

**CHRIST THE TEACHER INSTITUTE
FOR EDUCATION**

**ST. MARY'S UNIVERSITY OF
MINNESOTA**

THE PROBLEMS THE REHABILITATORS
ENCOUNTER IN EDUCATING STREET
CHILDREN. A CASE STUDY OF SALESIANS OF
DON BOSCO HOME, MARY IMMACULATE
CENTRE AND RESCUE DADA CENTRE.

**A project submitted in partial fulfillment
of the requirement of Bachelor of Science
Degree in Education.**

BY
SR. LUCY KARWERU MC.
C.9714

MAY, 1999
NAIROBI - KENYA

ACKNOWLEDGMENT

In carrying out this research study I have been supported by many people.

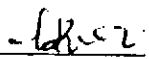
First and foremost to my religious superiors for the financial support in terms of tuition fee which granted me the opportunity to pursue this course. To you once again I am very grateful. I am grateful to Christ the Teacher Institute of Education for admission extended to me and chance to follow this course.

In a special way , I am grateful to Sr. Candida for her patience, her dedication in offering guidance and her encouragement throughout this project work . Through your constant support, challenge, guidance and criticism, this work is consequently developed and completed Once again I say thank you for your contributions.

Sincere thanks to the rehabilitators of Salesians of Don Bosco home, Rescue Dada centre and Mary Immaculate, Supportive staff and the street children for the valuable contribution they made for completion of this project. May God give you grace as you proceed to rehabilitate the street children through bandages of Love. Above all I am grateful to God for the opportunity to study and the desire to share the knowledge with others. Also for the gift of life through my beloved parents Mr. Bernard Karweru and Mrs. Jane Muthoni Karweru who initially nurtured me and sent me to school.

DECLARATION

I hereby state that this project is my original work, achieved through research studies and critical observation and it has never been submitted to any other university or college for academic credit. The information and other sources have been duly acknowledged as demanded.

Signed: 
Sr. Lucy Karweru MC.

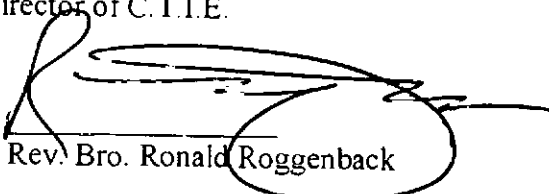
Date: 24/5/99

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

Signed: 
Sr. Candida

Date: May 1999

It has been accepted by the Director of C.T.I.E.

Signed: 
Rev. Bro. Ronald Roggenback

Date: 17/5/99

ABSTRACT

This research was conducted to find out problems encountered by rehabilitators in the process of educating street children. To facilitate this Dada center, Mary Immaculate center and Salesians of Don Bosco home have been taken as the case study. The purpose of this study was to identify the problem which the rehabilitators encounter while educating children who have been to the street. The head teachers are hesitant to admit street children in their schools. The rehabilitation centers do not have financial problem because they rely on donations from overseas.

Therefore the objectives were: to identify problems rehabilitators encounter as they rehabilitate street children through education, to establish whether head-teachers accept to admit street children in their schools, to identify the problems which inhibit their learning process. To find out if the street children have difficulties in relating with other people especially in the ordinary school set up whereby they need to interact with teachers and pupils. Also to investigate if the service offered in the rehabilitation centre help the street children to recuperate what they have been denied by their families and the society.

In order to achieve this objective, the following research questions were used. Do rehabilitators experience problems in educating children who have been to the street ? Do rehabilitators have financial problems in running this rehabilitation centre ? Do street children experience difficulties in relating with other children ? Does the environment in the centre help them to feel loved and appreciated in the society ?

The study used the following instruments to collect the data. That is, questionnaire, observation skill and interview. The findings were: that the rehabilitators encounter problems while trying to look for schools to fix street children. The head teachers are hesitant to accept street children in their schools.

because they are afraid that they are drug addicts and they will influence other pupils. The street children have potential to learn even though they have affective past memories.

From the findings the following conclusions were made that children go to the streets because of poverty, domestic problem and orphans from AIDS victim parents. Rehabilitation centres serve as places where these traumatized children are helped to heal the wounds through bandages of Love. The traumatic experience affect the learning process of children who have been in the streets.

The research recommends the following: recreation activities to be promoted in the rehabilitation centres in order to enhance rehabilitation process. The Kenyan society to be involved in both offering services to the rehabilitation centres as well as contributing finance to maintain the centres. The society to sensitized on the root cause of street children so that this menace can be eradicated. Rehabilitation centres to join together and construct a primary school for children who have been to the streets, so that the problem of lacking schools for admission can be solved.

