

Evaluation Framework for the Development of an Alternative Form of Education for  
Marginalized Youth in Developing Countries:  
A Case Study Nairobi, Kenya

by

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### **ABSTRACT**

This case study documents how an alternative form of education developed in Canada, the Canadian Work Orientation Workshop (WOW) model, was translated into the context of Nairobi, Kenya to assist marginalized youth. Aspects including program relevance, program feasibility, program development, program implementation, program relationships, program recommendations, and program sustainability are considered within an evaluation framework. The Kenya WOW model presents a promising alternative form of education for marginalized youth which can strengthen their integration into the informal employment sector, an area where youth are often exploited in developing countries. This evaluative process provides valuable information regarding the development of services for marginalized youth and offers a framework for informing a similar process in other developing countries.

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## Preface

Rising at eight o'clock is called sleeping in at the Nairobi youth hostel, which houses ten women in the room in which I sleep. Morning rituals include a hot shower, if there is hot water, and a walk down to the Express Bakery for coffee and biscuits.

The walk begins from Uhuru Park hill with a spectacular view of a city with large high rises and heavily trafficked streets, giving an impression of a wealthy industrialized city. However, while walking down the hill to the bakery I am alerted to the underlying realities of poverty by the presence of children and youth working in the streets. One child, about age six or seven, follows me for three blocks asking for money. I say no, but continue to chat with the child until he leaves me at the third block. I wonder why this child leaves at this particular block and upon turning around I realize, his mother, breast-feeding another child, is sitting nearby on the dusty path watching.

Carrying on, I see youth, ages ten and up, walking through traffic selling newspapers while cars are stopped at the red lights. The streets are busy; many buses go by. At a bus stop youth are hanging off the sides of mini-buses trying to recruit passengers. Following the same routes as the city buses, but faster, these small buses, called "Matatus", are privately owned and employ male youth to recruit passengers and collect fares. As I get to the bottom of the hill I round the corner and stop to buy a newspaper from one of the many young people selling papers and other magazines. Turning on Standard St., a teenage girl sits in front of the Express Bakery, begging, baby in arm and a two year old at her side.

At the bakery I'm a regular customer and the counter girl readies my coffee and biscuits as she sees me enter. Sitting down at a table I open the newspaper and read the headlines of the Daily Nation: "Rampaging Boys Leave 19 Girls Dead". The article describes how 306 boys at a Meru secondary school attempted to pressure 271 girls into a strike against their headmaster. The girls resisted and in an attempt to protect themselves retreated to a small room which the boys invaded. The boys, armed with stones and metal pieces broken from their double decker beds, attacked and raped the girls, killing 19 and injuring 67. As I try to absorb the tragedy of the information I have

just read, a barefoot teenage girl approaches me and asking for my spare change. Feeling overwhelmed and helpless, I reach into my pocket and give her all my coins. As I watch her walk away, I know in my heart that no amount of money is enough to help her or any of the many children who roam the streets of Nairobi. Although the money received from begging provides many children and their families with food, it also reinforces and affirms a child for begging and provides few other options. Children who beg are often parented by adults who begged as children.

I leave the bakery, thinking of the anger and frustration that must have motivated the children at the school to riot, and of the poverty that contributes to the rising number of children in the streets. I am saddened by the loss of self that results, and the continued victimization of innocent children (Personal experience, Nairobi, Kenya, 1991).

### **Impetus for Research**

After finishing my B.A. in Child and Youth Care at the University of Victoria and gaining additional work experience with disadvantaged youth, I moved to Ottawa to pursue an interest in international development. I was interested in using my work experience as a child and youth care worker in Canada as the foundation for developing my expertise regarding children in developing countries. Specifically, I was interested in exploring how the relationships between the developed world and the developing world affected children in developing countries.

I had fond memories of living in Africa as a little girl, when my brother and I, at the ages of four and two, accompanied my parents to West Africa with the Canadian University Services Overseas (CUSO). However fond the memories, they were vague; thus, in order to expand my expertise and identify links between the developed and developing world, I needed to live once again in a developing country. Fortunately, the Ottawa committee of Canadian Crossroads International accepted me for a placement in Kenya during the summer of 1991. My previous experience supervising the Canadian federally funded Work Orientation Workshop (WOW) during the summer of 1989, and my placement in Kenya led to the unfolding of this research project. In 1991, I made contact with the Social Economic Development Services (SEDS), a Kenyan non-governmental organization (NGO), and worked with them to develop this project. The idea for the project was the result of a conversation with a staff member of the SEDS regarding the need for a program that would provide encouragement and tangible support for older youth who often turn to the street to work. The proposed project offers an alternative to the formal school system by implementing a work training program.

Kenya faces a number of social problems, including high unemployment, low literacy rates, few skill training opportunities, a high birth rate, and an increasing number of AIDS cases. Problems are particularly acute in the Mathare Valley, a large urban slum on the outskirts of Nairobi. This area is characterized by cardboard houses managed by illegal landlords (squatters who dominate a specific land area). These houses are vulnerable to floods, fires, and demolition by the city authorities. Cardboard dwellings frequently house up to eleven people, and through the cardboard walls children

may overhear the drunken screams of a woman who is prostituting herself to survive. Such negative experiences may be counteracted once a child enters school, however children who do not have continuous access to school or other forms of education and/or training are at risk of becoming involved in similar behaviours. A number of NGOs are working to improve the conditions of many individuals living in the Mathare Valley. Nevertheless, there is still a need to provide services to youth.

The SEDS has helped by supporting a number of women's cooperatives and by providing monthly camps for children from the Mathare Valley. Camps were started to support the children of women in the cooperatives and to decrease the chances of these children repeating the patterns of their parents: alcoholism, unemployment, prostitution and early pregnancy. Youth camps are held at a residential setting one weekend per month, with a one week trip during the August break. At camp, youth are given the chance to illustrate, through drama, situations of poverty, homelessness, teenage pregnancy and fear of AIDS, upon which possible solutions are generated. Although the camps are useful, they are not enough. Many of the youth involved in the camps do not have consistent access to school and are resorting to hazardous means of gaining income to survive. Many youth migrate to the city streets, while others remain in the Mathare Valley, working at odd jobs and/or become involved in crime. These youth will be referred to as marginalized youth.

Marginalized youth do not have the financial support that allows them access to secondary education, and presently the number of youth surpasses the services available through the school system. More and more children are the victims of an inadequate system. Developing alternative forms of education and training is essential for the future of youth and Kenya. This project aims to alleviate some of the problems Kenya experiences by targeting marginalized youth and providing a new model of education.

## Introduction

There is great diversity among nations regarding how children are cared for, especially those children whose parents cannot provide adequate food, shelter and clothing. In many developing countries problems are particularly acute due to lack of a social welfare system, inadequate resources, and poverty. Children in these countries are often marginalized due to circumstances beyond their control. Such youth are often characterized by a lack of education, single-parent households, indulgence in petty crime, drug and alcohol abuse and prostitution. Girls often give birth during their teen years and the cycle is repeated. Lack of resources and education force many youth to work in the city streets or the slum areas to support themselves and their families. At times, these marginalized youth are referred to as "working street children" or simply as "street children." The number of marginalized children appears to be increasing (UNICEF, 1991). Programs which decrease the number of marginalized youth in developing countries, specifically African countries, must be developed to help alleviate this situation.

This research project will develop an evaluation framework for the development, adaptation and implementation of a new model of service for marginalized youth in developing countries. The evaluation process will draw upon a number of research principles, included in ethnography, participatory and interpretive research. This new model of service will be an adaptation of the Canadian federally funded Work Orientation Workshop (WOW) which was originally developed to decrease the number of high school drop outs among youth in Canada. The WOW consists of four main components:

- a) program planning and/or participant selection,
- b) life/employment skills training,
- c) employment training opportunities and
- d) evaluation.

Evaluative research techniques will be used to design a framework for adapting this model to answer the following research questions:

- 1. What steps must be taken to make the Canadian Work Orientation Workshop (WOW) model an appropriate and effective method of**

**providing services for marginalized youth in developing countries?**

2. **Is this new model a useful means of providing services to marginalized youth or potential working street children in developing countries?**

The objective of this new model is to provide an alternative form of education and training for marginalized youth and to support and regulate the work of these youth in the informal sector. This sector consists of small family run businesses and ad hoc entrepreneurs who usually escape formal regulation and are frequently accused of exploiting youth.

Nairobi, Kenya will provide a case study of how the evaluation framework can be used to adapt this model and answer the research questions. A partnership will be developed with an organization in Nairobi to develop, adapt and implement the proposed research project. This organization will be identified along with the Kenyan facilitator, however all other names will be changed in order to maintain confidentiality and the ethical requirements of this research project. Evaluative data will be collected in order to identify what aspects of the original model support or hinder the implementation process to answer the initial research question. As well, this case study will analyze the implications of providing this new model of service for marginalized youth by specifically answering the second research question. This evaluative research project will conclude with a critical analysis of the research process from the perspective of the researcher.

## **Part I: Program Development and Evaluation Framework**

Chapter One, begins by exploring the relevance of this model by reviewing the literature and addressing some key issues affecting marginalized youth in developing countries, specifically African countries. Policies and laws mandating services for children re-affirm the need for adequate services facilitating the development of all children. Gaps in the formalized education system justify the need to develop new models of service for this population. However, new models are often difficult to develop within formalized organizational structures thus the feasibility of developing and implementing new programs by accessing the NGO community is examined. New models can often be developed and tested in practice through the existing NGO community in order to impact policy and on-going practice. How the WOW could be developed through the existing NGO community to develop a model for establishing a program based solution for marginalized youth will be demonstrated.

Chapter Two provides an overview of evaluation research highlighting strengths and limitations in order to design an evaluation framework for the purpose of developing, adapting and implementing a new model of service for marginalized youth in developing countries. The seven stages of the evaluation will utilize a number of different research principles to facilitate a process which is culturally appropriate and empowering to those involved. Methods for gathering data will be presented to illustrate how the quantitative and qualitative aspects of the research process will be captured. This evaluative research study seeks to develop a generic framework for the development of services for marginalized youth in developing countries based on the components of a model developed in Canada. Once this evaluation framework has been tested in practice it may present a useful process for developing services for marginalized youth in other countries.

## Chapter One: Literature Review

### Street and Working Children in the Developing World: Specifically Africa

The number of children who do not have proper access to school, health and nutrition is difficult to determine due to the transient nature of this group and lack of trained personnel for collecting these statistics. It has been estimated that there are between 30-170 million of these youth inhabiting the world's cities (Barker & Knaul, 1991, World Vision International, 1991). The majority of children are in developing countries where numbers are expected to double by the year 2000 (World Vision International, 1991). One factor responsible for the differences in the estimated numbers of street children is the definition used. UNICEF has defined three categories for street and working children (cited by World Vision International, 1991). The first category refers to children "of" the street who have continuous contact with their families. The second refers to children "on" the street who have occasional family contact. Both these groups of children can be seen in the streets selling flowers, gum, or newspapers, as well as begging or stealing. Because children "of" the street usually return home at night, they are less likely to become involved in prostitution or drug abuse. However, children "on" the street have usually left home as a result of abuse and are more likely to be involved in prostitution and/or drug abuse. The third group, "street children", engage in similar activities to those of the first two groups, however, these youth have no family contact. Begging and prostitution are often their main sources of income. This group is the smallest and the hardest to reach due to their lack of trust and inability or unwillingness to bond with adult care givers.

Children "of" the street are difficult to distinguish as they frequently decrease contact with their families as they get older, thus becoming children "on" the street. For this reason, UNICEF and other organizations group these children together and refer to them as "working street children", and refer to the third group as "street children". CHILDHOPE estimates that, at any given time, 75 percent of street children are children "of" the street, 20 percent are children "on" the street and the remaining 5 percent are "street children" (Rocky, 1989). The former two groups can not be categorized consistently as working street youth as they may work in the streets only when their

families are in need. In this review, youth who do not have access to formal education and are ostracized due to the instability of their country's economic or political situation will be referred to as marginalized youth.

In Africa, the number of children in such situations has grown over the past 10 years, especially in Kenya, Madagascar, Sudan and Zambia (UNICEF, 1991). This increase can be linked to several factors, including a decrease in child mortality, urbanization, national debt, structural adjustment, and the AIDS crisis (Black, 1993; Vittachi, 1989). The success of programs to immunize children has resulted in more children living past the age of 5. In Kenya, for example, under 5 mortality rates have decreased from 208 per 1,000 live births in 1969 to 111 in 1989 (UNICEF, 1991). Rapid rural-to-urban migration has increased the population of many large cities. The number of families who have moved to urban areas in the hope of finding employment and a better life has strained existing services, and left many families worse off (UNICEF, 1991). In 1950, 17 percent of the population of the developing world lived in urban areas. In 1988 that increased to 32 percent and in the year 2000 it is estimated to reach 40 percent (United Nations, 1988). Population in cities such as Nairobi, Dar-es-salaam, Dakar, Nouakchott, Lusada, Lagos and Kinshasa, grew more than seven-fold between 1950 and 1980 (UNICEF, 1991). Efforts to repay the national debt in many African countries have occurred at the expense of children's needs. The International Monetary Fund and World Bank have introduced national structural adjustment programs (SAP) intended to improve the economy, however, these programs have contributed to an increase in the neglect of children's needs (UNICEF, 1991). Structural adjustment programs have severely affected the social infrastructure of African countries (Inter-Church Coalition on Africa, 1993). National debts have been paid at the expense of education, health, and human resource services for children. Consequently, as the number of children increases and exceeds the services available, more children migrate to the streets.

An increasing number of AIDS cases has contributed to the growing number of marginalized youth. Parents dying of AIDS often leave children in desperate situations. There is expected to be between 5 and 10 million AIDS-related orphans by the year 2000

in East and Central Africa alone (UNICEF, 1991). Developing countries are further hindered in responding to these realities by situations of extreme poverty.

Desperate poverty forces adults to treat children as commodities, resulting in children being forced onto the street to seek work where they encounter situations that are abusive, degrading and dangerous to their health and well-being. Children are being exploited in the streets by their adult "protectors" at the expense of their futures (Vittachi, 1989). According to the International Labour Organization (ILO), 88 million children are working under conditions detrimental to their health and welfare (Defense for Children International, 1990). Daily, children are victims of prostitution, often receiving ten times the payment of an adult prostitute (Spink, 1987). Producers of sex videos and pornographic movies pay large sums to purchase children from developing countries (Spink, 1987). Street children are killed by death squads because of their negative impact on tourism, and the limbs of children are sometimes broken as the disabled make more money begging (World Vision International, 1991). Although it may seem that the majority of marginalized youth are boys, this is because boys are more visible and therefore, easier to count. However, the number of girls needing services and resorting to the streets seems to be increasing (Vittachi, 1989). CHILDHOPE, in a 1991 publication, estimated that between 3 and 30 percent of working street children are girls, yet this may be a low estimate as it is difficult to determine the number of girls working in brothels or used in the sex trade (Barker, 1991). Street life impacts working street girls qualitatively differently than boys. Each year 15 million girls, ages 15 to 19 years, give birth, and 80 percent of these children are born in developing countries (Barker, 1991). In Africa, 65 percent of women give birth before the age of 20 (Barker, 1991). Babies born to teenage mothers have 50 percent more health problems than those born to physically mature women (Barker, 1991). Babies conceived as a result of prostitution or rape are frequently not wanted and self-induced abortions result in the deaths of many teenage girls. Babies that do survive are usually supported by prostitution and as these children get older they engage in begging to help support their families.

Sexually transmitted diseases (STDs) are more common among girls than boys as a result of the uterus being exposed to bodily fluids during intercourse. As Barker (1991)

notes, "in Uganda the Ministry of Health reports that of the estimated 800,000 Ugandans thought to be HIV positive, there are twice as many women in the 15-25 age range than young men in the same age range" (p.6). Female circumcision, still practised in some African countries, further increases the chances of STDs because scar tissue resulting from circumcision is more vulnerable to breakage. These girls have a higher risk of becoming HIV positive and developing AIDS. It is estimated that by the end of the 1990s, between 1.5 and 2.9 million women will have died from AIDS in East and Central Africa (UNICEF, 1991); this is expected to produce between 5 to 10 million orphans. If nothing is done to address the needs of marginalized youth in the developing world, the numbers will continue to grow. The situation can only worsen. The director of CHILDHOPE, Peter Tacon, has argued that

these children are prophetic by their very existence-prophetic of what will happen to our race if we do nothing to work with them, prophetic of the depth of human despair and suffering that can result from selfishness and greed. At the same time, they are prophetic of a wonderful new world that can be had if we lend a modicum of dignity and respect to their lives (Terry, 1987 p. 4).

With increased urbanization, continual debt crisis and a growing number of orphans due to AIDS, the number of marginalized youth is predicted to increase. New programs must incorporate girls and address their special needs because of the increasing number of marginalized girls.

#### Policies Focusing on Marginalized Youth

Childhood experiences influence who an individual becomes as an adult and, in turn, how a person will impact on the world. Children whose lives are riddled with hardship and trauma frequently grow up to inflict similar experiences upon their own children. Marginalized youth constitute one group that is prone to repeating this cycle. Services to these youth can help to decrease some of the negative experiences of childhood and protect future generations from experiencing the same hardships. Over the past ten years a number of documents have addressed the need to protect children from hardship to enable them to develop successfully. The United Nations' Convention on the Rights of the Child (see Appendix A), identifies 42 principles ensuring the protection and rights of children. Articles 32 to 36 in the Convention specifically relate

to situations experienced by marginalized youth/working street children (Appendix A). The World Summit for Children held in New York, September, 1990, which included 71 heads of state and 88 state observers illustrates the global commitment to discuss the situation of children and devise a plan of action (UNICEF, 1990). In Africa, the Organization of African Unity (OAU) developed the African Charter on the Rights and Welfare of the African Child (UNICEF, 1991). One writer has observed that "the African Charter on the Rights and Welfare of the Child does more than merely take the UN Convention on the Rights of the Child, reshaping it to highlight African cultures, traditions and values: it raises standards in many significant areas" (Bueren, 1991. p.20). The African Charter on the Rights and Welfare of the Child addresses issues specifically related to the situation of the African child such as war, begging, early marriage and imprisonment as well as being more culturally appropriate (Bueren, 1991, Alston, 1994). The United Nations Convention on the Rights of the Child and The World Summit for Children signifies the global intention to enhance the future of the world through improving the well-being of the children of today. Of Africa's 51 countries, not including South Africa, 33 countries have ratified the convention, 12 are signatories, and 17 state heads and 18 state observers attended the Summit. The development of the African Charter on the Rights and Welfare of the Child is also indicative of Africa's growing commitment to its children. However, policy development, though important, means nothing if it is not followed by action that reinforces and improves the services to children, and specifically in this case, marginalized youth.

#### Justification For New Educational Models

The formal school system which is nationally funded, or subsidized, in many countries provides one form of education; however, it is an expensive model for developing countries and not always appropriate for all children (CIDA, 1985). Government funding has become inadequate because of structural adjustment programs and the debt crisis (Inter-Church Coalition on Africa, 1993). Furthermore, half of Africa's population is under 15 years and the number of children has outgrown available educational resources (CIDA, 1987). Many families find it difficult to pay school fees and buy school books. Large families are hindered by these costs, and consequently only

a few children attend school. Other children may work in the informal sector to support those in school and their families. Alternative models of education that combine life skills and employment training could provide an important addition to the existing educational system.

Formalized education represented by a school system that includes primary, secondary, and university education, is considered by many policy makers and politicians to be one of the key variables influencing the social, political and economic development of a nation (CIDA, 1985). However, the benefits of formalized education in Africa are debatable, and may not necessarily be beneficial. In the past twenty years a number of changes have occurred regarding educational policies in developing countries. Elementary and secondary enrolment rose from 72.5 million to 303 million and university enrolment from 900,000 to 10 million (Fagerlind and Saha, 1983, p. 50). A system initially based on a European model has been adapted to include the culture and traditions of the country in which it exists (CIDA, 1985). New models have been developed that combine formal and informal education, however, there is still a need to provide an additional model for youth who do not have access to the formal school system.

Although the education system has expanded and includes a greater number of students, it seems to have preserved systemic weaknesses of elitism, gender discrimination, urban/rural inequality, inadequate teaching resources, inadequate teacher training, high student teacher ratio, and unequal access (Saint-Germain, 1985). MacKinnon (1985) has cited that 85% of African children do not have access to post-primary schooling. Level of schooling has become a hiring criterion regardless of the skills actually needed for the job, thus many highly qualified people find themselves working in jobs requiring lower qualifications.

A new model of education which incorporates work training and life skills in the developing world could achieve a number of different objectives and more adequately prepare youth for their future. Saint-Germain (1985) believes that a different form of education is required.

Education, to date, has produced generations of submissive people who only wait

to enter the system so they can perpetuate it... In this view, education is currently dispensed not to promote the interest of society but to perpetuate the process of underdevelopment. Structures, rather than theoretical bases, are one of the main reasons for the (at least apparent) failure of educational efforts....education must, first of all impart knowledge, skills and attitudes that enable individuals to function within their environment.(p. 20)

Policies must incorporate alternative, flexible and adaptable forms of education.

Education must be flexible and adaptable to the learner's needs.

Just as the theories of "national" development have gradually given way to theories of "community" development, so the idea of non-formal education designed and carried on outside a rigid, graduated structure has germinated. It is more appropriate and flexible, with a wider range of subjects and greater adaptability than the formal education system. It is aimed at a heterogeneous clientele of children, adolescents and adults brought together by needs or roles. (Saint-Germain, 1985 p. 20)

While Saint-Germain's comments were made almost a decade ago his points indicate directions that must still be pursued. Many youth contribute to the income of their families and implicitly help to maintain their country's present economic infrastructure (Barker & Knaul, 1991). Policy makers and program developers must recognize the contribution these youth make to the informal sector and provide a more sustainable model of education. The informal sector refers to the sector of the economy in developing countries that is characterized by small, competitive, individual or family-owned firms, petty retail trade and service activities which frequently circumvent legislation, and lack constraints on physical and human capital (Jagannathan, 1987). The entrepreneurial basis of the informal sector allows access to potential resources and utilization of scarce capital. This situation has led many economists to believe that the informal sector can be a foundation for future development (De Soto, 1989). In developing countries, formal education alone is neither a sustainable nor a culturally appropriate form of development. Alternative forms of education for marginalized youth must complement resources a child may have already gained through the informal sector as well as address a child's emotional well being. The negative effects that marginalized youth have on a country's future could be eradicated if services are able to capitalize on what already exists. Work training programs that recognize a youth's existing skills,

build on these skills, and provide education in the area of life skills, may offer a more appropriate form of education for marginalized youth in developing countries than formal education. In countries where the number of youth exceeds what is available through the school system, work training programs could be a valuable addition.

#### Developing New Models Within The Existing Infrastructures

Education programs have been developed and funded primarily under government auspices, however, this is increasingly difficult in developing countries. Government funds are burdened by structural adjustment programs, debt, war and natural occurrences such as drought and disease. As populations increase governments can no longer provide the required resources. Developing countries have been supported by the international community, however, as Clark (1990) notes:

the principal development actors since the Second World War have been the international bodies-notably the World Bank and the United Nations organizations-the Northern governments' own aid agencies such as the US Agency for International Development (USAID). They have promoted a style of development that has often been insensitive to the needs of ordinary people and to the environment. Indeed, the focus on wealth production rather than wealth distribution, production for exports rather than for the needs of local populations, extraction of natural resources rather than environmental protection and Western-style technologies, for example in agriculture, have often compounded the problems we now regard as critical.(p. 4)

Recently, voluntary organizations or NGOs have been recognized as providing a number of valuable services in developing countries. In the past, NGOs played a minor role in the development and implementation of overall development plans. However, a lack of success by many large scale organizational structures in reaching the local people or providing long term sustainable programs has been disheartening (Clark, 1990; Korten, 1990; Hancock, 1989). Consequently, during the 1980s and 1990s NGOs have been utilized to a greater degree. Clark (1990) states "Northern NGOs collectively now transfer to the South more than the World Bank group does" (p. 3).

Providing services and developing programs through the NGO community has been successful for several reasons. NGOs have the ability to reach the local community and contact individuals missed by official large-scale aid programs. This frequently includes the poor majority living in slum areas into which officials will not venture.

NGOs have the ability to circumvent the bureaucratic burdens of larger organizations leaving more time for service delivery. Services are frequently defined by the local community's values, needs and wants, not based on imposed funding agendas (Brodhead & Herbert-Copley, 1988). Services provided through NGOs enable individuals to help themselves, thus breaking the cycle of dependence which has grown between the developed and underdeveloped world. Clark (1990) indicates the conditions required for NGOs to deliver services in a sensitive manner:

NGOs must help the poor to make sure that the priorities identified are realistic ones and to spot where the difficulties and backlashes might occur. They must inform the people of relevant experience elsewhere and train them in the skills necessary for execution. They must avoid entering a community with preconceived ideas, but on the other hand they must have the breadth of experience to know what can and cannot work. In other words they must be non-directive, up to a point. (p. 49)

Services delivered by NGOs are cost-effective because they spend less money on administration and direct more funds into actual services (Korten, 1991). Brodhead & Herbert-Copley (1988) and Clark (1990) affirm that the flexible nature of the organizational structure of many NGOs provides them with the ability to try out new approaches and develop innovative programs. In comparison, program development through larger organizations can involve a number of bureaucratic hurdles which are time consuming and include a great deal of paper work (Korten, 1991). NGOs are relatively easy to initiate as long as they fit into the infrastructures that exist and are able to secure the funds necessary for them to carry out their services. This reality has advantages and limitations. The fact that NGOs are easy to start enables new programs and innovative ideas to prosper and grow. Consequently, many NGOs have started this way and have been instrumental in developing a number of effective programs. At the same time, several NGOs have added to the chaos and fragmentation of services in this sector (Clark, 1990). Duplication of services and lack of communication between NGOs has contributed to "territorialism" and competition between NGOs. Some NGOs seem to lose sight of their primary objective, of reaching the local people and enabling them to help themselves, and become preoccupied with having the "best" solution and writing the

next funding proposal. NGOs must work together to provide adequate and effective services at the community level. To facilitate this process the Canadian Council for International Cooperation (CCIC) was formed as an organizing body to provide a forum for international development NGOs to express their concerns (Brodhead & Herbert-Copley, 1988). NGOs must support each other, exert control when necessary and allow their organizations to evolve and change with the social and economic milieu.

