



# Impact Assessment of Jitegemee's Vocational Training Program in Kenya

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## Acknowledgements

It would not have been possible for us to conduct our research and prepare our report without the assistance and generosity of many individuals and organizations both in Kenya and in New York. We wish to acknowledge their efforts, time and commitment to this project. We are particularly appreciative of the support and assistance of our client, Jitegemee, Inc., and the Economic and Political Development (EPD) concentration at Columbia University's School of International and Public Affairs (SIPA). In particular, we are especially grateful to the staff at Jitegemee who gave of their time to provide us with guidance and insight into the realities of the organization and the lives of the children whom they serve. They are Program Director Mike Kimeu, Senior Founding Teacher Alex Mutiso, Teacher and Administrative Assistant Elizabeth Nzivo, and Social Worker Laura Mwelu. We also want to thank our faculty advisor, SIPA Assistant Professor Toni Sethi, EPD Director José Antonio Ocampo, EPD Workshop Director Eugenia McGill, and EPD Concentration Coordinator Melissa Giblock.

We could not have completed our work without the help of the many other individuals and organizations who graciously gave their time. We are thankful for their valuable insight and their willingness to contribute to this report and to Jitegemee. We wish to thank Ms. Shoshana Sosale at the World Bank office in Nairobi and also SIDSCO and GOAL Kenya in Machakos for providing local insights into the lives of street children in Kenya. We would also like to acknowledge the staff of Jami Bora, who advised us on the microfinance climate in Machakos.

We gratefully acknowledge the insight and kind assistance of SIPA Professor Amy Wares, who guided our microfinance for youth research. Our thanks are also extended to the Microfinance Working Group at SIPA, particularly Daniel Green, for their insights into various forms of solidarity groups for youths.

We are indebted to the many other stakeholders of this project, particularly the mentors and employers of Jitegemee students, other youths in the community, and the people of Machakos who participated in the many formal and informal interviews, focus group discussions and meetings we conducted while in Machakos. Their input was fundamental to building this report and could not have been completed without them.

We also wish to extend our deepest thanks to Jitegemee's Executive Director, Farah Stockman, and the Board Chair Helena Halperin. Their deep commitment to children of Machakos was evident from the beginning of the project and we are grateful for the time they spent reviewing our drafts, providing insight and feedback, and traveling to New York for our presentation.

Finally, we wish to extend our warm gratitude to the children of Jitegemee for welcoming us into their lives and are honored that they took time from their busy work days to travel to meet with us and answer our questions. Their openness, humility and perseverance were a true inspiration to us and we hope that our findings will affect their futures in a positive way.

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## Commonly Used Acronyms

AMREF	African Medical and Research Foundation
ASCA	Accumulated Savings and Credit Association
CA	Capability Approach
CBK	Central Bank of Kenya
ECLOF	Ecumenical Loans Fund
EPD	Economic and Political Development concentration
GDP	Gross Domestic Product
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
IGA	Income Generating Activity
K-REP	Kenya Rural Enterprise Programme
KCPE	Kenya Certificate of Primary Education examination
KSh	Kenyan Shillings
KSTES	Kenya Small Traders and Entrepreneurs Society
KWFT	Kenya Women Finance Trust
LDP	Liberal Democratic Party
LVEP	Living Values Education Program
MFI	Microfinance Institutions
NAK	National Alliance Party
NARC	National Rainbow Coalition
NGO	Non-Governmental Organization
ODM	Orange Democratic Movement
PIA	Participatory Impact Assessment
ROSCA	Rotating Savings and Credit Association
SIPA	School of International and Public Affairs
SME	Small and Medium-Sized Enterprises
SMEP	Small and Medium Enterprise Programme
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Association
UNICEF	United Nations Children's Fund
VT	Vocational Training

# 1. EXECUTIVE SUMMARY

Following independence in 1963, the Republic of Kenya experienced strong economic growth for several decades. However, an economic decline during the 1970s and 80s combined with increased population growth has led to food scarcity for many in Kenya, particularly children. For this reason, many children are forced to leave home. While on the streets, children often lack skills that would be gained by vocational or traditional education and therefore find it difficult to obtain work that does not put them at risk. Jitegemee, a partnership between American volunteers and Kenyan educators, has sought to aid these children by providing access to formal educational and a vocational training program for older students in the city of Machakos.

Through the supportive environment of Jitegemee's programs, children gain the skills needed to be self-sufficient and are expected to give back to Jitegemee and their communities. Following a six-month rehabilitation class, students choose a vocation and work with a mentor to study a trade for one year. Jitegemee then supports graduates by lending tools for their trades and/or providing a microfinance loan.

As the vocational training program has developed over the last three years, Jitegemee has recognized the need for a periodic review and, thus, has invited a SIPA team to conduct an evaluation of their current training and loan practices. In order to assess the impact assessment of Jitegemee's vocational training program, the SIPA team operationalized the capability approach, a holistic framework pioneered by the work of economist Amartya Sen. The SIPA team elicited the capabilities which Jitegemee students and staff themselves deemed valuable, and used them as the indicators for the team's participatory impact assessment.

The SIPA team undertook two field trips to Kenya, one in January 2009 and another in March 2009. The primary purpose of the January trip was to determine locally defined capabilities to be used as impact indicators. During the March trip, the team collected all of its quantitative data and conducted several participatory activities and administered surveys to students, mentors/employers, and parents. The SIPA team found that the vocational training program expanded student's capabilities on many indicators and that it had an overall large, positive impact on the student's lives. However, while the feeling of safety from the police improved, some students still feel insecure in their homes and the community. Also, students reported varied levels of training from their mentors, something that may jeopardize their preparedness for the Trade Test exams. Additionally, the SIPA team found that trades that are typically conducted by men have higher capital inputs and lower profit margins.

While Jitegemee is strong in its core areas of service to street children, certain topics could be addressed to make their program more effective and far-reaching. Based on our findings, the team made recommendations for each stage of the vocational training program (Rehabilitation, Attachment, and Graduates), the support of the parents and overall program design.

## 2. BACKGROUND

### A. NATIONAL CONTEXT

#### i. Demographic and Social Indicators

The Republic of Kenya is a former British colony located in Eastern Africa which became independent in 1963. The country consists of 582,650 sq. kms and is administratively divided in seven provinces (Central, Coast, Eastern, North Eastern, Nyanza, Rift Valley, Western) and one area, Nairobi Area.<sup>1</sup> It is bordered by Ethiopia to the north, Somalia to the northeast, Uganda to the west, Tanzania to the south, Sudan to the northwest, and the Indian Ocean to the southeast.

In 2007, Kenya had an estimated total population of 37.5 million and by 2050 the UN estimates it will have a population of 85 million, making it the 21<sup>st</sup> largest country in the world at that date.<sup>2</sup> Additionally, Kenya had the fourth highest fertility rate in the world in 1975, causing its median age to actually decline from 20 years old in 1950 to 18 years old in 2005.<sup>3</sup> Although a national family planning program adopted in the 1970s helped to nearly halve its fertility rate, its population is still overwhelmingly young and will continue to present demographic pressures on the national economy.<sup>4</sup>

Kenya's official languages are English and Kiswahili, although numerous indigenous languages are also spoken.<sup>5</sup> In the last ten years, poverty reduction in Kenya has seen encouraging signs, with the national absolute poverty level declining from 52.3 per cent in 1997 to 46.1 percent in 2005-6.<sup>6</sup> However, these numbers compare unfavorably with some of its regional neighbors (Tanzania, 36 percent; Uganda, 31 percent). While much of this poverty, approximately 84 percent, is concentrated in rural areas, 38.8 of those living in urban areas are still in absolute poverty.<sup>7</sup>

Kenya has several relatively large and homogenous ethnic groups which have heavily shaped its politics since independence. The Kikuyu, which comprise 20.78% of Kenya's population, have traditionally held power since Kenya's first President, Jomo Kenyatta, took power at independence.<sup>8</sup> During his time in office, many civil service jobs and land ownership were taken by the Kikuyu and its cousin communities, the Embu and Meru, particularly in the highland

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<sup>1</sup> Kenya Companion Report. "UNCDF Microfinance Programme Impact Assessment 2003", p.4.

<sup>2</sup> United Nations, Department of Economic and Social Affairs, Population Division (2007). World Population Prospects: The 2006 Revision, Highlights, p. 49.

<sup>3</sup> Ibid.

<sup>4</sup> Library of Congress, Federal Research Division, (June 2007). Country Profile: Kenya, p. 7.

<sup>5</sup> World Factbook, country profile: Kenya, <https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html> (accessed March 25, 2009)

<sup>6</sup> World Bank, "Country Brief." 24 Nov. 2008,

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/KENYAEXTN/0,,menuPK:356520~pagePK:141132~piPK:141107~theSitePK:356509,00.html> (accessed February 23, 2009)

<sup>7</sup> Ibid.

<sup>8</sup> Makoloo, "Kenya: Minorities, Indigenous Peoples and Ethnic Diversity.", p. 5.

areas around Central Province, where Machakos is located, and around Nairobi.<sup>9</sup> When Kenya's second President, Daniel Arap Moi, came to power, he did so by including many members of marginalized ethnic groups in his government, but did little to actually address the persistent inequalities which had developed under Kenyatta.<sup>10</sup>

The HIV/AIDS situation is serious, as Kenya is estimated to have the tenth highest prevalence of HIV in the world, with around 6.7% of the adult population infected.<sup>11</sup> There are, however, areas in which the prevalence is higher than the national average. In Machakos district, an estimated 15% of the adult population is infected.<sup>12</sup> HIV/AIDS does not only affect the estimated one million orphans in Kenya, but also those children who have been withdrawn from school to take care of the sick or those who become breadwinners to replace the income of sick family members.<sup>13</sup>

## ii. Economic Context

Following independence, migration from rural to urban areas more than doubled and today, more than 40% of the population lives in urban areas.<sup>14</sup> Citizens are attracted by the greater economic development in urban areas but place a major burden on the provision of services such as education, health and electricity. The Kenyan economy also grew quickly during the first decade after independence, peaking at GDP growth of 6.5 percent, but declined to less than 4 percent the following decade and bottomed out during the 1990s at 1.5 percent. This economic decline, coupled with corruption and rapid population growth over the same period, resulted in worsening unemployment, particularly among youth, and an increase in the number of Kenyans classified as poor from 29% in the 1970s to 57% in 2000.<sup>15</sup>

Kenya is the most industrialized country in East Africa, but has yet to fully utilize its potential.<sup>16</sup> The economy is dominated by the agricultural sector, which, although its share of the GDP has declined (from more than two-fifths in 1964 to less than one-fifth in the early 21st century), supplies the manufacturing sector with raw materials and generates tax revenue and foreign exchange that support the rest of the economy.<sup>17</sup> Agriculture constitutes the largest employment sector in the economy, with nearly 75% of Kenyans employed in 2006.<sup>18</sup> Women perform most

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<sup>9</sup> Ibid, p. 5.

<sup>10</sup> Ibid, p. 6.

<sup>11</sup> World Factbook, country profile: Kenya, <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2155rank.html> (accessed March 25, 2009)

<sup>12</sup> "Machakos District Strategic Plan 2005-2010 for Implementation of the National Population Policy for Sustainable Development" p.18.

<sup>13</sup> Kenya Companion Report. "UNCDF Microfinance Programme Impact Assessment 2003", p.4.

<sup>14</sup> Encyclopædia Britannica Online, "Kenya", <http://www.britannica.com/EBchecked/topic/315078/Kenya>, (accessed 12 April, 2009)"

<sup>15</sup> Kenya Companion Report. "UNCDF Microfinance Programme Impact Assessment 2003", p. 9.

<sup>16</sup> Encyclopædia Britannica Online, "Kenya", <http://www.britannica.com/EBchecked/topic/315078/Kenya>, (accessed 12 April, 2009)

<sup>17</sup> Ibid

<sup>18</sup> Library of Congress, Federal Research Division, (June 2007). Country Profile: Kenya, p. 10.

of the agricultural work but participate largely in the informal sector of the economy.<sup>19</sup> In spite of the importance of agriculture, only 15% of Kenya's land area is sufficiently fertile and receives enough rainfall to be farmed. The principal cash crops are tea, horticultural products and coffee. This reliance on a handful of agricultural crops has made the Kenyan economy extremely susceptible to world price fluctuations and intermittent droughts, and thus has hampered the country's overall economic performance.<sup>20</sup>

Current unemployment rates are estimated at 40% of the labor force.<sup>21</sup> Youth unemployment in Kenya, which in 2001 was numbered at more than 3 million youths outside the schooling system, can largely be attributed to food security issues.<sup>22</sup> In 2003, the East African Standard reported that over one-third of young people in Kenya do not receive adequate food at home, forcing them to work for pay. Out of this figure, ten percent said they worked because there was no food at all at home, while 28 percent said they worked to buy food for themselves and their families.<sup>23</sup> Most youth who seek employment are absorbed into the informal sector, where 90 percent of those engaged are under the age of 25.<sup>24</sup>

### **iii. Political Context**

In 2002, Mwai Kibaki was elected as Kenya's third President. His election came through the National Rainbow Coalition (NARC), a pre-election pact between the National Alliance Party (NAK) and the Liberal Democratic Party (LDP).<sup>25</sup> However, this alliance began to splinter when the NARC coalition, essentially an alliance of major ethnic groups in Kenya, failed to deliver on its campaign promises, among them being land reform. When a constitutional referendum regarding this and other issues came before voters, many Kenyans viewed it rather as a referendum on the Kibaki government.<sup>26</sup> After a resounding defeat of the referendum, President Kibaki dismissed the majority of his cabinet members, and the Orange Democratic Movement (ODM) was formed from the opposition (in reference to the orange symbol used on the ballot to signify opposition to the referendum).

The December 2007 elections brought the political and ethnic tensions in Kenya to a violent head. Early opinion polling showed Railia Odinga, a member of the Luo tribe who comprise approximately 12 percent of the country, narrowly leading Kibaki. His support was based outside the Central province stronghold controlled by the Kikuyu majority. An early vote count showed a lead of over one million votes for the ODM and Odinga, but the lead evaporated

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<sup>19</sup> Encyclopædia Britannica Online, "Kenya", <http://www.britannica.com/EBchecked/topic/315078/Kenya> (accessed 12 April, 2009)

<sup>20</sup> Library of Congress, Federal Research Division, (June 2007). Country Profile: Kenya, p. 10-11.

<sup>21</sup> World Factbook, country profile: Kenya, <https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html> (accessed March 25, 2009)

<sup>22</sup> Kamau, "Youth Employment Summit – Kenya Country Network"

<sup>23</sup> World Bank, "Press Review – August 12, 2003."

[http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,date:2003-08-](http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,date:2003-08-12~menuPK:141292~pagePK:34392~piPK:64256810~theSitePK:4607,00.html)

[12~menuPK:141292~pagePK:34392~piPK:64256810~theSitePK:4607,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,date:2003-08-12~menuPK:141292~pagePK:34392~piPK:64256810~theSitePK:4607,00.html) (accessed 30 November, 2008)

<sup>24</sup> Kamau, "Youth Employment Summit – Kenya Country Network"

<sup>25</sup> Ibid, p. 6.

<sup>26</sup> Ibid, p. 6.

overnight and was essentially a tie by the next day.<sup>27</sup> After Kibaki was declared the winner, violence erupted throughout the country, with many ethnic Kikuyus targeted by Odinga supporters. For two months, Kenya was beset by ethnic conflict, which eventually resulted in over 300,000 displaced people and over 1,000 lives lost.<sup>28</sup> While the signing of a power-sharing agreement on February 28, 2008 brought the violence to an end, many of the positive economic development gains which were made in previous years were set back due to the disruption of the free flow of goods, labor and money.<sup>29</sup>

#### **iv. Financial Sector**

Kenya has a relatively well-developed banking sector that is supervised by the Central Bank of Kenya (CBK). The market is dominated by the four largest banks, which lend at interest rates that average around 15%.<sup>30</sup> However, these banks primarily lend to large corporations and the Government, because the majority of the population cannot comply with the imposed requirements and conditions. This lack of access to credit helped foster the development of a robust microfinance industry in the country.