ABBREVIATIONS

NGOs - Non Governmental Organizations

FAWE - Forum for African Women Educationists

U.N. - United Nations

UNICEF - United Nations International Children Educational Fund

TABLE OF CONTENTS

Title	Page
Page.....	i
Acknowledgment.....	ii
Declaration.....	iii
Abstract.....	iv
Dedication.....	v
Abbreviations.....	vi
 CHAPTER ONE	
BACKGROUND OF THE PROBLEM.....	2
STATEMENT OF THE PROBLEM.....	2
THE PURPOSE OF THE STUDY/RESEARCH.....	3
OBJECTIVES.....	3
RESEARCH QUESTIONS.....	4
SIGNIFICANCE OF THE STUDY.....	5
DELIMITATION OF THE STUDY.....	5
LIMITATION OF THE STUDY.....	6
OPERATIONAL DEFINITION OF TERMS.....	6
 CHAPTER TWO	
LITERATURE REVIEW.....	8
INTRODUCTION.....	8
FACTORS WHICH LEAD CHILDREN TO GO IN THE STREETS.....	9
EFFECTS OF CHILDREN BEING IN THE STREETS.....	10
THE PURPOSE OF REHABILITATION CENTRES.....	12
PROBLEMS IN REHABILITATION CENTRES.....	13
IMPORTANCE OF EDUCATION TO STREET CHILDREN.....	13
SUMMARY.....	16
 CHAPTER THREE	
INTRODUCTION.....	17
POPULATION AND SAMPLING.....	17
SAMPLING.....	17
INSTRUMENTS USED.....	18
INTERVIEWS.....	18
OBSERVATION SKILL.....	18
DATA COLLECTION.....	19
DATA ANALYSIS.....	19
CONCLUSION.....	19

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE STUDY..... 20
TABLE 1 : THE REHABILITATORS' RESPONSE ON ACCEPTANCE OF STREET CHILDREN IN SCHOOLS
BY THE HEAD-TEACHERS. 21
TABLE 2 : GENERAL ATTITUDE OF THE CHILDREN TOWARDS EDUCATION 24
TABLE 3 : ON SUBJECT PRESENCE 26
TABLE 4 : PROBLEMS ENCOUNTERED BY STREET CHILDREN DURING REHABILITATION PROCESS.. 27
PROBLEMS ENCOUNTERED AND HINDRANCES TO PROGRESS IN EDUCATION..... 28

CHAPTER FIVE

SUMMARY OF THE STUDY CONCLUSIONS AND RECOMMENDATION..... 29
RECOMMENDATIONS..... 30
RECOMMENDATION FOR FURTHER STUDIES..... 32
BIBLIOGRAPHY 33

Appendixes

Appendix A Introduction letter to the Research

Appendix B Questionnaire

DEDICATION

Hotel owner feeds street boys



**TO ALL OUR BELOVED POOR AND ABANDONED
CHILDREN, ESPECIALLY THOSE WHO ARE IN
THE STREETS OF NAIROBI**

CHAPTER ONE

BACKGROUND OF THE PROBLEM

The problem of street children has become a global concern all over the world. Countries like England, India, china and Kenya to mention a few have numerous children in the street. This has made various countries to look for solutions either through governmental or non governmental organisations. For instance in Kenya, NGOs like UNICEF and church organisations like Salesians of Don Bosco Centres have unceaselessly shown dedication to rehabilitate street children by establishing various rehabilitation centres.

The problem of street children was first noticed in 1960 (Kenya Broadcasting Corporation, in search of an answer, Programme, 1997, 2). Since then, the street children menace in Kenya has increased at a very high rate in the recent past. There are various factors which have triggered off this problem. Mainly the increased population growth and intense rural-urban migration, resulting to a great generation gap between the rich and the poor. consequently, the poorest of the poor often live in extreme poverty in slums where they lack important social amenities, educational opportunities, health care and leisure. It is as a result of all these contributing factors that, children living in such conditions have drifted into main streets of the towns where they remain as street children.

The population of the street children by 1992 in Nairobi City was approximately 130,000 children (Igaga 1998, p. 30). Therefore the Kenyan society needs to seek for possible solutions because this has become a constant social problem. This has led to the establishment of various rehabilitation centres whose aim is to offer shelter and other basic needs before educating these children. In spite of the fact that these children are from dysfunctional families they require to attend ordinary schools but would need special treatment and care (Igaga, 36). The research aims at investigating whether the rehabilitators encounters problems while educating street children in the rehabilitation centres.

STATEMENT OF THE PROBLEM

The researcher has observed that there are very many children roaming in the streets instead of being in school. As a result, there are various rehabilitation centres established to meet this demand. These children are then registered in normal schools and the research aims at finding out if the rehabilitators experience particular problems educating children who have been in the streets. Also the study aims at finding out if there are factors which hinder the learning process.