Providing services for marginalized youth through the existing NGO community could achieve a number of objectives not easily accomplished through larger government/international organizations and circumvent bureaucratic systems that could hinder the implementation process. Marginalized youth are difficult to reach and are often intimidated by unfamiliar structures and systems. Developing programs which combine life skill and work training through local NGOs would enable workers to meet youth within their own environment and affirm their present values, needs and wants. Using the NGO community to test out new program ideas can also be an initial step in integrating such ideas into policy and general practice. For these reasons, a local NGO will be accessed to develop and implement the work training program with a life skills component, and address the proposed research questions.

#### Program Development: The Work Orientation Workshop

The Federal Government of Canada has funded the Work Orientation Workshop (WOW) program across Canada for a number of years. The main objective is to discourage youth from dropping out of high school. Originally the Canadian WOW operated in July and August, however a number of programs are now funded year round. Spanning a period of fifteen weeks the Canadian WOW incorporates four main components.

##### A) Program Planning: (25 working days)

Program planning spans a five week period and involves advertising, recruiting, and selecting ten youth identified as experiencing difficulty in school. Youth are interviewed and whenever possible an equal number of males and females are selected to participate over an eight week period. Life skills workshops are designed and possible employment placements are also established.

#### B) Life Skills Training: (16 working days)

Participants begin the program with two weeks (10 days) of life skills training workshops. During this time participants are able to learn new skills in a number of areas such as: communication skills, anger management, problem solving, goal setting, resume writing, interview skills, and basic health issues (eg. birth control and STDs). Life skills training continues throughout the program by incorporating one day of the employment training weeks as a life skills "touch-back" day, totalling 16 days of training workshops. This day is used to reflect upon the participants' performance and examine solutions for problems experienced at the employment placements.

#### C) Employment Opportunities: (20 working days)

Participants are placed at a variety of different employment settings over a six week period which includes 20 working days as one day is dedicated to life skills training. While participants are at their work placements the project coordinator visits approximately once a week, thus youth are supervised by both the employer and project coordinator. The project coordinator uses this time to gather information from the employer and the youth that may need to be addressed during the life skills training. For example, participants who are consistently late may need to work with the other group members to strategize ways to improve this behaviour.

#### D) Evaluation: (10 working days)

Evaluation material is collected throughout the process from the employers and the participants. This information is addressed during the life skills training and the overall program is evaluated on the last "touch-back" day. Two weeks at the end of the program is used to write a final report incorporating relevant information and recommendations.

Participants receive a training allowance of \$50 per week during the life skills training and minimum wage while at their work experience placements. Upon completion of the program they received a bonus of \$100.00 and a certificate. The Canadian WOW attempts to develop youths' self confidence by teaching them important life skills and combining this with practical work experience, to encourage them to finish secondary school.

The four main components of the Canadian WOW, program planning, life skills training, work experience and evaluation, will be used to develop a model for providing services to marginalized youth in developing countries. However, unlike the Canadian

WOW the objectives of this new model will be to:

1. provide an alternative form of education and training to youth who do not have consistent access to the formalized school system in developing countries.
2. affirm the work of the informal sector by establishing work placement in this sector and providing support for the employers.

This new model will include the development of income generating projects in addition to employment placement. If a job is not available income generating projects could provide more options for participants upon completion. Such projects may also provide an avenue for this model to sustain itself, as generated income may potentially be re-routed back into the WOW program budget.

The framework and components of the Canadian WOW have been chosen because they have the ability to address a wide range of issues hindering the potential of many marginalized youth, in developing countries. For example, by recruiting females the WOW model has the potential to improve the standard of living for girls. Life skill development can help decrease health risks, such as AIDS and early pregnancy. A small group may facilitate youth expressing their emotional and psychological problems more effectively than a large class room setting. This group can also act as a support network once the program has been completed. Work experience placements in the informal sector will allow youth to build on existing skills, acquire new skills and attempts to decrease some of the exploitation experienced by youth in this employment sector. Paying youth during the employment placement will help discourage them from becoming involved in petty crime and help them learn other forms of generating income.

This model has the advantage of fitting into the community without demanding elaborate facilities, expensive materials, or highly specialized professional instructors. As stated by Barker and Knaul (1991):

given the importance of the work of children to millions of families in developing world, one urgently needed policy response is to support projects that build on the strength of the informal sector, provide appropriate vocational training, and promote income generation among working street children . (p. 13)

The WOW adaptation, aims at offering an alternative form of education which is

flexible in its approach and community based. It is not the intention to build up youths' hopes and dreams only to be disappointed upon completion of the course. Rather, it seeks to help youth identify their own personal resources and acquire realistic goals for the future. This approach intends to provide youth with the opportunity to reflect on their present situation and, with added knowledge, skills and confidence in the area of employment, learn creative methods to change their situation. This new approach could provide a valuable service for marginalized youth in developing countries.

## Chapter Two: Evaluation Framework

### Evaluations in Developing Countries

Evaluation research has been used to achieve a variety of different objectives in both developed and developing countries. However, there is much debate about the appropriateness of evaluation methods used in developed countries, and their application in developing countries. Evaluation research provides a systematic framework for assessing a specific aspect, or specific aspects, of a program or situation and for making recommendations based on the findings (Rossi, Freedman & Wright, 1979). These are done for a number of different reasons, including program planning, program monitoring, impact assessment and economic efficiency (Rossi et al, 1979). Frequently, evaluations are authorized by policy makers and funding sources in order to assess the impact, usefulness and success of certain interventions. As Rutman (1987) states, "the purpose and information needs of those who authorize and/or fund the evaluation are major determinants of the focus and nature of the evaluation" (p.123). Based on the stated purposes, the evaluator attempts to gather valid and reliable data to fulfil the stated requirements. For example, the funder of an AIDS education clinic may require information about the increase or decrease in the number of AIDS cases in order to determine if the program is attaining its objective and if funding should be continued.

Different types of evaluation are used at various stages of intervention. Those used to assess the implementation process of a program are termed "formative" and include program planning evaluation. Evaluations of programs which are already developed and implemented are referred to as "summative". Whatever the approach, there are a number of commonalities inherent to the evaluation process. Programs must have clear goals and objectives that will be assessed during the evaluation process. Certain areas will be targeted as important, and a general framework of intervention will be designed, from which information relevant to the evaluation process will be gathered (Patton, 1990).

Evaluations are frequently conducted by experts in the field of evaluation (Rossi et al, 1979). Such individuals are hired by the funder and/or authority to collect data often including a program description, documentation of the program's goals and

objectives, interviews with key players in the program and/or questionnaires. Rossi et al (1979) emphasize that "the key to planning and implementing an evaluation is that it is as objective as possible; that is, to provide a firm assessment where the results would be unchanged if done by another group or if replicated by the same evaluator" (p.21). Based on the data collected, the evaluator would make recommendations for program improvement or decision making.

Evaluation research is a useful tool in assessing the value of a particular program and strategizing program improvement, however there are problems with certain evaluation techniques. Campbell and Ng (1988) observe, "evaluations authorized by the funding sources are often organized based on an imposed agenda and miss out some valuable information due to their rigid limitations" (p. 43). Identifying the evaluator as the expert can separate him/her from those who are being evaluated. This situation may result in the evaluator assuming authority over those being evaluated, whereby the evaluator has the power to control the outcome and final program decisions regarding the needs of those being evaluated. In such a situation power may be abused (Campbell and Ng, 1988). Establishing the evaluator as the expert can cause further problems when an evaluation is done within a cultural context different than that of the evaluator. Pre-designed questionnaires and interview structures may be subject to the researcher's cultural biases, and may neglect important information useful for a specific cultural context. This criticism is particularly applicable to evaluations imposed on the developing world by the developed world and conducted by experts from the developed world.

Many people in developing countries are oppressed, due to extreme situations of poverty, malnutrition, political instability and the lack of economic resources. Evaluations that emphasize the role of the Western expert and/or use techniques that control and rigidly organize the process, can result in further oppression for those involved. This can be particularly destructive in developing countries as it parallels the power imbalance that exists between the developed and developing world (George, 1988). Traditional evaluation procedures have been criticized in developing countries on the basis that the Western expert lacks specific cultural knowledge and command of the local

language (Cawte, 1982). Furthermore, recommendations are seldom acted upon, as the people involved do not understand what has been done or how this would positively affect their lives (Cawte, 1982). Not allowing individuals affected by the evaluation process to participate and become experts on their own experiences, is disempowering to those involved and inhibits them from transforming this information into action. Many evaluations of programs in the developing world, funded by the developed world, fail because of the lack of sensitivity to the cultural differences of those involved, the separation that exists between the evaluator and those being evaluated, and the Western biases inherent in some of the models (George, 1988). The methods used for this evaluation will attempt to overcome the preceding criticisms.

#### Evaluation Framework and Implementation Process

This formative evaluation process will be informed by a number of qualitative and quantitative research principles derived from ethnographic, participatory, and interpretive research. Drawing on the principles of participatory evaluation will involve thinking about how community representatives and members will be involved in the evaluation process (Feuerstein, 1988). This evaluative research project will attempt to develop an evaluation framework which is culturally sensitive and empowering to those involved in the process by combining several different research perspectives and techniques. The evaluation will proceed according to an established framework which will be outlined below and further elaborated to demonstrate how the different research principles will be used to inform the process.

##### 1. Program Relevance:

program relevance will assess the need for a new form of education and training for marginalized youth within a specific developing country.

##### 2. Program Feasibility:

program feasibility will identify how a new model can be introduced within the existing NGO community.

##### 3. Program Development:

program development involves a process of determining how the components of the Canadian WOW will be adapted to suit the needs of a specific developing country and will provide a framework for the

implementation process.

#### 4. Program Implementation:

program implementation involves the implementation of the previously established framework, in order to test the model out in practice and assess the adaptation process.

#### 5. Program Relationships:

program relationships provide an explicit description of some of the qualitative aspects which affect the adaptation, implementation and evaluation process, such as the co-workers relationships, background of the youth and relationships with the employers.

#### 6. Program Recommendations:

based on the information gathered throughout the evaluation process recommendations will be made for future program planning and implementation.

#### 7. Program Sustainability:

the evaluation will conclude by identifying the ability of the model to sustain itself within the existing NGO community and within the specified developing country.

Each stage of the evaluation framework will be expanded upon to demonstrate how each facilitates the development, adaptation and implementation of the new model of service for marginalized youth.

#### 1. Program Relevance:

The evaluation process will begin by determining the relevance of this new model for a specific developing country. Information cited in the literature will provide background information regarding the cultural, political and economic circumstances of the identified country. Drawing on the principles of ethnographic research the researcher will physically experience the environment in which the research will take place to provide contextual information to reinforce the relevance of this model within a specific culture. Laws and policies which reinforce the need to provide services to children will be cited. Although laws and policies are often difficult to implement in developing countries they provide links to the formal structures and can affirm the development of new programs or policies for a specific target group. The education system will be examined to explore the possibilities of providing services to marginalized youth. Gaps

in the existing education system will justify the need to develop an alternative model of education and training for the identified country.

As in more formal, ethnographic studies, the evaluator in this process "participates, overtly or covertly, in people's daily lives for an extended period of time, watching what happens, listening to what is said, asking questions; in fact collecting whatever data are available to throw light on the issue with which he or she is concerned" (Hammersley & Atkinson, 1990 p. 2). In this study the evaluator will be looking and listening to determine how this model is suitable for this specific country, or how it could be easily adapted to fit into the existing structures. Patton (1987) defines the naturalistic approach by stating that "these activities are 'natural' in the sense that they are not planned and manipulated by the evaluator as would be the case in an experiment" (p. 13). It is not the evaluator's task to manipulate the environment to justify the need for an alternative model of education and training but to document tangible evidence that illustrates the need for a new model of service for marginalized youth.

As Patton (1987) states, "by capturing whatever happens to occur, a naturalistic inquiry is open and sensitive to deviations from plans, unanticipated variations and important idiosyncrasies of program experiences" (p. 14). This process will highlight issues that may need to be addressed during the implementation process. For example, sexual taboos in some countries would affect how specific topics were taught during the life skills training. This approach to evaluation will allow the incorporation of contextual information beyond the narrow focus of the program, thus taking into account the political, economic, environmental and cultural circumstances to provide a richer understanding of the circumstances that may affect the appropriation and adaptation of this model. Involvement of the evaluator will inform the evaluation process by providing experiential information in order to identify the relevance of this model for this cultural context.

### 2. Program Feasibility:

The feasibility of implementing the proposed program within the existing NGO community must be assessed. Exploratory research will incorporate both ethnographic

and participatory research techniques to highlight the logistics of this model fitting into the existing community. This will draw in discussions with different members of the organization, annual reports, recorded observations and personal experience. Participatory research will strengthen this by incorporating the knowledge and experiences of community representatives and individuals involved in the evaluation process. Participatory Rural Appraisal (PRA), an evaluation framework used to evaluate large scale rural communities in developing countries has been developed based on similar principles (Chambers, 1989). Participatory research promotes involvement of both researchers and participants in a collective understanding of the interdependence of all those involved (Maquire, 1987). Feuerstein (1988) in her article, Finding the Methods to Fit the People: Training for Participatory Evaluation notes:

The most basic preparation for training in all cases was to ensure that project participation and interested groups (government departments, agencies and institutions) had a common understanding of the meaning and purpose of the participatory evaluation. (p. 18)

The proposed program-based solution must be accepted by those who will be affected by this process. Often programs can be sabotaged by people who do not understand the process or who may feel threatened by the process. Staff and participants of the organization in which the model will be implemented must be provided with information about the model in order to evaluate the usefulness of this model and the adaptation process.

### 3. Program Development:

A participatory approach incorporates a process of discussing and exchanging information to achieve a common goal. This process will involve the development of a model based on the components of the Canadian WOW model which is culturally appropriate and suitable for the environment in which it will be implemented. Organizations and individuals working with youth in similar projects will be consulted to identify areas of potential difficulty and to elicit suggestions. Furthermore, individuals within the organization will be involved in deciding how the different components will be implemented. The program may be too short to acquire skills given the lack of schooling of the target population, consequently this needs to be assessed. Decisions

regarding supervision of the project and how the youth will be selected must be made and a time line established outlining the tasks to achieve. However the model is adapted it must provide adequate and culturally appropriate services to marginalized youth exemplifying issues which made this model relevant to the identified country. For instance, if AIDS was identified as a problem facing marginalized youth, life skills training needs to incorporate a workshop that addresses this problem. This stage of the evaluation process will define a model based on the program components, needs, values, environmental factors, cultural norms and capabilities of all involved, which can be tested in practice.

Inherent in the development of any program is a budget and a request for funding. It is a fine art to balance the needs of the community with the availability of funding. Designing a program which optimizes the potential of all involved on a grass roots budget can be tricky. For example, it may be concluded that employment training should span a full year, yet funding can only accommodate the program for half a year. Ideals often have to be compromised and essentials prioritized. Determining the budget involves a consultation process with individuals involved in the development of the model and others in the international community who have conducted similar projects. The budget must reflect the grass roots nature of the project and be consistent with the local average wage and training fees. Research must be conducted regarding available grants through local and international organizations to obtain a funding source. Once funding has been obtained the model can be implemented through the identified NGO and tested out in practice with the target population.

#### 4. Program Implementation:

The program will be implemented according to the schedule designed during the development stage. At each stage of the implementation process information will be elicited from the co-workers, youth, employers, and other individuals such as the extended family who may not have been identified during the initial development. Identifying adults who may feel threatened by services provided to youth which they cannot access is important as this can jeopardize the overall success of a program. The youth, co-facilitator and other individuals need to be actively involved in the process to

increase program success and the potential for replication.

This process utilizes a number of different participatory evaluation techniques such as focus groups, simulation activities, self-assessment and role plays. Personal profiles and questionnaires will be used to acquire information regarding age, sex, education level, family background, and expectations. Other types of questionnaires and techniques used will be developed and refined based on feedback gathered throughout the process. Feedback from the co-facilitator and participants will influence the on-going process and shape subsequent activities. Life skills topics, workshop format and the presentation style will be participatory. For as Feuerstein (1988) states, " in such a process the task of the researcher becomes not to produce knowledge but to facilitate the construction of knowledge by the community itself" (p. 23). How the program evolves will be dependent on cultural norms, group dynamics and feedback from youth and the facilitator(s) during the evaluation. Drawing on participatory research techniques will allow greater access to individual experience, and facilitates the use of those experiences informing the analysis throughout the research process (Driscoll & McFarland, 1989). Participatory research empowers those involved and enables ownership to be transferred from the researcher to the community. Participatory evaluation approaches are important components of P.R.A. (Chambers, 1992). Robert Chambers, who developed P.R.A., puts forth the guiding principles as follows:

In Participatory Rural Appraisal the role of the teacher and learner are reversed. They teach us. Rural people own more of the process and output. Most of the activities which we thought we had to do--interviewing, transects, mapping, measuring analysis, planning--are done jointly with villagers or by them on their own. Much of our knowledge is still useful, but unless we start by unlearning and putting our knowledge, ideas and categories in second place we cannot effectively learn from and with them.(1992, p.2)

The evaluation process will incorporate the expertise of those involved although it is not a Participatory Rural Appraisal (P.R.A.). The assumption is that a person has an increased ability to impact his/her future situation by becoming an expert on his/her present situation. This approach creates a sense of belonging and understanding for those who participate in the evaluation process.

Participatory research incorporates an educational component that ensures the development of skills and utilization of information. This method involves extensive discussion and analysis by a cross-section of individuals (which in this case includes youth, co-facilitator, and employers) who may have traditionally been left out of the decision making and evaluation process (Feuerstein, 1986). This method will be useful in establishing ownership of the program for those involved.

#### 5. Program Relationships:

Often in grass roots projects of this nature the characteristics of the individuals involved are critical. Programs are often developed as a result of the determination of a few individuals. These characteristics will be made explicit by drawing upon the principles of interpretive research. The interpretive inquiry approach offers a means of interpreting and analyzing data that has evolved from a number of different research principles, including ethnography and participatory research (Hammersley & Atkinson, 1989; Maquire, 1987). Data collected will be analyzed to make explicit the qualitative characteristics of the individuals involved in the process to determine how these influenced the program. A number of different qualitative characteristics may be analyzed such as the relationship between co-workers, participant profile, and employer profile. The process acknowledges the key role of the researcher and stresses the importance of human subjectivity and consciousness in knowledge creation. The interpretive paradigm assumes that "there is a reflexive relation between the research method, the subject being researched, and the researcher" (Driscoll & McFarland, 1989 p.187).

The principle of reflexivity recognizes that researchers must critically examine the research process, as opposed to eliminating the effects of the researcher on the research (Hammersley and Atkinson, 1983). This process facilitates the researcher assessing the appropriateness of the evaluation technique as a means of eliciting information from the target population, ie. marginalized youth. The process of reflexivity results in the interpretation of the data throughout the process by critically examining, by dialogue with others within the social and cultural context, the research process. This method will be used to make explicit some of the relationships and personal characteristics affecting the research process such as the relationship between the facilitator and co-workers, the

background of participants, and the relationships with the employers. A particular focus of concern for this study will be how the researcher, a "white" Westerner, may be influencing this evaluation. By incorporating a reflexive process the researcher recognizes that he/she is an active part of the research process, along with everyone else involved, and that those involved will shape the future of the program and its sustainability (Hammersley and Atkinson, 1990).

#### 6. Program Recommendations

Recommendations pertaining to the different program components and the program relationship will be made for future program planning. Information will be gathered throughout, to inform and strengthen the recommendations. In addition, recommendations will be collected at the evaluation workshop and by consulting individuals on a one-to-one basis or through organized focus groups. Formalizing recommendations by incorporating the knowledge and experience of all those involved seeks to strengthen the incorporation of these recommendations in future program planning. The budget will be reviewed to highlight areas where it was altered and expenses incurred that were unexpected. Recommendations will seek to enhance future programs as well as inform the work of others working with this population.

#### 7. Program Sustainability

The possibility of sustaining this model will be assessed throughout the evaluation process. The ability of this model to sustain itself within the existing NGO will be analyzed according to the data collected. This will involve assessing the organizational structures of the chosen NGO, their methods of accountability and the reporting relationships needed to sustain this model. Contact will be made with a number of other NGOs to determine the feasibility of acquiring additional funding if this method of providing services to marginalized youth is successful.

#### Data Collection Informing the Evaluation Process:

Fieldwork notes, essential to an ethnographic approach, will be recorded on data sheets and organized according to the forms in Appendix B. During different stages of the project, which include program development, program planning, life skill/employment training, employment training, and evaluation, data will be collected

on the form which corresponds to that stage of the program (Appendix B). By classifying data according to this system as the daily writing is done and by then filing copies under each of the index headings, the researcher will be able to quickly retrieve information accumulated about any particular topic. The data will be periodically reviewed and summarized to eliminate information gaps and repetitious observations that are incomplete and not useful for evaluation purposes. Data will be in-depth and from several sources, and allow the researcher to look at the model from many different perspectives based on the experience of all involved. Information regarding what people say and do, and the context in which these actions take place will be recorded and organized according to the different areas identified on the data collection sheets in Appendix B. In addition to indexing specific information, a daily journal will be written which will record the nuances of the setting and unanticipated events which may or may not affect the evaluation process. The researcher will observe and record in order to capture the aspects of the culture and the individuals who will be involved during the evaluation period.

The proposed evaluation process and approach have been developed in order to provide a culturally appropriate framework for the evaluation process and to facilitate the adaptation of this model to a specific cultural context. As has been noted previously, programs that are based on western values often fail in contexts that do not operate with the same thought or learning processes. By drawing on the three research approaches identified, it is the goal of this evaluation to develop a model which can provide an alternative form of education to marginalized youth and provide information that will enhance future services to this target population.

## **Part II: Program Evaluation and Implementation:**

### **A Case Study Nairobi, Kenya**

Nairobi has been selected to answer the proposed research question as Kenya's problems parallel a number of issues identified in the literature review. The number of marginalized youth in Kenya is increasing for a number of reasons which include political unrest, economic difficulties and international relations. Kenya lacks the resources to provide formalized education to these youth and families lack the financial ability to send them to school. These youth migrate from urban slum areas to the city streets, to obtain money for their families and/or themselves through begging, stealing and frequently prostitution, resulting in early pregnancy and an increased number of AIDS cases. Alternative models of education and training could alleviate some of the difficulties facing marginalized youth. This case study involves the adaptation, implementation, and evaluation of the Canadian WOW according to the previously identified evaluation framework. The evaluation process will facilitate the development of a new model the Kenya Work Orientation Workshop (Kenya WOW) as a means of providing services to marginalized youth in Nairobi and answer the proposed research questions. Although this study is specific to Kenya, the evaluation framework can be used to develop similar services in other countries, where marginalized youth experience similar difficulties to those mentioned in the literature review.

This evaluative study will begin by identifying the relevance of this model for this specific country by echoing some of the key issues identified in Chapter One. A brief historical and cultural overview will be provided, in addition to stating present difficulties and their effects on children. Drawing on the principles of ethnographic research the researcher will record contextual information to inform the development of this model and affirm the relevance. Observation, dialogues and experiences will be recorded and shared with other individuals, in order to capture the nuances of the setting and set the stage. Combining a number of different data sources will assist in determining the relevance of this model and provide a holistic understanding of the events and circumstances affecting the Kenyan people and informing the ongoing evaluative process. Next, the feasibility of developing this new model through the Social Economic

Development Services (SEDS), an NGO in Nairobi will be assessed. This portion of the evaluation will draw upon written reports, discussions with staff members and other significant individuals. A new model, the Kenya WOW, will be developed based on the components of the Canadian WOW through a consultation process with members of the SEDS. The purpose, objectives and methods of implementing this new model will be illustrated and a funding source identified. Changes made to the original model and preparations prior to implementation will be discussed in terms of their cultural and environmental relevance. The initial implementation schedule will be represented on tables 1A to 1F, pages 56 to 58, Chapter 4. A descriptive analysis of the implementation process will follow. The four different components of the Kenya WOW; program planning, life skill training, employment training and evaluation will be discussed to illustrate how each stage was adapted and implemented. The actual implementation process is represented on tables 2A to 2F, pages 76 to 78, Chapter 5. Subsequently, the qualitative characteristics of those involved, including the co-workers, youth, employers, and parents will be evaluated. Often these characteristics are not articulated yet the success of many projects is based on the skills and knowledge of the staff and dynamics of the different individual/groups involved. To learn from this experience and inform practice these skills will be assessed as part of the evaluation process. Recommendations will be made and an assessment of the sustainability of this model will conclude the evaluation process.