The Kenyan microfinance industry is considered to be one of the oldest and most well established in Africa.<sup>31</sup> Church based organizations already provided credit in the 1970s but only in the 1980s did the microfinance arena broaden to include both training and credit. World Education, Inc., a US-based private voluntary organization, established the Kenya Rural Enterprise Programme (K-REP) in 1984.<sup>32</sup> K-REP was designed as an intermediary NGO to provide “credit and technical assistance to other NGOs in Kenya”.<sup>33</sup> K-REP is believed to be the pioneer of NGO microfinance in Kenya and similar institutions only started emerging one decade after its inception. K-REP has one of the most extensive resource centers for microfinance in Africa and it recently established a commercial bank that will carry out microfinance operations.<sup>34</sup>

In the 1990s, microfinance providers started to shift their focus from the very poor towards the entrepreneurial poor as a means to guarantee better financial sustainability. The Government of Kenya played an indirect role in boosting the microfinance sector. During 1992-1994, Kenya liberalized its economy under several structural adjustment programs. To reduce the possible negative effects of this process, the Government of Kenya intended to create not only employment but also economic development. To this end, it requested international donor support in several areas, including small scale and micro enterprise development. The

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<sup>27</sup> Gettleman, “Disputed Vote Plunges Kenya Into Bloodshed.”

<sup>28</sup> World Bank, “Country Brief.”

<sup>29</sup> Ibid.

<sup>30</sup> Kenya Companion Report. “UNCDF Microfinance Programme Impact Assessment 2003”

<sup>31</sup> UNCDF Countries and Regions: Kenya, <http://www.uncdf.org/english/countries/kenya/index.php> (accessed 9 March, 2009)

<sup>32</sup> Pederson, “Kenya Rural Enterprise Program: Case Study of a Microfinance Scheme”, p.11.

<sup>33</sup> Hospes, “An Evaluation of Micro-Finance Programmes in Kenya as Supported through the Dutch Co-Financing Programme”, p.22.

<sup>34</sup> Kenyan Rural Enterprise Program, <http://www.gdrc.org/icm/country/k-rep.html> (accessed March 5, 2009)

international community responded by spending more than 80 million dollars on the microfinance industry in Kenya.<sup>35</sup>

More than 100 organizations, including about 50 NGOs, practice some form of microfinance business in Kenya. Major institutions in the sector include Faulu Kenya, Kenya Women Finance Trust (KWFT), Pride Ltd, Wedco Ltd, Small and Medium Enterprise Programme (SMEP), Kenya Small Traders and Entrepreneurs Society (KSTES), Ecumenical Loans Fund (ECLOF) and Vintage Management (Jitegemee Trust).<sup>36</sup>

Microfinance to young people in Kenya is a relatively new endeavor. In a speech in June 2006, the Kenyan Finance minister pledged to set aside 1 billion shillings (USD \$13.6 million) for a youth enterprise fund.<sup>37</sup> The government intends to disburse these funds through local microfinance institutions (MFIs), although there appears to be no guarantee that youths will receive these funds other than the Finance Minister's desire to "see some sort of buy-in" from MFIs that youth will be included.<sup>38</sup> Nevertheless, the potential for MFIs working with Jitegemee youth would be greatly enhanced if they could tap into these funds.

## **B. LOCAL CONTEXT**

Machakos District is one of thirteen districts that form part of the Eastern Province and is made up of 53.9% Kamba (or Akamba) people.<sup>39</sup>

Rain is distributed in two short wet seasons, the long rains (March-May) and the short rains (October-December). Droughts, however, are frequent and unpredictable.<sup>40</sup> Most of the district is semi-arid, but 26% of the territory represents high and medium potential areas where rain fed agriculture is conducted.<sup>41</sup> Those fertile areas are precisely the ones that contain higher population densities.

The district experienced a 14.3% increase in population density from 1989 to 1999, attributed to overall population growth and migration of people to towns.<sup>42</sup> High population in the district is associated with increased unemployment, increased demand for health services, overcrowding of educational facilities and higher levels of poverty.<sup>43</sup> Additionally, increased demand for

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<sup>35</sup> Hospes, "An Evaluation of Micro-Finance Programmes in Kenya as Supported through the Dutch Co-Financing Programme", p.22.

<sup>36</sup> Ibid, p. 24.

<sup>37</sup> "Kenyan Youth Enterprise Funds to be Disbursed through Local Microfinance Institutions." Microcapital: On Microfinance and Microcredit Investment. 2006.

<http://www.microcapitalmonitor.com/cblog/index.php/?archives/319-Kenyan-Youth-Enterprise-Funds-to-be-Disbursed-through-Local-Microfinance-Institutions.html#extended> (accessed 1 December, 2008)

<sup>38</sup> Ibid.

<sup>39</sup> Alwy, "Ethnic Inequalities in Education in Kenya", p. 268.

<sup>40</sup> Gichuki, "Sustainable growth in Machakos"

<sup>41</sup> "Machakos District Strategic Plan 2005-2010 for Implementation of the National Population Policy for Sustainable Development", p.3.

<sup>42</sup> Ibid, p.5.

<sup>43</sup> Ibid

agricultural land and poor farming practices has resulted in soil erosion and environmental degradation.<sup>44</sup>

The majority of the population of the district is young, 56.3% being below 20 years old. The primary school attending population (6-13 years) makes up 20.3% of the total district population, but only 81% of those are enrolled in school and 5.5% are reported as having dropped out.<sup>45</sup> The secondary school attending age group comprises about 9% of the total district population, but only 32% are enrolled in school and 4.7% are estimated to have dropped out.<sup>46</sup>

Health services provision is deficient and doctors are over-utilized (the doctor to population ratio is 1:62,325).<sup>47</sup> Anemia, malaria, marasmus or eye infections are among the most prevalent childhood diseases. HIV/AIDS is also a major problem in Machakos, where 15% of the population is estimated to be infected, the majority of those cases being in Machakos Town and in the towns along the Mombassa highway.<sup>48</sup> Government authorities have also noted that the number of HIV/AIDS orphans is increasing as well as the number of street children, estimating that more than 15,000 children in Machakos are in need of special care.<sup>49</sup>

The capital of the district is Machakos Town, a city approximately 64 km southeast of Nairobi in Eastern Province. The city has a long colonial history, established ten years before Nairobi, in 1889. After 110 years, in the 1999 census, Machakos had 144,109 people, yet only 28,891 who lived in the urban area.<sup>50</sup> Discussion of making Machakos and other cities official “satellite towns” of Nairobi has not been completed,<sup>51</sup> but labor does move from rural areas to Machakos and from there to Nairobi.

## C. EDUCATIONAL CONTEXT

The national education system consists of three levels: eight years of compulsory primary education (beginning at age six), four years at the secondary level, and four years of tertiary education.<sup>52</sup>

### i. Educational policy in Kenya

At the time of its independence in 1963, Kenya had only 30,000 schools, but by 2004 had increased this number to over 850,000.<sup>53</sup> Similar increases can be seen in primary education

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<sup>44</sup> Ibid

<sup>45</sup> Ibid, p.6.

<sup>46</sup> Ibid, p. 7.

<sup>47</sup> Ibid, p.8

<sup>48</sup> Ibid, p.9

<sup>49</sup> Ibid

<sup>50</sup> The 1999 Population and Housing Census. Rep.No. Statistics Department, Government of Kenya. Jan. 1999. IPUMS, [https://international.ipums.org/international/world\\_census\\_forms/kenya\\_1999.pdf](https://international.ipums.org/international/world_census_forms/kenya_1999.pdf), (accessed 23 November, 2008)

<sup>51</sup> Kulali, "Satellite towns alone won't make city modern", p.1.

<sup>52</sup> Encyclopædia Britannica Online, “Kenya”, <http://www.britannica.com/EBchecked/topic/315078/Kenya>, (accessed 12 April, 2009)

<sup>53</sup> Kulali, "Satellite towns alone won't make city modern", p.4.

enrollment rates, which increased from 891,533 in 1963, to 7 million in 2003, and 7.2 million in 2004.<sup>54</sup> Kenya's primary education is provided for children ages 6-13, while efforts are being made to increase early childhood education for 4-5 year olds, and secondary education for 14-17 year olds.<sup>55</sup>

In 2003, the Kenyan government, aiming to promote industrialization and "technological advancement"<sup>56</sup>, introduced 8 years of free and compulsory education at the primary school level.<sup>57</sup> This reform represented a shift towards prioritizing primary education<sup>58</sup> to increase equity and build human capital in Kenya.<sup>59</sup> Enrollment rates increased exponentially as an additional 1.5 million children enrolled in primary schools between January 2003 and June 2004,<sup>60</sup> to gross enrollment rates of over 90% nationally.<sup>61</sup> However, the number of new teachers increased by only 2.6%.<sup>62</sup> The 2003 reforms also aimed to decentralize education and make it more responsive to children's needs.<sup>63</sup> Unfortunately, educational advancement is still very much based on students' performance on national aptitude tests.

At a national level, literacy rates (74%) and enrollment rates (80%) have both increased, but overcrowding of classrooms and a high student teacher ratio (as high as 100-1 in some schools)<sup>64</sup> may be factors affecting the "cumulative dropout rates in primary education [which] have been as high as 37%."<sup>65</sup> Additionally, the government covers only basic tuition and cost of books, so ancillary costs, which can include room, board, transportation, and uniforms are still discouragingly high for some impoverished families.<sup>66</sup> UNICEF estimates that "9 out of 10 children from poor households fail to complete their basic education" and that "school dropout rates are increasing, especially in drought-affected areas."<sup>67</sup> While free primary education has been a huge step towards Kenya's development goals, "an estimated 1.5 million children still remain out of the formal school system."<sup>68</sup>

Currently, the number of Kenyan students who transition from primary to secondary school hovers at 60%. Secondary schools charge between KSh 35,000 and KSh 50,000 (US \$514 to \$735) a year, although national schools are meant to charge only between KSh 8,500 (US \$125) to KSh 26,900 (US \$395).<sup>69</sup> In practice, however, these figures are much higher. Secondary

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<sup>54</sup> Ibid.

<sup>55</sup> Ibid. 3

<sup>56</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.1-23.

<sup>57</sup> UNICEF, "Kenya Background"

<sup>58</sup> UNESCO, "Kenya: Profile of Education.", p.5

<sup>59</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.1.

<sup>60</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.2.

<sup>61</sup> UNICEF, "Kenya Background"

<sup>62</sup> Mushtaq, "Kenya: Failing Grade For Free Primary Education?"

<sup>63</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.4.

<sup>64</sup> Mushtaq. "Kenya: Failing Grade For Free Primary Education? "

<sup>65</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.9.

<sup>66</sup> Mushtaq, "Kenya: Failing Grade For Free Primary Education?"

<sup>67</sup> Ibid.

<sup>68</sup> Ministry of Education Science & Technology, "Development of Education in Kenya", p.9.

<sup>69</sup> EFA News, UNESCO Nairobi office, [http://efa.nairobi-unesco.org/efaXII/index.php?option=com\\_content&task=view&id=13&Itemid=27](http://efa.nairobi-unesco.org/efaXII/index.php?option=com_content&task=view&id=13&Itemid=27) (accessed 2 March, 2009)

school costs were reduced in 2008,<sup>70</sup> but enrollment in secondary school remains only 42% (both boys and girls).<sup>71</sup> Low enrollments are mainly due to the high cost of schooling and because students are required to pass the Kenyan Certificate of Primary Education (KCPE) to enter public secondary education.

## **ii. Factors affecting dropout rates**

In addition to the cost and quality of education, three general factors also contribute to high dropout and low attendance rates in Kenya: gender issues, ethnic and regional factors, and the economic needs of families. Other additional factors are listed subsequently.

### ***Gender***

Though enrollment of girls and boys in primary schools is relatively equal, early pregnancy, marriage, poverty and bias towards boy's education contribute to a lower number of girls in secondary schools; "only 35 percent of girls between the ages of 16 and 20 are in school, while 50 percent of boys the same age attend."<sup>72</sup> One study found that 48% of women in Kenya have had a child by the time they are 19. While government policy states that girls can go to school until delivery and reenter afterwards, many girls drop out because of the stigma or pressures of pregnancy.<sup>73</sup>

### ***Ethnic/Regional Differences***

Kenya's colonial legacy left an educational system wherein the distribution of resources was often based on ethnicity. As "Kenya's administrative units were created along ethnic boundaries by the British colonial administration"<sup>74</sup> and resources first went to white schools, then to national, provincial and district schools,<sup>75</sup> ethnicity and geography were connected to resource distribution and disparities were "frequently acknowledged."<sup>76</sup> Upon independence, ethnic groups who were related to the governing party (i.e., Kikuyu and the Kalenjin), received better access to educational opportunities and resources than groups with less association (i.e., Swahili and the Somalis).<sup>77</sup> While the Central and Rift Valley Provinces have traditionally performed best in educational indicators and the Coastal and North Eastern provinces have seen worse results, the Eastern district that contains Machakos ranks third,<sup>78</sup> so ethnicity may not be the most significant factor contributing to dropout rates in Machakos. Kenya's focus on achieving universal primary education is in part a response to ameliorate these inequities.<sup>79</sup>

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<sup>70</sup> Ibid.

<sup>71</sup> UNICEF, "Kenya Background"

<sup>72</sup> Oyaró. "Kenya: Teenage Mothers Denied Education"

<sup>73</sup> Ibid

<sup>74</sup> Alwy, "Ethnic Inequalities in Education in Kenya", p.267.

<sup>75</sup> Ibid., p.272.

<sup>76</sup> Abagi, 1997; Bakari and Yahya, 1995; Ogot and Ochieng, 1995; Ouchó, 2002; Oyugi, 2000 *cited in* Ibid., p.266.

<sup>77</sup> Alwy, p.268.

<sup>78</sup> Ibid.

<sup>79</sup> UNESCO, "Kenya: Profile of Education"

### ***Economic Factors***

In response to low economic growth in Kenya during the 1980s, the government, under the guidance of the IMF and the World Bank, instituted several structural adjustment programs in which public spending was decreased.<sup>80</sup> This, along with an increased “debt burden” has “increased the cost of education for local communities and parents.”<sup>81</sup> While the government’s “poverty reduction strategy,” is aimed at reducing the number of parents resorting to sending their children out for work,<sup>82</sup> and the creation of free primary education has eased the costs of school, the additional costs of education are still too high for some parents. Many working youth have a large network of adults and family members who are dependent upon them.

### ***Other Factors***

In addition to the above causes, children may drop out for combinations of the following reasons: pressure of AIDS morbidity on family, quality of education, applicability of education to job markets, corporal punishment in schools, and the competitiveness of the exam system. These causes are highlighted below:

- **AIDS:** According to UNESCO, AIDS orphans often drop out of school either in order to support themselves or to support other family members.<sup>83</sup>
- **Quality of Education:** In addition to high student to teacher ratios, parental and community involvement is “minimal” and “rote learning” and standardization is emphasized.<sup>84</sup>
- **Applicability of education:** Even secondary and college graduates enter into a competitive job market, and considerations of cost of education versus benefit of skills and qualifications achieved take into account local market realities.
- **Corporal punishment:** Corporal punishment is widely used in schools and in general socially accepted.<sup>85</sup>
- **Competitiveness of exam system:** Educational success is based on grades and achievement on national exams. Students have to do well on the KCPE to enter public high schools and universities and private schools are unfeasible for many.<sup>86</sup>

While the Kenyan Ministry of Education has undertaken wide reforms, most significantly in its universal provision of free primary education, in 2004 the Ministry reported that “cumulative dropout rates in primary education have been as high as 37 percent” and the primary school survival rate<sup>87</sup> is 40%.<sup>88</sup> In addition, as free primary education is only 8 years (until age 14),

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<sup>80</sup> Ibid.

<sup>81</sup> Ibid.

<sup>82</sup> Ibid.

<sup>83</sup> UNESCO "Kenya: Profile of Education"

<sup>84</sup> Ibid.

<sup>85</sup> "Spare the Child: Corporal Punishment in Kenyan Schools." Human Rights Watch Reports. 1999. Human Rights Watch. 23 Nov. 2008

<sup>86</sup> Ministry of Education Science & Technology

<sup>87</sup> Survival rate means “percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach a given grade, regardless of repetition. The survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrollment and

students who do not test into or cannot afford high school are sometimes left with few options but to find work.