THE PURPOSE OF THE STUDY/RESEARCH

The purpose of the study is to identify the problems which the rehabilitators encounter while educating children who have been to the streets.

OBJECTIVES

The following statements are objectives of the study.

1. To identify which problems rehabilitators encounter while educating street children.
2. To establish whether head-teachers in normal schools are willing to admit street children the schools .
3. To identify which problem inhibit the learning process of street children.
4. To find out whether rehabilitators experience financial problems.
5. To find out if the street children have difficulties in relating with other children in the ordinary schools.
6. To find out if the services offered in rehabilitation centres help the children to recuperate from what they have been denied by the family and the society.

RESEARCH QUESTIONS

1. Do rehabilitators experience problems in educating children who have been to the streets?
2. Do rehabilitators have financial problems in running this rehabilitation centres?
3. Do street children experience difficulties relating with other children in the school?

4. Does the environment in the centre help them to feel loved and appreciated in the society?

SIGNIFICANCE OF THE STUDY

1. The study will be a source of bringing awareness to the Kenyan society that street children have the potential to learn if only they are provided with care, love and concern.
2. The study will help teachers in ordinary schools to know how to handle children who have been in the streets.
3. The study will serve as a source of reference in establishment of new rehabilitation centres because the rehabilitators will build on what has already been experienced.
4. The importance of the current situation of the rehabilitation centres in the country so that a wise judgement can be made regarding the condition of the street children as well as for planing for future life.
5. Again it is to sensitise the society on the need to find out the root cause of having street children and precautions to take in order to curb this menace For instance, in case orphans or children from miserably poor families to taken to foster homes if there is no immediate family member to take care of them. This way they will obtain care, love and education.

10. The research is crucial because it tackles on how both formal and informal education shape the life of an individual. Furthermore ,education is the only instrument which can determine the progress of any society and its members.

Delimitation of the Study

There are very many towns in Kenya with street children such as Kisumu, Mombasa, Meru, Kakamega and so forth but this research is going to concentrate on Nairobi. Also it is going to cover three centres out of very many. They are above 100 centres (Igaga 1998, p.36).

Limitation of the Study

The researcher has a limited time to visit all the centres. the rehabilitators may not be free to give all the information required.

There were difficulties in obtaining information from the teachers in ordinary schools where the children from the various centres attend. This is because all these three centres have placed the pupils in very many different school which are distant and the researcher could not make to visit them. Also the staffs in the centre were hesitant for the children to be interviewed as it would risk reopening a wound or a scar.

Operational Definition of Terms

Definition of A Child

A child is recognised as a person under 18 years, unless national laws recognise the age of majority earlier.

Street : a paved way or road.

Street children: Street children are the children who have their shelter, eats and earns their living along the streets. But the research concentrates on the ones who are in the process of rehabilitation away from the streets. They lie within the age range of 2 - 20 years.

Rehabilitate : To make suitable, to restore to rank, privileges or property which one has lost, to reinstate in good repute while the rehabilitator is the one performing the act of rehabilitation.

Rehabilitation :The act of rehabilitating or state of being rehabilitated.

Rehabilitation Centre: A place where injured, wounded or shocked worker or soldiers receive treatment to help restore back to normal activities. But in the context of this study it is where a traumatised child is helped to heal the wounds through bandages of love to a dignified human person.

Ordinary child :These are those who live within set up families and do not live in the streets.

Ordinary Schools: These are the schools with children who are from financial families, teaching is and with a normal institutional management.

Family: A group of people living as one household, including parents and their children.

Education is a process of bringing forth knowledge and potentials of a learner while Oxford dictionary defines education as a way of bringing children in a particular manner or habits.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This chapter has reviewed the relevant literature as follows: definition of street children, the factors which lead children to go to the streets, the purpose of rehabilitation centres, the problems encountered by rehabilitators in the centres and how education can redeem these neglected members of the society, putting human rights into consideration.

Street children is a complex and constant situation in contemporary society which requires attention today. In Nairobi area, the estimated population in 1994 was 130,000 (Getui, 18), Undugu Society in 1996 had estimated the children to be over 100,000 and (Shorter,1999) 360,000. Children as termed as street children when they have shelter, eat and earn their living in the streets. In Kenya they are labelled as (Chokora) or 'rubbish scavengers'. They are looked as social stigma who are likened to the very rubbish which they depend on for survival. "Like the rubbish , he is thrown away. He is a non-person to whom the protection of the law does not apply. Street children are victims of violence and abused by members of the public, from the police and night-watch-men and the so-called "mob justice" (Shorter, 42).