### Chapter Three: Program Relevance

#### Historical Overview/ Presenting Problems: Their Impact on Children

The relevance of an alternative model of education for marginalized youth in Kenya will be evaluated by drawing on pertinent literature coupled with observations and experiences recorded on the pre-design data forms in Appendix B. A brief historical and cultural overview will inform the evaluation process and set the stage for the development and implementation of the Kenya WOW. Kenyan laws and policies which may or may not support the development of a new model will be examined and the ability of the education system to address the needs of marginalized youth will be explored.

Kenya, bordered by Ethiopia, Somalia, Uganda, Tanzania and the Indian Ocean, is influenced by its ethnic population and a number of historical events. Interwoven are political and economic difficulties of which the international community is a key player. Kenya faces problems such as a high birth rate, high unemployment, increasing crime, few skill training opportunities, low literacy rates and an increasing number of AIDS cases. Nairobi, the capital mirrors the impact of these realities more explicitly than any other area of Kenya (Lee-Smith, Manundu, Lamba, & Gathuru, 1987).

The population of 24.4 million is expected to reach 38 million by the year 2000; 50 percent of the population is under the age of 14 (United Nations Children Fund, 1993). The majority (approximately 80 percent), live in rural areas, however, the urban population is growing by 6 percent per year. Nairobi, Mombassa and Kisumu together represent 40 percent of Kenya's urban population (CIDA, 1989). Rapid urbanization has depleted the resources available in the urban areas and resulted in greater economic strain. Urban centres have begun to experience large scale unemployment and large squatter townships have developed on the outskirts of these centres, specifically Nairobi.

Of this population 98 percent are African (blacks); the remaining two per cent include Asians, Arabs, and Europeans (CIDA, 1989). There are 40 tribal groups of which the largest is the Kikuyu tribe, primarily located in Nairobi and the surrounding areas (CIDA, 1989). Eight tribal groups comprise 90 percent of Kenya's tribal population and include, Kikuyu, Luhya, Luo, Kamba, Kalenjin, Kissii, Meru and

Mijikenda (CIDA, 1989). Each tribe possesses its own culture, language, and geographic location (Miller, 1984). In the last ten years a large number of refugees have been displaced to Kenya as a result of the wars in Somalia, Ethiopia, Uganda, Rwanda, Burundi and Sudan. This eclectic cultural collage also includes missionaries and expatriates who are often based in Nairobi while working for different international agencies.

The influence of these different groups affects the Kenyan people in a number of different ways. The integration of the Arab people led to the development of the Swahili language, now the national language of Kenya. At the beginning of the 19th century European missionaries and explorers arrived; and in 1920 Kenya was declared a British colony and given its present name. Christian missionaries brought with them language, education and health facilities many of which are still present today. Christianity is the largest religious group in Kenya, followed by traditional indigenous religions and Islam (CIDA, 1989). Most Kenyans have a Christian and a tribal name; if a white person asks a young Kenyan person what her name is she will usually respond with her Christian name. Being affiliated with a church or mission can provide a number of privileges such as discount rates on accommodation and airline tickets and increase one's access to education and other training opportunities.

The influence of western religion is coupled with the impact of western colonization from 1920 and 1963 when the British dreamed of establishing a white settlement. According to Edgerton (1989) "white Kenyans economically exploited over 5 million Africans in Kenya, and imposed a colour bar more extreme than the one that existed in the American South" (p. x). White Kenyans settled in Nairobi and the close surrounding areas. Although Kenya received independence in 1963, there is still a significant social separation between black and white Kenyans. For instance, there are areas of Nairobi which would lead one to question if he/she was in Africa. Certain hotels and clubs remain from the days of the early British settlers and are predominantly patronized by whites, although they employ black Kenyans (Personal experience, 1993). Such observations not only illustrate racial segregation but exemplify the extreme separation between rich and poor. Extreme situations of wealth and poverty are a

constant reminder of the increasing gap between the two groups, which is further aggravated by the refugees who receive food and shelter which many in Kenya can not access.

Upon receiving independence from the British in 1963, Jomo Kenyatta, a Kikuyu, became Kenya's first president. Kenyatta ruled through a one party system represented by the Kenyan African National Union (KANU) (Mutua, 1992). Following independence Kenya experienced a boom in its economy with an average growth rate of 7.9 % per year (Namazi & Sicola, 1991). Namazi and Sicola (1991) have stated that during this time "the Government expanded educational facilities rapidly to meet the demand for skilled people and to strive for the eradication of illiteracy" (p.24). Health was seen as a priority, and an attempt was made to provide free medical services. During Kenyatta's leadership, "Kenya acquired an international reputation as a model pro-western capitalist success and political stability" (CIDA, 1989, p. 2). This period of economic success lasted until approximately 1973. Strategies designed for achieving a state of development were supported by agricultural crops, primarily coffee and tea. However, changing conditions in the world market, a number of droughts and increasing oil prices, due to the international oil crisis in 1973, increased import costs on Kenya's main export commodities, coffee and tea, severely affected the situation in Kenya (Mutuku & Mutiso, 1994). Furthermore, the East Africa Community, which enabled trade between Tanzania and Uganda, collapsed in 1977, consequently it was necessary for Kenya to acquire loans to sustain and rejuvenate the economy (Gordon, 1984).

The death of Kenyatta in 1978 resulted in Daniel Arap Moi, a Luhya and the Vice-President, becoming President. Moi remains President today, however, he has not experienced the same success as Kenyatta. The single party structure has caused political difficulties as a result of perceived favouritism between tribes and recently tribal clashes have occurred in the areas surrounding Nairobi. Although Kenya has maintained a high level of peace and prosperity compared to its neighbouring countries, corruption seems to be worsening and tensions are growing as internal and external conflicts add stress to an already fragile economic situation.

This situation is continually influenced by the international community. Previously

a British colony and still a member of the Commonwealth, Kenya's foreign policy is strongly influenced by Britain. Kenya is a member of the United Nations, of which the headquarters for East and Central Africa is based in Nairobi, and a member of the Organization of African Unity (OAU). Kenya continues to receive funding from the World Bank and the International Monetary Fund (IMF) and the international community provides developmental assistance in the form of aid programs. These relationships create a dependency that cannot be ignored, since funding and international support is often conditional (Inter-Church Coalition on Africa, 1993). Recently, funding conditions have included a need to decrease human rights violations and corruption. The international community pressured Kenya to employ a democratic system which led to Kenya's first multi-party election held in December 1992 (Personal Experience, 1992). Structural adjustment programs have also affected the local people. Mutuku and Mutiso (1994) state "the government implemented 13 structural adjustment programs (SAP) in agriculture, trade and industry in the 1980's to restore equilibrium in the external sector, and began to analyze its complex finance sector" (p. 220). Additional SAP programs were instituted over the 1980's and early 1990's, which have been strongly supported by the IMF and the World Bank (Government of Kenya & UNICEF, 1992). Such programs have shifted government resources away from social services, specifically affecting the availability of food, shelter, health care, education, water and sanitation for the poor majority, who are primarily women and children (Mutuku & Mutiso, 1994).

Preceding Kenya's first multi-party election on December 28, 1992, there was a great deal of controversy over the fairness of the election. People who did not vote for the KANU party feared they would be penalized, although the voting system was supposed to be anonymous. Additional currency was produced prior to the election for the political campaign and subsequently Kenya's currency fluctuated significantly. In January of 1993, the Canadian dollar was worth 25 shillings locally and 35 shillings on the foreign exchange market. Local Kenyans did not have access to the foreign exchange market, as it was established by the international community to compensate foreigners for funds lost by international agencies as a result of Kenya's inflated market. In August 1993 the Canadian dollar was worth 63 shillings and the foreign exchange markets had

been assimilated into the local market due to pressures from the World Bank and the IMF. Although prices did not double, they did increase by approximately one third. Consequently, a meal worth 25 shilling in January, 1993 cost 32 shilling in August, 1993. A meal which cost \$1.00 decreased to \$.50 as a result of currency fluctuations. Foreign currency greatly increases access to resources and buying power. Consequently, foreign currency is often exchanged on the black market at a much higher rate enabling local Kenyas' to access foreign dollars. The international community continually affects the economic structures and future of Kenya through foreign aid, structural adjustments and international debts.

In addition to economic and political difficulties, unemployment and crime seem to be increasing. Driving into the downtown core of Nairobi, street merchants approach the car trying to sell magazines and newspapers. Scantly clothed children, often carrying a baby on their back, approach to beg. When asked if this is a brother or sister, they reply they have rented the baby for the day as he/she will help them make more money begging. Regardless of the heat, the car windows are shut. Through open windows, street children threaten to infect drivers with the AIDS virus with the prick of a dirty needle if you don't give them money (Personal experience, 1993). Watches, sunglasses, and purses are often stolen from cars and brief cases snatched if the door is unlocked.

Transportation problems are hindered by a number of circumstances such as traffic jams, the time of day, presidential escorts and weather. All traffic is stopped on route if you happen to coincide with the President's parade of approximately forty Mercedes Benz cars passing through the intersection. Approaching one of the many traffic circles into the downtown sector can be hazardous, as buses, matatus and cars try to squeeze into four available lanes. One can not count on the appropriate sequence being followed by all drivers. Many expatriate organizations hire locally trained drivers to chauffeur their employees. In May 1993, a two day National strike occurred and people were advised to stay indoors because in certain areas of town, cars, buses, and matatus, had been stoned. In July 1993, a major petrol shortage decreased the ability to travel. Furthermore, heavy rain storms affected mobility as large puddles caused cars to flood and skid, contributing to a number of deaths and road accidents. Traffic accidents are

so common that a count is published daily in the paper. Traffic problems hinder mobility, consequently the time it takes to travel to different locations in Nairobi is not consistent and often results in late or missed appointments. Transportation difficulties need to be considered in the development of any program.

Parking downtown is a problem due to lack of parking and frequency of car theft. Young boys referred to as "parking boys" surround the different parking areas promising, for a price, to watch your car. Outside the downtown core parking lots are patrolled by security guards to prevent car theft. This does not seem to prevent theft as the project car was stolen from a patrolled shopping mall four months into the program. Establishing a relationship with one of the regular security guards or parking boys can decrease some of these difficulties and enhance the security factor. Cars are required to have a security system installed before they can be insured. Once downtown there is a wide range of different shops, businesses, restaurants and a large market area where you can buy African crafts. Many of the shops in this section are owned by Asians except in the city market which attracts Kenyan crafts people from the rural areas. The streets are filled with people selling items, such as flowers, newspapers and a shoe shine. Children, families and the physically handicapped are seen begging.

This area attracts wealthy shoppers including black and white Kenyans, Asians, and expatriates; a local Kenyan can not afford to shop here for household goods. Hotels in the downtown sector house numerous tourists, one of Kenya's industries. Tour buses pick them up and transport them on safari to a number of different game parks to see a wide range of wild game. Most Kenyans have not been to the game parks nor have they seen Nairobi's national park just 10 km from the city centre. Although, Nairobi may be only an hour away by bus, many Kenyans rarely venture into Nairobi, especially those who do not speak Kiswahili or English. Nairobi is developed in comparison to the rest of Kenya, yet the average Kenyan does not have access to the services and commodities in Nairobi.

Poverty is so acute that violent crimes for as little as a watch are not unusual. Mob justice is common and involves citizens taking matters into their own hands. While I was sitting in a restaurant a man was removed from the washroom and beaten in front

of me. He was an old man who had been caught stealing the rubber floats in the back of the toilet, worth approximately 100 shillings or \$2.00 Canadian. In the paper it was noted that the charges had been dropped as the judge felt that having one's teeth knocked out was enough of a consequence. Although this case went to court, many do not. It is common knowledge that most police can be bribed; bribery is so common that there are billboard and bumper stickers advising people not to bribe.

Violent crimes against women are common. Young girls are particularly vulnerable to the overtures of men as they often lack information or the self esteem to assert themselves in such situations. Gang rapes in schools, such as the illustration in the preface, have increased since this incident in 1991. Desperate situations of poverty often result in young girls turning to prostitution. In one night club, young girls arrive in clothes suitable for a restaurant job and change in the washrooms into a much more provocative outfits (Personal experience, 1993). This was so common that there was a woman situated in the washroom to guard clothes and sell condoms. Conversations with these girls revealed that they would tell their parents that they had a job in town and then sell themselves at this local night club. Regulations did not seem to stop this, in fact, there were rooms at the back that could be rented. This was just one of many bars known for prostitution in Nairobi.

The prevalence of prostitution is further compounded by diseases such as AIDS. According to Mutuku and Mutiso (1993) in their article; Kenya: The Urban Threat to Women and Children:

Children between the ages of 12 and 19 years are also particularly at risk of AIDS infection. Street children, child prostitutes, drug users and others in especially difficult circumstances are increasingly exposed to AIDS. A 1991 study of adolescents in Kenya found that over 50 percent were sexually active, most from the age of 13 or 14. The study also found that 89 percent of these adolescents never used any form of contraception.(p. 231)

AIDS and the myths surrounding it are a growing problem. While visiting a Catholic orphanage the headmaster stated that God could get rid of AIDS. She explained that many babies were born HIV positive and in six months were HIV negative. She concluded that with good care and prayer God had eliminated the AIDS virus. Later a

doctor working on an AIDS project in Kenya explained that the testing mechanism which is available in Kenya could not differentiate between the HIV virus and HIV anti-bodies. Mothers with AIDS pass on the HIV virus only to a certain percentage of babies, however anti-bodies are present at birth in the remaining ones. Anti-bodies usually take about six months to disappear, thus with the test that is available in Kenya babies appear to recover from the HIV virus. Access to accurate information about basic health issues is a problem, as health services are not available to the majority of Kenyan's.

The AIDS epidemic which has grown in the last ten years has left many children and youth orphaned. Janet Odoul of the Society of Child Welfare of Kenya states that neither children's homes nor foster homes were willing to accept Kenyan children orphaned by AIDS whether or not they were HIV-positive (UNICEF, 1991a p.11). Neither will such children have access to the emotional or financial support of their families. These children are particularly vulnerable to street life and situations which make them highly vulnerable to AIDS. The present AIDS situation will also add to the already disproportionate number of youth in relation to the adult population.

An increasing number of children are working in the streets to support their families and themselves (Dallape, 1987). Child labour is prevalent in the informal sector where children are subjected to long hours, low pay and exploitation (Namazi & Sicola, 1991). This group is hard to count as many are invisible. Girls between the age of six to sixteen years are frequently hired as domestic house girls. Working in these positions they are often the victims of physical and sexual abuse. During the day they may be the only one in their employer's home and men will often force their way in and rape these young girls. In many instances these young girls have no course of action. Children are also used by adults to traffic drugs and beg. Street children are often used to solicit money from the many people in the city streets. In one instance, I watched as children handed over money which they acquired begging to a man draped in a burlap sack, who was very informally supervising them. These children often receive very little of this money.

The problems noted are particularly acute in the slum areas, one of the largest being the Mathare Valley, on the outskirts of Nairobi. The Mathare Valley has a

population between 250,000 and 300,000 with a density of about 1,500 persons per hectare. The area is characterized by overcrowding and a high rate of unemployment. Individuals living in this area are not engaged in the formal work sector but tend to seek employment in the informal sector which includes domestic servants, illegal brewers and distillers, prostitutes, illegal landlords, artisans, manual labourers, wood carvers, parking boys, barbers, and matatu drivers. These businesses face several problems such as minimal infrastructure and refusal of credit from the formal banking sector.

Problems are further complicated by the minimal education of most of the inhabitants. One baseline survey stated that 43.7% of the women and 61% of the youth have had between 5 and 8 years of formal education (Kironyo, 1992). The instability of income and lack of education is often coupled with desperate poverty. Consequently, many individuals living in the Mathare Valley, including children, resort to hazardous means of income such as prostitution, drug dealing, and making 'changa' (home brewed beer) to survive. Problems are further complicated by diseases such as AIDS and the increasing number of children born to single mothers, many of whom become AIDS orphans.

Families are large and often headed by single mothers with seven to eleven children (Personal Experience, 1991). The number of youth in the Mathare Valley is high. Of these youth 21% are employed casually in the informal sector, 22% are students and 57% are unemployed and without skills (Kironyo, 1992). The latter group is at risk of becoming involved in hazardous forms of income generation. This group frequently migrates to the city streets out of frustration and/or a need to help their families.

Children are the silent recipients of the different political, economic and social factors affecting Kenya. These children represent what one Geneva based expert on street children calls "a time bomb in society".

Governments that now place a low priority on children's needs in favour of addressing debt burdens and guerilla war could well find those problems compounded in the years to come by street children who have become street adults. The result: an undereducated, underemployed population, straining social services and threatening social order. (Terry, 1987, p. 4)

Services must focus on this group before they become absorbed in street life and

petty crime, a cycle that is difficult to break. Pictures of children are illustrated in the media and brochures to elicit help and support, yet these children rarely have a voice in the process. Children do not vote and those from the slum areas are further hindered by poverty. These youth need the opportunity to learn how to become productive members of their society and avoid repeating the patterns of their parents. Services for youth that combine life skills and employment training in the informal sector would help the future of these youth, and Kenya.

#### Policies that Support New Models of Services

A number of international and national laws and policies govern the care and protection of children in Kenya and mandate services. Nationally, a number of different legislative acts are responsible for ensuring the care and protection of children have been identified by Kabeberi (1990) and include:

##### The Penal Code:

provides a child's right to life, including food, clothing, and housing and excuses a child below the age of eight from criminal responsibility.

##### The Public Health Act:

legislates a child's right to health services. However, services cost money, consequently the majority of the population do not have access to these facilities and lack accurate information pertaining to health care issues.

##### The Education Act:

provides three basic levels of education although only primary education is formally compulsory (Namazi & Sicola, 1991). Although primary education is supposed to be free, school fees for books often prevent a child from attending.

##### The Adoption Act:

facilitate the regulation and making of adoption orders and the registration and control of adoption services.

##### The Child and Young Person's Act:

seeks to protect children from various forms of abuse ie. physical, sexual or mental by a parent, guardian and any other adult.

##### The Employment Act:

This act recognizes the need to protect children against exploitation in the

formal labour market. However, children can be engaged in family business, which includes agricultural business.

Kenya ratified the UN Convention on the Rights of the Child (CRC) on July 30, 1990, signifying their support and commitment to the principles outlined in this document (Appendix A). The Kenya Chapter of the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) was active in the drafting of the African Charter on the Rights of the Child. Although, Kenya's actions at the international level are significant, their legislation and services inadequately represent the principles outlined in these documents.

The CRC in both articles 28 and 29 espouses the importance of education. Although Kenya has made advances in education, as will be noted in the following section, population growth and economic restraints have hindered progress. As an increasing number of children resort to the informal sector to support themselves and their families they lack the protection of the law. Due to the fragmented nature of this sector, the work children do and the abuse they experience is often invisible. The CRC makes provision for the protection of children in especially difficult circumstances in articles 32, 33, 34, 35, and 36 and Kenya recognizes this in a number of different acts. Desperate situations of poverty often prevent children from reporting the abuse, for fear of losing their job, consequently many cases go unreported. These children are often the victims of continual abuse and very often become abusers themselves.

The CRC also includes seven articles pertaining to a child's right to participate in matters affecting their well being. Kenya's laws have no provisions pertaining to a child's right to participate. Nevertheless, the adaptation of the WOW will facilitate a child's right to participate by incorporating a participatory research process. New models of education and training such as the Canadian WOW can affirm Kenya's present legislation and exemplify the principles cited in the CRC. A multi-methods approach will be developed to enable the facilitator to work with the employers and youth to provide education and training in the area of work conduct and work ethics and decrease the problems of exploitation experienced by youth in this sector.

Educational Services to Children and Youth

Education and training to eradicate some of the problems facing Kenya are difficult due to the large numbers that need to be educated and the limited resources available, even though advancements in education have occurred and included an increase in primary schools from 5,000 in 1963 to 14,288 and secondary schools from 200 to 2,700 in 1988 (Namazi & Sicola, 1991). This change resulted in an enrolment increase from one million to 5,123,600 in primary schools, and approximately 36,000 to 540,192 in secondary schools (Namazi and Sicola, 1991). However, economic and political restraints have negatively affected the ability of children to go to school. In 1985 the education system changed from the English system of seven years of primary school, six years of secondary school and three years of university to the American system of eight-four-four, as illustrated in Table 1 (CIDA, 1989).

TABLE 1: Kenya School System

AGE	LEVEL OF SCHOOL		AGE	LEVEL OF SCHOOL	
6	Standard 1	E I G H T	14	Form I	F O U R
7	Standard 2		15	Form II	
8	Standard 3		16	Form III	
9	Standard 4		17	Form VI	
10	Standard 5		18	University	F O U R
11	Standard 6		19	University	
12	Standard 7		20	University	
13	Standard 8		21	University	

This new system has been criticized as having a curriculum too broad to be covered within the set time limits (Mwende, 1991). The Kenyan newspaper stated on August 24, 1991 "many pupils have gone back to school when they should be on vacation because their last term's work was not adequately covered" (Mwende, 1991 p. 4). A rigorous education system not equipped with the resources or the time for children

to develop appropriate skills has led to frustration and anger as demonstrated by the incident cited in the preface (Ndirangu, 1991). In addition, access to educational facilities has been extremely uneven among different districts, and even with an education one is not guaranteed a job appropriate to the achieved qualifications (Sasa correspondent, 1991). It has been noted in Sasa (1991), a Kenyan magazine that:

Only about 10% of the students who sit for the Kenya Certificate of Education Examination make it to one of the four national Universities. The reason being that present universities cannot accommodate as many students.(p. 2)

Many youth end up joining the informal sector to seek work (Sasa, 1991). Many families cannot afford the tuition for their children to attend secondary school. There are different types of schools each seems to affect how well a child will do. For instance between 1960 and 1970 the Kenyatta government encouraged schools to develop through "Harambee" projects (Millar, 1984). Harambee is a slogan that has been adopted by Kenya since independence and means a "pulling together" for a common cause (CIDA, 1989). Harambee schools were local schools approved by the government, and supported financially by the local community. This was an attempt to provide more educational facilities by the government, however they lacked resources and qualified teachers. Harambee schools have since been taken over by the government, however these schools are still at a disadvantage. The education system is extremely biased to the upper class who can afford to send their children to the more prestigious schools.

While each student has access to the yearly government exams, many youth have not had consistent education or quality education, thus do not have equal opportunities for success. Stringent exams exclude a number of students from continuing. Many youth end up in the work force as unskilled labourers, or resort to more hazardous means of earning an income in the city streets. A number of barriers prevent youth from succeeding in the formal school system in Kenya. As the number of youth in the population increases, there are fewer available opportunities for youth to succeed in this formal school system. Researching models of education which provide opportunities for marginalized youth could decrease foreseeable problems facing youth in Kenya.

## Chapter Four: Program Feasibility

### Developing New Models: Within a Kenyan Based Organization

A partnership was established with the Social Economic Development Services (SEDS) a Kenyan NGO, based in Nairobi to develop a new model, the Kenya WOW, as a means of providing services to marginalized youth living in the Mathare Valley. The feasibility of developing a Kenya WOW through this organization was assessed by reviewing annual reports, discussing the prospect with the staff and consulting with members of another organization in partnership with the SEDS. This process helped determine the feasibility of developing this model in cooperation with the SEDS and assess the logistics involved.

Similar to many grassroots NGOs, SEDS was developed based on the vision and motivation of a number of dedicated individuals. In operation since 1986, SEDS has grown and changed based on need and the availability of funding. Born out of the work of Wanjiku Kironyo, it started in 1985 when she secured a small office in the Mathare Valley and used her skills as a family marital therapist to counsel individuals living in this area. During this time she became aware and concerned with the desperate situations of women and their children. The majority of these women were single mothers with seven to eleven children. These women often supported themselves brewing illegal local beer "changa" and engaging in other hazardous activities such as prostitution.

In 1985, Wanjiku attended an international women's conference based in Nairobi where she met Rosalind Shepard, a Canadian. At this time Rosalind committed herself to starting a small agency run by volunteers in Edmonton, Alberta, known as the Awareness Program, to create a cooperative inter-country partnership. In 1986, the Awareness Program provided the start up funds for SEDS with Wanjiku Kironyo as the Director. SEDS has evolved and grown significantly since 1986. While working with women it became obvious that support was also needed for their children, consequently SEDS started youth camps. SEDS hired additional staff to organize and oversee youth camps which are scheduled to operate one weekend per month. At these camps, seminars, workshops, and resource people are brought in to educate youth and their mothers on a variety of topics. Experiential learning processes involving drama

performances and role playing are used to create awareness and generate solutions, for the problems youth may potentially face. This form of education and training provides an opportunity for illiterate individuals which includes participants and their mothers to benefit and is appealing to many different ages. These different programs facilitate the development of trust and respect within the community. Through these relationships SEDS discovered that many families had a handicapped child.