### iii. Vocational training in Kenya

There are currently 4 national polytechnics, 17 technical training institutions, 21 technical training institutes, and one technical teacher training college in Kenya.<sup>89</sup> There are also over 600 youth polytechnics distributed throughout the country, yet only 350 receive government assistance.<sup>90</sup> National polytechnics, technical training institutes and institutes of technology admit trainees with Form Four level qualification while youth polytechnics absorb primary school leavers. The training is offered at artisan, certificate and diploma levels.<sup>91</sup> In addition to those that fall under the auspices of the Ministry of Education, several other Government Ministries also offer specialized technical training, although the spread of these Ministries has made co-ordination of their activities and maintenance of training standards difficult.<sup>92</sup>

Enrollments in institutions that offer technical, industrial, vocational and entrepreneurship training (TIVET) grew from 58,637 in 2002 to 76,516 in 2007, a 30 percent increase. There is nearly gender parity in enrollments but enrollments of males are higher in national polytechnics that offer science and technical courses and lower in youth polytechnics that offer traditional artisan courses such as tailoring and dressmaking.<sup>93</sup> (See table 25: Student enrollment by gender in technical institutions).

INSTITUTION	2003		2004		2005		2006		2007	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>National polytechnics</b>										
Kenya Polytechnic	7,738	4,863	6,386	3,499	6,410	3,549	6,405	3,329	6,521	3,401
Mombasa Polytechnic	2,647	1,390	2,778	2,436	3,111	2,631	3,265	2,710	3,285	3,012
Kisumu Polytechnic	937	421	1,124	476	1,349	619	1,410	710	1,489	824
Eldoret Polytechnic	1,523	684	1,675	752	1,759	820	1,834	32	1,894	858
<b>TOTAL</b>	<b>12,845</b>	<b>7,358</b>	<b>11,963</b>	<b>7,163</b>	<b>12,629</b>	<b>7,619</b>	<b>12,914</b>	<b>7,581</b>	<b>13,189</b>	<b>8,095</b>
<b>Other TIVET institutions</b>										
Technical training institutes	7,435	5,648	9,653	8,350	9,846	8,684	9,925	8,731	10,818	9,517
Institutes of technology	4,799	3,927	4,716	3,755	4,904	3,943	4,961	4,104	5,407	4,473
<b>TOTAL</b>	<b>12,235</b>	<b>9,575</b>	<b>14,368</b>	<b>12,105</b>	<b>14,750</b>	<b>12,627</b>	<b>14,886</b>	<b>12,835</b>	<b>16,226</b>	<b>13,990</b>
Youth polytechnics	7,171	13,255	8,605	13,918	8,691	14,196	8,741	14,210	9,528	15,489
<b>TOTAL</b>	<b>30,162</b>	<b>28,875</b>	<b>32,251</b>	<b>30,188</b>	<b>34,936</b>	<b>33,186</b>	<b>36,070</b>	<b>34,442</b>	<b>36,541</b>	<b>34,626</b>
<b>GRAND TOTAL</b>	<b>58,637</b>		<b>62,439</b>		<b>68,122</b>		<b>70,512</b>		<b>71,167</b>	

TIVET institutions are short of trained instructors, lack adequate equipment and offer a curriculum that is inflexible and irresponsible to the changing needs of the labor market. Therefore, there is a mismatch between skills learned and the training.<sup>94</sup> These issues, coupled

repeaters for two consecutive years.” From UNESCO glossary

<http://www.uis.unesco.org/glossary/Term.aspx?name=Survival%20rates%20by%20grade&lang=en>

<sup>88</sup> Ministry of Education Science & Technology, “Development of Education in Kenya”, p.8.

<sup>89</sup> Ministry of Education Science & Technology, “Development of Education in Kenya”, p.4.

<sup>90</sup> Ibid.

<sup>91</sup> UNESCO, “Factbook for UNESCO National Education Support Strategies”, p.64.

<sup>92</sup> Ibid.

<sup>93</sup> Ibid

<sup>94</sup> Ibid. Page 65.

with the difficulty of harmonizing programming and standards throughout different government departments involved, seriously compromise the quality of the education delivered.

For youths who are not admitted to technical training institutes the informal sector, popularly known as “jua kali” in Kenya, equips many young adults with hands on skills as they learn a trade under tutelage.<sup>95</sup> The jua kali sector encompasses “small-scale entrepreneurs and workers who lack access to credit, property rights, training and good working conditions.”<sup>96</sup> Originally referring only to artisans, the term now includes a number of professions, including auto mechanics and market vendors.<sup>97</sup> To protect themselves from government abuse and improve working conditions, a number of these informal businesses have banded together to form their own associations, providing youths and others engaged in these businesses a measure of security they have not had in the past.<sup>98</sup>

Students of thirty-two different trades can choose to test their knowledge in a Trade Test in order to obtain a certificate that proves their proficiency in a trade. These tests are organized by the Directorate of Industrial Training, a department within the Ministry of Labor and Human Resource Development. Trades such as carpentry, dress-making, tailoring, panel beating and welding have three different grades in the Trade Test that range from Grade 3, awarded to someone with the lowest proficiency in the performance of a particular trade, to Grade 1, awarded to those with the highest proficiency of performance. Grade 1 and 2 Trade Tests cost Ksh 2,500 and Ksh 2,000 respectively and are conducted each year during the month of August whereas Grade 3 Trade Tests, which costs Ksh 1,300, are conducted in the month of December.<sup>99</sup> On average, over 34,000 candidates are tested every year in one of 230 testing centers around the country, 16 of which are in the district of Machakos. About 500 examiners from the industry, Jua Kali and the Technical and Training institutions are responsible for evaluating both the practical skills and theoretical knowledge of the examinees.<sup>100</sup>

Grade Trade Tests (Grade Tests) reflect the proficiency in a trade and are usually associated with higher wages. In fact, most collective negotiations between employers and trade unions use the Trade Test Certificates to determine wage levels.<sup>101</sup>

#### **D. STREET CHILDREN**

Street children can be classified into two categories: “children on the street” and “children of the street”. The former works on the street by day and returns to home at night, while the latter lives and sleeps on the street. Genuine street children, or children of the street, are those for whom the

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<sup>95</sup> Ibid.

<sup>96</sup> Bani. “Jua Kali Associations in Kenya: A Force for Development and Reform”, p.1.

<sup>97</sup> Ibid.

<sup>98</sup> Ibid.

<sup>99</sup> Directorate of Industrial Training, Trade test section, <http://www.ditkenya.org/sections/trade%20test/tradetest.php> (accessed March 6, 2009)

<sup>100</sup> Ibid

<sup>101</sup> Ibid

street is not only their workplace; it is also their home.<sup>102</sup> These children's reasons for going to the streets are rooted in the inefficiencies of the formal school system and the failure of the government to provide an environment of general well being and access to the benefits of modern human civilization for a majority of citizens.<sup>103</sup>

Street children are engaged in harsh daily survival scenarios and, as a consequence, develop resourcefulness, self-reliance and a sentiment of freedom and independence. Their existence is generally tolerated but not trusted, meaning they rarely develop relationships with non-street people.

Street children have special needs that include food, clothing, education, love and support. Programs that provide adequately for street children have commonly aimed at satisfying those needs and provided education that is not only relevant for passing examinations but also for earning a living. Recommendations for street children education programs made at the "Hearing on Street Children in Kenya" held in Nairobi in 1994 included<sup>104</sup>:

- Be flexible and cater for street children's physical, psychological and sociological needs;
- Include highly individualized programs that enable each child to start at his or her own level of competence;
- Include literacy and vocational training with a strong emphasis on life-skills training that will help the child to develop into a self-reliant, productive and responsible citizen.

Most street children in Machakos face similar problems. They drop out of school because of family financial constraints and are either unable to finish primary education or to continue on to secondary education. Most of them work in the informal sector in jobs that do not require special skills, such as picking scrap metal or carrying bags outside the supermarket. Their nutrition and health status is not at satisfactory levels as their food intake is both quantitatively and qualitatively inadequate, mainly because they depend on food that people give them or that they can find in bins. They receive infrequent medical care, lack bathing and toilet facilities and are exposed to various health hazards, unsanitary surroundings and climatic variations. They usually form groups to protect each other but nevertheless are exposed to physical abuse and detention from the police. However, there are some who maintain ties with their families and regularly return home. Parents of street children often have little educational background, very small or no income, and hold unskilled jobs or are unemployed.

### **3. JITEGEMEE**

#### **A. BACKGROUND**

Jitegemee is a partnership between American volunteers and Kenyan educators who work together to address the needs of street children in Machakos. Since 1996, Jitegemee has

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<sup>102</sup> Wangege G, "Education for Street Children in Kenya: the role of the Undugu Society", p.29.

<sup>103</sup> Ibid, p.31.

<sup>104</sup> Ibid, p.33.

provided scholarships for street children who have shown a dedication to changing their lives and learning the skills needed to be self-sufficient in adulthood. In addition to the scholarship program for elementary and secondary school children, Jitegemee has run a vocational training program for youth over 14 years old for the last three years. Most of the participants are the only members of their families to learn to read and some are former sex workers or drug dealers who are now striving for a better life. Jitegemee's main principles are:

- From the beginning each child in the program is expected to work actively to assist their own families and the wider community. They are asked frequently to reflect on how they contribute, and what would enable them to play a larger role in helping others. Very early, they are expected to assist less-skilled children and later, those who have graduated from the vocational program play a major role in training other apprentices. Students in formal schooling are expected to assist others in a variety of other ways, as well.
- When a child enters into the program, Jitegemee staff makes every effort to assist him/her as needed until he/she attains self-sufficiency.<sup>105</sup>

Jitegemee is located in a compound near the center of Machakos town, which has one classroom, offices for staff members, a kitchen and a room for a library and a computer-learning center. Jitegemee's main programs and activities are: scholarships for primary schooling, provision of vocational training, rehabilitation class, nutritious weekday lunch service, yearly medical screening and emergency health care, and AIDS education. Furthermore, Jitegemee holds a meeting for parents, guardians and families once a week to discuss their problems and develop income-generating projects to create a healthier, more positive environment for the students at home. These meetings also provide an opportunity for parents to follow-up on their children's achievement.

In its formal schooling component, Jitegemee is committed to helping children overcome all obstacles that interfere with success in school by providing books, school uniforms, shoes, food, tuition/tutoring, exam fees, emergency medical care, and a supportive community. Children who are under fourteen will enroll in the corresponding primary school grade and Jitegemee will support him/her during the preceding years of study in formal education. Support for secondary education, however, will only be granted when a child joins Jitegemee before they reach grade five.

Jitegemee has four staff members in Machakos. Mike Kimeu, a graduate in Economics and Community Development, has been the Program Director of Jitegemee for the past seven years. Alex Mutiso, an Adult Education Department teacher, helped design the program and has worked with Jitegemee from its inception. Elisabeth Nzivo, a former teacher at a local private high school, has been acting as teacher and Administrative Assistant at Jitegemee for the past four years. Laura Mwelu, a social worker, brought new skills to Jitegemee when she joined the team seven months ago.

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<sup>105</sup> Jitegemee web page, <http://www.jitegemee.org> (accessed 2 December, 2008)

## **B. VOCATIONAL TRAINING PROGRAM**

Jitegemee also runs a Vocational Training (VT) Program, aimed at providing skills that will lead to self-sufficiency. Jitegemee staff regularly conducts field visits to identify the most vulnerable street children and invite them to participate in the VT program. Former Jitegemee students also introduce other street children to the program. Once identified, Jitegemee staff members undertake home visits and prepare case studies for each child, detailing the family background and problems faced. Whenever possible, the student will return to their home or live with family members. In situations where complex family situations do not allow for reintegration, students will either be placed with a “well-wisher” who provides care and lodging or will be sent to a boarding school.

The Vocational Training Program is composed of three phases. In the first phase, the Rehabilitation Class, students attend a six-month rehabilitation program based on life-skill acquisition, where the main topics covered are the following:

- “Streetism”: Discussion and performances about students’ former lives on the street and the problems they faced. Children learn that they share similar experiences and that they can move out of the streets and succeed.
- Living values: Peace, love, respect, responsibility, happiness, tolerance, cooperation, honesty, humility, simplicity, and unity are the twelve basic Living Values taught at Jitegemee. Through Living Values education, teachers aim to empower students to take on responsibilities and improve their moral standards.
- Public speaking: Students are taught to express themselves, not only as a way to increase self-confidence but also to be able to attract customers and market their products.
- Health/Sexual education: Teachers outline the risks associated with sexual relationships so that students can make informed decisions and see decreased incidence of unexpected pregnancies and HIV and Sexual Transmitted Diseases.
- Communication: Communication skills are taught so that students can transmit information in an appropriate way, and enjoy improved relations with parents, mentors, customers and teachers.
- Business skills: Include the ability to keep records of their business, ability to differentiate living costs and business costs and to calculate operating costs, profits and budgets. This training is complemented with some financial skills training, such as how to seek funding, how to invest and the importance of saving and repaying loans.

To allow informed decisions, the Rehabilitation Class ends with a one-week long Trade Choosing Workshop in which the advantages and disadvantages of each trade are discussed and students and/or professionals in different trades share their experiences. Students will then choose a mentor by themselves.

The Rehabilitation program is followed by the second phase of the program, the Attachment to a mentor. For a period of one year, Jitegemee will pay mentors to give students hands-on work experience in the trade that they choose, some of which include: hair dressing, tailoring, knitting, carpentry, electronics, welding, mechanics, wiring of motor vehicles, panel beating/spraying,

catering and mechanical wiring. The link with Jitegemee is, however, not severed during this period, as the attached students are encouraged to have lunch each day at Jitegemee and on Thursdays are meant to spend the entire day at Jitegemee for continuous training and support. Jitegemee staff members also carry out a monthly check-up on the attached students to assess whether the attachment is satisfactory. During this training phase, some students receive monetary compensation in the form of commissions for their job, but most do not.

Once the training is completed, students are considered to be graduates of the Vocational Training Program. Upon graduating, students enter the third phase of the project, which implies securing a job. Jitegemee supports graduates by lending basic tools for their trades and limited access to microfinance.

To facilitate access to credit and promote self-sufficiency, in January 2008 Jitegemee introduced a micro loan pilot program for students that graduated from the first two vocational training classes. In partnership with the Canadian organization Street Kids International, students were trained on business skills, street banking, record keeping and earning and spending profits. Once the training was completed, thirteen graduating students from the first two VT classes received an average loan of Ksh 3,000. Each of them was asked to develop a plan that described the intended use of the loan and to open a bank account to receive the funds. The recipients of the loans formed a solidarity group aimed at providing emotional and financial support to members. The solidarity group would meet every week, and every member would contribute with the stipulated amount to repay their loan and Ksh 150 that would be put into a pot that would be distributed to one member each week. If a member was unable to contribute one week, another would provide the necessary amount, and the other would repay whenever possible. According to Jitegemee's internal verification, the rate of return of micro loans from the previous graduates of the vocational program was only 50%. Jitegemee is considering major changes to their microfinance program to improve repayment rates and broaden the program to a wider number of graduates.

When the SIPA team conducted its assessment, around 135 students from four classes had benefited from the Vocational Training program: two groups of students had graduated (class 1 and 2), one group of students was in the attachment phase (class 3) and one group of students was in the rehabilitation class (class 4).

## **4. METHODOLOGY**

This section details the conceptual foundation upon which the team based its work, as well as the specific methodology and research design used in each phase.

### **A. CONCEPTUAL BASIS**

The SIPA team chose to use the capability approach (CA) to design its impact assessment of Jitegemee's VT program because it believes strongly that development should be evaluated

according to the extent of freedom people have to promote or achieve functionings they value.<sup>106</sup> This framework was pioneered by the work of economist Amartya Sen, who argued that traditional approaches to welfare economics focused too narrowly on either opulence (income, commodities) or utility (happiness, desire fulfillment).<sup>107</sup> In terms of opulence, different people and societies differ in their ability to convert income into valuable achievements, and thus measurements of what commodities they can purchase are inadequate.<sup>108</sup> Similarly, measurements of happiness, or utility, Sen claimed, could be easily influenced by “mental conditioning or adaptive conditioning”.<sup>109</sup> Thus, Sen argued, neither of these commonly used measurements reflects the true nature of human well-being and deprivation.