FACTORS WHICH LEAD CHILDREN TO GO IN THE STREETS

There are different contributing factors which make children to go to live in the streets. These include dysfunctional families whereby the child thinks that the problems between the mother and the father are caused by him/her. When AIDS victim parents die, the children are left to wander in the city if no one cares for them. Other children are from the third generation of street children. That is, children of street children. Lack of employment and political instability in very subtle way may affect the children, leading them to seek refuge in the street. All these causes deny the children their right of education. Usually the children are aged from 6 - 18 years (Undugu Society Magazine, 1997).

The convention on the right of the child asserts:

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.

Therefore, it is clear that children have the right to be provided their basic needs by the parents and to be educated. But when these needs are not met they lead to streets.

EFFECTS OF CHILDREN BEING IN THE STREETS

The life in the streets deny children shelter, food and education. It is pathetic to see how some of them feed from the dustbins. These children are

affected by sexually transmitted diseases and exploited in form of sex by some of citizens. At the same time girls are sexually abused by the street boys. In order to earn their living the street children perform different kinds of jobs such as finding parking spaces for motorists and collect papers and other waste materials for recycling. Some also wash toilets or scrub verandas and door ways (Shorter, 45). They also become victims of AIDS, pick-pocket and they join gangs for robbery and murder (Gettui, 1994,15). The society deny them affection and education.

Other effects a few are drug addiction from "Miraa", bhang, snuffing glue and petrol. These drugs affect their body in different ways. Petrol damages the brain, heart and lungs. The drugs make them feel powerful, to admire crime and courageous to sleep anywhere, along the verandas, in the trench or beside the street even during rainy seasons. Some of the girls become prostitutes and they lack their dignity as women (Gettui, 2; Manjai Diswaney, 26).

Sally Mugabe, the secretary general of the U.N. Media Kit 1987 and Jebb Founder of "Save the children International Fund" are courageous people who have spoken about how venerable street children are especially the girl-street child and how their human rights have been neglected. Their great emphasis is also to sensitise the society on how these neglected members of the society need to be redeemed from the streets and at least be provided with education. Education would enable them to appreciate themselves as human beings because

their human dignity will be restored. Through education they will be informed on their rights and on how to choose alternative steps rather than living in the streets (Wakuaya, 1993,65).

FAWE (1997) also expresses concern over the need for education. They address the problem they encounter especially concerning the street-girl child, the things which hinder their progress especially due to some of the traumatic experience they undergo and solutions. Experiences such as violence and sexual abuse from some members of the society. Some of the solutions are like getting these girls from the streets, putting them in temporary home where they can be helped in a special way through counselling and reuniting them back to their families. If their members of the family are not traced or there is evidence that it is risky for the girl to return to the street life again, they are put in a rehabilitation centre.

THE PURPOSE OF REHABILITATION CENTRES

According to Oxford Dictionary, a rehabilitation centre is a place where injured, wounded or shocked workers or soldiers receive treatment to help them restore back to normal activity. But in the context of street children, it is a home where those children who have been to the streets are put to recover from their wounded psyche, emotional hurts and provided with some skills or education. It

requires a long process to nurse these venerable hearts with love until they recuperate.

However, the rehabilitation centres for street children began because of the increased population of children in the streets. Most of these centres were started by the NGOs like the UNICEF and church organisations like the Salesians of Don Bosco.

Their aim is to clothe again with love the lost dignity of the street children. The personnel dedicate themselves in one way or another to bandage the wounds with bandages of love until the children experience healing and wholeness (Undugu Society, 1996,15). These centres serve as passage way home, where the children are seen to be in transition finally ending back in the society if the families are traced. Alternatively, if the child cannot trace any relatives, they remain in the centre.

During their stay in the centre they attend ordinary schools until they are able to complete (If they can) education, get a job and settle independently. Those children who cannot benefit in education because their brain has been damaged by drugs are provided with technical skills (Majaril, 1997,6).

PROBLEMS IN REHABILITATION CENTRES

Often the personnel in the rehabilitation centres experience difficulties as they assist street children to settle this is because the street children have been

previously exposed to a different life. They almost do not believe or trust when they realise someone else in the society is concerned with their welfare. Their brutal experience in the street and to some their initial families is traumatic. This hinders progress in the centres and in education (Undugu, 1997,8). Other times if the needs of children are not met, they revert to street life as a coping strategy without considering its adverse consequences.

Other problems the rehabilitators experience is lacking vacancy for admission of street children in the ordinary schools.

Importance of Education to Street Children

According to Random House Dictionary, education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement and generally of preparing oneself or others intellectually for future life. But the Researcher's definition of education is that education is an act of bringing forth potentials of a learner for the benefits of the society. A gradual process of acquiring knowledge which is obtained and retained. A precious gift bestowed by God to an individual in order to share with others. Therefore this can be assessable to all human beings even street children.