Handicapped children are further disadvantaged due to the large stigma attached to their disability and the lack of knowledge and resources accessible to their parents. These children are often thought of as a curse and locked away, shielding them and their family members from further stigma. Because of their decreased mobility these children frequently die in fires and floods throughout the Mathare Valley. To meet the needs of these children, Wanjiku established a partnership with a physiotherapist from one of the local hospitals to work with these children once a week in the Mathare Valley. This involved one of the older youth from the youth camps training with the physiotherapist and sustaining contact with the families throughout the week. Some children were helped to function within their families but others continued to be emotionally and physically neglected. Due to the increasing number of handicapped children who could not be helped within their families SEDS worked to secure a building and started a centre for handicapped children. A sewing program was started at the centre to provide training for young women and facilitate a nurturing and supportive environment for the children.

SEDS has been able to expand and grow due to the dedication and determination of a number of individuals. The Awareness Program of Alberta has helped sustain funding support for specific programs administered by the SEDS. SEDS now includes five women's cooperatives, a centre for handicapped children, a sewing program for young women and offers monthly youth camps. The Kenya WOW was a response to the needs of older youth involved in monthly youth camps during the summer of 1991. Although there was a lack of clarity regarding how this gap should be filled, there was a willingness to explore the options. Through a consultation process between the Canadian author and the Kenyan partner, the feasibility of adapting a Canadian work experience model within the organizational structure of the SEDS was confirmed.

Developing the Kenya WOW through the existing infrastructure of the SEDS provides services to older youth affirming and building upon work that was already being done in the existing youth camps. SEDS has the ability to reach people in the local community of the Mathare Valley. A peer support network has been developed to provide support and contacts for a much larger group within the Mathare Valley with the establishment of the women's cooperative and the youth camps. Women in the cooperative now have the ability to identify children and youth who are at risk in the Valley and once identified, a staff member of the SEDS tries to make contact with the child and her family (if a family exists). Drawing on the resources of this community based NGO, SEDS provides an avenue to reach the people who otherwise may be hesitant or suspicious of new initiatives. The fluid nature of the SEDS allows it to evolve and grow avoiding the "red tape" which exists in larger institutional organizations. This allowed SEDS to assume the responsibilities, development and evaluation of the Kenya WOW program with few organizational hurdles.

#### Program Development: The Kenya WOW

The framework for the development of the Kenya WOW project was developed based on the joint effort of the Kenya coordinator and the Canadian researcher/author. The appropriation and adaptation of this model involved numerous discussions with the Kenyan partner, who continually consulted the other member of the SEDS, in order to devise a framework that was culturally appropriate and suitable for the Kenyan environment. The following program purposes, objectives and methodology illustrate the initial framework for the development of the Kenya WOW model.

#### Program purpose, objectives and methodology

##### Purpose #1

To apply the Canadian Federally Funded Work Orientation Workshop model in the Kenyan context.

##### Objectives

- 1.1 Select 10 "at risk" youth (plus 2 on a waiting list) which will include 5 females and 5 males between the ages of 16 to 22.
- 1.2 Provide each participant with 3 weeks of residential life/employment skills training.

- 1.3 Provide each participant with 12 weeks of employment/small enterprise opportunities.

### Methodology

- 1.1.1 Youth will be selected based on two of the following criteria which identify them as being at risk.
- i) Living conditions: from the slum areas of the Mathare valley. (eg. no permanent housing, no sanitation, high crime rate.)
  - ii) Family situations: from families headed by single mothers with at least 5 children.
  - iii) Education level: not completed secondary school.
- 1.1.2 Contract with youth for their wage and bonus. Which should include:
- a) confirmation of 35 dollars per employment week.
  - b) confirmation of 10 dollar bonus upon completion of life/employment skills and employment training.
  - c) confirmation of 20 dollars for transportation.
- 1.2.1 Select and reserve location where life/employment skills training will be conducted.
- 1.2.2 Confirm arrangements for 3 weeks of life/employment skill training that includes meal plans and sleeping accommodations.
- 1.2.3 Prepare and finalize life/employment skills training, and recruit resource people needed. Topics for workshops will include: goal setting, job search skills, values clarification, work readiness, conflict resolution, health information, safe sex, and family planning.
- 1.3.1 Identify and contract with 15 employers.
- 1.3.2 Establish 3 small enterprise initiatives.
- 1.3.3 Place youth in employment opportunities.
- 1.3.4 Provide support for youth while in employment situations, by contacting youth weekly.
- 1.3.5 Make contact with employers on a weekly basis to check on the progress of participants.
- 1.3.6 Work with youth in unstructured settings to develop self initiated enterprises.

### Purpose #2

To evaluate and make recommendations for the development of a Kenyan model.

Objectives

- 2.1 Document how the program was adapted to fit the needs of this population.
- 2.2 Prepare workbook for future program that is specific to Kenya.
- 2.3 Gather evaluation data from youth participants, employers and facilitators.

Methodology

- 2.1.1 Solicit information from youth and co-facilitator regarding the modification of the Canadian W.O.W workbook. Document all changes.
- 2.2.1 Write a workbook specific to Kenya adapted from the WOW model. Included in the workbook: a record of all participants, workshops and location, resource people, employers recruited, and small enterprise developed.
- 2.3.1 On-going data gathering based on observations and discussions with youth participants, employers and facilitators.
- 2.3.2 Prepare an evaluation questionnaire for youth participants, employers, and co-facilitators, to be distributed upon completion of final employment placement.
- 2.3.3 Implement a five day participatory evaluation workshop, that explores the experience of the youth in the program.
- 2.3.4 Synthesize all data collected and prepare a final evaluation report and recommendation.

Purpose #3

To identify resources that will increase the probability of program sustainability.

Objectives

- 3.1 Identify possible organizations/individuals who will facilitate and support replication.
- 3.2 Implement the program with a Kenyan colleague.

Methodology

- 3.1.1 Explore possible linkages with organizations, such as government, institutions, and NGOs.
- 3.1.2 Confirm in writing linkages with at least 3 of the above establishments.
- 3.2.1 Select a co-facilitator who has the skills, knowledge, and

commitment to sustainability to help facilitate and implement the program.

- 3.2.2 Contract with co-facilitator for nine weeks of full time work and fifteen weeks of half time work.
- 3.2.3 Facilitators need to supervise each other and be accountable to each other, throughout the program.

This framework illustrates a number of adaptations made to the original model. For instance, the Kenya WOW was scheduled for twenty-four weeks as opposed to fifteen. This included an additional week for program planning, seven weeks of employment training and one week at the end to finalize. These changes were made to fulfil the objectives of this new model of service which as stated earlier were to:

1. Provide an alternative form of education and training to youth who do not have consistent access to the formalized school system in developing countries.
2. Affirm the work of the informal sector by establishing work placements in this sector and providing support and encouragement for youth and employers.

The original model introduced youth to the work force as a means of complementing their formal education. The Kenya WOW exposed youth with very little formal education to the work force in an attempt to sustain a youth's involvement in the work force. Consequently, more time was allocated to develop skills at the employment settings and work with the employers.

Two workers were scheduled to coordinate the process whereas the Canadian WOW only had one project coordinator. There are a number of reasons for this combination. The Canadian has the knowledge of the WOW program, from operating a Canadian WOW in 1989, yet she lacked the information to appropriately adapt this program to the target population in this location. A Kenyan familiar with the location is needed in the recruitment of youth and employers. A Kenyan who spoke the local and national language was also needed for translation purposes, as the Canadian did not speak a tribal language, or Kiswahili. This combination also functions as a training role and increased the probability of program replication.

The youth selection process was developed based on the profiles of the youth involved in youth camps and attempts to target those who were considered "at risk". Life

skills workshops were held at a residential setting to prevent disruption of the process due to transportation difficulties. It would have been complicated to incorporate a "touch-back" day per week, as had been scheduled in the original model, so a week was designated in the middle of the employment training to conduct a second life skills workshop (see table 1D, page 57). Wages, transportation costs and bonuses were calculated based on the local cost of these services in Kenya. As well as evaluating this model provisions were made to sustain it by establishing links with other organizations.

Upon establishing an outline for the development of a Kenya WOW within the existing structure of the SEDS a funding source was required. A funding proposal (Appendix C) was submitted to the Canadian Bureau for International Education (CIBE) a branch of the Canadian International Development Agency (CIDA) in January 1992. It was accepted in June 1992. Obtaining funding affirmed the validity of this model as a possible means of providing services to marginalized youth in Nairobi.

After funding was approved provisions were made to develop the different components of the model. This involved preparation in both Canada and Kenya. Although preparation for the Kenya WOW program began in July of 1992, the actual program was not scheduled to begin until January of 1993. Formative evaluations are often more time consuming than summative evaluations. For instance, programs which have been in existence for some time have established the key workers and their roles are usually defined. Similarly training and resource materials have been established and in this case work placement defined. Because this program was new to the Kenyan social and cultural context, considerable ground work was required prior to the actual program implementation. This also involved assessing the resources that would be needed to facilitate the implementation process, one of which was a car. Transportation difficulties would be greatly decreased with the use of a car to visit the different employment settings and communicate between the different project sites. SEDS already had a small truck that was used to transport children and supplies, however, it was old and could not also be used for the Kenya WOW. The Canadian author decided to buy a car for the duration of the program which she would sell upon completion. However, the Awareness Program offered to donate to the purchase of the car as long as it would stay with the

project once the program ended, as the truck would not last much longer. A variety of donations generated by the Awareness Program and the Canadian author provided the funds to buy a car which facilitated the implementation process and enhanced the resource base of the SEDS.

In Canada, preparation involved a number of different activities. There was a consultation process with a number of other organization which were involved in similar programs to compare similarities and differences. Procedures and training material was collected for future incorporation and materials that would be difficult to find in Kenya were obtained. For example, the Canadian based Street Kids International donated their Karate Kids video which addresses the issues of AIDS and street kids in developing countries. In addition, a life skills manual was ordered from the Centre for Population and Development in the United States. Establishing links and networking with other individuals and organizations who are knowledgeable of the issues which the program will address is important to the evaluation process. Developing programs in isolation can result in mistakes being repeated instead of building on what has already been learned. Gaining the support of the community in which the program will be developed and the international community can decrease barriers and enhance program implementation as it has the potential to affirm some of the work already developed within the NGO community.

Preparation in Kenya began by asking Wanjiku Kironyo if she would be interested in assuming the role of the Kenya facilitator. Wanjiku had the knowledge, skills and commitment to enable the successful implementation of this project. Wanjiku accepted and began planning for the Kenyan WOW program in October 1992 by contacting staff members of the SEDS and confirming with them that the project would be continuing. Advertising was done within SEDS existing programs followed by a group information session in December 1992 which was attended by thirty Kenyan youth. All youth had previously participated in the youth camps, consequently they already had some connection to the SEDS. Wanjiku also began exploring possible employment opportunities and income generating possibilities. This included talking to a number different employers to determine their responsiveness to this project. Discussions were

also held with the parents of the youth in the program to determine how they felt about the development of this program.

Stakeholders in both the local and international community were consulted. Typically networking is an informal exercise which is rarely documented, however it is an important component of the evaluation process as it can enhance program development and reaffirm the relevance of a program. Furthermore, these individuals' experiences and expertise can provide important information and enhance the implementation process. Programs can be hindered by some of the procedures which are missed at the initial stages of development, consequently how a program was developed is an important component to the evaluation process.

In preparation for the initial development the following tables outlining the time lines and tasks to be achieved at the various stages of the program were designed. These tables correspond to each stage of the program and include:

- a) Program Planning/Participant Selection
- b) Phase One: Life Skills Training
- c) Phase One: Employment Training
- d) Phase Two: Life Skills Training
- e) Phase Two: Employment Training
- f) Evaluation

This outline based on the program purposes, objectives and methodology was used to guide the process, and as a reference point for the evaluation process.

Tables 1A to 1F: Development Kenya Work Orientation Workshop: January 11 to July 2, 1993-24 weeks

WORK PLAN: KENYA WOW - TABLE 1: A		
DATE M/D/Y	PROGRAM PHASE	TASKS TO BE ACHIEVED AT EACH STAGE OF THE PROGRAM
January/11/93 to February/19/93  6 weeks	Program Planning	<ol style="list-style-type: none"> <li>1. Facilitators will contract with each other for nine weeks of full time work and fifteen weeks of half time work.</li> <li>2. Both facilitators will work full time.</li> <li>3. Select 10 at risk youth (plus 2 on a waiting list) including an equal number of males and females between 16 and 22 yrs. Participants will be selected based on the previously identified criteria.</li> <li>4. Contract with youth for their wage and bonus.</li> <li>5. Select and reserve location for life skills training.</li> <li>6. Confirm arrangements for 3 weeks of life skills training including meal plans and sleeping accommodations.</li> <li>7. Prepare and finalize life/employment skills training, and recruit resource people.</li> <li>8. Identify and contract with 15 employers.</li> <li>9. Establish 3 small income generating programs.</li> </ol>
WORK PLAN: KENYA WOW - TABLE 1: B		
February 22/93 to March 5/93  2 weeks	Phase One: Life Skills Training	<ol style="list-style-type: none"> <li>1. Facilitators work full time.</li> <li>2. Provide 10 participants with two weeks of life skills training at a residential setting.</li> <li>3. Match seven youth with employment placements in the informal sector.</li> <li>4. Identify three youth who are interested in the development of income generating projects.</li> </ol>

**WORK PLAN: KENYA WOW - TABLE 1: C**

DATE M/D/Y	PROGRAM PHASE	TASKS TO BE ACHIEVED AT EACH STAGE OF THE PROGRAM
March 8/93 to April 16/93  6 weeks	Phase One: Employment training and income generating	<ol style="list-style-type: none"> <li>1. Facilitators work half-time to provide support and encouragement to employers and youth.</li> <li>2. Contact each employment setting weekly and distribute the participants' wages.</li> <li>3. Work with youth in unstructured settings to develop income generating projects.</li> <li>4. Change placement settings if necessary.</li> <li>5. Gathered information during the employment placements to incorporate into the second life skills training.</li> </ol>

**WORK PLAN: KENYA WOW - TABLE 1: D**

April 19/93 to April 23/93  1 week	Phase Two: Life skills Training	<ol style="list-style-type: none"> <li>1. Facilitators work full-time.</li> <li>2. Provide one week of intermediate life skills training to 10 participants.</li> <li>2. Review placements and discuss any problems.</li> <li>3. Place youth in a different placement experience and rotate youth in the income generating projects into structured work settings.</li> <li>4. Match seven youth with employment training opportunities.</li> <li>5. Identify three youth interested in the development of income generating projects.</li> </ol>
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<b>WORK PLAN:KENYA WOW - TABLE 1: E</b>		
April 26/93 to June 4/93  6 weeks	Phase Two: Employment Training and Income Generating Project.	<ol style="list-style-type: none"> <li>1. Facilitators work half-time to provide support and encouragement to employers and youth.</li> <li>2. Contact each employment setting weekly.</li> <li>3. Work with youth in unstructured settings to develop income generating projects.</li> <li>4. Change placement settings if necessary.</li> <li>5. Prepare an evaluation questionnaire for youth participants, employers, and co-facilitators to be distributed upon completion.</li> </ol>
<b>WORK PLAN:KENYA WOW - TABLE 1: F</b>		
June 7/93 to July 2/93  3 weeks	Evaluation workshop and program completion	<ol style="list-style-type: none"> <li>1. Facilitators work full time to deliver a 5 day evaluation workshop to the youth participants.</li> <li>2. Gather feed-back from participants, employers and facilitators.</li> <li>3. Assessing the differences in youth before the program and after, what skill were learned.</li> <li>4. One facilitator work full time to prepare life skills training material specific to Kenyan youth.</li> <li>5. The second facilitator will act as a consultant in the preparation the final report and additional material.</li> <li>6. Establish a records of the all participants, workshops and location, resource people, employers recruited and small enterprise developed.</li> </ol>

## Chapter Five: Program Implementation

Chapter five is a descriptive evaluation of how this model was implemented and adapted to provide services to marginalized youth in Nairobi. Program components including:

- a) program planning;
- b) life skill employment training;
- c) employment/income generating opportunities; and
- d) evaluation

will be used to categorize evaluative information. Data collected throughout the implementation process was recorded on the pre-designed forms in Appendix C. Adaptations made throughout will be summarized on tables 2A to 2F illustrated on pages 76 to 78 for comparison to the original tables 1A to 1F developed prior to implementation on pages 56 to 68. Areas altered on implementation are written in bold within the tables for the readers convenience.

### A) Program Planning

The project was postponed for three weeks to assess potential difficulties following the first multi-party election which might have disrupted the program schedule and affected the author's ability to remain in Kenya. [Hereafter, the author will refer to herself as "I".] The situation began to stabilize and on January 25, 1993 the project began. It operated out of the homes of the two facilitators and the centre for handicapped children. This arrangement had a number of difficulties because the distance between the locations was about 20 to 30km and as the centre did not have a phone, communication was often a problem. Although adequate for the initial program, future programs may require a central office or a business number where calls could be received and messages left.

The planning stage involved clarifying roles and responsibilities and drawing up a contract which both facilitators signed. Facilitators also used this time to review the program framework and the budget. The original budget in Appendix C estimated the project cost at \$9,150.00 however this was revised based on a number of assessments.

For example, the participants' wages, bonus and transportation cost were adjusted to reflect the actual costs as previously it was too high. These revisions resulted in a new budget of \$7,100.00 (see page 96). This alteration also accommodated my living allowance which was higher than expected due to the three week delay, the additional two weeks of planning and an increased cost of living. Weekly meetings were scheduled to review areas of difficulty and facilitate accountability between workers. Wanjiku Kironyo, the Kenyan facilitator, was originally scheduled to provide nine weeks of full time and fifteen weeks of half time work. Excusing Wanjiku from her other responsibilities would have affected the ability of this model to integrate itself into the existing programs and the community with whom SEDS worked. Wanjiku did not work full-time on this project but was contracted to provide twenty-two weeks of half-time and three weeks of full time work. A decision was also made to select a trainer from the existing staff of the SEDS on a part time basis. This increased the probability of program replication, continued to build on the strengths of the existing NGO and provided a greater number of job opportunities within the structure of the Kenya WOW model.

The project took eight weeks to plan instead of six as securing employment placements and booking life skills placements was time consuming due to transportation and communication difficulties. The facilitators often visited the employment placements two or three times before actually meeting with the employer. Employers regularly missed scheduled meetings due to other priorities. Rescheduling was complicated by the fact that most employers did not have a phone. The employer would leave a note apologizing and requesting another meeting, however the identified time was not always suitable for the facilitators. The facilitators would then leave a note suggesting a number of possible meeting times of which they would have to go back and confirm before the actual meeting. Some settings were sporadically open due to a flexible schedule or other commitments. Additional time was also necessary for establishing a good working relationship with the employers and for answering all their questions regarding this new program.

Participants were selected based on information gathered at three different

meetings and the previously identified criteria in Chapter Four. The first meeting scheduled in December 1992 and attended by thirty youth was a general information session. The second meeting in early January was attended by twelve youth. At this meeting the youth were asked to write a description of themselves, their expectations of the program and identify an employment area where they would like to receive training. This exercise revealed the limited number of ideas youth had regarding future employment training opportunities. Girls typically picked hair dressing and dress making and boys picked mechanics and carpentry. Presently there are a large number of individuals in these more traditional roles/jobs. To counteract this youth were asked to generate three different ideas by interviewing individuals working in the informal sector for the next meeting. Lack of exposure resulted in a limited number of employment choices in which youth placed value, consequently it was difficult to overcome a youth's desire to work in these traditional roles/jobs.

The youths' expectations about the program were also assessed to determine if they were realistic. Youth expected jobs upon completion and many had high expectations about the skills that could be acquired in a twelve week period (ie. learning how to drive). Inaccurate expectations about the program were addressed at the third meeting attended by twenty-two youth. The facilitators individually interviewed each youth, to clarify the purpose and objectives of the Kenya WOW and emphasize that the Kenya WOW was a four month training program and not permanent employment. It was not the intention of this program to build up hopes only to lead to disappointment upon completion but to help youth acquire realistic and achievable goals for their future.

The program demanded youths who were motivated and reliable. Consequently this interview process allowed the facilitators to assess this prior to selecting the participants. At the third meeting, during the second week of the program, fifteen youth including eight boys and seven girls were selected to participate in the Kenya WOW. The number of participants was increased from ten to fifteen due to the number of youth interested and the availability of funds. A number of budget changes provided the funds for the extra five youth. The original Canadian WOW had ten youths to one facilitator, yet as the Kenya WOW program had two facilitators increasing the number did not affect

the youth facilitator ratio. This group was still small enough to allow for group discussions which was an important part of the learning process. Contracts were not established with the participants during the planning stage as "drop outs" were anticipated prior to the first life skills training.

The facilitators also decided to involve parents and extended family in the implementation and evaluation process. Involving parents and/or extended family increased their understanding of the program and encouraged them to support their children. Parents are often hesitant of new programs and people they do not know (noted in Chapter Six). This addition contributed to the extra time needed during the program planning.

Booking a life skills setting was complicated by the negative connotation attached to youth from the Mathare Valley. Consequently, both phases of the life skills training were booked through the National Council of Churches (NCCCK) with whom SEDS had previously worked to overcome the stigma attached to youth from slum areas. Booking through a church group, as noted in chapter three, also provided a discount. The setting included room and board, an area to conduct training workshops, a TV and a VCR. The booking arrangements were very informal and had to be confirmed even after placing a deposit which was time consuming as the settings were 20 to 30 km outside of Nairobi.

Three weeks of workshops were designed in order to address issues facing marginalized youth in Kenya and help youth develop the needed employment and life skills. Resource people were recruited to speak on different topics such as income generating, health issues and AIDS education. Educational videos were borrowed from the United Nation's library and the All Africa Council of Churches (AACC). This was made possible through personal and professional contacts. Seventeen employment settings were contacted during the planning stage and thirteen settings were confirmed. Income generating projects were postponed as time was needed to assess the participants' skill level and determine how this aspect of the program would be implemented.

During the eight weeks of program planning there were no major incidents which hindered the implementation process. A one week break was taken following the planning stage as I had to organize some business matters regarding my contract with CIDA. This

would not need to be incorporated into future programs, although it did offer a much needed break prior to the first life skills training.

#### B) Life Skills Employment Training Workshops

Three weeks of life skills training was provided and included two different phases. Youth were constantly questioned at the first life skills training by the residents at this setting. They were curious about the activities we were doing and concerned that they may conflict with religious values, ie. family planning is very controversial and in many schools not allowed as it is believed to lead to promiscuity. Providing information about the program to the residents at the different life skills settings may decrease the suspicion and reservations that were experienced at the first life skills setting.

Providing the life skill training at a residential setting achieved a number of unanticipated outcomes and added to the participants' general well-being. A different environment decreased some of the isolation youth had experienced in their lives and regular meals exposed them to a nutritional diet. In the majority of schools, males and females are schooled separately thus males and females have limited opportunities to learn how to appropriately interact with each other. Games and ice-breakers were used to decrease nervousness and facilitate appropriate interactions between males and females. Games also helped develop coordination and leadership skills by allowing participants to facilitate group games. Humour was also incorporated whenever possible.

Workshops were designed based on a non-formal approach to education and training which drew upon some of the underlying principles of participatory research to facilitate the learning process. Role plays, dramas, simulation activities and games incorporated the various skill levels of the participants, helped them build on what they already knew, facilitated the development of new skills and helped them evaluate each other. For example, during phase one, a workshop was designed to assess a youth's conduct in an employment situation. The group was divided into four small groups and instructed to design a drama performance to illustrate their conduct at an employment placement. Following this, the participants evaluated the performances. This exercise facilitated and affirmed a collaborative process which allowed participants to learn from each other by generating a list of appropriate and inappropriate employment skills

(Appendix D). The four groups were then instructed to do the same performance but incorporate the needed improvements. By allowing youth to generate their own ideas, this method decreased the dependency often created between teacher and student inherent in a more traditional lecture format. This method of learning relied on few resources, is transferable to many different settings and can be used to problem solve in a number of situations. Likewise, a number of different mediums were used to evaluate workshops on a daily basis, including discussing them with the participants, trainer and the co-workers, questionnaires and rating scales.

The life skills training was presented in English, Kiswahili and Kikuyu (the Tribal language). As I spoke only English, a translator was always needed. Although the youth understood English (it was their third language), they did not feel confident communicating in English. Lack of confidence often inhibited youth from asking for clarification when they did not understand the instructions. This was addressed during the training session through role plays which illustrated a number of embarrassing situations resulting from language. One role play depicted an employer asking for the keys and a youth thought he meant a kiss and gave him a kiss. Youth were encouraged to ask for clarification to avoid embarrassing situations and the inability to follow instructions appropriately. Whenever possible information was presented in Kiswahili or their tribal language and translated for my benefit.

Each phase of the life skill training had a different emphasis. Phase one focused on increasing the participants' self-awareness and developing some personal/employment skills. The second phase was directed at strengthening employment skills.

#### Phase-One: Life Skills Training

Two additional participants arrived at the first life skills training along with the fifteen previously selected. This could have been the result of a translation difficulty or a cultural norm. The Kenyan facilitator commented that direct translation was difficult due to the differences between English, Kiswahili and Kikuyu and could have distorted the instructions. Furthermore, rigidly organized systems and a highly structured environment are not a part of the Kenyan culture. The extra two youth may not have understood that only a certain number had been selected or assumed that because they

were at the third interview they were also participants. I proposed to excuse the extra two youth as the budget could only accommodate fifteen participants, however the Kenyan facilitator and the trainer strongly disagreed. It was decided to involve the youth in the decision making process and ask them for a possible solution. Participants proposed to take a ten shilling cut in pay. An anonymous vote confirmed that everyone agreed. A ten shilling cut in the youth training allowance would have been below the acceptable training allowance standard, consequently, a five shilling cut was approved and the facilitators personally donated the difference. To prevent similar situations in the future, the budget might include an emergency fund for unexpected expenses and crises. It would be difficult to duplicate this exercise, however, an exercise at the beginning of the program that promoted group support and let youth know they had some influence over the program may be useful.