In Sen’s view, “the usefulness of wealth lies in the things that it allows us to do—the substantive freedoms it helps us achieve.”<sup>110</sup> Thus, a measurement of human freedom is needed and Sen frames this approach in two distinct categories: 1) *functionings* and 2) *capabilities*. Functionings refer to what a person manages to be or do. It reflects a part of the ‘state of a person’.<sup>111</sup> Capabilities, often referred to as a capability set, represent the alternative sets of functionings that a person could potentially achieve.<sup>112</sup> The main contribution of the CA consists in its broadening of the informational space about human beings when contrasted with the other approaches mentioned above.<sup>113</sup> While Sen does provide examples of intrinsically valuable capabilities—such as being able to live long, be well-nourished, read, write, and communicate—he has refused to endorse a specific list of capabilities as correct.<sup>114</sup>

Martha Nussbaum, a feminist philosopher who along with Sen founded the Human Development and Capability Association in 2003, has attempted to define a list of central human capabilities. The headings of the list, which have not changed significantly over the years, are: 1) *Life*; 2) *Bodily Health*; 3) *Bodily Integrity*; 4) *Senses, imagination and thought*; 5) *Emotions*; 6) *Practical reason*; 7) *Affiliation*; 8) *Other Species*; 9) *Play*; and 10) *Political and material control over one’s environment*.<sup>115</sup> Since Nussbaum’s list is largely derived from the work of Aristotle, critics have claimed it is somewhat paternalistic for a middle class North American philosopher to determine the capability set for other cultures and societies. Other scholars, Sen included, have advocated for the eliciting, through participatory activities and public discussion, the capabilities which local people themselves value.<sup>116</sup>

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<sup>106</sup> Alkire, “The Capability Approach as a Development Paradigm?”, p. 2.

<sup>107</sup> Clark, “The Capability Approach: Its Development, Critiques and Recent Advances“, p. 3.

<sup>108</sup> Ibid, p. 3.

<sup>109</sup> Ibid, p. 4.

<sup>110</sup> Sen, “Development as Freedom”, p. 14.

<sup>111</sup> Ferrero, “Changing Approaches and Methods in Development Planning”, p.5.

<sup>112</sup> Ibid, p. 5.

<sup>113</sup> Comim, “Operationalizing Sen’s Capability Approach 2001”p. 4.

<sup>114</sup> Clark, “The Capability Approach: Its Development, Critiques and Recent Advances“, p.5.

<sup>115</sup> Ibid, p. 6.

<sup>116</sup> Ibid, p. 7.

## B. PARTICIPATORY IMPACT ASSESSMENT

The SIPA team thus decided to design its impact assessment by eliciting the capabilities which Jitegemee students and staff themselves deemed valuable. These locally-defined capabilities served as the indicators for the team's participatory impact assessment. The team was aided by the work of scholars who have attempted to operationalize the CA by producing a set of internationally comparable indicators in areas such as violence, employment, the ability to live without shame, agency and empowerment, and psychological and subjective well-being.<sup>117</sup> While the rationale for conducting an impact assessment is clear (allowing the organization and donors to capture the real impacts of a project on the lives of project participants and thus allowing the organization to learn from and adjust its programming), the rationale for a participatory approach are clearer when viewed in the lens of the CA.

A Participatory Impact Assessment (PIA) involves the adaptation of participatory tools to more conventional statistical approaches to measure the true impact of development project on people's lives.<sup>118</sup> Traditional evaluations tend to focus on measuring aspects of project implementation, such as delivery of inputs and services or trainings carried out, whereas an impact assessment goes further to examine if and to what extent these project activities actually benefited project participants.<sup>119</sup> The PIA goes even further by involving all participants in analyzing their reality in relation to the program's intended goals. The team was attracted to this methodology as the use of participatory tools creates a dialogue between donor, implementing partner, and project participants that provides the basis for discussions on how to improve programming and where to allocate resources.<sup>120</sup> Furthermore, a PIA can reveal unintended consequences outside of the stated objectives of the project that would not have been revealed under a traditional evaluation.

The SIPA team attempted to follow an eight-stage process outlined in the Feinstein Center's practitioner's guide for PIA. They are as follows:

- 1) Define questions to be answered
- 2) Define the geographical and time limits of the project
- 3) Identify and prioritize locally-defined impact indicators
- 4) Decide which methods to use and test them
- 5) Decide which sampling method and sample size to use
- 6) Assess project attribution
- 7) Triangulate
- 8) Feedback and verify the results with the community

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<sup>117</sup> Oxford Poverty and Human Development Initiative, Working Papers 1-5.

<sup>118</sup> Abebe, "Participatory Impact Assessment: A Guide for Practitioners 2007", p. 9.

<sup>119</sup> Ibid, p.9.

<sup>120</sup> Ibid, p. 8.

While each of these steps was not completed in chronological order, the SIPA team followed this process as closely as possible to complete its PIA. The limitations the team faced will be detailed in a later section.

### **C. FIELD TRIPS**

Prior to the first trip, the SIPA team conducted desk research on the historical, political, and educational factors likely to have had an effect on the program. In addition, the team researched organizations engaged in similar youth livelihood-building programs, such as GOAL Kenya, Undugu Society of Kenya, and Amani Children's Home in Tanzania to document best practices and common challenges faced in this regional context and sector.

The SIPA team undertook two field trips to Kenya, one in January 2009 and another in March 2009. The primary purpose of the January trip was to verify the objectives of the project (Stage #1 of PIA) and determine locally-defined capabilities to be used as impact indicators (Stage #3 of PIA). The team conducted semi-structured interviews with Jitegemee staff, mentors and their students, and similar vocational training, microfinance and multi-lateral organizations in Machakos and Nairobi. In addition, the team also conducted focus groups with parents and larger groups of students.

In between the two field trips, the team analyzed the qualitative findings from the January trip, (although this was seriously affected by a theft detailed in the limitations section), developed impact indicators based on interviews with Jitegemee students, staffs, parents and mentors, and also developed its research design and the quantitative and qualitative tools to be used during the March trip (Stages #4 & 5 of PIA).

During the March trip, the team collected all of its quantitative data to be analyzed for this impact assessment and used a variety of probing questions during semi-structured interviews and focus groups with parents and students to assess project attribution to the changes (Stage #6 of PIA). The team also conducted several participatory activities with two different vocational classes to determine the geographical and temporal limits of the project (Stage #2 of PIA). The team administered surveys to students, mentors/employers, and parents, many of which asked similar questions (which was also done during the interviews with students), thus allowing the team to verify the veracity of the information gathered (Stage #7 of PIA). Finally, the team presented its initial findings and recommendations to Jitegemee staff and elicited their feedback before leaving Kenya (Stage #8 of PIA).

### **D. IMPACT INDICATORS**

#### ***Indicator #1 – Ability to have satisfying social relationships***

This indicator measures a student's ability to form satisfying social relationships, both with their peers and family members. The SIPA team decided to use this indicator for two main reasons. First, interviews with Jitegemee staff in January indicated that one of the main purposes

of the program was not only to give street children the skills necessary to earn an income in a trade, but also to reintegrate them back into the community and their family. Second, literature regarding social capital formation, which is acquired through participating in informal networks, registered organizations, and associations of all kinds, indicated that relationships can be a useful tool in reducing poverty.<sup>121</sup>

***Indicator #2 – Ability to behave in ways that do not compromise the Living Values***

This indicator measures a student's ability to live within the 12 Living Values, a set of guiding principles for the Rehabilitation program. They are: peace, love, respect, responsibility, happiness, tolerance, cooperation, honesty, humility, simplicity, and unity. This concept was begun by a neo-Hindu religious sect called the Brahma Kumaris and the Living Values Education Program (LVEP) is supported by UNESCO and many educators around the world, particularly ones working with street children.<sup>122</sup> During the January trip, the SIPA team conducted several semi-structured interviews with the Jitegemee Vocational Class three where the team ascertained the important skills the students felt were needed to be successful, both in their trades and in their lives. Many students mentioned the ability to communicate honestly (specifically, to "not cheat others") and the ability to talk to customers. The Jitegemee staff also stated in interviews that one of the problems similar organizations had was that children were dropping out of vocational training programs due to the lack of rehabilitation from life on the streets, and that the Living Values curriculum is one of the most important aspects of Jitegemee's curriculum. Thus, this indicator is derived exclusively from how Jitegemee staff and students defined the success of the program.

***Indicator #3 – Ability to live a healthy life, for my age***

This indicator measures a student's ability to live a healthy life for their age, both from their ability to attend to medical issues and the level of medical problems they have. This capability obviously has large implications on productive work, as one can only earn a steady income if one is healthy. The SIPA team chose this indicator because focus groups during the January trip revealed the multitude of health-related challenges that students faced while on the street, such as drug use and abuse, a lack of clean food, and frequent bouts with malaria. Furthermore, the staff noted in interviews that Jitegemee had a health program aimed at ameliorating some of these problems, and thus, the team wanted to assess its impact on students' health.

***Indicator #4 – Ability to financially support myself***

This indicator measures a student's ability to support him or herself financially. The SIPA team measured it directly through surveys and also through proxy questions in interviews, such as how hungry students were currently compared to before the program. During January interviews, students frequently mentioned jobs and income as the primary outcome they wanted out of the Jitegemee program. Also, one of the primary objectives of the organization is to assist students in becoming self-sufficient.

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<sup>121</sup> UNESCO, "Social Capital and Poverty Reduction: Which role for civil society organizations and the state?", p. 11.

<sup>122</sup> Tillman, "Living Values: An Educational Program".

***Indicator #5 – Ability to engage in leisure activities***

This indicator measures a student's ability to choose to do activities they enjoy, such as reading books, listening to music, and playing sports. During the January trip, the SIPA team observed how structured the daily routine of students were and wondered if the students had time to themselves to engage in activities which interested them. The literature regarding leisure activities indicated that engaging in them has potential health benefits and helps people strengthen social relationships.<sup>123</sup> Thus, this indicator was one that the team decided was an important capability to assess despite it not being explicitly mentioned by Jitegemee students or staff.

***Indicator #6 – Satisfaction with what able to achieve in a work environment***

***Indicator #7 – Ability to find meaningful work***

These two indicators measure different aspects of a student's capability to work. The first measures how successful students feel they can be at a job, while the second measures whether students can find a job they like and to what degree they like it. During the January trip it was evident to the SIPA team how much work dominated the lives of Jitegemee students and given the objective of the VT is to find students meaningful work, the team thought it was best to assess this aspect of the program with more than one indicator.

***Indicator #8 – Feeling of physical safety***

This indicator measures a student's feeling of physical safety, both from police and from other members of the community, including family members. During the January trip, students performed a skit for the SIPA team where they were being chased by the police and intimidated by other street children, and showed that these feelings changed once they joined the program. Coupled with the staff's concern for student's safety within the home, the team chose this indicator to see if the impact which the skit demonstrated was similar for all Jitegemee students.

***Indicator #9 – Ability to feel spiritually fulfilled***

The SIPA team chose this indicator in response to participatory activities done with students and parents on the initial information gathering trip in January. Parents at that time mentioned that children read the bible more due to Jitegemee and that that was an important improvement in their lives. Students also mentioned reading the bible more and thinking about God when they needed to make decisions. The SIPA team decided that "feeling spiritually fulfilled" was therefore an important indicator of success of the program to Jitegemee program recipients and their parents.

***Indicator #10 – Suitability of vocational training***

***Indicator #11 – Extent training met expectations***

These indicators measure different aspects of the actual vocational instruction that students receive as part of the program. The first measures how well the trade each student selected fits themselves and the market, while the second measures how much the training they receive met the expectations they had when they came to the program. Given the objectives of the VT program, these indicators most closely measure the direct impact of specific inputs of the program on student's lives.

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<sup>123</sup> Olfert, "Quality of Life Leisure Indicators", p. 4.

***Indicator #12 – Ability to freely associate***

This indicator measures how much agency students have in terms of choosing their social surroundings. Sen argues that agency is one of the critical aspects of multi-dimensional poverty assessments. Jitegemee staff also mentioned how they felt it would be better if students did not interact with their former street peers. Thus, the SIPA team selected this indicator because they wanted to measure whether or not this restriction of agency affected student’s overall ability to freely associate.

***Indicator #13 – Feelings of confidence***

This indicator measures the degree to which students feel confident in themselves. During the January trip, the SIPA team interviewed a number of street children who were not involved in the Jitegemee program and it was evident that they lacked confidence. The staff noted that this was typical of students when they came to the program and sought to build up confidence explicitly through the Rehabilitation curriculum. Thus, the team included this indicator to measure the degree to which student’s confidence was built.

***Indicator #14 – Level of excitement about learning***

This indicator measures the student’s love for learning and education in general. Jitegemee’s overall program objective is to empower street children through education; hence if they are not being inspired to learn, they cannot be empowered. Staff also mentioned during the January trip that students in the VT program should have the option to attend formal schooling if they desire to, thus the team wanted to include this indicator to assess whether or not the program was engendering a love of education in the students.

**E. RESEARCH DESIGN**

In order to operationalize the CA, the SIPA team used a mixed method approach by combining participatory strategies, semi-structured interviews, and several survey instruments. Based on the finalized list of indicators developed from the January trip, the team decided that a combination of surveys administered to students, parents, and employers, individual semi-structured interviews with selected students and several participatory activities with vocational classes 3 and 4 would be the most effective way to gather robust data on the impact indicators. The team attempted to survey all students, parents, and employers if possible and to take a random sample of students from each vocational class for the individual interviews. The details of this design are as follows:

- Surveys: 3 separate surveys were translated into Kiswahili prior to the March trip and given to each of the groups mentioned above (See Appendix 1, 2, 3). Some questions elicited descriptive statistics so that team could segment impact results after the trip. The remaining questions, while somewhat different for each survey, were linked to the impact indicators.
- Individual Semi-structured Interviews: The team developed a set of “before/after” questions based on 12 of the 14 indicators which were asked of a random sample of students from vocational class 1 & 2 (also referred to as “Graduates”), class 3 and class 4.

Each student was asked to describe their life before they joined Jitegemee and answer using a set of blocks, on a scale of 1 to 10. Then, they were asked to show, using the blocks, any change, positive or negative, after they had joined Jitegemee (See Appendix 5 and 6 for a list of each of the questions asked). The team asked probing questions after the students indicated their change to determine the source of the change.

- Participatory Activities: The team also conducted three separate participatory activities: a mapping activity to determine the geographical boundaries of the project; a timeline activity to determine the temporal limit of the project; and a street walk to the students' attachment sites to learn from the students themselves about their work environment.

## 5. FINDINGS

### A. ANALYSIS OF INDICATORS

#### i. Indicator 1: Satisfying social relationships

Table 1 – Change in satisfying social relationship

	Class 4	Class 3	Class 1&2	Total
Friends who love me	+2.9	+3.4	+6	+4.1
Adults I can trust	+3.9	+4.1	+4	+4

Table 2 – My teachers care about me

	Strongly agree	agree	neutral	disagree	strongly disagree
Graduates (n=15)	7 46.7%	4 26.7%	2 13.3%	1 6.7%	1 6.7%
3 (n=14)	11 78.6%	2 14.3%	0 0.0%	1 7.1%	0 0.0%
4 (n=28)	27 96.4%	1 3.6%	0 0.0%	0 0.0%	0 0.0%
Total (n=56)	45 80.4%	7 12.5%	2 3.6%	2 3.6%	1 1.8%

This indicator measures the degree to which Jitegemee improves the students' connectedness with both their peers and the adults around them. The SIPA team results indicate that students have very satisfying relationships with Jitegemee teachers, feel more respected in their community and have moderately improved relationships with peers and family members. Student survey data supported anecdotal evidence the SIPA team gathered during both trips regarding the strong support and love that Jitegemee teachers give to students. Only 5 respondents out of 57 did not agree with the statement that their teachers cared about them and each of those 5 students

came from the graduate class (possibly because several students who had dropped out of the program took the graduate survey). Jitegemee also had a strong, positive effect on students' feelings of being respected in the community, as only two students (out of 28) disagreed with that statement.

Students' individual interviews showed that Jitegemee is having a moderately positive effect on their social relationships. One reason this effect may be slightly lower is that most students' peer groups largely changed in composition after joining the program. Almost all of them felt that this was a positive development, yet a handful of students mentioned feeling some pressure to rejoin street culture. In terms of project attribution, there was not one aspect that clearly helped students gain more friends, yet most attributed their ability to make friends with other Jitegemee students and others in the community to the program.

In terms of trusting adults, there were mixed results. Many students stated that they had improved family relationships as a result of the program, with a couple specifically mentioning the work of Jitegemee teachers in speaking with parents as the reason why it had improved. These numbers were smaller, however, than other indicators, and when combined with the feelings of safety indicators, may point to some continued violence issues in Jitegemee student homes.