Education is the major element which can help to rehabilitate street children into responsible and self-reliant persons if they obtain a job after education (Njoroge Bennars, 1994, 60). That is the reason why most of the

organisations involved with street children have aimed at integrating education into their programmes of long term rehabilitation.

A good example of this rehabilitation process includes UBEP (Undugu Basis Education Programme), which is under the Undugu Society of Kenya. The programme involves itself with not only transforming a child's behaviour, but also equipping the learner with certain skills such as welding, carpentry to lead a life of self reliance. This corresponds to what (Brumbaugh & Nathaniel, 1996, 80) highlights on the themes of education as mainly for obtaining skills.

According to children in Action News Letter (Number 3/1997), the children are first of all introduced to how to read and write. That is three years of non-formal education in basic literacy and numerical skills, and a fourth year which introduces the learner to different vocational skills. For instance, carpentry, sheet metal work and tailoring. At the end of four years, the learner is expected to select one skill in which she or he can develop further until he or she qualifies.

The convention on human rights of states points supports such as "Everyone has a right to education and the states' duty is to ensure that primary school education is free and compulsory". If this is explored further one may say that a child cannot be fully human without education because it is a necessity. Therefore street children require education both formal and informal. Parents are

the first educators of a child. As Pope Paul II in his encyclical letter (1995, p. 3) during the year dedicated for the family right puts it,

Parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it. For it develops for God and for others that a well-rounded person and social development will be fostered among the children (P. 25).

Consequently, a family is the foundation of children's life. The society and the state at large become secondary contributors to children's education. But this is a failure because street children have been denied the opportunity. Therefore, the society should collectively feel responsible and concerned about the children in the street. At the same, they are not less equal to other children or human beings. They, too, have been created in the image and likeness of God (Gn 1:26).

SUMMARY

From all what various educators have pointed out and the researcher's experience, education is of paramount importance to street children because it is their right as children.

The rehabilitation centres need to provide the solicitude of a family, provide planned course of education and training in order to provide a sense of purpose and significance in the lives of street children. When there are occasional problems like children going back in the streets, picking up bad habits of snuffing

glue and even smoking, the rehabilitation team should seek ways of guiding and counselling them. Most likely, these children may require personnel with special skills like a psychologist.

To sum up, this research is crucial because it tackles how education both formal and informal shape the life of an individual. Furthermore, education is the only instrument which can determine the progress of any society and its members.

CHAPTER THREE

INTRODUCTION

This chapter deals with the research design and methodology as well as trying to describe the sample and sampling procedures and the instruments used in the process of gathering the information.

POPULATION AND SAMPLING

To find out the problems which the rehabilitators encounter when educating street children and the population taken was Salesians of Don Bosco, Mary Immaculate Centre and Rescue Dada Centre. The total population of the children in the three centres are 162, 86 responded out of the 90 questionnaires distributed. Three rehabilitation and nine members of staff.

SAMPLING

The researcher used non-probability sampling for convenience sake. The rehabilitators in the centres volunteered the children who are able to read and write and those who are able to communicate either in Kiswahili or English. This method is convenient for the researcher but it is limited because not every child is given the chance. At the same time the rehabilitators may have volunteered only the children who are doing well in school or have positive attitudes of the centre.

INSTRUMENTS USED

To be able to obtain the data the researcher used questionnaire, observation skills and interviews. The researcher posed fourteen questions, that is, seven questions for the rehabilitators and the other seven for the children. These questions took open-ended, cross-ended and structured form.

INTERVIEWS

In addition to the questionnaire an oral interview was carried out with the staff that deals with the street children. The rehabilitators as well as the street children were interviewed.

OBSERVATION SKILL

Having seen and talked to the street children before, the researcher knew the problems that the street children undergo in their process of survival. This meant that even as the researcher was trying to get information from other sources, the researcher could observe how the children were interacting and relating with each other as well as the staff in the centre. This was also important as to counter check the information given.

DATA COLLECTION

The data were gotten from exploration of the three children's homes, i.e., Salesians of Don Bosco, Mary Immaculate Centre and Rescue Dada. The

researcher booked an appointment before visiting the centres, to distribute the questionnaires and collected the data was collected on different days in Rescue Dada centre. While for Salesians of Don Bosco and Mary Immaculate the data was collected on the same day.

DATA ANALYSIS

The data were used to analyse the problems the rehabilitators encounter while educating street children. This information was put together and put in percentage and frequency in the next chapter.

CONCLUSION

Although the researcher encountered some problems especially in data collection nevertheless, the researcher used the information gotten from the oral interviews carried out and from the written work to analyse the findings of the research in the next chapter, leading to the conclusion and recommendation of the whole research work.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE STUDY.

