place to safe guard the comfort and potential of the children with an objective of ensuring their independence. Physical infrastructure should in general be adopted to the socio-cultural environment, but at the same time model higher standards of hygiene, ecological friendliness and quality of building and equipment. In addition, all buildings and facilities should accommodate and cater for a number of children that does not exceed its capacity.

Programs and agencies that offer services to street children and youth at risk should employ staff who have demonstrated interest and commitment to their welfare, some experience and relevant qualifications to help institutions meet its objectives and realize its vision. At the very least, the social workers should have basic skills in working with these children, discovering the children's real needs, setting objectives and devising the best strategies and interventions to meet them.

Other than keeping updated basic and standardized information about each child, and the information shared between institutions, the same information should equally be shared with the children who are the subjects of concern. The types of information should be in addition to personal information, social history, family background etc should include achievement and progressive records. This in essence will assist the children to strive to high standards of achievement and progress steadily. Stakeholders should at no time regard such information as basic statistics. In addition to keeping standardized information, institutions should also develop relevant instruments for updating the kinds of selective information each considers necessary and appropriate in its own case. This will enable the organization to have and share with others:

- a) A comprehensive ' plan of action' for each child that includes an analysis of each child's present situation ad how it came to be that way.

- b) The institution's objectives, strategies and chosen interventions for addressing that problem or need
- c) Regular evaluations of progress being made towards the same.

The study's objectives, problem statement, data findings and recommendation were based on grounded theory. This theory acknowledges that individuals acquire attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in their environment-from families, neighbors, work and play, library and mass media (Coombs, 1973). It equally assumes that people gain knowledge and skills from daily experiences and not only from formal and non-formal education. This in a way looks at what goes on between respective individuals and the environment and hence appreciating the role of informal education.

In this theory, concepts like acquisition of attitudes, values, skills and knowledge; influence of daily experience, educative experiences and resources in the environment; and lifelong process are useful. Lifelong process here refer to a process that is continuous, from the time a person is born to their death. It may be unconscious or otherwise. An individual acquires attitudes, values and skills after a continuous lifelong interaction with day to day experiences, educative influences for example role models. Resources e.g. infrastructure and facilities existing in the environment and other socializing agents like the mass media, family and peer are also included.

The key principle in this theory is that each person in a community or society can be resourceful and useful and therefore capable of being productive with no formal or non-formal education. This is because each person on interacting with the environment acquires some skills, knowledge and attitudes, which influence their productive potential and capacities. The theory is supported by role theory. Role theory is based on the principle that each person in a community or society occupies a social position, which is an element of any organizational anatomy

given that roles are aspects of organizational physiology (Cosser et al, 1982; 240). According to Cosser, each social position involves structurally given demands (norms, expectations, taboos and responsibilities) which further culminate to behavior and disposition (attitudes, values) between societal prescriptions and individual adaptations. Institutionalized children therefore are no different. They may not possess much formal education but their daily experiences, educative influences and resources in the environment and other socializing agents assist them in acquiring their role in society. Linton (1945) argues that a role includes the attitudes, values and behavior ascribed by society to all persons occupying these statuses. Institutionalized street children under the influence of societal expectations and their experiences enable them to play a significant role in community development.

It is with these views and ground that a street child, whether institutionalized or otherwise should not be seen as a beneficiary and a dependant but more as a participant. Their current predicament may not give them an opportunity to exploit their potential but like other people in society, they have some statuses, role and capacity and hence should be given a chance.

5.3 CONCLUSION

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

The research was guided by and attempted to answer the following research questions:

1. What is the nature and types of skills possessed by institutionalized street children
2. What are the enhancing factors in skill acquisition among the institutionalized street children.
3. What are the impeding factors in skill acquisition among the institutionalized street children.

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

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

5.4 AREAS OF FURTHER RESEARCH

1. A study should be conducted on the role of informal education in the rehabilitation of street children.
2. An assessment should be conducted on capacity building among institutionalized street children.

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

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APPENDIX: DATA COLLECTION TOOLS

APPENDIX 1: KEY INFORMANT'S INTERVIEW GUIDE

TOPIC:

A STUDY ON THE REPERTOIRE OF INSTITUTIONALISED STREET CHILDREN'S SKILL

INTRODUCTION

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

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

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

Thank you

Note. All the information given will be confidential

KEY INFORMANTS: INSTITUTION OFFICIALS. SOCIAL WORKERS. TEACHERS

Date of Data collection _____
Name of the institution _____
Number of institution official/teachers/social workers _____
Number of years in the institution _____

A. SKILLS

Social skills

1. Groups: Types, frequency and quality
2. What is the nature of relationships that exists among the children, the children and you. Would you regard it as positive or negative and how has that contributed to their social wellbeing.

Literacy skills

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

Communication skills

6. Language: number, mastery and efficiency in language use.
7. How often is non-verbal (written) communication used? Do you think this has contributed to kind of relationships that exist amongst the children and between you.

Work skills

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

Action skills

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

Organizational skills

15. What are some of the tasks the children perform under minimal supervision. Are there any. If yes what is the nature of the supervision and if no why do you think they do not require it

16.If yes how often do you supervise them.