**ii. Indicator 2: Ability to behave in ways that do not compromise the Living Values**

Table 3 – Change in the ability to behave in ways that do not compromise the Living Values

	Class 4	Class 3	Graduates	Total
Live honestly	+6.9	+4.3	+7.5	+6.2
Communicate with adults professionally	+7.3	+4.8	+9.3	+7.1

Table 4 – Some students' answers about their change in the ability of communicate

I've learned personal management, public speaking, personal goals, communication
I'm educated now, my life has been changed, I can even teach other kids in the streets
Now, I can talk about my business and welcome customers
Teachers helps me to communicate better
They can understand me now because I can speak the truth
Teachers taught us about communication, good first impression with smiling

The SIPA team asked students whether they are able to “live honestly” and “communicate with adults professionally” – two important points stand out from their answers. First, the program is obviously having a large impact on students' ability to behave in ways that do not compromise the Living Values, with increases of over 6 and 7 points on these questions respectively. Second, for both questions, vocational class three had lower levels of change than either the graduates or

the fourth vocational class. In qualitative answers students overwhelming attributed the positive change in their lives to project curriculum and teachers. In terms of feeling honest, the staff's moral influence on the children was very apparent, as several students mentioned not what they were learning, but merely that their teachers had talked with them about how to be honest. Students also mentioned that communication skills, particularly the ability to speak in public, had the effect of increasing their confidence in speaking with adults in a professional manner.

### iii. Indicator 3: Ability to live a healthy life, for my age

Table 5 – How many meals a day do you eat?

	How many meals a day do you eat?	
Graduates(n=16)	Mean	2.73
	Mode	3
Class 3 (n=14)	Mean	2.57
	Mode	3
Class 4 (n=28)	Mean	2.04
	Mode	2
Total (n=58)	Mean	2.36
	Mode	3

Table 6 – How many days in the last month have you been sick?

	0-2 days	3-5 days	6-8 days	9-11 days	12 or more
Graduates (n=16)	10	3	3	0	0
	62.5%	18.8%	18.8%	0.0%	0.0%
Class 3 (n=13)	11	2	0	0	0
	84.6%	15.4%	0.0%	0.0%	0.0%
Class 4 (n=27)	21	3	3	0	0
	77.8%	11.1%	11.1%	0.0%	0.0%
Total (n=56)	42	8	6	0	0
	75.0%	14.3%	10.7%	0.0%	0.0%

Table 7 – What is the cause(s) of the sickness?

Answer	Number of respondents
Headache	10
Malaria	7
Stomachache	4
Coughing	3
Cold	2
Eye problem	2
Stress	1

Student interviews clearly show that there has been a significant improvement in students' health from before and after Jitegemee. Many students said they are healthier now mainly because they eat better food and live in a better place. Also, most of them mentioned they can see doctors anytime now. Class 3 and 4 students can do so because Jitegemee pays for it and graduate students are able to pay for it by themselves. However, there are still many students who have minor symptoms such as headaches and stomachaches. At the same time, malaria is still a problem for some students. Notably, decreased level of stress is the most significant change in students' health. Generally, having a job, making money and eating better food caused this change.

#### iv. Indicator 4: Ability to financially support myself

Table 8 – Who is the primary income earner in your family?

	Who is the primary income earner?					
	mother	father	myself	grandparent	Siblings	relatives
<b>Graduates (n=16)</b>	3 19%	4 25%	10 63%	1 6%	1 6%	0 0%
<b>Class 3 (n=13)</b>	6 46%	1 8%	1 8%	2 15%	1 8%	3 23%
<b>Class 4 (n=27)</b>	17 63%	8 30%	0 0%	1 4%	2 7%	1 4%
<b>Total (n=56)</b>	26 46%	13 23%	11 20%	4 7%	4 7%	4 7%

Table 9 - If I want to open exactly the same business as yours, how much money would I need?

	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	welding	Mechanics
<b>Tools</b>	22,750	35,000	23,333	70,000	20,000	300,000	10,000	50,000
<b>Materials</b>	30,750	2,800	16,667	30,000	8,000	200,000	50,000	35,000
<b>Licenses</b>	.	3,800	4,000	5,000	1,400	600	5,000	4,750
<b>Machinery</b>	.	-	10,000	57,500	.	50,000	100,000	25,000
<b>Location</b>	.	2,900	6,000	3,500	700	.	12,000	10,000
<b>Other expenses</b>	1,000	-	4,333	.	.	.	.	.
<b>Total</b>	54,500	44,500	64,333	166,000	30,100	550,600	177,000	124,750

Table 10 - How much do you earn and save from your business in a week (asked of employers)?

	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	Welding	Mechanics
<b>earn(nor)</b>	1,000	5,800	3,667	10,750	6,000	3,750	2,270	1,400
<b>save(nor)</b>	800	3,000	2,500	3,750	1,500	1,015	454	400
<b>earn(good)</b>	1,300	12,000	6,667	6,500	6,500	5,000	4,050	2,750
<b>save(good)</b>	1,000	7,500	2,333	2,250	2,000	2,025	1,210	750
<b>earn(bad)</b>	800	4,500	2,000	2,000	3,000	2,500	990	1,600
<b>save(bad)</b>	600	2,000	733	375	1,000	-	175	450

Table 11 – Change in the ability to financially support myself

	Class 4	Class 3	Graduates	Total
Feeling of hunger	-5.1	-5.3	-6.3	-5.6
Ability to dress in a way I like	+4.3	+6.8	+5.3	+5.5

Indicator 4 measures Jitegemee's impact on students' ability to financially support themselves. Most of students said their parents (mostly mother) were the primary income earner prior to joining the program. As they get experience in their attachment/trade, however, they tend to become the primary income earner in their family. Most of them were extremely poor before, since the majority of their parents do not have jobs or own businesses, and only have small plots of land used for subsistence farming.

Students in higher grades and graduates are now earning money so they can buy food and clothes even for their family as well as for themselves. Also, a great majority of them said they now can financially support themselves. This is a huge improvement. However, class 4 students who have just been attached to their mentors are not earning money yet and some of them still only eat once a day, the lunch at Jitegemee. We can see from this result that earning money is the most urgent need for students. The great majority of them when asked what they hoped to gain from their experience at Jitegemee first answered a job, and second, to be able to help their family members – this outcome is also related to their financial situation.

Generally speaking, trades like panel beating, welding, mechanics, and carpentry need more capital input and investment in every area than trades like hairdressing, knitting and dressmaking. Additionally, those employed in hairdressing, dressmaking and knitting make significantly higher profit than others. This means that graduate girls are earning more money than graduate boys in every situation: normal, good and bad, and girls trades can be seen as more financially sustainable than boys. This data was gleaned both from students themselves, and from employers who have worked in these trades for many years.

**v. Indicator 5: Ability to engage in leisure activities**

Table 12 – Change in the ability to engage in leisure activity

	Class 4	Class 3	Graduates	Total
Amount of time to do the things I like	+3.0	+3.2	+4.3	3.5

Many students indicated that they "like to have less free time," or that "it's good to be busy," because before when they were on the streets had too much free time. While this indicator is meant to imply an "ability," this nuance may have been lost due to the fact that the question was

asked as "amount of time to do the things I like to do." Students logically have less free time because they are working. While they did indicate an increase in "free time" this may be due to the fact that they perceived this as a positive indicator and wanted to attribute success to Jitegemee.

On the other hand, students did indicate that they "can buy music now", "play football", and "sing" and "read". They might have more money to buy books, or access to books at Jitegemee. These qualitative answers indicate that they may have an increased capability to engage in activities for fun, even as they have less free time.

**vi. Indicator 6: Satisfaction with what able to achieve in a work environment**

Table 13 - Some students’ answers about their change in the ability to succeed in their job

I'm interested in my trade and I have skills (dress making). I have a plan for my future.
My teachers teach me, guide me how I can learn something so that I can get a good job and help my family.
I have skills. Jitegemee helped me to get workshop and taught me how to manage my time.
Teachers helped us find out about work, teachers tell us we can succeed if we follow directions, taught me how to choose a mentor
I trained for a year, now I can make suit, any kind of clothes, I chose the right trade, I like it and I'm doing well, I have good skills

Students are much more able to achieve satisfaction with what they are able to achieve in a work environment after Jitegemee than before Jitegemee. All classes experienced an increase of between 6 and 7 points for the question regarding their ability to succeed in a job. Students attributed this success to their teachers because they helped them in getting mentors, taught them to "choose a good job", and helped them to plan for their future. Some also attributed the change to their mentors instruction. Others mentioned public speaking, managing time, and collecting customers as helping them achieve satisfaction in their work environments – skills that Jitegemee actively teaches in the “Living Values” curriculum. As Jitegemee pays for students’ attachments, the skills learned from mentors can also be attributed to a Jitegemee input.

In analyzing the responses of employers we found that gender, trade, years worked in the trade and the way that respondents had learned their respective trades did not appear to affect employers' understanding of the quality of their work versus others' in the same market. Interestingly, educational level and level of grade tests passed did seem to affect how employers feel about the quality of their work. Namely, those respondents with the lowest educational levels said that their work was not better than the rest of the market. Additionally, those same respondents had not passed any grade tests; meaning formal educational levels may be correlated with success on grade tests.

**vii. Indicator 7: Ability to find meaningful work**

Table 14 – I feel that I chose the right trade for me

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Graduates (n=15)	9	3	1	2	0
	60.0%	20.0%	6.7%	13.3%	0.0%
Class 3 (n=14)	10	4	0	0	0
	71.4%	28.6%	0.0%	0.0%	0.0%
Class 4 (n=27)	26	1	0	0	0
	96.3%	3.7%	0.0%	0.0%	0.0%
Total (n=55)	45	8	1	1	0
	81.8%	14.5%	1.8%	1.8%	0.0%

Table 15 - Some students' answers about their change in the ability in find a job they want

I learnt skills so that I can choose the job.
They teach me what I can choose, what is good and about it
I can get any job I want, there is a change in my mind, Jitegemee helped me to find the trade fitted to me
I can find a job now, I didn't have any experience, I got that from my mentor

Table 16 - Some students' answers about their change in the ability in find a job they want

	Do you currently have a job?	
<b>Total (n=28)</b>	Yes	23 (82.14%)
	No	5 (17.86%)

For the indicator, "ability to find meaningful work" respondents were analyzed in 5 areas: whether or not they have a job, whether they feel they chose the right trade for themselves, whether they enjoy their profession, their ability to find work that they "like and makes me feel good," and desire to work.

Students saw a positive increase in each time sequence indicator, indicating that there had been an increase in both their "ability to find work that they like," and their "desire to work." Students attributed these increases to their teachers, saying, for instance, "Before I didn't think about my future, now I can have my things and help my parents. I learnt this knowledge from Jitegemee." In responding to surveys, 80% of students indicated that they strongly believe they chose the right trade and only 4% did not. Students who have been in the work force for longer were less likely to strongly believe they chose the right trade, and females were more likely to be in

agreement. This would imply that a majority of students were enabled and advised by Jitegemee to choose a trade that fits them.

Surveys also showed that the vast majority of students are both employed and enjoy their professions (82% for each category). Of those, graduates (classes 1 and 2) had the highest rates of unemployment (18.75%). All females responded that they strongly agree or agree with the statement "I enjoy my profession," and only males responded "neutral" or disagree or strongly disagree. This shows that Jitegemee is enabling students to reach their primary goal – to get a job.

**viii. Indicator 8: Feeling of physical safety**

Table 17 - Change in the feeling of physical safety

	Class 4	Class 3	Graduates	Total
Run-ins with the police/year	-7.1	-5.5	-7.7	-6.8
Danger felt from bullies/family	-2.1	-4.1	-7.5	-4.6

Table 18 – Why were you arrested before and why not now?

Why Arrested Before?	And now?
Breaking the law	Stopped breaking the law
Targeted and stereotyped	No longer on the street

In each class there was a decrease in number of incidents/run-ins with the police. All students indicated that this was because they stopped engaging in their previous unsafe activities which included: prostitution, stealing, beating other people, collecting scrap metal, collecting firewood, fishing, digging in people's gardens, using drugs, and sleeping in illegal places. Some students also said that before police had targeted them because they were street children. Now students said they have their own money and live at home, so don't need to engage in illegal activities. Some also attributed their change in behavior to learning about the Living Values.

On the other hand, while there was a decrease in danger felt from others in the community it was much less significant than that felt from police. Graduates had the largest decrease, with class 3 following, possibly because they are more independent. In class 3 and 4, students indicated that they were still afraid of neighbors, other street kids, thieves, and one student said his mom. Students attributed the decrease in community danger to their improved behavior, and to "respecting" people and feeling that others are their "brother/sister" – indicating that the living value curriculum has been meaningful and that students feel it helps them integrate into the community.

**ix. Indicator 9: Ability to feel spiritually fulfilled**

Table 19 - Some students' answers about their change in the relationship with God

God helped me to overcome my hardships. I feel good about God.
In Jitegemee I learnt how to read the Bible and about going to church.
Teacher introduced me God. I also learnt about other religions.
I'm going regularly, singing in the church.

Table 20 – Change in ability to feel spiritually fulfilled

	Class 4	Class 3	Class 1&2	Total
Relationship with God	+6.6	+7.6	+8	+7.4

Students indicated that their "relationship with god" had increased by 7.4 on average – increasing with each class. Many students indicated that this increase in spiritual fulfillment was a result of going to church more often now than they had before the program. Many also said that Jitegemee teachers told them about the grace of God and helped them understand God.

When asked the question "How do you think your child from Jitegemee has changed since the start of the program?" seventeen out of thirty one parents indicated that their child has changed because he/she reads the bible more/is more religious. This was one of the three highest changes noted by parents. From these answers it can be seen that Jitegemee has increased students' ability to be spiritually fulfilled at least in the traditional sense (attending church and reading the Bible).

**x. Indicator 10: Suitability of vocational training**

Table 21 - Three characteristics that employers like most about Jitegemee students

Disciplined; social; fun to be with
Well behaved; honest; concentrate on what they are being taught
Punctuality; disciplined; humble and hard-working
Well trained to stay with their teachers; good in class and keeping to terms; good behavior
Hard working; respectful; punctual
Well disciplined; know how to socialize; they are active in all activities
Disciplined; they come daily; they are honest
Humble; obedient; interest oriented
Honest; respect; hard working
Punctual; well disciplined; positive
Disciplined; honest; humble
Punctual; determined; cooperative
Disciplined; they socialize easily

Table 22 – My mentor is teaching me the skills I need to pass the grade test

	My mentor is teaching me the skills I need to pass the test				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Graduates</b>	7 (43.8%)	6 (37.5%)	1 (6.3%)	2 (12.5%)	0 (0%)
<b>Class 3</b>	11 (78.6%)	3 (21.4%)	0 (0%)	0 (0%)	0 (0%)
<b>Class 4</b>	16 (59.3%)	4 (14.8%)	2 (7.4%)	1 (3.7%)	4 (14.8%)
<b>Total</b>	34 (59.6%)	13 (22.8%)	3 (5.3%)	3 (5.3%)	4 (7.0%)

Table 23 - The most valuable thing(s) I learned in the rehab class was:

Answer	Number of respondents
Sexuality & Reproductive Health	9
Streetism	34
Business skills	26
How to pick a trade	16
Drug use and abuse	10
Communication Skills	2
Relationship with people	1
How to get rid of poverty	1

Table 24 - What are the things that you think Jitegemee should teach you more about?

What should Jitegemee teach you more about?	Results
Business Skills	24
How to save money/pay back loans	23
Computers	18
Streetism	8
Life Skills (public speaking, etc.)	8
How to pick a trade	6
Religion & Prayers	3
Sexuality & Reproductive Health	2

Mentors think Jitegemee students are better than other students because they are disciplined, punctual, and humble - characteristics which teachers promote in the rehabilitation class. Though they are very satisfied overall with Jitegemee students, they think students need more materials and tools in order to be trained properly.

Students are also satisfied with Jitegemee's teachers and think that what they learn in the rehabilitation class is useful for their attachment and their future lives. However, they said they would like to learn more about business and financial skills in the rehabilitation class.

Most of the employers think that a competitive advantage in their trade comes from experience and from passing grade tests rather than from formal training. Most of them learned their trades from mentors and think that the quality of a mentor is the most important factor in affecting students' ability to pass grade tests. Every mentor indicated that grade tests are very important for students because they make students more competitive and open the door to better job opportunities.

While students think Jitegemee's rehabilitation class and teachers are extremely important and very useful, their judgment of mentors is more varied. Although most students said their mentors are teaching them appropriate skills, about 12% of them said that their mentors are not teaching them the skills necessary to pass the grade test (students in Electronics and Knitting) and about 17% of them said their mentors did not adequately prepare them for their profession (students in electronics, dressmaking, carpentry and welding).