Ninety questionnaire were distributed to three rehabilitation centers with a total of 162 children in order to get the information on the problems encountered in educating street children in rehabilitation centers. The centers were Salesians of Don Bosco, Rescue Dada Mukuru Project. The total number of the children who responded to the questions in the centers were 86 and all of them responded to all the questions. This was a good representation of the sample population under study. There were 46 boys and 38 girls who participated in the study. Therefore, there was a fair gender representation.

The questionnaires were divided in two parts that is for both rehabilitators and children. The rehabilitators responded to part one while the children responded to part two. But even if the questionnaire were divided in tow different parts, the focus was one. That is identifying the problems encountered in the process of educating children in the rehabilitation centers.

To facilitate this the questionnaires were divided in five sections, that is, Head-teachers' willingness to admit street children in ordinary schools, the relationship of street children to the pupils, teachers and rehabilitators, technical problems, the academic potentials portrayed by the street children and the general attitudes in education. For the closed questions each response was tallied against

the different schools where children attend in order to obtain cluster frequency. While for the open questions, a summary was made and the percentage were calculated and interpreted.

Table 1 shows the response the rehabilitators got from the Head-teachers before the children were admitted in the ordinary schools:

Table 1 : The Rehabilitators' Response On Acceptance of Street Children In Schools By The Head-teachers.

QUESTION		FREQUENCY	PERCENTAGE
Did the Headteachers have Problems in admitting street children in ordinary schools?	Hesitant	10	47.6
	Complete Refusal	6	28.6
	Accepted with ease	5	23.8
	Total	21	100

Therefore Table 1 shows that the rehabilitators encounter problems in trying to fix the street children in the ordinary schools.

Out of 21 schools where children attend schools only 23.8 percent accept the children easily. Forty-eight percent accepted after thorough explanation and re-assurance that either the rehabilitators or social workers will follow these children in the school in case of any misconduct. 28.5 percent of the schools attempted by the Head-teachers completely refused to admit them. They were afraid that the street children would influence the pupils in drug addiction, smoking, sniffing glue or any other indiscipline.

The respondents (rehabilitators) were also required to indicate if there are problems of relationship between the street children. This is with the reference to the report they get from the head-teachers or from observation when they follow them up in the school.

All the three rehabilitators that is hundred percent said there is poor relationship between the street children and pupils during the initial encounter. Both sides contribute this. That is, the pupils do not easily accept the street children because they are suspicious that they will steal their belongings hence the street children feel rejected and isolated.

Therefore the relationship is usually cold but gradually they trust each other and make friendship. However, the relationship is developed even faster if both the street children and the pupils are given guidance and counselling together. The street children are helped to realise that they are like any other child despite the misfortune of being in the streets. While the pupils were also helped to appreciate the fact that they have the opportunity to have functional families which provided them with basic needs, and so they ought to welcome the street children as a way of expressing gratitude to God.

The respondents were also asked to mention if they have technical problems like finance, enough space of land and personnel. All these centres rely on donations from overseas. But they also receive food and clothes sporadically from people of good will within the country. Therefore they have enough money

to run the centres. However Kenyan citizens are not yet fully involved in responding to this problems. To depend on donations from overseas is risky because no one can predict how long this will last.

The two centres, that is Don Bosco and Mary Immaculate have enough space of land provided by the Catholic Diocese of Nairobi. But Rescue Dada situated in Parklands which takes care of 72 children has a very small piece of land. Unlike the two centres which have enough land for the buildings and for a play ground. So Rescue Dada lacks space for recreation like games which are very important during rehabilitation process. To sum up 67 percent out of the three centres have enough piece of land.

There is no financial problem nor money to maintain the centres since the benefactors from overseas are faithful.

Apart from Mary Immaculate Centre where services are offered by few volunteers, the other two centers pay their personnel. All of them have qualified teachers who offer tuition to the children that is a 100 percent. Before they are given instructions on how to write alphabets by the same teachers. This is in line with the literature review by Fawe (1997) highly recommends initial skills of knowing how to write and read before children are sent to school.

Therefore this shows that Centers give their best. This stimulates the children to appreciate learning. Ninety percent of the centers revealed that the

performance because they do not only provide tuition but also the teachers facilitates discussion group..

This is further proved by the children's general attitudes towards education in Table Two which shows that the street children like to go to school. The support, encouragement from the rehabilitators, the teachers and the staff in the centres motivates them to like education.