Phase one of the life skills training included a variety of activities to promote self awareness. For instance during the initial two weeks of training, youth were required to care for an egg. This exercise simulated the responsibilities involved in caring for a child. Following the two week period, prizes were awarded for the best cared for egg, the egg with the best name and the best decorated egg etc., enabling everybody to receive a prize. This activity provided a number of humorous stories and was a favourite with the participants.

The first phase focused on the development of self-esteem to enhance participants' abilities to set appropriate boundaries and assert themselves at their employment placements. Self-awareness was increased through personal growth workshops one of which required participants to design a personal coat of arms. This involved answering six questions.

1. What do you like about your family?
2. What do you value most about life?
3. What would you like to improve?
4. What are you good at?
5. What do members of the opposite sex like about you?
6. Ask your own question.

The group then discussed the different answers. A young woman could not answer

question 5, so the group was asked to help her. One of the boys in the group responded by telling her she was very pretty. Personal development exercises such as this can affirm the qualities and characteristics of individuals, consolidated the group and developed trust and respect within the group.

Family planning, AIDS, STDs education and assertiveness training workshops were also provided. These facilitated participants asserting themselves in situations that they may encounter at employment placements. The family planning workshop started with the basics by labelling the different parts of the reproductive system which participants did well, indicating that the mechanics had been taught before. However, they were very unsure how their body worked and were nervous about asking questions. Written questions were requested on a piece of paper and handed in. Questions focused on how to use different forms of birth control and recognize and prevent STDs. Questions were answered within the group and many generated more complicated questions such as, "Why do some twins look alike and others do not?" The group was able to dispel some of the myths and inhibitions regarding these topics, however, participants had more questions than time permitted. Dramas and role plays were used to simulate a number of potentially difficult situations and provided an opportunity for participants to learn how to assert themselves.

A resource person was scheduled for two days to discuss jewellery making as an income generating project. This workshop helped participants understand how much time it takes to learn a new skill and realistically assess their own abilities. At the first training setting, which was a residence for missionaries, the residents also provided a number of workshop activities. In the evenings they encouraged the youth to watch religious movies such as Ten Commandments. This had not been scheduled however it was evaluated as an important part of the training by the participants. A field trip was scheduled at which time participants learned about a number of appropriate technologies such as a bio-generator and agricultural techniques.

Participants were not matched with an employment setting during this phase of the program. Exercises were done to assess what type of placement the youth wanted and youth were shown a list of possible placements. They were asked to choose which

one and a schedule was designed for the first week of employment training during which participants would be introduced to their employer. Contracts were established with the youth outlining their wages, bonus and transportation costs during the second week of life skills training. The first life skills training workshop concentrated on developing basic skills needed for employment training placements.

#### Phase-Two Life Skills Training

Phase two incorporated workshops similar to those in Phase one, however the emphasis was on employment skills, such as punctuality and performance. Feedback gathered during phase one of the employment training was incorporated and youth were given the opportunity to discuss problems or concerns. All participants had exceptional attendance during the employment training, yet there were difficulties. Youth complained of boredom and menial labour. The participants' expectations of what they thought they should be doing were quite different from what was actually happening. The youth often didn't understand the purpose of learning how to keep a shop clean or how to clean brushes and combs in hair salons. This issue was discussed with several youth and each youth was asked to generate a number of ideas as to why these tasks might be important. Youth identified that such things helped satisfy customers and were useful in building a relationship of trust and respect with the employer. If an employer knew you could take care of the shop they had more confidence in you as a worker.

This exercise was complemented by a workshop on short and long term goals. Youth learned the difference between short and long term goals by identifying a number of short term goals they would have to accomplish to achieve an overall long term goal. The participants' goals were assessed by the group to determine if they were realistic. Unrealistic goals regarding the time needed to become a mechanic or carpenter were revised to reflect more realistic goals and time lines. A budgeting workshop was also included requiring youth to break down what they spent money on and identify where they could save. Many of the participants had already saved some money which they were giving to their families. Youth were asked to determine how much they could save over the next six weeks and submit a short term goal for review at the final workshop. Identifying goals for themselves helped youth focus on what they wanted to achieve and

what was realistic. Youth had requested additional information on AIDS and drugs which was provided by different resource people in the community. Bringing in different types of resource people helped to decrease stereotypes and inhibitions about specific topic areas.

The only unforeseen circumstance which affected this portion of the program was the theft of the project car. This was very distressing to all involved and caused some disruption during the last two days of training. Due to the difficulties in conducting the program without a car, a car was rented until the insurance money could be collected. However, the insurance money was never received and the project was accused of stealing their own car. Although a lawyer was hired neither the car nor the money was recovered. The event would have disrupted the program schedule and hindered the implementation process if it had not been for two generous donations which enabled a car to be rented for the duration of the program. The rental expense is not included in the overall budget as it was not an anticipated cost.

Both professional and personal skills were developed in order to enhance a youth's ability to maintain employment. Professional skills included the development of communication skills, interview techniques, job preparation and income generating projects. Personal skills focused on increasing self esteem by learning how to assert oneself and gain the self awareness to improve ones' personal conduct. Human sexuality, AIDS and STD education and values clarification workshops increased awareness and encouraged youth to make better personal choices in these areas. A number of important topics were covered during the life skills training however there was not enough time to cover each topic in as much detail as was needed. A number of additional topics recommended in chapter seven should also be incorporated. These basic skills facilitated successful employment placements.

### C) Employment Training

Employment training included two six week placements. During the program planning stage, employment placements were recruited through the vast number of personal and professional contacts of the Kenyan facilitator. Selecting dependable employers was difficult for several reasons. The location of the employers was critical,

as certain areas of Nairobi were unfamiliar and/or dangerous for youth. Also there were a limited number of appropriate placements, for many businesses in the informal employment sector were neither organized nor equipped to take on the supervision of a youth. For example, the mechanic placements could not provide youths with work overalls. These were purchased out of the program budget. While recruiting employers, it became apparent that most employers wanted a training fee. In Kenya, apprenticing with an employer is often accompanied by a fee of 3,000 shillings for approximately half a year. This was an expense which had not been budgeted. This was explained to employers and it was decided to offer an honorarium of 100 shillings per week which they agreed to accept to help out this new program.

#### Phase-One: Employment Training

During this portion of the program thirteen employers were contracted to train youth for a period of six to twelve weeks. Employment placements included: a silk screening workshop, three hair salons, two daycare centres, three mechanics, a spinning and weaving workshop, restaurant, carpentry workshop, and a centre for handicapped children. Youth were placed at eleven different employment settings during the first week of training and the extras were placed on a waiting list.

It was not always convenient to contact youth on a weekly basis thus contact was maintained bi-weekly. Many businesses did not have phones or electricity which affected the ability to communicate effectively when meetings were cancelled. Weekly visits would have left little time to do other things because travelling between placements was time consuming due to traffic and distance. The time spent visiting an employer was also dependent on how well a participant was doing. Those doing well needed little supervision; however others received weekly supervision when problems arose.

Problems that could not be solved resulted in a placement change, which happened in two cases during the second week of training. The first involved moving a youth from the spinning workshop to a carpentry workshop. In the former placement he was surrounded by women and young children and felt very out of place. The second youth was moved from her placement due to a misunderstanding with the employer regarding expectations. Following these changes the facilitators helped employers

supervise seventeen youth and distributed payment at eleven employment settings. Participants were paid 70 shilling a day which was just above the minimal wage according to Kenyan standards. Each employer was given 700 shilling to cover a youth's salary for a two week period. Youth were paid daily during the first session to ensure that they had bus fare for the next day. Receiving money daily also gave them an immediate feeling of accomplishment and incentive to return the following day. Information regarding a youth's performance was collected on two forms: a daily attendance form and the employer's evaluation form (Appendix E). Information provided on the attendance forms varied, some simply stating good performance and others identifying the tasks a youth had accomplished. The employers' evaluation provided some valuable information which is expanded upon in Chapter six, however, the information was not in-depth and in one case the form was not returned. Educational levels of the employers could have affected their ability to answer questions in more detail. This method of obtaining information was reviewed and, as noted below, changed during the second employment training.

#### Phase-Two: Employment Training

During the second phase of employment training five youth changed their placements and three new employment settings were recruited. There were a total of eleven employment placements and they included; four hairdressers, four car mechanics, one restaurant, one carpentry workshop and one daycare. During this training session youth were paid 700 shillings bi-weekly. This was done in order to simulate a real job where youth would be payed bi-weekly and have to budget their money. However, initially youth received two hundred shillings to cover bus fare which was deducted from the first pay instalment.

During this portion of the employment training, the facilitators sent a notice to the employers to schedule a meeting during the third week of training to conduct an evaluative interview instead of distributing a form. Two to three visits of about one hour were conducted each day with each employer. A maximum of three meetings were conducted per day to avoid feeling rushed and provided the facilitators time to reflect. This method of acquiring information provided unanticipated information and enabled the

facilitators to question specific areas that needed further elaboration for the evaluation process. This also allowed employers to communicate in Kiswahili or their tribal language and avoided any educational discrepancies. Information was written down and reviewed. This process was repeated one week after the program ended to obtain information for the overall evaluation and review information collected at the evaluation workshop.

### Income Generating Projects

Income generating projects were incorporated into the Kenya WOW to explore the possibility of these projects contributing to funding requirements. Developing and implementing income generating projects demanded a great deal of thought. It was difficult to devise prospective income generating projects prior to the initial program implementation as the skill level of the youth had not been assessed and it was unclear what types of income generating projects would be meaningful to the participants and successful. This portion of the program started late. Initially facilitators planned on designing income generating activities and assigning youth to work on these projects. However, funding was not sufficient and projects may not have been relevant to youth. After a great deal of thought it was decided to implement a loan system, similar to the revolving loan system used by women's cooperatives. The money budgeted for the development of income generating projects would be used to provide loans, so youth could develop their own projects. Six loans of 2,000 shillings would be provided. Youth were instructed to develop an income generating idea during the second life skills training and submit it in three weeks. However, this time frame was extended. Several youth had not understood the instructions and others needed more time. The facilitators also decided it would be beneficial if youths could discuss their ideas and judge each other. This exercise was finalized during the evaluation workshop.

At the evaluation workshop youth wrote their ideas and a budget on a piece of poster paper and placed them around the room. Ideas included selling paraffin, samosas, and plastic goods. Two participants asked that loan money be transferred to their place of employment as illustrated in the following note:

To Miss Wanjiku

It is with great pleasure I have when communicating with you. I would like to tell you that you said that you would give us 2, 000 shillings to start a business that one would feel. But, after sharing ideas with my parents on my behalf I would like to tell you that instead of giving me those money to start a business, if possible you can add at least 2 months for training so that I can have more experience. Also I feel am in the right place.

To conclude, I as --- if you agree to do so I would feel better, and have more confidence in whatever I will continue doing.

bye by ----

In such instances we explained the purpose of this exercise and helped the participants generate other options. Each project was rated by the participants from one to five (five being the best). Scores were totalled and averaged. The six projects with the highest average score were given a loan of 2,000 shillings to implement their income generating projects. Projects which received a loan at the final graduation ceremony are illustrated in Appendix F. A meeting was scheduled for the youth in one month when the loans would be repaid and the projects discussed. Loans were returned from the following projects, eggs, fruit, and newspapers with a total profit of 2,000 shillings. The money from the eggs was returned with the letter below:

To, Jacqueline

First and for all is much greetings from your faithful friend -----. Hoping you are still going on with your daily affairs. Really, am still going on with my course and I would like most to thank you for the maximum co-operational you have given unto me. Jacqueline am very pleased for what you have alone unto me because the loan you gave me I made my own business and succeeded, the business was buying and selling eggs which I made a profit for five hundred and fifty shillings (550.00) their means I will still continue with by business which will help me in my future life, so its my greet attitude to thank-you for what you have alone to me and I will never forget you in my life.

Finally, I would like to tell you that my parent could not have that opportunity to help me at all so much congratulation and may God bless you in your daily affair thank you Jacqueline and please try to come one day to visit me I will me pleased I miss you Jacqueline its good bye but not forever.

Your faithfully -----

God bless you even as you return back home.

Due to the time it took to organize and decide on the most appropriate means of developing income generating projects, this portion of the program extended beyond the

final program date. Because this exercise was not developed in the designated time it was difficult to contact youth after the project ended to set up a meeting time. A message was sent informing youth of a final follow up meeting but only half the participants attended this meeting and only 50% of the loan money was returned. One youth sent a note explaining why he could not return the money at this time and the other two youth failed to return their loan money. This exercise should be implemented during the first life skills training. The first six weeks of employment training would then be available for the development of ideas. Income generating ideas would be rated during the second life skills training and loans provided at that time. A portion of the second employment training would be used to implement income generating projects. If income generating projects did not provide full time work, facilitators may decide to keep youth on half time at their employment placement. If youth were also at an employment placement it would be much easier to maintain contact with them while they simultaneously worked on income generating projects.

At this time, it is difficult to determine if the profits made from the income generating project could help sustain the Kenyan WOW program. Income generating projects must be developed and evaluated in future programs to determine how money might be re-routed back into the Kenya WOW program budget and how to facilitate youth paying back the initial loan money.

#### D)Evaluation Workshop and Program Completion

The evaluation workshop was conducted over three days instead of five, as five days seemed too long to cover the required exercises. Participants were asked to define what evaluation meant to them. Next, participants were asked to assess the different factors that impacted the Kenya WOW program. Participants contributed far more than expected and five days would have been more appropriate. Participants selected fourteen areas which they felt contributed to the framework and implementation of this program.

1. work experience placements,
2. meetings with parents,
3. meeting facilities,
4. budget,
5. trainers,

6. resource people,
7. duration of the program,
8. employers,
9. co-workers relationship,
10. means of transportation,
11. family background,
12. participant selection,
13. co-workers in the employment setting, and
14. youth camps.

These were used to guide the evaluation workshops. Participants were asked to reflect on each area and write down their comments. Each area was reviewed with the group to promote discussion and questions. Participants shared a number of insights which have been incorporated into the next chapter and included in the recommendations in chapter seven. This exercise was useful, however it took more time than expected and left little time for discussion and socializing.

The program for the participants concluded with a graduation ceremony held on the Sunday after the evaluation workshop. Invitations were designed and distributed to parents, employers, and resource people. Employers were also asked to speak at this event about their involvement. One employer agreed to speak about his experience training a youth and his impressions of the program. In addition, the employer provided some advice based on his observations. Graduation certificates, a picture of the group and a 200 shilling bonus were given to each youth. Youth whose income generating projects were accepted received their loans at this time. The graduation was an important part of the program as it provided closure and a time for the youth to celebrate their successful completion of the program.

The last two weeks were used to review the program and solicit information for the final report. The facilitators visited employers during the twenty-fifth week to deliver the remaining honorarium and gathered any final comments. This time was also used to review information that had been collected at the evaluation workshop. Although a final report was a necessary requirement for the funder, it was time consuming and not necessarily appropriate for the skill levels of the staff or the resources that would be available to this or another organizations. For example, the computer which was being

used to document this process broke and could not be repaired in the time that was available, so the final report was delayed. Although, a computer was an asset many people still lack the skills to use a computer and they are difficult to get repaired in developing countries. The initial report is useful as it provides a framework and substance for future programming. However, designing a generic form to record pertinent information (Appendix G) would require less time and could accommodate limited resources and skill levels.

The Kenya WOW was adapted and implemented based on an original framework designed prior to the implementation process. This framework was further adapted based on information collected throughout the implementation process and is illustrated on the six tables on the following pages.

Table 2A to 2F: Implementation Kenya Work Orientation Workshop: January 25 to July 9, 1993 - 26 weeks

<b>WORK PLAN: KENYA WOW - TABLE 2: A</b>		
<b>DATE</b>	<b>PROGRAM PHASE</b>	<b>TASKS ACHIEVED</b>
<b>January/25/93 to March/28/93 8 weeks</b>	<b>Program Planning</b>	<ol style="list-style-type: none"> <li><b>1. Established contracts between the two facilitators to reflect the required hours for the duration of the project.</b></li> <li><b>2. The Kenyan facilitator worked half-time/ the Canadian worked full-time.</b></li> <li><b>3. Selected 15 participants (plus 1 on the waiting list) which included 8 girls and 7 boys, based on the previously identified criteria.</b></li> <li><b>4. Contracts with youth were delayed until the first life skills training.</b></li> <li><b>5. Selected and reserved a location for the life skills training.</b></li> <li><b>6. Confirmed 3 weeks of life skills training including room and board.</b></li> <li><b>7. Prepared and finalized training material for life skills workshops.</b></li> <li><b>8. Identified and contracted with 13 employers.</b></li> <li><b>9. Delayed income generating initiatives.</b></li> </ol> <p><b>Additional Tasks:</b></p> <ol style="list-style-type: none"> <li><b>10. A meeting was scheduled for the participants parents.</b></li> <li><b>11. An additional trainer was recruited.</b></li> </ol>
<p><b>NOTE: ONE WEEK BREAK-not necessary for future programs</b></p>		
<b>WORK PLAN: KENYA WOW - TABLE 2: B</b>		
<b>March 29/93 to April 8/93 2 weeks</b>	<b>Phase One: Life Skills Training</b>	<ol style="list-style-type: none"> <li><b>1. Facilitators worked full-time along with the trainer.</b></li> <li><b>2. Provided 17 participants with two weeks of training.</b></li> <li><b>3. Matched 17 youth with employment training opportunities.</b></li> <li><b>4. Delayed income generating initiatives.</b></li> </ol>
<p><b>Note: For future programs income generating initiatives should be introduced during this life skills phase.</b></p>		

**WORK PLAN KENYA WOW - TABLE 2: C**

DATE	PROGRAM PHASE	TASKS ACHIEVED
<p>April 4/93 to May 23/93 6 weeks</p>	<p>Phase One: Employment Training and Income Generating</p>	<ol style="list-style-type: none"> <li>1. <b>Facilitators worked half-time along with a trainer to provide support and encouragement for the participants in their employment placements.</b></li> <li>2. <b>Provided support and distributed wages for youth in employment situations by contacting youth every two weeks.</b></li> <li>3. <b>Changed youths' placements if unsuccessful.</b></li> <li>4. <b>Postponed income generating activities.</b></li> <li>5. <b>Assimilated information gathered during the employment training visits for use in the second life skills training.</b></li> </ol> <p><b>Additional Tasks:</b></p> <ol style="list-style-type: none"> <li>6. <b>Organized a meeting for parents.</b></li> <li>7. <b>Trainer visited the homes of participants on the weekend.</b></li> </ol>

Note: In future program facilitators need to work with youth to help them develop income generating ideas.

**WORK PLAN KENYA WOW - TABLE 2: D**

<p>May 24/93 to May 28/93  1 week</p>	<p>Phase Two: Life Skills Training</p>	<ol style="list-style-type: none"> <li>1. <b>Facilitator worked full-time along with a trainer to provide youth with an intermediate life/employment skills workshop.</b></li> <li>2. <b>Provided 17 participants with one week of training at a residential setting.</b></li> <li>3. <b>Reviewed placements and discussed problems.</b></li> <li>4. <b>Income generating projects were initiated.</b></li> <li>5. <b>Ten different employment placements were used to place 17 participants.</b></li> </ol>
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Note: In future programs participants must rate other participants' income generating projects and loans for these projects must be distributed.

**WORK PLAN : KENYA WOW - TABLE 2 E**

DATE	PROGRAM PHASE	TASKS ACHIEVED
<p><b>May 31/93 to July 9/93 6 weeks</b></p>	<p><b>Phase Two: Employment Training and Income Generating Projects</b></p>	<ol style="list-style-type: none"> <li><b>1. Facilitators worked half-time along with a trainer to provide support and encouragement for participants and employers at employment settings.</b></li> <li><b>2. Contacted employment settings every two weeks.</b></li> <li><b>3. Worked with youth to develop income generating initiatives.</b></li> <li><b>4. Changed placement settings if necessary.</b></li> <li><b>5. Interviewed employers on a one-to-one basis following the final employment training and distributed the trainers' honorarium.</b></li> </ol> <p><b>Additional Tasks:</b></p> <ol style="list-style-type: none"> <li><b>6. Two meetings were held with parents.</b></li> </ol>

Note: In future programs facilitators must supervise and monitor different income generating projects.

**WORK PLAN: KENYA WOW - TABLE 2 F**

<p><b>July 12/93 to July 30/93 3 weeks</b></p>	<p><b>Evaluation workshop and program completion</b></p>	<ol style="list-style-type: none"> <li><b>1. Facilitators worked full time to deliver a 3 day evaluation workshop.</b></li> <li><b>2. Gathered feedback from youth.</b></li> <li><b>3. Assessed differences in the youths' skills level and self confidence before and after the program.</b></li> <li><b>4. One facilitator worked full time to organize the material used during the training sessions for future programs and write a final report.</b></li> <li><b>5. The second facilitator provided guidance and support in the preparation of material and the final report.</b></li> <li><b>6. Established a record of participants, workshops and locations, resource people, employers and income generating projects.</b></li> </ol>
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## Chapter Six: Program Relationships

Each WOW program will have its own unique characteristics resulting from a combination of different events and experiences. Some will be quantitative and easily measured such as the specific number of participants. However, qualitative characteristics such as the relationships between co-workers, employers, youth and parents, are more difficult to articulate and measure but cannot be neglected. The personal and professional qualities of these relationships are often neglected; however, in "grass roots" projects of this nature it is often those individuals that coordinate, supervise and participate who strongly affect the program and determines its success. Although actual personalities can not be duplicated a few commonalities may be critical. Evaluation data were collected to identify some of the characteristics and circumstances of the workers, employers, participants and their families that can either hinder or enhance program development and implementation. By utilizing a reflective research process, written observations, discussions with co-workers, and personal interactions were reflected upon by the youth, employers and parents to identify the qualitative characteristics affecting this program. The qualities and characteristics that shaped this program will be identified so they can be considered in future programs and other environments.

### Co-Workers Relationships

The Kenya WOW program employed two facilitators, myself and Wanjiku, and Sarah, a trainer, and drew on the skills and expertise of other individuals working with SEDS. The qualitative characteristics of these relationships were recorded on the pre-designed data forms (Appendix B) and reflected on at weekly staff meetings and through discussions with parents at parent meetings and with the youth at the final evaluation workshop. In addition, Sarah also informally collected information from other staff and by visiting parents on the weekend.

The relationships of the workers involved in this project were not new. Wanjiku had worked with Sarah and the other employees of SEDS for an average of six years. I was familiar with Wanjiku, Sarah and the other employees as I had previously worked with this group. Working as a team with no previous personal or working history can be riddled with personal, cultural, and organizational difficulties. The previous working

relationships of the individuals facilitating the Kenya WOW and their existing relationships with other staff members enabled an immediate trust and support between workers and decreased the probability of difficulties. The project was relevant and meaningful for all involved because the model was developed as a result of a partnership between the Canadian author and SEDS. A common vision based on similar values and beliefs contributed to a joint sense of commitment. This model also affirmed the personal and professional aspirations of the facilitators and trainer.

Wanjiku had worked in Nairobi for the last ten years and had a large network of personal and professional connections which were drawn on throughout the implementation process. Although I could not integrate as easily into the local community, I was able to access the expatriate and international NGO community, to which Wanjiku did not have easy access. Through these contacts the project gained support and recognition. For example, my connection with the University of Victoria enabled a fourth year Child and Youth Care student to do her student practicum with SEDS. Contacts at the United Nations enabled the project to obtain information and resources previously not used. In cooperation with the practicum student, I helped organize a fund raiser and invited people from the expatriate and international community. This event increased the awareness about issues facing local Kenyans and helped raise funds needed for youth to take a planned three day trip to Mombassa which otherwise would have been cancelled due to lack of funds.

Future programs do not need to be facilitated by an expatriate although my presence did not hinder this project. My skills and experience were not as easily transferred. First, I did not speak Kiswahili or a tribal language and this strongly affected the depth of the relationship I was able to have with youth, employers and parents. Second, those involved in the implementation process had very little ongoing contact with expatriates. At first youth were intimidated by me and parents were unsure whether to trust me. However, evaluative information revealed that contact with "a white" had decreased some of the shyness and stereotypes they had regarding foreigners. My presence helped bridge gaps that exist between different social and racial groups in Nairobi.

Wanjiku and I provided a great deal of personal and emotional support for each other which was affirmed through discussion with youth, employers, and parents at various meetings. At the evaluation workshop participants acknowledged that the facilitators had assisted them in learning how to do something for themselves. Facilitators demonstrated to the participants how to improve their work, thus, enabling them to do their own job. Enabling youth to do things for themselves facilitated youth in becoming self motivated. Facilitators were respectful of participants' needs when providing support. Participants identified facilitators as less threatening than employers and easier to approach with concerns or questions. Facilitators also provided an objective understanding of the employment setting. Participants observed that the facilitators were respectful of each other.