#### **xi. Indicator 11: Extent training met expectations**

Table 25 - I chose the right person to be my mentor

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Graduates (n=16)	9	2	3	1	0
	60.0%	13.3%	20.0%	6.7%	0.0%
Class 3 (n=14)	11	3	0	0	0
	78.6%	21.4%	0.0%	0.0%	0.0%
Class 4 (n=27)	22	2	2	0	1
	81.5%	7.4%	7.4%	0.0%	3.7%
Total (n=57)	42	7	5	1	1
	73.7%	12.3%	8.8%	1.8%	1.8%

Table 26 - I chose the right person to be my mentor

	After completing the Rehabilitation Class, I have the skills I need to support myself				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Graduates</b>	10 (62.5%)	4 (25%)	1 (6.25%)	0 (0%)	1 (6.25%)
<b>Class 3</b>	11 (78.6%)	3 (21.4%)	0 (0%)	0 (0%)	0 (0%)
<b>Class 4</b>	25 (96.2%)	0 (0%)	1 (3.8%)	0 (0%)	0 (0%)
<b>Total</b>	46 (82.1%)	7 (12.5%)	2 (3.6%)	0 (0%)	1 (1.8%)

94% of students believe that the Jitegemee rehabilitation class has provided them the skills necessary to support themselves. Notably, the percentage of responses gets progressively less positive with each class. Conversely, gender did not seem to effect respondents' answer to this question. Formal education, on the other hand may have an effect, as the one student who said that he "strongly disagreed" that Jitegemee has provided him the necessary skills was the least educated student. Lastly, neither trade chosen nor income level appears correlated with how prepared students felt upon completion of the rehabilitation program.

When asked "what do you think Jitegemee should teach you more about?" the most frequent answers were "computers" (18), "how to save money and pay back loans" (23), and "Business skills" (24). In response to the prompt: "The things I most want (or wanted) when I am done with the Jitegemee program is/are:" the wide majority answered simply "a job" (50), and the second highest answer was "help my family" (14) which is also related to income. These answers can be compared to the amount of students who indicated that they currently have a job - 82% - to see that training did fulfill this expectation for most. In sum, Jitegemee is adequately meeting students' expectations and fulfilling their most fundamental desire - to get a job.

**xii. Indicator 12: Ability to freely associate**

Table 27 - Change in the ability to freely associate

	Class 4	Class 3	Class 1&2	Total
Ability to make friends with who I want to	+3.1	+6.4	+8	+5.9
# of friends who encourage me to do right thing	+6.1	+6.0	+5.5	+5.9

Table 28 - Some students' answers about their friends' encouragement to do good things

They tell me to do good things and I also can tell them. Teachers told me that we have ability to do good things.
I have different friends now.
I have chosen better friends because I learnt Living Values, relationship skills, and built my self-esteem.
I have different friends now. I'm feeling good about that.
Many people around me told me to do good things.
I have chosen good friends.

There was an increase of almost 6 points in both questions regarding "ability to freely associate". The SIPA team asked whether students felt they had experienced an increase in "ability to make friends with who I want to be friends with" and "number of friends who encourage me to do the right thing." Those who had graduated longer ago saw the greatest increases in the first question regarding ability to make friends. This could be due to their increased independence from family, or the longer amount of time they have been in the community without being labeled a "street kid." Many students attributed their new ability to choose their friends directly to their teachers who taught them "how to distinguish between good and bad friends." Students also said they made friends now at church and at Jitegemee and now know how to "be with" people, and how to respect others.

In answering the second question, many students said that now they have "different friends" who are not street kids and therefore don't encourage them to do illegal things. This question was largely influenced by the desire of Jitegemee teachers expressed during the January trip to not have kids be influenced by friends who are still on the streets to return to their old lives. As many students indicated that they no longer have friends "on the streets" this could be seen as a success for the Jitegemee teachers. However, it would not necessarily point to success on the indicator "ability to freely associate." While students feel more able to become accepted by and make friends with the larger community, they are also disallowed to become friends with street kids. If we take into account the understanding of success of the Jitegemee teachers, however, they appear to have done well in obtaining the goal they wished

**xiii. Indicator 13: Feeling of confidence**

Table 29 - Change in the feeling of confidence

	Class 4	Class 3	Graduates	Total
Feelings of Confidence	+5.4	+7.2	+7	+6.5

Table 30 - Some students' answers about change in the level of confidence

My teachers told me about self-confidence.
I couldn't stand up by myself but now I can.
I can do anything I want. Friends used to tell me to do bad things before, but now, I have good friends, so I feel good about myself
I can do now whatever I want
I'm doing good things at the right time and that made me feel confident
In Jitegemee I learned about myself and that I'm a good person

Students reported an increase in confidence on average of 65%. Students generally attributed this increase to the following: 1) teachers and learning, 2) friends, 3) having food and/or income, 4) learning "who I am" at Jitegemee, and 5) beginning to plan for their futures and their business. One student said, "I couldn't stand up by myself but now I can." Feelings of confidence from these answers can be linked to both the streetism part of the Jitegemee curriculum in which students are encouraged to tell their own stories (and therefore engage in self-analysis) and to the attachment in which students are able to learn a trade to earn an income. Helping kids regain confidence is a key part of the Jitegemee curriculum and of teacher's goals in teaching "Living Values" and "streetism." Both from these results and from observation by the SIPA team of Jitegemee students and non-Jitegemee students during the January trip, Jitegemee can be seen to have performed well on this indicator.

**xiv. Indicator 14: Level of excitement about learning**

Table 31 - Change in the level of excitement about learning

	Class 4	Class 3	Graduates	Total
Feeling smart	+7.1	+7.5	+7.5	+7.4
Education will help me attain my goals	+7.0	+7.3	+7.5	+7.3

Table 32 - My teachers make me excited about coming to Jitegemee everyday

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Graduates (n=16)</b>	8 50.0%	3 18.8%	2 12.5%	1 6.3%	2 12.5%
<b>Class 3 (n=14)</b>	10 71.4%	3 21.4%	1 7.1%	0 0.0%	0 0.0%
<b>Class 4 (n=28)</b>	25 89.3%	3 10.7%	0 0.0%	0 0.0%	0 0.0%
<b>Total</b>	43	9	3	1	2

(n=58)	74.1%	15.5%	5.2%	1.7%	3.4%
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Jitegemee performed well on this indicator. 11 parents (14%) said that their kids value education more now, and 90% of students strongly agree or agree that their teachers make them excited to come to Jitegemee every day. This indicates that a majority of students are excited about learning and that they attribute this directly to their teachers' inputs.

When looking at disaggregated data, all females said they strongly agree, or agree that their teachers made them excited to come to Jitegemee. Only boys were neutral or disagreed. Females also performed more positively on desire to attend school. No females were neutral or negative, and all of them would choose to attend formal school if given the option.

The level of formal education also appeared to have an effect on students' excitement once in Jitegemee. 38% of students with the lowest level of formal education ("some primary") responded as neutral or strongly disagree with "excited to come to Jitegemee". This was by far the highest percentage of unexcited students, and made up 50% of all disagreeing or neutral students. This means that level of formal education attained may affect students' ability to succeed once at Jitegemee. Additionally, those who graduated longer ago were decreasingly likely to say that Jitegemee excited them - indicating that the perception of Jitegemee's success weakens for graduates over time. However, unlike the data for "excitement," the numbers of years since attendance at Jitegemee did not seem to make a significant difference in desire to attend school. Class 3 had the highest percentage of students who want to attend formal school, while graduates and class 4 had the same percentages.

84% of students indicated that they would attend "traditional" school if they could pay the fees, with 52% strongly agreeing and 31% agreeing. Only 1 student indicated he would not attend formal school, so 98% of students would choose to or were indifferent regarding attending formal school. This is a strong indication that students are excited about learning - even when there is little chance that students can return to formal school, students aspire to obtaining formal education.

The only student who indicated that he would not wish to attend formal school had the lowest educational level ("some primary"). Of those students who only had some primary 25% were neutral or negative, while only 15% of those who had completed primary were neutral (and none negative). This result implies that the more education one gets, the more one wants, rather than vice versa.

After Jitegemee, students experienced a large increase (of about 7 points) both in "feeling smart" and "belief that education will help me attain my goals". One student indicated that "the freedom to do what I want [is] why I feel smart." Others noted that the knowledge they have attained from Jitegemee about how to change their lives and act differently has helped them have better self-esteem. Also emphasized was that the "skills I have in the workshop make me feel smart." These are all Jitegemee inputs, so Jitegemee has been quite successful at affecting increases in this indicator.

## **B. STRENGTHS OF THE JITEGEMEE PROGRAM**

Overall, there was a large effect on almost all indicators the SIPA team used to evaluate the program's impact on students' lives, their lives having obviously changed from the harsh conditions of the streets to enjoying healthier and safer lives. By analyzing those effects, the SIPA team found that there are some indicators which have much larger increases than others: communication, education, spirituality, good behavior, safety from police, confidence, stress-level, and desire to work. The first six indicators are related to the curriculum of the rehabilitation class and last two indicators are a result of the income effect of the attachment program.

In Jitegemee's rehabilitation class, students learn about streetism, drug use and abuse, sexuality and reproductive health, communication skills (including public speaking), and business skills. The data the SIPA team gathered from field interviews and surveys show that this curriculum has had a great impact on students' abilities and behavior. Many students mentioned the ability to communicate honestly (specifically, to "not cheat others") and the ability to talk to customers as important changes in their lives. The Jitegemee staff also stated in interviews that one of the problems similar organizations had with children dropping out of vocational training programs was the lack of rehabilitation from life on the streets, and that preventing this is the goal of using the Living Values curriculum. Mentors' satisfaction with students also reveals Jitegemee's influence. Most of the mentors regard Jitegemee students as better mentees due to their disciplined, humble characteristics and good behaviors. These characteristics are all related to the curriculum of Jitegemee's rehabilitation classes. Students also answered that Jitegemee's most valuable assets are its teachers and the rehabilitation classes and almost all of them are using what they learned in Jitegemee in their daily lives.

Increasing confidence in students is another important positive effect of Jitegemee's rehabilitation class. Students generally attributed this increase to the following: 1) teachers and learning, 2) friends, 3) having food and/or income, 4) learning "who I am" at Jitegemee, and 5) beginning to plan for their future and their business. Helping students regain confidence is a key part of Jitegemee curriculum and teachers state this as one of their goals in teaching the "Living Values" and "streetism" curricula. Both from these results and from direct observation, Jitegemee can be seen to have performed well on this indicator.

Students also mentioned they now feel greater safety in the community. In each class there was a decrease in number of incidents/run-ins with the police. Students indicated that the decrease in police contact occurred because of the following factors: staying at home, thinking about God, having the ability to get one's own property with one's own money, knowing that stealing is wrong, change of behavior based on Living Values, and respecting others. The most often noted factor was that they are no longer on the street and they don't do the things they did before.

Another positive impact that Jitegemee has is its effect on students' income. Students in higher grade and graduates are now earning money so they can buy food and clothes even for their family members. Also, a great majority of them said they could now financially support

themselves (although this is not the case for class 4 students because they only recently started their attachments).

Lastly, from the SIPA team's analysis it appears that students felt they were much more able to derive satisfaction from what they were able to achieve in a work environment after joining the program. All classes experienced an increase on the question regarding their ability to succeed in a job. Students indicated that this increase was due to their teachers helping them get mentors and teaching them to "choose a good job," helping them plan for their futures, and also due to their mentors teaching them skills. From their qualitative answers students articulated that before Jitegemee they didn't think about their future or "had no mind to work" and that their teachers taught them the benefit of work. 94% of them also said that Jitegemee has provided them the skills necessary to support themselves (after the rehabilitation class). From these answers it appears that Jitegemee has empowered students – both to think about the future and to have tools to solve their problems.

### **C. AREAS FOR IMPROVEMENT**

While the Jitegemee program affected students' lives positively on all indicators, by analyzing relative increases, and disaggregating data the SIPA team uncovered some areas of the Jitegemee program which could be improved. Three types of problems exist: 1) those within the attachment program; 2) issues in Jitegemee's direct services (i.e. rehabilitation class, health program, reintegration policy); and 3) problems of overall program design.

In Jitegemee's attachment program, students are guided to choose their own trade and mentor. Jitegemee also encourages students to study for and pass "grade tests" after their attachment. Grade tests are very important because with each grade test passed (III being the lowest and I being the highest) one can earn more money and also work in larger government firms. During the January trip students, teachers, and employers all emphasized the importance of grade tests, however they also expressed concern over the preparedness of students coming out of their attachments to take the grade tests. As Jitegemee's Program Director Mike Kimeu said, "Because our vocational training is informal, kids with different mentors learn different things. Their work depends on their clients. We need to encourage the kids to guide the mentors to teach other things (that they need to know for the test, etc.)."

Given the importance placed on grade tests by these three groups, in March the SIPA team assessed the suitability of mentor training to passing grade tests and being otherwise prepared for a trade. We found that while students had an overwhelmingly positive assessment of Jitegemee's rehabilitation class and teachers, their judgment of mentors was more varied. About 12% of students did not think they were learning the skills needed to pass the grade test (these students were in electronics and knitting), and about 17% of students felt their mentors had not adequately prepared them for their profession (electronics, dressmaking, carpentry and welding).

Even mentors themselves, when asked about what provides a competitive advantage in the market said that experience and passing grade tests are more important than formal training with mentors or in schools. Most of them also learned their trades from mentors, and said that having a good mentor is the most important factor in passing grade tests. The SIPA team found that one

weakness of the Jitegemee program, therefore, is its high reliance on mentors of varying skill, business and commitment and a lack of a standardized curriculum for mentors (even though they do receive the "cutting list" or list of what is on the trade exams). In January the director prescribed better monitoring of what students are learning in their trades.

In addition to attaching students to mentors, Jitegemee provides several direct services, including: a rehabilitation class prior to the attachment, health care during the attachment and rehabilitation program, reconnection with and programs for family members, and a microloan option. As mentioned above students responded extremely positively to questions regarding the usefulness of Jitegemee's direct services, however, interview and survey data revealed some areas of concern. First, students are still experiencing feelings of insecurity in their homes and community. In qualitative interviews many students discussed the risk of violence from thieves, neighbors, peers, and family members. As Jitegemee is reuniting children with their families, and has limited alternative housing for students, more attention may need to be paid to home-based violence. Second, students are still experiencing health problems, including stomachaches, headaches and malaria. While students are able to receive treatment for these symptoms, Jitegemee may need to offer health education or implement preventative measures, for instance by providing bed nets. Third, students suggested that the Jitegemee curriculum include more training on computers, financial management (saving and paying back loans), and business skills. While students responded extremely positively to the rehabilitation program, these were the few areas in which they requested more guidance.

The SIPA team also found cross-cutting trends in our data analysis that point to issues in the overall program design of Jitegemee's vocational training program. First, data repeatedly showed that formal education level matters for success inside and outside of Jitegemee. At Jitegemee, students who had attained more formal education were more excited to learn, and more likely to say that Jitegemee had provided them the skills needed to succeed. Similarly, mentors with higher educational levels were more likely to say that the quality of their work was better than the rest of the market - showing that once out of the Jitegemee program, higher formal education is still correlated with success. As almost all students expressed that they would like to attend formal school given the opportunity, Jitegemee may need to reassess its policy of not sending students in the vocational training track to formal school. Second, graduates of the Jitegemee program performed worse on many professional indicators than class 3 students, and class 3 students performed slightly worse than class 4 students. For instance, graduates were less likely to say they chose the right trade, that Jitegemee had provided them the skills necessary to support themselves, and that they had been excited to attend Jitegemee rehabilitation classes.

Additionally graduates had the highest unemployment rate of 18.75%. However, they were more likely to perform positively on social indicators, such as decrease in danger, relationship with God, and ability to make friends. The dissatisfaction of graduates in the professional sphere may point to the necessity for Jitegemee to provide more services to them - as the Program Director is trying to do with the micro-finance program. Third, SIPA team data showed that some class 4 students - those that are currently in their attachments - are not earning any money at all, and are eating only once a day at Jitegemee. While Jitegemee teachers did express concern about this to

the SIPA team during the January trip, this data corroborates that Jitegemee may want to consider the low caloric intake of attached students in their programming choices.

Lastly, and perhaps most importantly, surveys showed that income from some trades is extremely low. Notably, girls earn significantly more from their trades, especially hairdressing, dressmaking and knitting, than do boys. Trades that boys engage in, such as panel beating, welding, mechanics, and carpentry both require more start-up capital and provide less income. The SIPA team asked employers about their earnings and profit from their work and found that some earn less than the World Bank poverty line of \$1.25 a day (see Appendix 7, Indicator 4). While respondents could possibly have outside sources of income, they also have been working in their respective trades for many years and have their own established businesses, hence their earning power is much higher than graduating Jitegemee students. Because many tradespeople's income was so low, the SIPA team is concerned about the sustainability of training students, especially boys, for these trades.