17. How would you rate the quality of work performed with minimal vis a vis that performed with supervision. Is their any significant difference. (*Prompt for the significance depending on the feedback*).

18How would you rate the quality of the children organization.(*Prompt*)

B. INFLUENCING FACTORS.

Returns

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

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

21.Social returns of the children: Types

22.Please mention the nature of recognition the institution receives owing to the children efforts. How often does this happen.

Role Function

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

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

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

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

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

Nature of information

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

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

30(*Depending on the answer*). Do you make the children aware of their performance, progress and their contributions. (*Prompt*) How is that?

Participation

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

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

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

Motivation

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

35.The frequency of the remarks.

36.The consistency of the remarks and recommendations used.

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

38. How consistent is this process of rewarding them.

Institutional environment

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

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

41.Do you think the existing facilities are properly utilized. *Explain*

42. Other comments

APPENDIX 2 OBSERVATION GUIDE

STUDY TOPIC

A REPERTOIRE OF INSTITUTIONALISED STREET CHILDREN SKILL

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

This study is entirely for academic purposes.

Note. All the information observed will be **confidential**

1.SOCIAL SKILLS:

<u>Types of groups</u>	<u>Frequency of group formation</u>	<u>Quality of groups formed</u>
------------------------	-------------------------------------	---------------------------------

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

Type and quality of relationship

Amongst the children themselves

Children and social workers

Children and teachers

Children and institution officials

2.COMMUNICATION SKILLS:

<u>Types of languages</u>	<u>No. of children</u>	<u>Mastery and quality of language</u>
---------------------------	------------------------	--

1.English

2.Kiswahili

3.Mothertongue

4.Any other

3.WORK SKILLS:

Existence
or absence

quality of art.
&shows

Handicrafts/artifacts.

Clay works

Embroidery

Metal products

Wood products

Stone products etc

Shows

Drama

Choirs

Acrobatics

Etc

4.RECORDS:

Types of records

Presence or absence

quality of records

Admission records

Performance records

Progressive records

Achievement records

5.INSTITUTIONAL FACILITIES:

P/Absent

Quality

Accessibility

Utilization

Facilities e.g.

Classrooms

Workshops

Halls

Stationery

Hostels

Work equipment

APPENDIX 3: RESEARCH QUESTIONNAIRE

Informed consent for the respondents.

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

I am requesting your permission to ask some questions that will contribute a great deal towards this study. All the information that you provide will be considered **private and confidential** and will be used only for the purpose of this study.

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

INSTITUTIONALISED STREET CHILDREN

A. SOCIAL/DEMOGRAPHIC CHARACTERISTICS

1. Respondents' gender

Male

Female

2. How old are you? (*Not very important*) _____

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

Yes No

4. If yes for how long was that _____

- Less than 6 months
- Between 6 months and 1 year
- Between 1 year and 5 years
- Between 5 years and 10 years
- Over 10 years

5. Where were you based on the streets (*mention the place*) _____

Nairobi

Outside Nairobi

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

Yes

No

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

Secondary school (Form 1-4)

- Upper Primary (Class4-8)
- Lower primary Class1-3)
- Nursery

8. Where do you live now _____

9. For how long have you been here? _____

B. NATURE OF SKILLS AND INFLUENCING FACTORS

10. Do you have very close friends.

- Yes No

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

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

- Yes No

13. What is the relationship like between you and other children

- A. Good
- B. Average
- C. Not very good(strained)

14. What is the relationship like between you and other people in the institution other than the children.

- A. Good
- B. Average
- C. Not very good

15. Do you attend school.

- Yes No

16. If yes, what educational level are you

- Secondary school (Form1-4)
- Upper Primary (Class4-8)
- Lower primary Class1-3)
- Nursery

17. What is your favorite subject _____

18. Are you able to read and write
 Yes No

19. Which of these languages do you understand
A. English
B. Swahili
C. Mother tongue
D. Any other

20. How well do you understand the languages you have mentioned above.
A. Very well
B. Average
D. Not so well

21. Have you been involved in making handicrafts/artifacts
 Yes No

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

23. Other than handicrafts, are you involved in other activities like acting, singing etc
 Yes No

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24. Which one(s) _____

25. Have you ever participated in exhibitions, trade fairs etc
 Yes No

26. If yes, how many times has this happened.
A. More than three times
B. Twice
C. Only once

27. What do you do with the artifacts/handicrafts on making them.
A. Sell
B. Display
C. I don't know

28. Have you ever come up with an idea that has been considered successful.
 Yes No

29. Please tell me about it _____

30. How often do you perform tasks under supervision.
A. All the time
B. Occasionally
C. Rarely

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

32. How well do you think you perform under minimal supervision.
A. Very well
B. well
C. Average
D. Not so well

33. When you perform a task well, are you rewarded or praised?
 Yes No

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

35. Are there occasions when the remarks have offended you?
 Yes No

36. Are you satisfied with the facilities provided to you.
 Yes No

37. If no, what do think is needed

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

Yes

No

39. How often are they available?

- A. All the time
- B. Occasionally
- C. Rarely