Sarah, the young woman in training was also an integral part of the project. Although Sarah did not have as strong a leadership role as the facilitators, her support was invaluable. She provided a link to the community in which participants lived and was closer in age and experience to the youth. Sarah was seen as a peer and consequently youth often discussed things with her that they did not discuss with myself or Wanjiku. This peer relationship was important in determining potential problems and assessing possible solutions. Sarah had a history with the project which included her participation in the youth camps. She was a hard worker, trustworthy and respectful in her approach. The trainer's role complemented the roles of the two facilitators and allowed Sarah to learn some important skills in the process.

Both Wanjiku and I were academically qualified in the field of human and social development and had similar work histories. We had extensive "front line" experience working with people in different capacities. Most of this experience involved community based projects working to enhance the condition of people in oppressive conditions. We had training in verbal and non-verbal communication skills, group dynamics and counselling techniques all of which were utilized when working with youth, employers and parents. We had facilitated a number of different workshops including: family planning, self-esteem, AIDS education, budgeting, and other life skills useful for the development and implementation of the life skills/employment training workshops. Each

had worked in this field for the past ten years and had participated in the development and implementation of other programs. There was a commitment from both facilitators to complete the required tasks which resulted from the overall commitment they had to their work. It is suggested that future WOW program facilitators have work experience in community development, social services and communication skills. A combination of different skills and experience provided by the three primary workers enhanced the overall project and provided a bridge between the social, cultural and economic segregation that exists in Kenya.

#### Participant Profiles:

This section will examine how the youth selected for the Kenya WOW program influenced and affected this evaluation. Information was collected from a number of different sources to portray their characteristics and influencing factors. Youth provided written profiles of themselves and a questionnaire was distributed at the beginning and end of the project. This questionnaire, illustrated in Appendix H, was developed from a questionnaire originally designed by CHILDSHOPE for the purpose of conducting research on street children with the Undugu Society of Kenya. All information was reviewed with the Kenyan facilitator and trainer to determine accuracy.

Of the seventeen participants who attended the first life skills training, all completed the program. The determination and motivation of the youth was influenced by the support of the facilitators, previous involvement with this project and personal characteristics. This information will be categorized according to gender, age, tribal background and living situation. The family situation of participants will be depicted to demonstrate how this may have influenced performance, along with the beliefs and values held by the participants. Next, some of the changes that took place throughout the program and the end results will be noted.

Participants stated that their previous involvement in the youth camps had provided a sense of familiarity with others in the group. Previous peer support and contact may have helped the group work together and support each other. Youth camps also helped participants develop important life skills which were strengthened during the Kenya WOW program. Youth camps exposed participants to a number of learning

techniques such as drama and role plays. Youth stated that during camp, they learned how to share experiences, receive support and encouragement from each other and develop friendships. Participants in the Kenya WOW had been involved in youth camps for two to six years. The fact that participants were familiar with each other and the teaching format could have contributed to the overall success of the Kenya WOW program. Camps also offered youth the opportunity to see each other after the Kenya WOW program ended thus enhancing a peer support network. Selecting participants from a group or community who are already familiar with each other may contribute to the overall success of the program.

The seventeen participants consisted of nine girls and eight boys ranging in age from sixteen to nineteen with an average of sixteen years. One participant, Washeki, recorded different ages on three separate questionnaires (18 yrs, 19 yrs and 24 yrs). Washeki did not know her actual date of birth and her level of education could have affected her inability to estimate her age accurately or consistently. One youth, Wanjiru, had a child, however this was never discussed. The tribal background of all youth in the program was Kikuyu, consequently all spoke Kikuyu. Participants lived or had lived in the Mathare Valley, as two, Christian and Mugo, had had the opportunity to relocate.

Family situations varied. For example, in one instance the youth indicated he had five brothers and sisters and in another he stated he had two. Washeki's family had either, ten, eight or seven children, which again was affected by her lack of education. The stigma attached to large families frequently caused people to distort the number of family members for fear of discrimination. Many family members were or had been involved in illegal activities and thus they were reluctant to relay information due to possible repercussions. The exposure these youth had had to violent acts of crime reinforced their fears and reminded them of their own vulnerability. As a result, participants frequently provided the answer they thought they should although it may not have accurately represented their family situation. This data was reviewed with Wanjiku and Sarah to determine accuracy. Participants had as few as three siblings and as many as twelve with an average of seven children per family. Although many of the participants stated they had a father, none were living with their biological father. A

youth's eagerness to have a father resulted in referring to the most recent man in the house as his/her father. Participants lived with their mothers, although Edward's mother had died, consequently he lived with his aunt.

Of the seventeen participants, fourteen had reached standard eight and three had completed this level (see Table 1, page 45). Sixteen had been prevented from continuing due to lack of funds and one as a result of failure. Youth had been out of school between one and two years and previously attendance had been sporadic due to lack of school fees. Regardless, participants generally liked themselves and could identify what they liked about themselves.

"I like myself because I'm educated up to a level of class eight and also I am healthy"

"Because I am good at working"

Participants stated that they did not like being poor and hoped that in the future they would not be. However, even in the face of such adversity only seven youth commented they got depressed and only one had ever thought of suicide. Participants were extremely grateful for the opportunity to be involved in this program. They felt privileged to be able to learn a skill and were eager to succeed.

All participants wanted jobs in the future and believed this would help them. Generally, future plans focused on acquiring income for themselves, immediate families and future families. Although, their families of origin were large and single parent-headed, participants all wanted to get married. They felt that between the ages of twenty-five and thirty was appropriate and only two stated they would marry someone from another tribe. These responses affirm the ethnic separation that exists between tribes. Youth planned to have between two and four children and eleven wanted the first born to be a boy. Responses affirm the cultural value placed on male children.

Participants believed sickness, lack of income and bad behaviour would stand in the way of having a good future. Youth feared getting AIDS and/or sickness and death at a young age and eight stated they knew someone with AIDS. Three feared becoming pregnant at a young age or when unmarried. All participants stated they knew someone who was sexually active, some of whom were as young as fourteen. Four noted that their

friends were having sex with people older than themselves and three stated that they had friends who were getting paid for sex. Regardless of what they or friends were doing sexually, the majority of the participants felt that one should be over the age of twenty to have sex and four emphasized that one should be married before having sex. These fears and concerns highlight the need to incorporate educational workshops into the life skills training to decrease a youth's anxiety and help them make informed decisions.

Although many of the participants' parents survived by brewing illegal beer, questionnaires did not indicate excessive use of drugs or alcohol. Youth did identify different drugs and acknowledged that they knew someone who had tried them. Participants were curious about drug use as indicated by their request that a resource person speak on drugs and alcohol. A number of the older males in the group smoked cigarettes, yet this was done quite secretly.

The benefits of the program upon the participants were observed by the facilitator and expressed by the group. Participants began to take care of their personal appearance. The income received from employment placements provided money to buy new clothes and get their hair done regularly. Throughout the program participants indicated both verbally and in written form what they had gained from the program. Below is an example of a letter received from one youth.

Dear Ms. Jacqueline

This is just to say a word of thanks for all you've done to me since we commenced our programme up to now when we are almost through. In fact I am short of words to describe your unique kindness which you've shown towards me for the last three months.

Your minding for other peoples welfare has been very good because you've actually transformed my life from a desperate person to a person who can be able to at least to do something in life. Before you came into my life I was a very desperate person.

If it were for my wish I would have liked to see you always, although I am sure you've not going for good.

Last but not least I can not forget to thank all your assistants particularly Ms. Wanjiku Kironyo. In fact she treated me like one of her daughters.

To pen-off I say thanks very much and may our almighty god bless you for your generosity. Thank-you.

Participants who had entered the program shy and lacking confidence gained

confidence. While I was visiting Washeki, who was extremely shy, at her employment placement she became so excited about her experience she could not stop talking. In fact, she began the explanation of her experience in English and in her excitement switched to Kiswahili. I gently asked her to switch back to English so I could understand her, at which time she laughed at her mistake.

The participants involved in the Kenya WOW were all very different, however there were a number of similarities that could have contributed to their sense of belonging and success. Youth were all familiar with each other and had similar backgrounds. All were from the same tribe which may have enhanced group solidarity. It is not the intent of this evaluation to identify all characteristics affecting participants or to discuss this area in detail. However, a number of characteristics demonstrated some of the values, beliefs and behaviours affecting this group and identify what may have contributed to the success of this group.

#### Employment Profiles:

Employers were recruited from the many contacts of the Kenyan facilitator. Employers requested a training allowance much higher than what the program could afford, hence an honorarium was provided for employers. The support of employers was influenced by the respect and appreciation they had for the work of the Kenyan facilitator. Employers expressed a need for programs of this nature illustrated by the following comments.

"I think it is a very good program"

"It is a good program that should be encouraged to assist more needy girls to earn income and be self reliant."

"This is an excellent programme with great aims for the youth country wide, we would like to have more of these involved in production of basic essential commodities-food etc. luxury items like carpentry, tailoring products are no longer a guaranteed source of income in days of hardship."

Many employers came from similar backgrounds to the youth. One employer expressed how he had worked his way into his business with little education and wanted to provide that opportunity for someone else. They also stated a desire to meet each other

and discuss the program. Planning an initial meeting prior to the first life skills training would have allowed employers to take a more active role in the life skills workshops. Employers may also benefit from attending certain life skills workshop and developing new skills.

Most employers accepted the program guidelines that restricted work to five days, at 70 shilling per day. However, some tried to stretch this into six days without additional pay. In such cases Wanjiku and I worked with youth to help them talk to their employer and find a solution. If the youth needed assistance, facilitators intervened and affirmed the need for clear guidelines to decrease the exploitation of youth in the work place. One placement was changed during the second employment training as the employer threatened to fire Edward if he did not work six days. Additionally, the employer was only available one day a week thus the youth received very little supervision. This youth was then placed at another carpentry workshop where he actually chose to work an extra day because the environment was so stimulating. Extended hours and working extra days for no pay was not encouraged, however if the youth initiated this because they were learning a great deal and were being supported, we did not discourage them. We did emphasize with employers that this was not to be expected.

Employers consistently provided youth with their pay, although, one employer kept the money he was given to buy new overalls for a youth and gave him an old pair instead. Employers were generally responsible about the money provided, however, as noted in Chapter Five the total amount was never given to an employer. Facilitators helped employers learn new skills and provided support and encouragement. Employers learned more about managing and supervising employees by discussing difficulties with the facilitators. The employers also provided useful suggestions regarding program enhancement. They noted areas that needed more work, such as the educational level of participants and suggested arrangements for further training. Employers suggested areas of training for incorporation into the life skills training such as communication skills, cleanliness and how to handle customers. Cultivating a supportive relationship with employers was important as they were an integral part of the program.

Parental Involvement:

The decision to include parents was made following the initial program development. The Kenyan facilitator suggested that parents be included in the implementation process. Many families had lived in the same area for years and had an important role in the community. Children often helped support their families both financially and emotionally by caring for other children. The youth identified their families as important in all of their profiles written prior to the program.

"And now on my side I want this course because I can really help my self and my family."

"Myself I would prefer to be a dress making because after two years or more I can help my parent's and also myself because nowadays life is very difficult and if you train such a course you can help parents and also others in our family."

"This course will help me in future because I will be able to budget my things that I will need. It will also help my family because if I go and see that my parents doesn't have anything, I myself will be able to manage the things and give to them. Then in my family nobody will go naked or with torn clothes when I'm there and I can mend the cloth if I don't have the new one to give at that time but I will make sure that I've made another one and given to him or her. Also I can't let anybody be hungry when I have anything that I can give."

The family is a central component of the community in this culture, consequently, the needs of the family supersede those of the individual.

Families are often isolated therefore parents are hesitant to involve their children in new programs and are suspicious of people they don't know. Parents may be resentful and threatened by information their child acquires outside the home which they can not access or with which they are unfamiliar. Children may be kept at home to look after other children affecting their attendance in a program. Families are poor and primarily headed by women. Many of these women are illiterate and few speak English. Poverty leads women to prostitute themselves in order to feed themselves and their families. This frequently results in more children and disease due to the lack of information about birth control, STDs and AIDS. Women no longer able to prostitute themselves would resort to brewing illegal beer known as "changa." Traditionally "changa" must be tasted by the

brewer before it is sold. Numerous tastings resulted in intoxication and increased a woman's vulnerability to rape, resulting in more children. Thus, large families are not always a conscious choice.

Four meetings were held for parents during the fourth, thirteenth, nineteenth and the twenty-third week. The first meeting was attended by twelve parents including eleven women and one man. Information about the Kenya WOW model was provided in English and translated by Wanjiku and Sarah. I shared with the parents how the project was developed and the previous involvement I had had with SEDS. A project schedule translated into Kiswahili was distributed. It was emphasized that this was a training program and could not guarantee a job, but their children would develop important skills to better prepare them for the work force. We emphasized that parents were an important part of the team. We were there to help, however we could not do this without the proper information and without knowing who or how to help. It was important to have open communication with them to address problems that might hinder their child's progress.

Parents were provided with the opportunity to clear up any concerns they had, or misunderstandings about the schedule. They asked a number of questions regarding their child's stay at the residential life skills camps, the duration of the project and the expectations of the facilitators once the project ended. One woman asked me what I wanted in exchange for involving their children in this program, for example, would a child need to be sacrificed in exchange. They were worried that I wanted one of their children at the end of the program to take away for my own purposes. This was an important point to address since these fears often inhibit parents from cooperating. We assured the parents that we were not asking for a sacrifice at the end of this project. Parents also asked the Canadian facilitator about her life and work in Canada.

Fifteen women, including fourteen parents and one sister, representing fifteen participants attended the second meeting. The program was reviewed and parents discussed their child's progress. One mother shared her child's frustration about her employment placement and stated she wanted a new placement. We explained how placements were acquired and some of the difficulties in securing good placements. They

were also concerned about their children getting home late. We told parents we would address this with employers. Parents also wanted to know if they could visit their children at their placements and we suggested that their child discuss this with the employer. Parents shared their concerns and elicited comments and support from other parents. Parent meetings, although primarily for parents to ask questions, provided a supportive environment where parents could share concerns, decrease feelings of isolation and familiarize themselves with the Canadian facilitator. During these meetings facilitators helped parents problem solve issues regarding their children, listened to their ideas and validated their opinions. The parents' involvement also provided additional information regarding the youths' performance. It was interesting to discuss with the parents changes that had occurred since the program started. During the meeting on June 9, 1993 parents shared the following comments, translated from Kiswahili into English:

"My son seems much happier at this new placement."

"My daughter gets up early every morning in order to catch the early bus to make it to her placement on time." This mother was impressed at how motivated her daughter was, since she had not been previously involved in any structured activities.

"My daughter is very happy and eager to learn about cooking and much more independent."

Prior to their involvement in this program participants spent much of their time in the community in which they lived. Consequently, parents had a number of concerns about their child's well-being in other communities and about the effects of the program on their children. For example, as youth began earning money they often used it to improve their personal appearance. Anne, for instance got her hair done regularly began wearing nail polish and other make up. This was distressing for her mother who was unsure if Anne knew how to handle the extra attention she might get from men and did not know how to discuss the issues with Anne. Independence gained by participants affected their relationships with parents and caused conflict within the family. Including the parents affirmed the importance of the family within this culture, promoted the strengthening of the family and helped address issues within the family that might have hindered a youth's performance.

Each new WOW program will have its own characteristics which will evolve as the program develops. Relationships that develop between workers, employers, parents and participants will obviously affect the program. These different relationships will have their own qualitative characteristics which can not be duplicated. However, incorporating similarities such as recruiting workers with comparable work experience, care in screening participants and an initial commitment from employers would aid in the overall success of this program. Implementing a program in a developing country is riddled with unforeseen circumstances; rigid guidelines are neither realistic nor useful. Consequently the previous information has been provided as a guideline for future programs.

## Chapter Seven: Program Completion

### Program Recommendations

Recommendations are the result of information gathered through group discussions, interviews, questionnaires and at the youth evaluation workshop. The most common recommendations are stated as overall recommendations; additional recommendations are represented according to the different program components. How the influencing factors may be strengthened and how the budget could change based on the recommendations provided are also noted.

#### Overall Recommendations:

1. The Kenya WOW program needs to span a one year period.
2. Life skills training needs to be increased and employment training placements need to be longer.

#### Program Planning: Recommendations

1. Eight weeks are required to select participants, liaise with employers and design the life skills workshop.
2. Funds for equipment such as work overalls and tools must be incorporated into the budget and purchased.
3. A list of significant program dates needs to be provided to the youth, parents and employers.
4. While selecting participants the facilitators must make it clear that only a certain number of youth can participate. Cards or acceptance forms could be distributed to those who are selected.

#### Life Skills / Employment Training: Recommendations

1. Life skills training needs to be increased to at least six weeks.
2. Certain life skills workshops topics such as AIDS education, drug and alcohol, and birth control need to be repeated. Workshops need to be repeated numerous times over a longer period to counteract old behaviours and effect behaviour changes.
3. Youth recommended these additional topics be included:
  - a)Self Defense:

This would help youth learn the difference between self-defense and aggressive acts of anger.

b)Field Trips:

Field trips that exposed youth to other employment opportunities and income generating projects would be useful.

c)First Aid:

Many youth lacked information about basic hygiene and the care of small cuts and bruises; infections were common and often more serious than necessary.

d)Resource People:

Funds to include additional resource people needs to be incorporated into the program budget.

e)Spirituality:

Although this program is secular the strong influence of religion affects many peoples' lives. Although it would have to be carefully presented, due to the fear of cults, a non-denominational workshop on the role of religion/spirituality would be a useful addition to this program.

f)Career Opportunities:

A workshop on career opportunities could provide youth with information on other career options, such as, agriculture, jewellery or crafts training to which they may not have been previously exposed.

g)Abortion:

Abortion is illegal in Kenya but illegal abortions are performed and often result in death. The hazard of illegal abortion and how to avoid this fate must be addressed to avoid permanent injury and death to young women. As rape is common in slum areas, young girls must learn that abortion is not their only option. A nurse could provide information on the "morning after" pill in cases of rape.

4. Employers recommended that youth receive additional training that would increase their ability to read and write. As school is not an option, basics

reading and writing skills might be covered on a daily basis during the life skills training.

5. Information about the program needs to be available to those managing the residential settings to address reservations and suspicions about the program.
6. A regular life skills training location equipped with a T.V. and video machine needs to be secured to eliminate time spent looking for a life skills training location.
7. More resource material needs to be presented in Kiswahili. Some written material was translated; however it was difficult to find videos in Kiswahili.
8. Parents need to be more involved in the life skills training to counteract inaccurate information being passed on to their children. Future programs must incorporate the meeting with the parents into the program outline and allocate funds to pay for their bus fare and accommodation when necessary.

Employment Training: Recommendations:

Employment training placements:

1. Employment training needs to be increased to approximately thirty weeks.
2. Employers' evaluation comments used to inform the second life skills training need to be obtained through interviews not written questionnaires.
3. Meetings need to be set up for employers so they can exchange ideas and support each other.
4. The training fee for the employers must be increased and included in the budget.
5. The youth's wage must be increased to reflect the increases in basic needs (eg. bus fare).

Income Generating Projects:

1. Income generating projects must be introduced during the first life skills workshop. Potential projects can then be evaluated and confirmed during

the second life skills training and implemented during the second employment training.

2. Ten percent of the profits made from income-generating projects should go back into the income generating budget to cover losses incurred.

#### Evaluation Workshop: Recommendations

1. Five days is required for the evaluation workshop.

#### Influencing Factors: Recommendations

1. Selecting participants from a specific group or community may enhance a youth's sense of belonging and encourage them to attend.
2. Recruiting and selecting participants with whom the local facilitator has had some previous contact and knowledge of their history can provide some valuable information. This information may be useful in terms of planning life skills training, placing youth in employment situations and working with their families.
3. Planning three different group/individual meetings in order to assess a youth's commitment level and motivation prior to the actual selection may enhance the success of youth in the program.
4. Selecting employers with whom the facilitator has a previous relationship may increase the success of the employment placements.
5. Involving parents and encouraging them to support their children may help influence the overall success of youth in the program.

#### Budget: Recommendations

The budget was altered to accommodate unexpected expenses and changes. The new budget on the following page can be compared to the original budget in Appendix C. Although it was recommended that an emergency fund be included this has been addressed by including a number of different budget areas. This budget represents an approximate figure in Canadian dollars for 1993 to inform the implementation of future programs. The budget was difficult to represent in shillings, as money was exchanged throughout the program and the Kenyan shilling was very unstable during this period. This system allowed us to adapt to the rapidly fluctuating currency. If this program

continues to obtain funding from the international community it is recommended that future budgets be in US dollars, a more commonly used currency. Representing the budget in US dollars would also facilitate the ability of this model to generalize to other developing countries because once the currency has been exchanged into the local currency it will represent the local market value. The devaluation of the shilling provided the program with more money than anticipated. This was used to supplement the extra two youths' income and petty cash.

Budget: PROGRAM COSTS

1 working partner	4 weeks of full time work X \$200	\$ 800.00
	22 weeks of half time work X \$100	\$ 2,200.00
Life skills training camps (food and accommodation)		\$ 1,240.00
Petty Cash		\$ 400.00
Trainees payment		
	4 weeks part-time/life skills training	\$ 80.00
	4 weeks part-time/employment training	\$ 80.00
Youth transportation and employment training wage		\$ 1,500.00
Employer's Honorarium/Training Fee		\$ 400.00
Income Generating Seed Money		\$ 300.00
Participants Bonus upon completion		\$ 100.00

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Total	\$ 7,100.00
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If this budget were to incorporate some of the program recommendations, additional funding would be needed for:

Parental Involvement i.e.) bus fare	\$ 100.00
Additional Employers' Honorarium/Training fee	\$ 440.00
Training Equipment i.e.) overalls and hair pieces	\$ 300.00

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Total	\$ 7,940.00
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In addition \$400 needs to be included for gas when the vehicle is being used for this program	\$ 400.00
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<b>Total Budget</b>	<b>\$ 8,340.00</b>
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This revised budget does not include the Canadian facilitator's/researcher's wage as this would not be necessary for this program to continue and this budget assumes that a project vehicle is available and includes a budget line for gas.

Incorporating these recommendations into future programs could decrease some of the differences between what youth valued and how they behaved. For example, in

Chapter Six what youth valued was very different from many of their family situations. Youth valued getting married and having between 3 and 5 children. Yet, often poverty resulted in childhood prostitution, involvement in crime and consequences which conflict with what they valued. If possible the Kenya WOW program needs to be increased from six months to one year to incorporate the recommendations resulting from this first program. Although future programs could produce results in six months, additional time would enhance different aspects of this model. Once this program became established within a specific community, additional supplies could be acquired. For instance, access to a central office space would provide a central location where the facilitators could meet and be contacted by employers, youth and parents. The Kenya WOW program provided a useful service for marginalized youth living in the Mathare Valley and their families, however there are a number of areas this could be improved upon.

Program Sustainability:

The sustainability of the Kenya WOW will be evaluated according to two different criteria. First, the ability of this model to sustain itself within the existing organization will be examined by documenting some of the structures and procedures that can either strengthen or hinder the sustainability process. Second, the impact of the model upon the lives of the youth and their families will be evaluated in terms of its sustainability.

Sustaining a program is more difficult than implementing a pilot project. Funding may only be available once, as was the case with this project, hence other sources must be sought to obtain future funding. Throughout the implementation process both facilitators contacted possible funding agencies such as CIDA, USAID, UNICEF, and the Trickle Up Foundation. However, funding guidelines require organizational structures which SEDS had not yet developed. Most of SEDS energy has been focused on program development, consequently time and resources need to be allocated to strengthen the organizational and management structures. Funding is a key factor in the development, implementation, and sustainability of SEDS programs. The Awareness Program has provided funding to SEDS by soliciting private donations and accessing funds from the provincial branch of CIDA since 1986. Recent budget cuts by the Canadian federal government have reduced the Awareness Program's funding abilities.

Presently the Awareness Program provides the funds for the children's centre and the women's cooperatives, however, they cannot maintain funding for the monthly youth camp or assume the responsibility of funding the Kenya WOW. SEDS receives very few funds locally or from the international community. They depend on the Awareness Program; one primary funding source. This limits the ability of SEDS to gain autonomy and makes them vulnerable to the funding cuts of their primary funder. In some organizations this can also create a power imbalance between the needs of the funder and those of the NGO.

The partnership between the Awareness Program and the SEDS has helped provide a number of available services over the last nine years. Partnerships are one way of providing funds to NGOs in developing countries however, single partnerships with an organization in one country can restrict funding requests to one national budget. NGOs in developing countries must be able to access their own funds. Consequently, partnerships must facilitate the development of organizational structures which enable NGOs in developing countries to access a variety of funding sources. The Awareness Program can not access international funds for the SEDS. Yet the SEDS can apply directly to international agencies such as USAID and the EEC to obtain funding. Nevertheless a number of organizational structures need to be in place before these funding bodies will approve the funding requirements.

Several organizational structures must be established before the Kenya WOW can sustain itself within the SEDS. SEDS must obtain charitable status in Kenya to obtain funding from the Kenyan government or the international community. An application for charitable status was submitted, however, this process can take up to two years to complete. Furthermore, to acquire additional funding for the Kenya WOW, separate from the SEDS other programs, clearer lines of communication between other SEDS programs and the Kenya WOW program must be articulated and financial accountability established.