TABLE 2 : GENERAL ATTITUDE OF THE CHILDREN TOWARDS EDUCATION

Do the children like to go to school?		FREQUENCY	PERCENTAGE
Yes		81	94.2
No		5	5.81
	Total	86	100

Ninety-four percent said that they like going to school and that the education is necessary despite learning when they are past school age. The respondents (children) also stated that education was gradually changing them from the negative attitude they had from the society, especially because of the brutality of some of the citizens along the streets to realisation that there are people who value them as fellow human beings. The significant reasons given was noted that 77 percent, education would give them a better tomorrow and better employment opportunities. Education would further make them aware of

themselves, others and issues of life. Fawe (1997) expressed that education is a vital element which sensitise both the street children and the society on human rights.

It is through education that street children become aware of the effects of drug addiction especially on how this can lead to a permanent brain damage. The Undugu 1986 reflected on their previous experiences on the street, some of the acquired behaviour and the great change of behaviour such as sniffing glue, petrol cases with time. Education also helps them to develop good habits like cleanliness, respect, etc. Therefore, education gives them a sense of purpose and motivation to excel.

Moreover street children have potential to learn like any other human being. They also experience attraction to certain subjects according to their capabilities as Table 3 shows.

Table 3 : On Subject Presence

SUBJECT PREFERENCE	FREQUENCY	PERCENTAGE
MATHS	6	7
ENGLISH	12	14
KISWAHILI	17	20
ART & CRAFT	20	23
HISTORY	2	2.3
GEOGRAPHY	1	1.7
HOME SCIENCE	28	33
TOTAL	86	101=100

In subject preferences, Maths, Art & Craft and Kiswahili are the favourite for the street children. Practical subjects excels to be the best while English, History and Geography are the least favoured. However, this denoted that these children have the potential to learn.

The Action Newsletter (1997 number 3) reflected the street children have intellectual capacity to learn when they are given the opportunity. Some of them are gifted with practical skills to intellectual studies where facts are needed. Mary Immaculate Centre offers a chance to the children depending on the potential of each one of them.

For example, they prepare bags, from dried materials, rear rabbits, agriculture and chicken rearing as a source of income generating projects. Some of the boys who have interest in carpentry and welding are also given a chance. The initial instructions are provided in the centre and it is later developed at Mukuru since it is the same project. While Don Bosco have enough space of land where they plant various crops like sweet potatoes, vegetables and maize. They also keep rear hens, ducks and pigs as a source of income. The general attitude towards practical is more positive than in other studies.

Table 4 : Problems encountered by Street Children during Rehabilitation Process

QUESTION		FREQUENCY	PERCENTAGE
Do the street Children have problems in the centre	Memory of the Past	76	88
	Emotional Problems	28	33
	Poor Relationship with Other Children	15	17
	Harassment from teachers	12	14

The research found out that the street children experience problems during their rehabilitation process as Table 4 shows. A child could have more than one problem and some were affected by all problems. That is why there is no total number of problems. Eight percent of the children are still having affective memory due to the brutality experienced in the streets or the family problems which led them in the streets. This affective memory makes them feel shameful about themselves, restless and lowers their self esteem. Hence it results to emotional problems such as depression or aggression and poor relationship with other children. These children are also very sensitive to the way other people relate or say about them especially when teachers discipline them in case of any

misconduct. They are also very apprehensive when people say in their presence that they have been to the streets.

PROBLEMS ENCOUNTERED AND HINDRANCES TO PROGRESS IN EDUCATION.

There are various problems which street children undergoes in the process of rehabilitation as shown in Table Four. This affects the learning process and hinders them to excel in education opportunities like children in functional families because of low self esteem. In addition to the problems any other children encounter FAWE(1995) and New people magazines (1995) noted that street children wrestle with a dark past and uncertain future as well as coping with the present day to day problems.

CHAPTER FIVE

SUMMARY OF THE STUDY CONCLUSIONS AND RECOMMENDATION

The purpose of the study was to find out if the rehabilitators experience particular problems in educating children who had been in the street. And also to find out if there are factors which hinder the learning process. In other to facilitate the goal of study, Salesians of Don Bosco, Mary Immaculate and Rescue Dada rehabilitation centres were used as the case study.

In the literature review, factors which lead children to the streets, the effects they get, the purpose of the rehabilitation centres, the problems in these centres and the importance of education to street children were discussed in relationship to what other people said about this phenomena.

From the findings the following conclusions were made:

1. Irresponsible marriage, children from AIDS victims and extreme poverty emerged as the main causes which lead children to the street. Their life in the streets is quite dehumanising at a very tender age. Due to this, the children are often sickly, some become AIDS victim and majority of them become robbers.
2. The rehabilitation centres serve as places where these traumatised children are helped to heal the wounds through bandages of love to dignified human

persons. This coincides with what (Getui, 1994 highlights in the pastoral care of the street children. Although the rehabilitation centres aim to do their best in helping the children, the care the personnel offer does not replace that of the family. Therefore emotional problems thirty-three percent which is also associated are still on developmental stage.