#### **D. LIMITATIONS**

The following factors limited the SIPA team's ability to conduct this impact assessment of Jitegemee's vocational training program:

- *Qualitative data from the January trip was stolen.* Unfortunately, on the last night of the team's stay in Kenya, their computers, flash drives and cameras were all stolen, meaning that much of the information had to be recreated from recordings and memory.
- *Random sampling was not always possible.* While the students were selected using a random number table, there were a number of students not available, particularly among the graduates. This indicates some inherent selection bias. Furthermore, the team was not able to interview or survey students who had dropped out of the program.
- *Language and literacy levels affected the administration of surveys and interviews.* The team had trouble communicating with several students during the individual interviews who did not fully understand parts of the survey. Furthermore, the team designed a survey for the parents when a focus group would have been more appropriate for data gathering given the lower literacy levels.
- *Problems with survey instruments.* Ranking questions were not fully understood by most respondents and this made interpreting the results of this type of question difficult for the team.

## 6. RECOMMENDATIONS

### A. REHABILITATION CLASS

#### **i. Incorporate literacy and mathematical skills into rehabilitation curriculum**

Although the majority of Jitegemee students have completed Grade 8, many expressed a desire to attain more formal education. Furthermore, those students who have not completed their primary education will benefit greatly from attaining the baseline level of education that most employers will expect them to have. Formalizing these topics into the rehabilitation curriculum will not only expand the capabilities of all students, particularly those with limited education, but also serve to fully activate the other resources that Jitegemee provides. For example, literacy education will assist students greatly when they take their grade tests, particularly higher level ones, or pursue other educational opportunities. Math skills will help students benefit more from the financial and business skills they desire and which are currently a part of the rehabilitation curriculum. Finally, providing these skills will allow the organization to further realize the objectives of the organization of empowering street children through education. The SIPA team would recommend splitting the class up during “Math class” and “Reading class” to accommodate different skill sets and educational levels. As there are three teachers at Jitegemee, staffing should not be a problem, but a new Jitegemee building would have to have room for smaller classrooms, instead of just one large one.

#### **ii. Formalize the rehabilitation curriculum and formally assess students on learning objectives**

Jitegemee has a common set of topics which each staff member agreed was a part of the rehabilitation curriculum, but there was a lack of consensus among the staff about the progression and duration of those topics, and there was not a clear sense of which staff member was responsible for which topics. Jitegemee should formalize this curriculum by creating a binder which explains the duration of the entire curriculum and how long each of the various topics will take to instruct. Furthermore, staff responsibility for teaching each topic should be clearly delineated. This will allow teachers to focus on their selected topics and how to diversify their pedagogical techniques within those topics rather than a broad range of topics. Formalizing the curriculum will also allow a new teacher to learn the rehabilitation curriculum quickly. Finally, given that the Program Director may be called to meetings suddenly and the amount of duties under his auspices, it may be advisable to limit (though not completely eliminate) his responsibilities for instructing students. This will ensure that there are not gaps in instruction and that students have consistent expectations about who will be teaching them.

In addition, Jitegemee should also formally assess students on the learning objectives of the rehabilitation course. This does not have to come in the form of a test, although parts of the curriculum might be more logically assessed in this manner. However, given that the students will have to take a written Grade Test, test-taking skills would be a useful skill to gain. To diversify assessment techniques, staff could use performance tasks or projects to assess learning. For example, if one of the learning objectives of the curriculum is to be able to speak to a group,

students might have to prepare a 5-minute speech where the staff would assess, using a scale or rubric, if students had gained the requisite skills. Assessing students will give staff knowledge about what students are or are not learning, thereby allowing them to re-teach topics if a large number of students did not grasp it, while also demonstrating which topics could be supplemented with more higher-order thinking or additional skills if all students have mastered the objectives.

### **iii. Provide the computer skills students are demanding and improve the business and financial skills training students are currently receiving**

Given the overwhelming demand from students, Jitegemee should provide formal computer skills training. While there are two computers at Jitegemee, it did not appear they were used regularly to help students gain computer skills. If new computers cannot be purchased (and/or space to hold these computers cannot be found), the staff should incorporate a rotating schedule where students can work independently on basic computer skills. This skill will ensure that the student's skill sets are broadened in an area that is increasingly important for many trades. It will also allow students the ability to switch trades more easily if they choose to do so, particularly those who do not want to own their own business.

While business and financial skills are currently a part of the rehabilitation curriculum, students still wish to gain deeper skills in these topics. The implementation of the above recommendation in regards to formalizing the curriculum will assist the staff in determining what students are not learning and also what they would like to learn more about. Unless an outside instructor is contracted to teach these skills, Jitegemee staff may need more training to expertly teach these skills and provision of this training should be a priority of the Jitegemee program.

### **iv. Build a knowledge base for each trade**

Jitegemee should build a knowledge base for all of the potential trades students could choose following the rehabilitation program. Staff should compile information about each trade in binders that students could come into the office to use during and after the rehabilitation class. These binders should include, but need not be limited to: earning potential (SIPA team data can be used), capital input costs, feedback from former Jitegemee students on mentors in Machakos, skills which need to be acquired to pass each Grade Test including cutting lists, skills which are gained in that trade (and which might be transferable to other trades), and career paths which might lead out of that trade. To create this binder, Jitegemee staff should ask each student to fill out a confidential questionnaire regarding his/her mentor upon their completion of the attachment phase. This knowledge base will help students make more informed choices about their career paths and mentors, while also providing staff with insight into potential trades that might not be suitable given the market conditions.

## **B. ATTACHMENT PHASE**

### **i. Increase oversight and guidance of learning during attachment phase**

While generally positive, some Jitegemee students have had frustrating experiences in their attachment, usually due to either poor instruction from or a bad relationship with their mentor. Jitegemee should increase the oversight and guidance of learning during this phase by increasing the frequency of visits by a staff member to attachment sites (and ensuring that mentors will agree to be at the site at an agreed upon time). Staff should also utilize the monitoring tool developed by the SIPA team during these visits (see Appendix 9). This tool will allow staff to document what students are learning weekly at their attachment and allow staff to urge mentors to teach skills more quickly or differently. In order to ensure that instruction is not interrupted for rehabilitation students, another staff member may need to be hired to facilitate these more frequent visits.

### **ii. Require mentors to teach content that will be on the grade test**

Jitegemee should also require mentors to agree to teach the set of skills which students are required to know for the grade test. The variation among Jitegemee students about whether they were learning the skills needed to be successful in their trade indicates that increasing the demands put on mentors prior to signing of contracts will be necessary to ensure all students are taught needed skills. The development of the knowledge base will also help students pick the best mentors in the community who have the reputation for teaching these skills.

### **iii. Ask future SIPA team to conduct market analysis of all trades in Machakos to determine viability of trades and possibility for expansion into new ones**

While outside the scope of this impact assessment, the SIPA team believes strongly that a formal market analysis of Machakos should be conducted. The disparity between certain trades in terms of input costs and wages leads the team to recommend that another team next year conduct research and analysis on the viability of current trades and the possibility for expansion into new employment opportunities, including in larger companies. This will give the staff and students concrete data and information about the market in Machakos.

## **C. GRADUATES**

### **i. Subsidize, encourage and monitor learning needed to pass higher-level grade tests**

Jitegemee does pay for and encourage students to take the Grade 3 Test. However, they do not pay for higher-level grade tests for students, believing that students should be earning money and therefore pay for the grade tests themselves. While the program has been successful in graduating students who do not continue to feel dependent upon Jitegemee, graduates are still earning and saving very little money (see Appendix 7, Indicator 4). The second and first Grade Tests cost Ksh 2,500 and Ksh 2,000 respectively (plus the cost of materials to use in the test). These prices may seem out of reach to graduates, especially when there is a chance that they

won't pass. To lessen the risk students must absorb in taking the grade tests Jitegemee should do the following:

- Encourage students to take higher-level grade tests. Teachers should work discussion of grade tests into the rehabilitation class curriculum so that future graduates will aspire to pass higher-level tests. Teachers should talk about grade tests when they meet with students in their attachments and could organize a “grade test day” for graduates where they provide information about the different levels of grade tests and provide information about the content of each grade test and books. Teachers should invite all graduates to this “grade test day.” At this time teachers should take down a list of students interested in taking each test.
- Teachers should monitor students who plan to take grade tests to ensure that they have registered. Staff could adapt the monitoring tool for the attachment phase to evaluate whether students have learned everything necessary for the grade tests well before the tests are administered. Teachers should ask students what they feel unprepared for and then organize meetings at Jitegemee with master trades-people to teach what students lack. For instance, if three welding students say that they have not learned the theory part of the grade test, Jitegemee can contract a welder to come in for one day to teach theory. If possible, Jitegemee should ask mentors who have shown to be committed to the program or Jitegemee students who have graduated and passed the tests to volunteer this service. Otherwise, Jitegemee can offer a small stipend. Ideally, Jitegemee would pay successful, graduating students to provide this service.
- Jitegemee should consider partially subsidizing the higher-level grade tests. Jitegemee could do this by offering to pay for materials or to pay half of the grade test fee. Since Jitegemee would only be offering a partial subsidy, graduates would still have to show their commitment to taking the tests, but this would increase the incentive to take these tests.

## **ii. Provide higher-level training to make graduates more competitive in the market**

In addition to grade tests, Jitegemee should support other types of higher-level training. Trades such as hairdressing do not have grade tests and some graduates in those trades have requested more education. While not all students will demand further education, the SIPA team believes that Jitegemee should be responsive to those that do. Jitegemee can either partially subsidize fees or introduce students to programs that fulfill their needs. For instance, one student said that she wants to take a course in beauty massaging which she believes will make her more competitive in her trade. As she has clearly sought out an opportunity on her own, Jitegemee could either subsidize the program fees, or provide the student additional income for participating in a training program at Jitegemee. Jitegemee does not have to offer additional training to all students, but only to students who express a clear demand. Unfortunately, this expansion of Jitegemee's activities will be contingent on Jitegemee raising additional funds, which will be discussed in a later recommendation.

### **iii. Develop career services for graduates**

In line with expanding the market opportunities available to students, Jitegemee should add a career services component to the Jitegemee program. While Jitegemee aims to make students self-sufficient through starting their own businesses, the limited prospects for income growth in some trades and high capital inputs mean avenues other than entrepreneurship should be explored. One Jitegemee staff member should be assigned the task of searching for job opportunities in Machakos and Nairobi for graduates. This staff member could seek out job postings, compile a list, and distribute it to graduates on a bi-monthly basis. One constraint may be that many jobs are allocated through “connections” or “knowing someone.” If this restraint becomes too great, Jitegemee teachers may have to analyze and build up their personal connections and extend them to students. Jitegemee staff should also assist students in contacting employers and provide references and professional advice when necessary. If students find a job for which they are qualified, Jitegemee staff could assist students in planning and practicing for interviews.

### **iv. Reform Micro-loan program**

Jitegemee should change their micro-loan program as recommended in the attached “Micro-loan Program Proposal” to an ASCA program (See Appendix IX).

## **D. PARENT SUPPORT**

### **i. Provide training in non-violent communication**

Part of Jitegemee’s mission is to reintegrate students back into their families. However, one of the main reasons why students left their home was domestic violence and some of them clearly mentioned the continued presence of violence upon their return. Therefore, Jitegemee should provide classes in non-violent communication and other parenting skills once a month. While the violent family members are not likely to be directly involved with Jitegemee, training committed parents has the potential for a spillover effect. The staff could also increase the number of visits to students’ homes to help them monitor parents’ relationship with students as well as the overall atmosphere of students’ home. This would help create a dialogue for parents with staff on the parenting skills taught in the weekly meetings. Unfortunately, this method is not guaranteed to reach the most abusing parents, and since extreme cases will likely persist, the SIPA team recommends adding a small dorm to the organization’s new building for those who cannot go home.

### **ii. Provide training sessions on financial literacy and income-generating activities**

Although Jitegemee students’ financial ability has greatly improved, other family members often rely on these students to be primary income earners. Jitegemee should provide trainings for parents on how to improve their income-generating activities (such as how to raise and sell livestock more efficiently), as well as provide financial literacy training. Jitegemee should ask

external specialists to conduct these information sessions. For example, Jami Bora or another microfinance institution could present their loan products to parents, a veterinarian could talk about livestock health, or nurses could talk about general sanitary issues. Staff should also formalize these sessions by providing monthly bulletins to parents informing them of the content of these sessions. Thus, parents will know what will happen each week so they can choose whether to divert time from their business for Jitegemee activities.

## **E. OVERALL PROGRAM DESIGN**

### **i. Allow students to choose between formal and vocational education, even if they come to Jitegemee after grade five**

Most students indicated that they would have pursued secondary education studies if possible. However, because they joined Jitegemee after grade five, they were not allowed to do so. Secondary education allows the further development of student's intellectual abilities and may lead to higher education and better jobs. Additionally, the potential of students may be underused if they have to engage in vocational training activities when their desire is to continue in the formal educational system. As a consequence, their motivation may be low. Jitegemee should consider changing its policy in order to expand student's choices in regards to their future, even while Jitegemee should not force students to attend secondary school. While students who obtain poor grades may not gain professional opportunities from secondary school, the SIPA team believes that other gains from formal education – such as greater success in the market, improved literacy, etc. – still make formal education an important option. Secondary education is expensive to fund, thus, finding additional funding is crucial to implementing this recommendation.

### **ii. Increase health education and have basic health skills days for parents**

Although parents currently receive health education, they informed the SIPA team during field visits that they were eager to have more information about health issues, notably HIV/AIDS. Furthermore, our findings show that students continue to suffer from illness such as malaria, stomachaches and headaches. Some of those illnesses hinder students' ability to sustain themselves and are potentially life-threatening. However, they may be preventable with adequate information and resources.

Comprehensive health education for both parents and students is beneficial for the entire family. For instance, when parents put into practice hygienic cooking measures, they are protecting their whole family against infections in the intestinal tract. Parents will also have the knowledge to counsel their children on certain health issues, and children are likely to rely on information provided by their parents. Thus, Jitegemee should increase the amount of health education for students by incorporating it into the rehabilitation curriculum. To increase it for parents, the staff could increase the number of health days per year.

HIV/AIDS infection is endemic in Machakos, with prevalence rates more than double the national average. HIV/AIDS has the potential to have devastating consequences on families and

their children. More information about HIV/AIDS should be provided to parents so that they are well equipped to protect themselves from the infection. This will help decrease the number of children in Jitegemee families who drop out of school thereby decreasing the pressure on Jitegemee students to look after their siblings or provide income to sustain the family. Jitegemee may be interested in developing a partnership with organizations such as AMREF or VETAID that are currently providing advocacy on HIV/AIDS issues in Machakos.

### **iii. Make connections with NGOs to donate bed nets**

As mentioned above, malaria is one of the illnesses that greatly affect students. The use of bed nets as a preventive measure to fight against malaria is widely proven. Therefore, the SIPA team thinks that in order to prevent infection, creating a partnership with local or international NGOs who provide bed nets would effectively reduce the number of cases.

### **iv. Acquire full time staff member in US whose responsibility it is to raise funds for the organization**

Some of the SIPA team's recommendations will only be feasible if staff in Kenya can be expanded. Jitegemee is operating on a limited budget, and the SIPA team believes it is making very good use of its money. Nevertheless, if more funding were available, Jitegemee could increase the impact of the program and expand it to more street children in Machakos.

The SIPA team believes that there are plenty of sources for funding in the United States, but it takes a considerable amount of time to apply for funding and provide the monitoring and evaluation follow-up to donors. The SIPA team believes that someone should be dedicated to the task of obtaining funding and liaising with donors on a full time basis in order to achieve optimal results.

In order to have a more strategic vision of the future, Jitegemee should have this staff member develop 5- and 10-year plans for the organization, as the organization currently only plans on a yearly basis. This will allow the organization to calculate and obtain necessary funds and resources, as well as to implement activities to achieve the future goals. Additionally, donors will want to know about how their funds will be used to aid the future development of Jitegemee so long-term planning will help in marketing Jitegemee as well.

## 7. APPENDIX

### APPENDIX 1: Jitegemee Student/Graduate Survey

Thank you for taking the time to complete this survey. All of the information gathered here is CONFIDENTIAL and will only be used to advise Mr. Mike and your teachers on how they best help you succeed in the future. Please answer each question honestly and as best as you can remember.