The Kenya WOW was not sustainable as additional time and funding is required to help SEDS develop organizational structure and accountability mechanisms to fulfil funding requirements. Although SEDS is functional and helps to provide a valuable

resource to the community its present organizational structure is fragile. As in many NGOs of this nature the needs and priorities of the people often supersede the development of organizational structures. For organizations to sustain themselves they need to develop policies and procedures which govern the organizational and management system and mirror the inherent values and beliefs upon which the organization was developed. This can decrease the dependencies such organizations often have on individual staff members as it relies on policies and procedures opposed to simply relying on personal experiences and professional judgements. These policies could then be periodically reviewed to accommodate the changing environment and interest of those involved. Establishing a number of policies and procedures would allow the organization to identify itself based on these principles rather than on the personalities involved.

To decrease some of the vulnerabilities SEDS presently faces the organizational and management systems need to be strengthened. Specific areas that must be reviewed are the policies and procedures, budget accountability and allocation of tasks to different staff members. There must be a clearer understanding of how management decisions are made and what body governs this process. The existence of a consistent board or an advisory committee members was not clear. Although meetings were held to discuss different organizational and management decisions they were not scheduled regularly and the group did not always include the same people. Staff meetings were held once a week consequently many decisions were made at these meetings. This is not to criticize their decision making abilities, however without the backing of a specified community group or advisory committee they are vulnerable to criticism and may lack objectivity. In addition, a system needs to be organized to enhance the accountability of the different project accounts. Without this kind of information it is difficult to provide the financial accountability which is a requirement of many funding bodies. There must be a clearer definition of staff roles and tasks and a format for evaluating these positions. Reviewing and examining these areas would enable SEDS to provide more efficient service. Once these recommendations have been incorporated, SEDS would be able to apply for additional funding to support the Kenya WOW.

The impact of this model upon the youth and their families' lives was also

evaluated to determine those aspects of the model that would be sustainable upon completion of the Kenya WOW. This experience allowed youth to improve their lives and sustain these improvements in a number of areas. The following comments, collected at a meeting two months after the program ended, illustrate how the program was effective

I would like to thank this lady Jacqueline and what I would like to say is that we are very happy for what you selected to do with use. I would like to thank you because I was a school leaver but I had no where to participate but through your help I am working now.

I would like to thank-you very much for this program because I have been (in) a very deep hole in fact I am very happy because I am going on with my training.

Then Sarah provided the following:

This program has helped so many youth most of whom were school drop-outs and others are finished their school, but couldn't continue because their parents couldn't afford for their fees. Due to the economy crisis in our country so many youth are turning up to street life. We really need such programs so that our youth would change their minds instead of going to street. At least they would have a place to turn. At the moment we have a good number of them who are still continuing in their placements. Some are employed and some are still continuing with a course.

Of the seventeen participants in the program thirteen continued working. Work continued at hair salons (5), car mechanics (4) and a carpentry workshop (1). Three youth were assisted in finding work by their employers and included one placement at a restaurant, one at a daycare, and one at a car mechanic. The impact of the program on the youths' lives is illustrated by numerous thank you letters received throughout the program and upon my return to Canada.

The Kenya WOW helped youth develop new skills that they could use in the future. Exposure to different environments allowed youth to learn different social skills. One example, at the first life skills training, Kariuki ripped open his tea bag and poured the leaves into the hot water until he was shown how to use a tea bag. Health risks may have been decreased as training wages enabled youth to buy food, indicated during a budgeting workshop when youth provided a detailed explanation of how they spent their wages. Participants also began to understand how lack of care regarding their personal

appearance can affect their job. Participants began to spend time on their own personal appearance, their hair was cut regularly and new clothes were bought. By working with employers and youth, facilitators were able to establish a set of standards to decrease the exploitation that youth often experience in the informal sector.

Follow up information gathered since I left Kenya in December, 1993, through letters from Wanjiku and the participants and phone conversations with Wanjiku, indicated that this model enabled youth to enter into the informal employment sector and sustain employment. These youth continue to gain support and guidance from the staff at the SEDS, evidence of which is represented in the following letter received a year and a half after the Kenya WOW program ended.

The memory of you being here and working with me during the skill programme is always very fresh in my mind and especially when I remember and see the many things that have resulted from that training. I still have the pictures which we took during some of the workshops, the one at the ---- centre in ---, the other is just the memory of where we did the initial part of training at the ---- centre in ---, again when you notice the out come of the people who were trained during that time eg. when I visit ---- and met with Wambui who is doing very well and I am constantly in touch with their employers and so often we get together with Sarah the owner of the ----- and at one time she was concern about Wambui and she wanted me to counsel her and in that itself is always very useful through those kind of contacts I am able to realise the area in which we probable could have added in the training perhaps the first phase of training is the actual training to take up an employment. However as you know in many major organization they particularly need to have a something we call in service training most of the place where we place there young people would not have those kind of facility however those activities and things give people the opportunity to recharge their batteries when I meet people like Mbugi and Washeki, people who seem to have stand up in Mathare valley especially when having taken their employment very seriously the employers are very happy about their performance.

Nunga is even given more additional responsibilities by his employer until very recently there was support that he was required to be given bus fare since they have increased so much that the sh 70 which he was given by this employer was not enough to cover his lunch and transport however recently his employer increased his payment and now he is fully dependent on himself for transport and lunch and now he can do a bit of saving. The employer confirm with him is many areas and Nunga is given even extra responsibilities. I accepted to talk to him very often regarding the fact that the owner of that garage started just as a young

person as Nunga is.

Although, the Kenya WOW did not receive additional financial support the fact that it was implemented through an existing NGO provided youth with on-going support and guidance. The Kenya WOW is not sustainable at this time but this did not negatively affect the youth involved in this program. Nevertheless, it does prevent other youth from benefitting from this model.

#### Evaluation Summary

An evaluative framework which includes seven areas of focus has been used to assess the application of the WOW for marginalized youth in Nairobi. This framework has been informed by drawing upon a number of research principles which include, ethnography, participatory and interpretive research. Based on the components of a Canadian work experience model this new model has been developed in order to provide an alternative form of education and training to youth who do not have consistent access to the formalized school system in developing countries and to affirm the work of the informal employment sector by establishing work placements in this sector and providing support for the employers and youth.

First the relevance of a new model of service is demonstrated by highlighting a number of Kenya's social problems, such as, high birth rates, high unemployment, low literacy rates and an increasing number of AIDS cases. Additionally, cultural and historical information provides a foundation for developing a culturally suitable model. Kenya's legal responsibilities to children are affirmed and the inability of the formalized school system to address these issues is emphasized.

Second, the feasibility of developing and evaluating a new model of service is assessed by examining how a Kenyan based NGO, SEDS, could support the implementation process. This partnership would enhance services already provided and fit into the existing community in which SEDS already works. The principles of participatory research were used to inform the second aspect of the evaluation framework and facilitate the development of a new model enabling the third area in the evaluative research process.

The fourth area of the evaluation focused on program implementation which

utilized participatory and ethnographic information to evaluate this process. This information was recorded and reflected on throughout the process by all those involved which include co-workers, youth, parents and employers. Next, the qualitative relationships of those involved in the development, adaptation and implementation of the Kenya WOW were examined. By utilizing the principles of interpretive research the qualitative characteristics of those involved in the process are reflected upon to identify how they affected the program and how they might be articulated to inform future programs. Following this recommendations were made to identify how the program could be improved upon. To finalize the evaluation process the ability of the WOW to financially sustain itself was examined and areas of the project that were sustainable were demonstrated. The flexible, community-based nature of this program allowed it to adapt to a wide range of problems which often impact developing countries.

### **Part III:Implications:**

#### **Evaluative Research In A Cross-Cultural Context**

This portion of the thesis will take a critical look at the research process and the role of the researcher in a cross-cultural context. Lessons learned will be reflected upon to strengthen future evaluations of this nature. Although Chapter Two makes note of a number of hurdles that need to be overcome when doing cross-cultural evaluation, there is no mention of how the researcher may react to cultural, social or economic differences characteristic of living/working in a developing country. There is also no mention of how those involved in the research process may react to the cultural, social or economic differences of the researcher. These reactions can influence the research process and need to be acknowledged as part of the research process.

Research is assumed to be objective and the results repeatable. However, there are a number of variables that affect the objectivity of cross-cultural research and the research process. Research often relies on the personal for creating relationships of trust in order to facilitate the research process. Who the researcher is and how he/she conducts him/herself is particularly important in cross-cultural research and subtle forms of cultural insensitivity, racism, and culture shock can be detrimental to the research process. This section of the thesis will briefly comment on the subjectivity of the research process and the factors affecting cross-cultural research. This section differs from the evaluative information provided in Chapter Six as it provides only the researcher's reflections of the process.

## Chapter Eight: The Researcher's Critical Reflections

### The Research Process

I entered my Masters program knowing very little about research, not that this was necessary for entering a Masters, for was it not here I was suppose to learn about research? This evaluative research project has been four years of immense learning from a multitude of different experiences. The classroom experience was the initial introduction to the research process where I discussed the possibility of returning to Kenya and working with the SEDS to develop services for marginalized youth. I do not think at that time I ever realized the magnitude of what I was taking on or how much I would change from this experience.

I understood research to be an academic exercise which initially was quite intimidating. I certainly could not have comprehended how research could be useful to the participants or how it could empower people to take action. Initially, learning about research was less important than obtaining a CIDA Award and returning to Kenya. The first two and a half years were spent establishing a foundation in order to develop the skills and expertise in the field of cross-cultural research. A year of course work provided the opportunity to research international child welfare policies, specifically those affecting the African child, an area of which previously I had only a superficial understanding. Organizational development courses provided the foundation for determining some of the structures that can either strengthen or hinder an organization. Research courses provided the framework for gathering the information needed to complete the required evaluation. During this first year I was also introduced to the field of proposal development and writing in order to apply for a CIDA Award. The pressures of school, in addition to working half time and the fact I was returning to Kenya left little time to think about what I might not know, or in some cases, might not have been ready to learn.

In brief, evaluative research in a cross cultural context was new to me. Choosing the evaluative methodologies was a response to what I thought was important based on the literature and my own professional practice. It is difficult to say what came first or what drove the process because my beliefs, values and practice were consistent with the

principle of the chosen research methodologies. Although I did not realize fully the advantages of this at the time, it enabled me to adhere to the research principles without necessarily understanding the full implications of the methodologies. However, I did understand the importance of recording data. Consequently information was recorded on the pre-designed data sheets in Appendix B.

The evaluation framework presents a linear process, however the learning process was definitely not linear! The tables in Chapter Four originally guided the adaptation of the Canadian WOW. The data was articulated according to the seven areas of the evaluative framework when I came back from Kenya. Based on information collected while I was overseas, it became evident that there were sections of the study that needed to be developed and components of the model which had not been adequately considered. For example, the feasibility of developing programs through a local NGO was not initially part of the evaluation process, however upon reflection this was key to program development and sustainability. This component of the evaluation framework needs to be strengthened. Existing organization structures (eg. accountability mechanism and governing bodies) of the chosen NGO need to be assessed on an ongoing basis in addition to adapting such a new program. This would also strengthen the possible sustainability of the model.

Although I asked a lot of questions about the organization and engaged in many discussions about the need for organizational strengthening, it was not formally a part of the original evaluation framework. In addition to providing training workshops for the participants involved in the WOW, I would suggest including a training component for the existing staff of the chosen NGO as a means of strengthening the organizational and management systems. Many people working in the NGO sector have no formal administrative training and their knowledge of how to market themselves to funders to sustain themselves is limited. This evaluative framework needs to recognize some of the limitations of NGOs and incorporate strategies for addressing these to ultimately strengthen the development of services for marginalized youth.

The evaluation framework developed is an attempt to simplify the research process to enable NGOs and others who may not have an academic background, to carry

out a similar evaluation. I have also tried to avoid the use of jargon or language that can not be easily understood. In the last year and a half, the importance of the research process and the value of research has become clearer to me. Research is not an intimidating exercise or secondary to program development. Research can be challenging and exciting, and has the potential to validate, transform and empower the experience of all those involved. This evaluative research process has taught me the meaning and importance of community based research as a tool for empowering individuals and community groups.

#### Cross-Cultural Research

Many research projects do not adequately acknowledge the role of the researcher in the research process, however it seems an oversight to neglect the degree to which cross-cultural research is affected by the researcher. The extreme difference between life in a developing country and that in a developed country is an added challenge to any research of this nature. For example, I had been told by CIDA that they would not fund me if I was to work in the Mathare Valley because it was too dangerous. Although the project was not conducted in this area, I did go into the Mathare Valley occasionally as most of the participants lived there. I could not do this alone. The dangers associated with the Mathare Valley were a concern, however, visiting people at their homes was an important part of establishing relationships of trust with the participants and their families. This helped facilitate the research process and defuse the phenomenon of "them" and "me".

The frequency of crime was also a concern. The theft of the project car could have seriously affected this program if my parents had not donated the money to rent a car. Theft of cars and other equipment is a concern when working in developing countries. It is important to assess how one might get along without equipment such as computers or telephones. Equipment can break and may not be repaired, consequently it can not necessarily be relied upon consistently. Illness can also hinder the research process more frequently in developing countries. Stomach problems are common along with persistent viral infections. More serious illness such as malaria and hepatitis can be debilitating and result in the researcher leaving the research site. The possibility of

getting sick is something that needs to be considered and precautions need to be taken.

Extremes of poverty and wealth constantly reminded me of power imbalances that exist between the rich and the poor. Although the research process attempted to address some of these differences and empower those involved in the research process, it often seemed like a "drop in the bucket" in comparison to some of the systemic reasons these extremes exist. I represented the rich, which of course I was in comparison. People constantly asked me for money. A friend from the states also working in Nairobi for a local NGO said he was asked for approximately \$2,000 US in a one month period. This point is not made to criticize, but to point out how being "western" can influence the research process. How a researcher responds to these requests can affect the research process. Likewise, how those involved in the research process respond to the researcher's attitude, dress and ability to deal with sensitive issues is key to the research process.

Chapter Six makes some reference to the fact that I am "white", however it neglects to acknowledge how the research process was affected by my gender. The fact that I was female was probably an asset as I was working with a great many women, however, it was an anomaly that I was unmarried and did not have children. A woman without a child in Africa is seen as aberrant. Having children is so important that young women who have not had children are not given the pill because it is believed to make them sterile. I was asked many questions about the fact that I was unmarried and without children.

For every question I asked I was probably asked three. Often time was set aside so people could ask me questions about life in Canada or just to touch me. This is particularly important when working with children and youth for it helps break down barriers and build relationships. Children were often afraid of me, and others were just extremely curious. Research of this nature over an extended period of time can be demanding on many levels. As a researcher it is important to figure out how to attain a sense of balance. It is also important to maintain a sense of humour; laughter is consistent in many different cultures.

How the researcher processes and integrates the magnitude of these differences is also important. Recognizing the signs of culture shock and learning ways to address

these issues is a challenge. Although I had lived in Kenya before, it was only for four months and I had been in Canada for a year and a half during the interim. I was thankful to have a month of orientation prior to implementing the Kenya WOW program. I entered Africa through Malawi where I was visiting a friend who was to travel with me to Kenya. I used this time to reflect and adjust as illustrated by my first journal entry the day I arrived.

December 10, 1992

The most shocking thing is the way I stand out. It is illegal for women to wear pants here or skirts above the knees mine is just above my knees. Chris picked me up at the airport and then we went to check out this maize storage unit. He walks in and I go with him and all these heads turn as my knees are showing. He dropped me off at the library in Lilongwe where I was suppose to wait for him, as he had a meeting at the office. I sat in a corner of the library and felt so self conscious that I didn't even get up to go to the bathroom.

When we finally get to the house George the house man is in the kitchen making dinner. Domestic help is common for both expatriates and nationals however it always takes me awhile to get used to someone waiting on me, making my bed every morning and doing all my laundry.

Although this entry is about Malawi it illustrates some of the adjustments I went through prior to the research process. Living in Nairobi was also an adjustment and extremely interesting. The centre for east and central Africa, there is a heavy influx of traffic and people from the surrounding areas. War is pervasive and a constant discussion point. The fact that you are aware of being alive is a constant reminder of the tenuousness of life in Africa. It is very different than living on the coast of Vancouver Island. Nairobi is exhilarating and full of life. Returning to Victoria brought a sense of withdrawal I had never expected. The process of returning to Victoria was difficult, partly because I did not wanted to leave Kenya.

### Summary

Children are often marginalized due to systemic reasons beyond their control in both developed and developing countries. In developing countries problems are further aggravated by inadequate health care, lack of education, limited social programs and poverty. Children are not valued. They continue to be the innocent victims of the national debts, structural adjustment programs, wars and poverty. Programs need to be developed

and sustained to decrease the number of children who are marginalized. Children do not have a voice and are dependent on adults, primarily their parents, to advocate on their behalf. Yet in developing countries this is often more difficult.

Developing countries face a range of problems that identify them as "developing" and provide a number of similarities with other developing countries. Although such problems have influenced the evaluation process it has not been unduly hindered. The three different research perspectives provided a holistic approach to understanding the meaning of the evaluation data within this specific cultural context and enabled the development of a new model, the Kenya WOW. The case study approach is able to document how the evaluation framework informed the adaptation, development, and implementation of services for a specific population within a specific culture. This study does not claim to be objective, rather it offers a framework by which another person could incorporate his or her own cultural values, beliefs and traditions to develop a model which is culturally sensitive to that specific population. This study does not assume that the Kenya WOW would be an appropriate model of service for marginalized youth in, say, Brazil. This study asserts that the evaluation framework which was developed throughout this process provides a generic framework for future program development for developing countries experiencing similar problems. Information elicited throughout the evaluation process was analyzed to determine the usefulness of this model as a means of providing services to marginalized youth or potential street children in Kenya, to inform the second research question. Youth and their families commented favourably about their involvement in this program and youth demonstrate a number of physical and social improvements. The background information showed that consistent access to the formal school system was not an option, as it drains the already limited resources of many families.

The Kenya WOW acknowledged that in many families children must work to support the other members of the family. Instead of shaming families due to their lack of education, the Kenya WOW program helped families learn to help themselves and their children by involving the parents in the implementation process. The Kenya WOW provided a valuable service for it allowed youth to build on existing skills, acquire new

skills, decreased some of the exploitation experienced by youth in the informal sector and helped improve their present standard of living for themselves and their families.

Partnerships between developed and developing countries is one way of sharing resources and demands a great deal of personal commitment and motivation. Although this process is time consuming, history has shown that individuals can make a difference and can inform policies. Eglantyne Jebb, the founding member of Save the Children proposed the first bill of Rights for Children, the Genva Declaration, and the forerunner to the present UN Convention on the Rights of the Child. The odds seem overwhelming and the number of children needing services is enormous; work experience programs are just one way of offering hope.

This type of research, although similar to other research processes, brings with it its own set of challenges. This section is not intended to deter anybody from doing research in a developing country but to briefly point out some of the challenges that this type of work includes. I often ask myself why I chose to do this type of work and to be honest I have to admit my reasons are partly selfish. Although I am often saddened by the desperate living conditions of some of the people I worked with in Nairobi, their sense of life and community is something I have never experienced anywhere else. I am thankful to all the people I worked with in Nairobi for teaching me things I never knew I needed to learn. There is a great deal to be shared and learned from establishing partnerships between developed and developing nations. Resources need to be shared between the developed and developing world and lessons learned from the developing world regarding an important element of being human that those in the developed world may have lost in their haste to "develop".

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## **APPENDIX A**

# THE CONVENTION ON THE RIGHTS OF THE CHILD

Adopted by the General Assembly of the United Nations  
on 20 November 1989

## Text

### PREAMBLE

*The States Parties to the present Convention,*

*Considering* that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Bearing in mind* that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

*Recognizing* that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

*Recalling* that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

*Convinced* that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

*Recognizing* that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

*Considering* that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

*Bearing in mind* that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

*Bearing in mind* that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

*Recalling* the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

*Recognizing* that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

## Unofficial summary of main provisions

### PREAMBLE

*The preamble recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations. It reaffirms the fact that children, because of their vulnerability, need special care and protection, and it places special emphasis on the primary caring and protective responsibility of the family. It also reaffirms the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in securing children's rights.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

*Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,*

*Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,*

*Have agreed as follows:*

## PART I

### Article 1

For the purposes of the present Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

### Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

### Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

### Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

## Unofficial summary of main provisions

### Definition of a child

*A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.*

### Non-discrimination

*All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.*

### Best interests of the child

*All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.*

### Implementation of rights

*The State must do all it can to implement the rights contained in the Convention.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

### Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

### Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

### Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

### Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

## Unofficial summary of main provisions

### Parental guidance and the child's evolving capacities

*The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to her or his evolving capacities.*

### Survival and development

*Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.*

### Name and nationality

*The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.*

### Preservation of Identity

*The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.*

### Separation from parents

*The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

### Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

### Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

### Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

## Unofficial summary of main provisions

### Family reunification

*Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.*

### Illicit transfer and non-return

*The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.*

### The child's opinion

*The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.*

### Freedom of expression

*The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.*

### Freedom of thought, conscience and religion

*The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

### Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (*ordre public*), the protection of public health or morals or the protection of the rights and freedoms of others.

### Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

### Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

### Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

## Unofficial summary of main provisions

### Freedom of association

*Children have a right to meet with others, and to join or form associations.*

### Protection of privacy

*Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.*

### Access to appropriate information

*The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.*

### Parental responsibilities

*Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

### Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, *inter alia*, foster placement, *Kafala* of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

### Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

## Unofficial summary of main provisions

### Protection from abuse and neglect

*The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.*

### Protection of a child without family

*The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.*

### Adoption

*In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.*

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### Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

### Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

### Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

## Unofficial summary of main provisions

### Refugee children

*Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.*

### Disabled children

*A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.*

### Health and health services

*The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

### Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

### Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

### Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

## Unofficial summary of main provisions

### Health and health services (continued)

*strive to see that no child is deprived of access to effective health services.*

### Periodic review of placement

*A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.*

### Social security

*The child has the right to benefit from social security including social insurance.*

### Standard of living

*Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.*

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### Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

### Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

### Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

## Unofficial summary of main provisions

### Education

*The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.*

### Aims of education

*Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.*

### Children of minorities or indigenous populations

*Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

### Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
  - (a) Provide for a minimum age or minimum ages for admissions to employment;
  - (b) Provide for appropriate regulation of the hours and conditions of employment;
  - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

### Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

### Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

### Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

## Unofficial summary of main provisions

### Leisure, recreation and cultural activities

*The child has the right to leisure, play and participation in cultural and artistic activities.*

### Child labour

*The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.*

### Drug abuse

*Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.*

### Sexual exploitation

*The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.*

### Sale, trafficking and abduction

*It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.*

### Other forms of exploitation

*The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.*

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### Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

### Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

### Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

### Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

## Unofficial summary of main provisions

### Torture and deprivation of liberty

*No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.*

### Armed conflicts

*States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.*

### Rehabilitative care

*The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.*

### Administration of juvenile justice

*A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

- (i) To be presumed innocent until proven guilty according to law;
- (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
- (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
- (vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

## Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State Party; or
- (b) International law in force for that State.

## Unofficial summary of main provisions

### *Administration of juvenile justice (continued)*

*or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.*

### Respect for higher standards

*Wherever standards set in applicable national and international law relevant to the rights of the child that are higher than those in this Convention, the higher standard shall always apply.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

## Text

### PART II

#### Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

#### Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

## Unofficial summary of main provisions

### Implementation and entry into force

*The provisions of articles 42 - 54 notably foresee:*

(i) *the State's obligation to make the rights contained in this Convention widely known to both adults and children.*

(ii) *the setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force—and the Committee would therefore be set up—once 20 countries have ratified it.*

(iii) *States Parties are to make their reports widely available to the general public.*

(iv) *The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.*

(v) *In order to "foster the effective implementation of the Convention and to encourage international cooperation", the specialized agencies of the UN (such as the ILO, WHO, and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent", including NGOs in consultative status with the UN and UN organs such as the UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.*

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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## Text

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

### Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned,

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1(b) of the present article repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

### Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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## Text

Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

## PART III

### Article 46

The present Convention shall be open for signature by all States.

### Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

### Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

### Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

### Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

# THE CONVENTION ON THE RIGHTS OF THE CHILD

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## Text

### Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

### Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

### Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

### Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

**APPENDIX B**

**Data Collection:** forms were labelled according to the different stages of the program

Duration: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

**TASKS ACHIEVED**

Journal entry:

Pre-program planning:

Participant selection:

Life-skills:

Employment opportunities:

Income generating programs:

Resources identified for program sustainability:

Resource people identified:

Miscellaneous/changes made:

## **APPENDIX C**

## SECTION II - PROGRAMME OBJECTIVES, PROPOSAL, WORKPLAN AND BUDGET

### **A- OUTLINE OF PROGRAM OBJECTIVES:**

#### **i) OBJECTIVES AND DEVELOPMENTAL NEED OR PROBLEM**

Kenya a developing country, faces problems such as, high unemployment, low literacy rates, few skill training opportunities, a high birth rate, and an increasing number of AIDs cases. These problems are particularly acute in the slum area of Nairobi, which includes the Mathare Valley. A number of Non-Government Organizations are attempting to deal with these issues, but there is still a very high need to provide services to the youth of Kenya. Presently the Social Economic Development Services, a Kenyan NGO, has helped to support Women's cooperatives. It became obvious that one could not support the women without supporting the children. Youth camps were started on a monthly bases in which youth were given the chance to illustrate their situation through drama, and discuss potential solutions. The camps were an attempt to decrease the youths potential of repeating the patterns of their parents. Camps are a beginning, however more is needed for these youth in order to tackle the nature of the problems they are experiencing.