3. Reasons were cited as to why education is important for street children. The most important of these was recognition that through education the children become aware of their rights living independently.
4. Rehabilitators face problems because most of the head-teachers are hesitant to admit street children.
5. The research further noted that these children encounters numerous problems. They are exploited because girls are sexually abused, tortured and generally treated with suspicion. While big boys in the centre sodomize the young ones.
6. The research also noted that they have the potential to learn. They are interested in education and are convinced that it is the gateway to a brighter future.

RECOMMENDATIONS

1. It is very important if the street children who are under going rehabilitation process to be provided with activities for recreation to cater for psychological and emotional problems.

2. They should be provided with guidance and counselling.
3. Special attention to be offer to children to children who have recurrent emotional problems. This could be through psychologists.
4. Since admission of street children in ordinary schools is a major problem, various rehabilitation centres could join together and construct their own schools. At the same time this would be an easier way for teachers to use a curriculum which would suit the children.
5. The fact that rehabilitation centres used are Catholic Church, it would be good for other Churches too join in as well as the government so that the menace of street children can stop. At the same time both the government and the Churches should work together in sensitise the society the society about family planning so that extreme poverty can be avoided.
6. The research recommend that who teach street children should be teachers who do not intimate the but who acts as friends.
7. In conclusion, the research recommends efforts to be geared at getting the street children out of the streets and all the necessary help should be sought so that they can be what they are meant to be as dignified human persons.

RECOMMENDATION FOR FURTHER STUDIES

1. As already noted, this study is limited itself to three centres and recommends that more research to be done on more rehabilitation centres both within Nairobi city and other towns
2. Another recommendation is to find out how street children pursue careers after education in our country with consideration that unemployment is a major problem in Kenya.

BIBLIOGRAPHY

Aribu Nathan. (194) The touch with a difference: Street children reach out programme. Malaya. South India

Brumbaugh & Nathaniel. (1996) Philosophical Themes in Modern Education. U.S.A. W.W. Northon & Company, Inc.

Getui Mary.(1964). Pastoral care in African Christianity: Street children and their plight. Action publishers. Nairobi.

Manjari Dingwaney. (1987). Children of darkness.

Njoroge & Bennaars (1994) .Philosophy and Education in Africa. Nairobi. General Printers Ltd.

Shorter, A. (1999, Jan a).Nairobi's Street Children, Tablet .

United Nations. (1990) Conventional on Children's Right.

Wakuaya Wanjohi. (1993). African Charter on the Rights and Welfare of the Child. Nairobi Action Publishers.

Undugu Society of Kenya (1997). The growth of City Slums.



Christ the Teacher Institute for Education

Tangaza College
P.O. Box 15055
Nairobi, Kenya

18 February 1999

Dear Sir/Madam,

Permission to Conduct Research

_____ is a student in Christ the Teacher Institute for Education.

He/she is required to carry out a research project in the final semester of the educational courses. We request you to assist the student with the necessary information.

Sincerely yours,

Br. Mark Ormond, SM
Acting-Director

QUESTIONNAIRE

Introduction

I am a student in Tangaza College Institute for Education and I am interested in finding out if the rehabilitators experience particular problems educating children who have been on the streets. Therefore I am requesting the rehabilitators to assist me with information for this study. Your contribution is of great importance and it will be held confidential.

There are two Parts of question. The rehabilitators will answer part one while the children will answer part two. Your contribution will be highly appreciated. Please answer all the questions.

PART ONE

1. Do head teachers have problems in admitting street children in ordinary schools?

Yes

No

If yes give reasons for your answer.

2. Do the street children have problems relating with other children in the ordinary schools?

Yes

No

If the answer is yes state the problem.

3. What problems do you have as rehabilitators in running the centers

Finance

Maintenance of the center

Enough space of land

4. The personnel in the center are composed of

Teachers

Social worker

Counselors

Nurse

Catechist

5. Are their services free?

Yes

No

6. Do you offer tuition to the children?

Yes

No

7. Do the children feel at home in the center?

Yes

No

8. Do some of them go back to the street?

Yes

No

If yes give reasons

9. Does the atmosphere in the center enhance academic performance?

Yes

No

10. What suggestions would you give regarding education of street children?

PART TWO

Questions For The Children

1. Are you a girl or a boy?

Boy

Girl

2. Write down the name of your center.

3. Write down the name of your school.

4. Do you have friends in the school?

Yes

No

5. Do you have problems in the center?

Yes

No

6. Do you like going to school?

Yes

No

7. Which subjects do you like in school?

Math

English

Kiswahili

Art and craft

History

Geography

Home science

Among the subjects mentioned above which ones do you have difficulties in understanding?

8. Do you ask your caretakers to assist you in these subjects?

Yes

No