The attached proposal objectives alleviate some of the immediate problems of these youth and the developmental problems of unemployment. My program will also address some of the issues contributing to a high birthrate and AIDS. Issues will be addressed by implementing a work experience program, with a life skills component in Kenya with "at risk youth". Participants for this program will be recruited from the Mathari Valley youth group, organized and supervised by the Social Economic Development Services.

#### **ii) BACKGROUND AND EXPERTISE TO BE GAINED**

The programme will increase my knowledge base of the developmental needs of children and youth in the context of the Kenyan culture. It is my goal to challenge my present beliefs that are based on my cultural norms and to increase my awareness of cultural biases. This awareness will help in my adaptation of western standards in relation to the formalizing of the needs and rights of children in a cross-cultural context. This information is important nationally for Native child welfare and internationally in relation to the UN Convention on the Right's of the Child.

My extensive work and volunteer experiences have prepared me for the role I plan on taking in this project. Success in my past work and volunteer experience is due to my ease in relating to people, non-judgemental nature, and ability to utilize humour in many situations. My undergraduate education provided me with the knowledge, skills and self-awareness needed for working in the human service field, with children, youth and families. These skills will be an asset in the implementation of the Work Orientation Workshop (W.O.W.) program in Kenya. My Masters course work will provide me with the research and writing skills, as well as a theoretical framework. This knowledge will be essential in the final evaluation and theoretical analysis of the collected data.

I intend to use my increased skill in the field of international development to

enhance the future of children socially and psychologically within their cultural context, in developing countries. The Convention on the Rights of the Child declares children as the top development priority. I believe this proposal to be an important step in establishing the needs of children, in relation to our global future.

### **iii) IMPACT OF PROPOSED PROGRAMME**

This program will contribute to the knowledge base of the social and psychological needs of children in the developing world. Although much research has been done on the psychological and social development of children in the First world, one can not assume that this knowledge generalizes to children of the Third world. This program will attempt to define some specific development needs of children of the Developing world.

The W.O.W. program model will be useful to the Social Economic Development Services as a future program model thus enabling expansion for this NGO. The program will impact on those directly involved by providing new skills in the area of employment and providing the opportunity for youth to discuss goals for their future and achieve realistic expectations.

A potential adverse effect of this program could be with youth who are not selected to participate in W.O.W.. In order to off set these effects workshops will be continued at the monthly youth camps in progress. Thus, benefits will affect many more youth than the program includes.

Another potential adverse effect is the short term impact of the program. Research is now in progress to secure possible funding sources for sustaining this programme. Ideas are also being entertained that could allow for this program to support itself in the future. This final goal would eliminate the dependency that often develops between the First and Third world.

## **B) PROGRAMME PROPOSAL**

The Work Orientation Workshop, a Canadian federally-funded program, will be used as a model to develop an employment program for youth in Kenya. The main objectives of this program are to help "at risk youth" acquire employment and life skills that will enable them to make appropriate choices about their future living conditions, family situation, and education.

## **PROGRAM PURPOSE, OBJECTIVES AND METHODOLOGY**

### **PURPOSE #1**

To apply, the Canadian Federally Funded Work Orientation Workshop model, in the Kenyan context.

### **OBJECTIVES**

- 1.1 Select 10 "at risk" youth (plus 2 on a waiting list) which will include 5 females and 5 males between the ages of 16 to 22.

- 1.2 Provide each participant with 3 weeks of residential life/employment skills training.
- 1.3 Provide each participant with 12 weeks of employment/small enterprise opportunities.

## METHODOLOGY

- 1.1.1 Youth will be selected based on two of the following criteria which identify them as being at risk.
  - i) Living conditions: from the slum areas of the Mathare valley. (eg. no permanent housing, no sanitation, high crime rate.)
  - ii) Family situations: from families headed by single mothers with at least 5 children.
  - iii) Education level: not completed secondary school.
- 1.1.2 Contract with youth for their wage and bonus. Which should include:
  - a) confirmation of 35 dollars per employment week.
  - b) confirmation of 10 dollar bonus upon completion of life/employment skills and employment training.
  - c) confirmation of 20 dollars for transportation.
- 1.2.1 Select and reserve location where life/employment skills training will be conducted.
- 1.2.2 Confirm arrangements for 3 weeks of life/employment skill training that includes meal plans and sleeping accommodations.
- 1.2.3 Prepare and finalize life/employment skills training, and recruit resource people needed. Topics for workshops will include: goal setting, job search skills, values clarification, work readiness, conflict resolution, health information, safe sex, and family planning.
- 1.3.1 Identify and contract with 15 employers.
- 1.3.2 Establish 3 small enterprise initiatives.
- 1.3.3 Place youth in employment opportunities.
- 1.3.4 Provide support for youth while in employment situations, by contacting youth weekly.
- 1.3.5 Make contact with employers on a weekly basis to check on the progress of participants.
- 1.3.6 Work with youth in unstructured settings to develop self initiated enterprises.

PURPOSE #2

To evaluate and make recommendations for the development of a Kenyan model.

OBJECTIVES

- 2.1 Document how the program was adapted to fit the needs of this population.
- 2.2 Prepare workbook for future program that is specific to Kenya.
- 2.3 Gather evaluation data from youth participants, employers and facilitators.

METHODOLOGY

- 2.1.1 Solicit information from youth and co-facilitator regarding the modification of the Canadian W.O.W workbook. Document all changes.
- 2.2.1 Write a workbook specific to Kenya adapted from the WOW model. Included in the workbook: a record of all participants, workshops and location, resource people, employers recruited, and small enterprise developed.
- 2.3.1 On-going data gathering based on observations and discussions with youth participants, employers and facilitators.
- 2.3.2 Prepare an evaluation questionnaire for youth participants, employers, and co-facilitators, to be distributed upon completion of final employment placement.
- 2.3.3 Implement a five day participatory evaluation workshop, that explores the experience of the youth in the program.
- 2.3.4 Synthesize all data collected and prepare a final evaluation report and recommendation.

PURPOSE #3

To identify resources that will increase the probability of program sustainability.

OBJECTIVES

- 3.1 Identify possible organizations/individuals who will facilitate and support replication.
- 3.2 Implement the program with a Kenyan colleague.

METHODOLOGY

- 3.1.1 Explore possible linkages with organizations, such as government, institutions, and NGOs.
- 3.1.2 Confirm in writing linkages with at least 3 of the above establishments.
- 3.2.1 Select a co-facilitator who has the skills, knowledge, and commitment to sustainability to help facilitate and implement the program.
- 3.2.2 Contract with co-facilitator for nine weeks of full time work and fifteen weeks of half time work.
- 3.2.3 Facilitators need to supervise each other and be accountable to each other, throughout the program.

### **SUMMARY OF PROPOSAL**

The incentive to develop this program was the result of a conversation in Kenya the summer of 1991, with a staff member of the Social Economic Development Services. The conversation was regarding the need for a program that would provide encouragement for older youth.

The proposed program is an adaptation of the Canadian, federally-funded W.O.W program. The model is used to develop an employment program for "at risk youth" in Kenya. The program consists of four main components, planning, life/employment skills training, employment opportunities and evaluation. This program will be facilitated by two workers a Kenyan and a Canadian. There are a number of reasons for this combination. First, the Canadian has the knowledge of the W.O.W. program, however, lacks the information to appropriately adapt this program to the youth population. Second, although the Canadian has knowledge of Nairobi, a Kenyan is needed in the recruiting of youth and employers. The co-facilitators role also functions as a training role, and increases the probability of program replication.

It is not the intention of the project to build up the hopes of youth to have them disappointed upon completion of the course. The intention of this project is to provide youth with an opportunity to reflect on their present situation and with new knowledge, skills and confidence in the area of employment, learn creative methods to change their situation. The program will help youth identify their own personal resources and build on these opportunities, with the use of newly acquired skills.

The W.O.W. program is the central practical component of this proposal. The data gathered regarding the youth in the program, life/employment skills, and employment opportunities will contribute to the fulfilment of my Masters thesis. My thesis will explore some of the developmental needs of this population and examine how programs can be sensitively adapted from one context (ie. Canadian) to another cultural context (ie. Kenya).

**D) BUDGET****LIVING EXPENSES: In Canada:**

Rent - 6 months @ \$400.00	\$ 2,400
Living expenses - 6 months @ \$600.00	\$ 3,600

**In Kenya:**

Rent - 6 months @ \$300.00	\$ 1,800
Living expenses - 6 months @ \$300.00	\$ 1,800

**RESEARCH EXPENSES: ACADEMIC:**

Tuition fees July and August	\$ 812
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Text books	\$ 200
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Photocopying/ binding of thesis	\$ 300
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<u>TRAVEL</u> : Plane fare to Kenya	\$ 2,700
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<u>MEDICAL</u> : Health insurance	\$ 350
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<u>EQUIPMENT</u> : Computer	\$ 2,000
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**PROGRAM COSTS**

1 Working Partner (9 weeks x \$200)	\$ 1,800
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(15 weeks x \$100)	\$ 1,500
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10 Participants employment	
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(12 weeks X \$35)	\$ 4,200
-------------------	----------

Transportation cost participants	\$ 200
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Participant bonus upon completion	\$ 100
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Rental of space for lifeskills	\$ 100
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Food during lifeskills weeks	\$ 750
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Seed money for new employment initiatives	\$ 300
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Photo copying and binding of final report	\$ 200
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Sub Total	\$25,112
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(contingency 5%)	\$ 1,255
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TOTAL COST	\$26,367
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AMOUNT OF CIDA AWARD REQUESTED	\$25,000
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RECIPIENTS CONTRIBUTION	\$ 1,367
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**B. Comments**

Funding needs could be met with the exclusion of the computer costs. However, to produce a high quality workbook, programme evaluation, and thesis, the use of a computer is essential to my work. The additional funding will have to be met through personal funding.

**FORM 5a WORKPLAN**Length of Program: 12 monthsTotal time allocated for field work: 6 months

<b>TASK OR ACTIVITY</b>	<b>DESCRIPTION</b>	<b>START DATE AND FINISH DATE</b>	<b>INSTITUTION</b>	<b>LOCATION</b>
Academic Study	-see brochure	1/09/92 to 28/11/92 3 months	University of Victoria	Victoria, Canada
Preparation	-organize material	01/12/92 to 01/11/93 1 1/2 months	University of Victoria	Kenya
pre-program Preparation W.O.W planning	-plan strategy. -get government clearance. -working fulltime. -co-worker full time. -meet co-worker. -select youth. -select employers. -distribute contracts to employers.	01/11/93 to 02/19/92 6 weeks	Social Economic Development Services	Kenya
first phase life employment skill training	-working full time. -co-worker full time. -conducting workshops with youth. -prep for employment. -strategies regarding self initiated employment.	02/22/93 to 03/05/93 2 weeks	Social Economic Development Services	Kenya

First phase employment opportunity	<ul style="list-style-type: none"> <li>-working full time.</li> <li>-co-worker half-time.</li> <li>-checking on employment situations.</li> <li>-changing youths placement if not successful.</li> <li>-supervising self initiated employment.</li> </ul>	03/08/93 to 04/16/93 6 weeks	Social Economic Development Services	Kenya
Second phase life Employment skills training	<ul style="list-style-type: none"> <li>-both workers, working full time.</li> <li>-review placements, discuss any problems.</li> </ul>	04/19/93 to 04/23/93 one week	Social Economic Development Services	Kenya
Second phase Employment opportunity	<ul style="list-style-type: none"> <li>-working full time.</li> <li>-co-worker half time.</li> <li>-continue with employment opportunity</li> </ul>	04/26/93 to 06/4/93 6 weeks	Social Economic Development Services	Kenya
Evaluation phase	<ul style="list-style-type: none"> <li>-both worker's full time.</li> <li>-getting youths feed back.</li> <li>-assessing the difference of youth before the program and after, what skill were learned.</li> </ul>	06/7/93 to 06/11/93 1 week	Social Economic Development Services	Kenya
Evaluation	<ul style="list-style-type: none"> <li>-working full time.</li> <li>-co-worker half time.</li> <li>-write up workbook.</li> <li>-evaluate.</li> <li>-decide on replication</li> </ul>	06/14/93 to 07/02/93 3 weeks	Social Economic Development Services	Kenya
Completion of Masters thesis	<ul style="list-style-type: none"> <li>-integrate work in Kenya into Master's thesis.</li> </ul>	08/01/93 to 12/20/93 3 months	University of Victoria	Victoria, Canada

## **APPENDIX D**

**Appendix D:**

Of which the following was gathered:

- not serious because she was late.
- they were very dirty.
- workers were not active.
- no introduction.
- the employer was disrespectful as he only paid 5 shilling per day.
- lack of understanding of english.

Participants were then asked to develop a list of appropriate skills needed during the employment skills. The list included:

1. Be on time/be early-if work starts at nine be there at 8:50.
2. Be respectful-eye contact and stand straight
3. Confident
4. Introduce yourself by name, shake their hand and use their formal name.
5. If you do not understand english ask them to speak slow or say "Excuse me please I am not understanding you".
6. Good conduct, good behaviour and no stealing including good manners, speaking politely and being thankful
7. Good communication-ask question
8. Be clean-clean clothes-no slippers
  - dress well girls dress/boys no jean
  - clean body/clean hair/ smell nice.
9. Be happy-smiling/laughing
10. Listen to the boss
11. Get paid for working 60-80 shilling per day
12. Work hard be active be serious be kind
13. Do the right thing at the right time
  - ask for a timetable
14. No panicking-no biting finger-no chewing pens
15. Tell why you like-resume-list of experience
16. Card-saying thank-you.

## **APPENDIX E**

**ATTENDANCE AND PERFORMANCE FORM:**

Name of youth: \_\_\_\_\_

Place of employment: \_\_\_\_\_

Name of employer: \_\_\_\_\_

Period Recorder: \_\_\_\_\_

This form has been provided in order to record the attendance and performance of a youth. Each form records approximately 10 days or two weeks of work. Accompanying this form is a youths pay for a two week period totalling 70 shillings per day. A youth and employer are required to sign when payment has been given. Forms will be collected at the end of a two week period and a new one will be distributed.

Please note: If a youth does not attend they will not receive payment for that day. If a youth is consistently late please notify Wanjiku, Jacqueline or Sarah.

	<b>Date:</b>	<b>Employer:</b>	<b>Time In:</b>	<b>Time Out:</b>	<b>Comments:</b>	<b>Youth's Signature:</b>
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____

If you need more information please contact:  
Wanjiku at 794844 or Jacqueline at 728171 X-216

**THANK-YOU FOR YOUR TIME**

**ATTENDANCE AND PERFORMANCE FORM:**

Name of youth: \_\_\_\_\_

Place of employment: \_\_\_\_\_

Name of employer: \_\_\_\_\_

Period Recorder: \_\_\_\_\_

This form has been provided in order to record the attendance and performance of a youth. Each form records approximately 10 days or two weeks of work. Accompanying this form is a youths pay for a two week period totalling 70 shillings per day. A youth and employer are required to sign when payment has been given. Forms will be collected at the end of a two week period and when a new one will be distributed.

Please note: If a youth does not attend they will not receive payment for that day. If a youth is consistently late please notify Wanjiku, Jacqueline or Sarah.

	<b>Date</b>	<b>Time In</b>	<b>Time Out</b>	<b>Comments</b>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10	_____	_____	_____	_____

Payment of \_\_\_\_\_ received by \_\_\_\_\_ on \_\_\_\_\_

Employers signature \_\_\_\_\_ Youth's signature \_\_\_\_\_

If you need more information please contact:

Wanjiku at 794844 or Jacqueline at 728171/723594/721188 X-223

THANK-YOU FOR YOUR TIME

Employers Evaluation Form:

Please fill out the following form to the best of your ability by May 24. The information you provide will be useful during the life-skill training which will take place from May 24 to May 28. Your comments will help us provide guidance and support to youth in order that he/she can provide a better service to an employer and enhance his/her future prospects. Comments will also help to evaluate the success of this program. One evaluation is provide for each youth.

Name of youth: \_\_\_\_\_

Employer's name: \_\_\_\_\_

Employment situation: \_\_\_\_\_

What were a youth's strengths during training? \_\_\_\_\_

\_\_\_\_\_

Please comment on how you perceived the youth when he/she first arrived for training.:

\_\_\_\_\_

What differences have you noted in the youth in the last six weeks? \_\_\_\_\_

\_\_\_\_\_

Can these differences be attributed to the confidence or skills the youth has acquired while on training? \_\_\_\_\_

\_\_\_\_\_

What are the weaknesses that you observed in this youth? \_\_\_\_\_

\_\_\_\_\_

How might this youth be helped? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CONT PAGE 2.....

PAGE 2

Please comment on how you understand this program: \_\_\_\_\_

\_\_\_\_\_

What are the strengths of this program? \_\_\_\_\_

\_\_\_\_\_

What are the weaknesses that you observed? \_\_\_\_\_

\_\_\_\_\_

If you were going to improve this program how would you ? \_\_\_\_\_

\_\_\_\_\_

Would you have liked to have more contact with the supervisors? \_\_\_\_\_

\_\_\_\_\_

Why ? \_\_\_\_\_

\_\_\_\_\_

What topics would you like addressed during the life-skills training? \_\_\_\_\_

\_\_\_\_\_

Please add any other comments that you think will be helpful \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you need more space please use the back

Thank-you for you time  
Jacqueline and Wanjiku

**APPENDIX F**

- Newspaper-** This project involved collecting newspapers, organizing them into bundles and selling them for burning etc.
- Selling madazi-** This project involved making madazis a traditional Kenyan food somewhat like a doughnut and selling them. The young woman who initiated this project learned how to make madazis at the restaurant where she was placed for employment training.
- Selling clothes-** This project involved buying second hand clothes at the market and selling them for a higher price in another area of town.
- Selling fruit-** This project involved buying fruit at a wholesale price and packaging it into bags for resale.
- Selling eggs-** This project involved buying eggs at a wholesale price and putting them into cartons for resale.
- Chips-** This project involved buying the ingredients for chips, preparing them and selling the finished product.

## **APPENDIX G**

**FINAL REPORT FORMATE:**

A formate for the final report has been designed to help future programs record relevant information. This information will be useful in the implementation of future programs.

**Program Planning:****Participant Selection:**

How was the program advertised? \_\_\_\_\_

How many youth were interviewed? \_\_\_\_\_

Briefly comment on the interview process: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many participants were selected: \_\_\_\_\_

#of boys \_\_\_\_\_ #of girls \_\_\_\_\_

What was the average age of the participants? \_\_\_\_\_

What was the average number of years youth had attended school? \_\_\_\_\_

What is the the average number of children in each youths family? \_\_\_\_\_

**Life skills / employment workshops:**

What locations were explored as possible settings for the life skills camp, please comment on why they were not selected:

Setting	Location/Contact	Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



During the first life skills camp what topics were covered:

Day 1:	Topics Covered:  Comments:
Day 2:	Topics Covered:  Comments:
Day 3:	Topics Covered:  Comments:

Day 4:	Topics Covered:  Comments:
Day 5:	Topics Covered:  Comments:
Day 6:	Topics Covered:  Comments:

Day 7:	Topics Covered:  Comments:
Day 8:	Topics Covered;  Comments:
Day 9:	Topics Covered:  Comments:

Day 10:	Topics Covered:  Comments:
---------	----------------------------------

Additional Comments:

## **APPENDIX H**

This information is required to identify the areas in which we need to provide information. Please answer honestly and to the best of your ability.

What is your age? \_\_\_\_\_

How many people in your family?: \_\_\_\_\_

What skills do you have?: \_\_\_\_\_

Do you like yourself?: \_\_\_\_\_

What do you like about yourself?: \_\_\_\_\_

What don't you like about yourself?: \_\_\_\_\_

Do you get depressed? \_\_\_\_\_

What do you do if you get depressed?: \_\_\_\_\_

Have you ever thought of killing yourself?: \_\_\_\_\_

What do you want to do in the future?: \_\_\_\_\_

Do you feel you can decide your own future?: \_\_\_\_\_

What might stop you from achieving this program?: \_\_\_\_\_

What will help you have a better future?: \_\_\_\_\_

What will stop you from having a good future?: \_\_\_\_\_

What is your greatest fear?: \_\_\_\_\_

What do you like about your family?: \_\_\_\_\_

How do you think your family could improve?: \_\_\_\_\_

Do you want to get married?: \_\_\_\_\_

At what age would you like to get married?: \_\_\_\_\_

Would you marry someone from a different tribe?: \_\_\_\_\_

What qualities would you like your husband or wife to have? \_\_\_\_\_

How many children would you like to have?: \_\_\_\_\_

Would you like the first born to be a boy or a girl?: \_\_\_\_\_

How many boys and how many girls would you like?: \_\_\_\_\_

Do you sometimes get sick or injured?: \_\_\_\_\_

What are the most common sicknesses you have?: \_\_\_\_\_

Where do you go to get treatment?: \_\_\_\_\_

Do you go to a doctor?: \_\_\_\_\_

If you do not go to a doctor why not?: \_\_\_\_\_

Where do you think the best place is to go when you get sick?: \_\_\_\_\_

What can you do so you do not get sick?: \_\_\_\_\_

Have your friends ever tried drugs?: \_\_\_\_\_

What kind of drugs do they use?: \_\_\_\_\_

What do you think about glue-sniffing, petrol, and miraa?: \_\_\_\_\_

How do your friends get these drugs?: \_\_\_\_\_

How do people feel or behave when they use drugs?: \_\_\_\_\_

How do your friends take drugs?: \_\_\_\_\_

Why do you think youth take drugs?: \_\_\_\_\_

Is kissing a sexual activity?: \_\_\_\_\_

What is sex?: \_\_\_\_\_

Who should have sex?: \_\_\_\_\_

When should you have sex?: \_\_\_\_\_

Where did you learn about sex?: \_\_\_\_\_

Do you know any boys or girls between ages 0-19 who have had sex?: \_\_\_\_\_

How many?: \_\_\_\_\_

At what age did your friends start having sex?: \_\_\_\_\_

Did you friend have sex with an age mate?: \_\_\_\_\_

How old should you be when you start having sex?: \_\_\_\_\_

Do you have friends that sometimes have sex with adults?: \_\_\_\_\_

Do you have friends who get paid for having sex?: \_\_\_\_\_

Do you have friends that sometimes go out with foreigners?: \_\_\_\_\_

How do they meet these foreigners?: \_\_\_\_\_

Do you know boys who have sex with other boys?: \_\_\_\_\_

What do you think about this?: \_\_\_\_\_

Do you know girls who like to have sex with other girls?: \_\_\_\_\_

What do you think about them?: \_\_\_\_\_

How old should boys be when they start having sex?: \_\_\_\_\_

How old should girls be when they start having sex?: \_\_\_\_\_

What do your friends say about sex?: \_\_\_\_\_

Why do people have sex for money?: \_\_\_\_\_

How much money can someone make having sex for money?: \_\_\_\_\_

What is a sexually transmitted disease?: \_\_\_\_\_

What diseases are spread through sexual contact?: \_\_\_\_\_

Who are the people that will get these diseases?: \_\_\_\_\_

Why will these people get these diseases?: \_\_\_\_\_

How do you stop from getting these diseases?: \_\_\_\_\_

Have you heard of a disease called AIDS?: \_\_\_\_\_

What do you know about AIDS?: \_\_\_\_\_

Have you known someone with AIDS?: \_\_\_\_\_

How did you know he or she had AIDS?: \_\_\_\_\_

How old was he or she?: \_\_\_\_\_

What type of people are most likely to get AIDS?: \_\_\_\_\_

Why: \_\_\_\_\_

What happens to people with AIDS?: \_\_\_\_\_

Do you know how you get AIDS?: \_\_\_\_\_

Are you scared of getting AIDS?: \_\_\_\_\_

Do you know how you can prevent AIDS?: \_\_\_\_\_

Is there a cure for AIDS?: \_\_\_\_\_

What does the word birthcontrol mean?: \_\_\_\_\_

What are condoms?: \_\_\_\_\_

Do you have friends that use condoms?: \_\_\_\_\_

Have you ever used a condom?: \_\_\_\_\_

If you want to get a condom where would you get it?: \_\_\_\_\_

How much do condoms cost?: \_\_\_\_\_

At what age do girls become pregnant?: \_\_\_\_\_

Why: \_\_\_\_\_

What would you do if you got pregnant?: \_\_\_\_\_

What would you advise a friend who got pregnant?: \_\_\_\_\_

What do you do to avoid getting pregnant?: \_\_\_\_\_

What is a monthly period?: \_\_\_\_\_

What does it mean?: \_\_\_\_\_

Can a girl get pregnant when she has her monthly period?: \_\_\_\_\_

If you could be granted one wish what would it be? \_\_\_\_\_

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## VITA

Surname: McAdam

Given Names: Jacqueline Loreen

Place of Birth: Deep River, Ontario, Canada

### Educational Institutions Attended:

Langara Community College	1982 - 1984
University of Victoria	1984 - 1987
	1991 - 1995

### Degrees Awarded:

B.A.	University of Victoria	1987
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### Honours and Awards:

University of Victoria Research Grant	1991 - 1992
CIDA Award for Canadians	
Canadian Bureau of International Education (CBIE)	1982 - 1983


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