*Asante sana kwa kuchukua muda wako kujibu maswali haya. Habari utayotupatia itawekwa siri na kutumiwa tu kuwapa mawaidha Bwana Mike na walimu wa Jitegemee jinsi wanavyoweza kuimarisha elimu yenu. Tafadhali jibu maswali yafuatayo kwa haki na kwa uwezo wako wote*

#### Part 1 – Demographic Information

*Sehemu ya 1:*

- 1) What was the last grade that you completed at school? \_\_\_\_\_ grade  
*Tamati ya masomo yako ilikuwa katika darasa la?*
- 2) What is your educational background?  
*Una masomo kiwango gani?*
  - a) \_\_\_\_\_ I have some primary education  
*Nilianza lakini sikukamilisha Masomo ya msingi*
  - b) \_\_\_\_\_ I completed primary education  
*Nilikamilisha masomo ya msingi*
  - c) \_\_\_\_\_ I have some secondary education  
*Nilianza lakini sikukamilisha masomo ya sekondari*
  - d) \_\_\_\_\_ I completed secondary education  
*Nilikamilisha masomo ya sekondari*
  - e) \_\_\_\_\_ I have some tertiary education  
*Nilianza lakini sikukamilisha elimu ya chuo kikuu*
  - f) \_\_\_\_\_ I have completed tertiary education  
*Nilikamilisha elimu ya chuo kikuu*
- 3) I am: Mimi
  - a) In the Rehabilitation program *Niko katika rehabilitation program*
  - b) In my attachment *Niko kwenye attachment*
  - c) Finished with my attachment *Nimshakamilisha attachment*
- 4) I am \_\_\_\_\_ years old: *Nina Miaka* \_\_\_\_\_
- 5) I am a: *Mimi ni*
  - a) Male *Mvulana*
  - b) Female *Msichana*
- 6) I am: *Mimi ni*
  - a) Kamba *mkamba*
  - b) Kikuyu *mkikuyu*
  - c) Other: \_\_\_\_\_ *kabila lingine:* \_\_\_\_\_
- 7) I primarily speak \_\_\_\_\_ at home: *Nyumbani kwetu tunazungumuza lugha ya:*
  - a) Kiswahili
  - b) Kikamba
  - c) English *kizungu*
  - d) More than 1 language *zaidi ya lugha moja*
  - e) Other: \_\_\_\_\_ *lugha nyingine* \_\_\_\_\_

8) My religion is: *Dini yangu ni:*  
a) Protestant    b) Catholic    c) Muslim    d) Other: \_\_\_\_\_    e) None  
*Katoliki    Uislamu    Dini nyingine    sina dini*

9) I am: *mimi*  
a) Single    b) Married    c) In a relationship  
*sijafunga ndoa    Nimeoa/nimeolewa    niko na mchumba*

10) I have \_\_\_\_\_ children. *Nina watoto* \_\_\_\_  
a) 0    b) 1    c) 2    d) 3 or more    *3 au zaidi?*

11) How many people do you currently live with? \_\_\_\_\_ people  
*Unaishi na watu wangapi kwa sasa?*

Part 2 – Income *Sehemu ya 2:*

12a) Who is the primary income earner in your house?

*Ni nani anayetumikia mahitaji yako muhimu nyumbani?*

- a) Mother    *Mama*    b) Father    *Baba*  
c) Me    *Mimi*    d) Grandparent    *Babu/Bibi*  
e) Brother    *Kaka*    f) Sister    *Dada*  
f) Aunt    *Shangazi*    g) Uncle    *Mjomba/baba mdogo*  
h) Other: \_\_\_\_\_ *Mwingine*

12b) About how much money do you earn in a NORMAL week? \_\_\_\_\_ Ksh  
*Unapata pesa ngapi kwa wiki ya kawaida?*

12c) About how much money do you earn in a GOOD week? \_\_\_\_\_ Ksh  
*Unapata pesa ngapi kwa wiki nzuri?*

12d) About how much money do you earn in a BAD week? \_\_\_\_\_ Ksh  
*Unapata pesa ngapi kwa wiki mbaya?*

12e) Please list around how many weeks in a month are normal, good and bad? (Note: total must sum to 4 weeks) *Ni wiki ngapi kwa mwaka ni nzuri, mbaya au ya kawaida?*

\_\_\_\_\_ weeks are normal    *wiki ya kawaida*

\_\_\_\_\_ weeks are good    *wiki nzuri*

\_\_\_\_\_ weeks are bad    *wiki mbaya*

Part 3 – Health *Sehemu ya 3: Afya*

13a) How many meals a day do you currently eat?

*Kwa kawaida unakula mara ngapi kwa siku?*

- a) 0    b) 1    c) 2    d) 3    e) 4 or more    *4 au zaidi*

13b) What do you usually eat for your meal(s)? *Kwa kawaida unakula nini kwa siku?*

\_\_\_\_\_

14a) How often do you yourself fetch water for your house?

*Kwa kawaida unateka maji mara ngapi?*

- a) Never      b) 1-2 times a week      c) 3-4 times a week      d) 5-7 times a week

*La hashah!      Mara 1-2 kwa juma      Mara 3-4 kwa juma      Mara 5-7 kwa juma*

14b) How far have do you walk to fetch water? *Unateka maji kwa umbali gani na nyumbani?*

- a) Less than 5 minutes *chini ya dakika 5*      b) 5-10 minutes *dakika*

c) More than 15 minutes *zaidi ya dakika 15*

d) I don't fetch water *kwa kawaida siendi kuchota maji*

15a) How many days in the last month have you been sick?

*Ulikuwa mgonjwa kwa siku ngapi katika mwezi uliyopita?*

- a) 0-2      b) 3-5      c) 6-8      d) 9-11 e) More than 12 days

15b) How many times in the last month have you been to the health clinic?

*Kwa mwezi uliyopita umemtembelea daktari mara ngapi?*

- a) 0      b) 1      c) 2      d) 3      e) 4      f) More than 5

15c) What was the cause(s) of your sickness? (Please list all of them)

*Ni nini chanzo cha magonjwa uliyonayo (andika orodha ya magonjwa yote yanayokukabili)*

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Part 4 - Reason for Coming to Jitegemee

*Sehemu ya 4: Sababu za kuja Jitegemee*

16) Before I came to Jitegemee, I lived on the streets for:

*Kabla ya kuja Jitegemee niliishi mitaani kwa:*

- a) 1-4 weeks      b) 1-2 months      c) 3-5 months      d) 6-12 months      e) More than 1 year

*wiki 1-4      mwezi 1-2      miezi 3-5      miezi 6-12      zaidi ya mwaka moja*

17) The reasons I was on the street was/were: *(please rank all that apply in order of importance with 1 being the most important reason)*

a) Lack of food at home \_\_\_ *Ukosefu wa chakula nyumbani*

b) Abusive relationship with family member \_\_\_ *mateso kutoka kwa familia*

c) Lack of attention and care at home \_\_\_ *Ukosefu wa penzi nyumbani*

d) Lack of freedom at home \_\_\_ *Ukosefu wa uhuru nyumbani*

e) Influence from friends \_\_\_ *Athari kutoka kwa marafiki*

f) Lack of school fees \_\_\_ *Ukosefu wa karo ya shule*

g) Other: Please specify: *Sababu nyingine* \_\_\_\_\_

Part 5 – Jitegemee Rehabilitation Class

*Sehemu ya 5:*

18) I use/think about what I learn(ed) in class:

- a) Everyday *Kila siku*
- b) Once a week *Mara moja kwa wiki*
- c) 2-3 times per week *mara mili au tatu kwa wiki*
- d) Rarely *Nadra*
- e) Never *Kamwe*

19) The most valuable thing/s I learned in the Rehab class is/was: (*please rank all that apply in order of importance with 1 being the most important reason*)

*Ni jambo gani muhimu uliyojifunza:*

- a) The Living Values \_\_\_\_
- b) Sexuality & Reproductive Health (including pregnancy)\_\_\_\_  
*mafunzo ya kijamii (kushika mamba)*
- c) Streetism \_\_\_\_ *mambo ya mitaani*
- d) Business Skills \_\_\_\_ *Ustadi wa biashara*
- e) Drug Use and Abuse \_\_\_\_ *mafunzo juu ya matumizi ya madawa ya kulevya*
- f) Life Skills (public speaking, grooming, etc.) \_\_\_\_
- g) How to pick a trade \_\_\_\_ *Jinsi ya kuchagua biashara itakayonifaa zaidi*
- h) Other:\_\_\_\_\_ *Somo lingine*

20) What are the thing/s that you think Jitegemee should teach you more about? (*please rank all that apply in order of importance with 1 being the most important reason*)

*Je,Ungependa kupata mafunzo zaidi kwa somo gani?*

- a) Computers \_\_\_\_ *tarakilishi/kompyuta*
- b) How to save money and pay back loans \_\_\_\_ *Jinsi ya kuweka akiba na kulipa mkopo*
- c) Religion & Prayers \_\_\_\_ *Dini na maombi*
- d) Business Skills \_\_\_\_ *Ustadi wa biashara*
- e) The Living Values \_\_\_\_
- f) Sexuality & Reproductive Health (including pregnancy)\_\_\_\_ *mafunzo ya kijamii (kushika mamba)*
- g) Streetism \_\_\_\_ *mambo ya mitaani*
- i) Drug Use and Abuse \_\_\_\_ *mafunzo juu ya matumizi ya madawa ya kulevya*
- j) Life Skills (public speaking, grooming, etc.) \_\_\_\_
- k) How to pick a trade \_\_\_\_ *Jinsi ya kuchagua biashara itakayonifaa zaidi*
- l) Other:\_\_\_\_\_ *Sababu nyingine*

21) What part of the Jitegemee program do you think helped you the most? (*please rank all that apply in order of importance with 1 being the most important reason*)

*Ulipata manufaa zaidi kwa njia gani?*

- a) Lunch program \_\_\_\_ *chakula cha mchana*
- b) Health care \_\_\_\_ *Usaidizi wa kiafya*
- c) Teachers \_\_\_\_ *Waalimu*
- d) Rehabilitation class curriculum \_\_\_\_
- e) Attachment to a mentor \_\_\_\_
- f) Pay for grade test \_\_\_\_ *malipo ya mitihani*
- g) Micro-loan \_\_\_\_ *Mkopo*
- h) Other: *Njia nyingine* \_\_\_\_\_

22) The things I most want (or wanted) when I am done with the Jitegemee program is/are:  
 (please rank all that apply in order of importance with 1 being the most important reason)  
 Baada ya kukamilisha mafunzo Jitegemee nigepeenda zaidi kupata:

- a) Job \_\_\_ *Kazi*                      b) Respect in the community \_\_\_ *Heshima*  
 c) Friends \_\_\_ *marafiki*              d) Love \_\_\_ *Mapenzi*  
 e) Safe place to live \_\_\_ *Mahala salama pakuishi*  
 f) Help my family \_\_\_ *uwezo wa kusaidia familia yangu*  
 g) Other: \_\_\_\_\_

For Questions 23-28, please rank on a scale of 1-5 whether you agree or disagree with the following statements:

23) My teachers care about me. *Mwalimu wangu ananishugulikia vilivyo*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

24) I am taught things that I think are useful. *ninafundishwa masomo muhimu*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

25) My teachers make me excited about coming to Jitegemee every day.

*Walimu wangu ni wazuri*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

26) I would attend traditional school if I could pay the fees.

*Ningependa kusomea shule ya kawaida*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

\*\*\*\*If you are still in the Rehabilitation class, please SKIP this question\*\*\*\*

27) After completing the Rehab Class, I have the skills I need to support myself.

*Baada ya kukamilisha masomo, ninakubali ya kuwa nimepata ustadi wakujisaidia*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

\*\*\*\*If you are in the Rehabilitation class, please SKIP this section\*\*\*\*

Part 6 – Jitegemee Attachment

28) What is your trade? *Unafanya biashara gani?*

- a) Electronics                      b) Hairdressing *usonzi*                      c) Catering *upishi*  
 d) Dressmaking *ushonaji*      e) Carpentry *useremala*      f) Mechanic *makanika*  
 g) Knitting *Ufumaji*      h) Tailoring *ushonaji*      i) Panel Beating *jua kali*      j) Welding  
 k) Mechanical Wiring *mekanika*                      l) Other: \_\_\_\_\_

- 29) How did you find your mentor?  
 a) Another Jitegemee student *mwanafunzi wa Jitegemee*    b) Parent *mzazi*  
 c) Friend *Rafiki*    d) Jitegemee staff *wafanya kazi wa Jitegemee*  
 e) Myself *Mimi mwenyewe*    f) Other: \_\_\_\_\_ *Njia nyingine*

30a) Are you paid by your mentor? *Je unalipwa na \_\_\_\_\_*  
 a) Yes *Ndio*    b) No *Hapana*

30b) If yes, how are you paid: *Je unalipwa kwa njia gani?*  
 a) Commission *usia mshahara*    b) Salary (per week) *kwa wiki ujira*    c) Wage (per day) *kwa siku*

30c) If you are paid by commission, how much do you make per item? \_\_\_\_\_ Ksh  
 Please list items:  
*kama unalipwa usia unapata pesa ngapi kwa kila kifaa?*

---

30d) If you are paid by salary, how much do you make per week? \_\_\_\_\_ Ksh  
*kama unalipwa mshahara, unapata pesa ngapi kwa siku?*

30e) If you are paid by wage, how much do you make per day? \_\_\_\_\_ Ksh  
*kama unalipwa ujira, unapata pesa ngapi kwa siku?*

For Questions 31-34, please rank on a scale of 1-5 whether you agree or disagree with the following statements:

31) The skills I learned in the Rehabilitation class help me in my attachment.  
*Ustadi niliyopata itanizaidia kazini*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

32) My mentor is teaching (taught) me the skills I need to pass the grade test.  
*Mwalimu wangu alinifunza ya kutosha kupita mitihani*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

33) I chose the right person to be my mentor.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

34) I feel that I chose the right trade for me.  
*Nilichagua biashara bora*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

\*\*\*\*\*If you are a Rehabilitation OR attached student, please SKIP this section\*\*\*\*\*

Part 7 – Jitegemee Graduates

*Sehemu 7: Wahitimu wa Jitegemee*

35a) Do you have a job currently? *Je umeajiriwa?*

- a) Yes Ndio b) No Hapana

35b) If so, what is it? *Kama umeajiriwa, unafanya kazi gani?*

---

36a) Have you ever received a micro-loan?

- a) Yes *ndio* b) No/*hapana*

If no, skip to question 37.

36b) How large was the loan?

*Mkopo wako ulikuwa wa pesa kiasi gani?*

---

36c) How much do (did) you pay back per week?

*Unalipa ama ulipia pesa ngapi kwa wiki?*

---

36d) Have you ever missed a week?

- a) Yes/*ndio* b) No/*hapana*

36e) Have you completed paying back your loan?

- a) Yes/*ndio* b) No/*hapana*

36f) If not, when will you finish paying back your loan?

*Kama haujakamilisha malipo ya mkopo, unajarajia kufanya hivyo lini?*

---

37a) Have you passed a grade test for your profession?

*Je, umepita mtihani wa kazi yako?*

- a) Yes/*ndio* b) No/*hapana*

37b) If yes, what is the highest level grade test you have completed?

*Ulipita mtihani upi wa juu zaidi*

- 1) Grade Test I      2) Grade Test 2      3) Grade Test 3

For Questions 38- 42, please rank on a scale of 1-5 whether you agree or disagree with the following statements:

38) I feel that I can support myself financially.

*Ninaweza kujitegemea kifedha*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

39) I enjoy my profession. *Naifurahia kazi yangu*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

40) I feel that my mentor prepared me to be successful on my own in my profession.

*Ninakubali ya kuwa mwalimu wangu amenitayarisha kuwa shupavu katika kazi langu*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

41) I feel that Jitegemee prepared me to be successful on my own in my profession.

*Jitegemee wamenitayarisha kuwa na mafiniko kakika kazi yangu*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

42) I feel like I am a respected member of the community:

*Ninapata heshima kutoka kwa watu wa umma*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

43) Please rank the following things Jitegemee should provide in order of importance.

\_\_\_ Microloan *mkopo*

\_\_\_ Tools *Zana*

\_\_\_ Materials *vifaa*

\_\_\_ Financial training *mafunzo ya kibiashara*

\_\_\_ Business training *mafunzo ya kifedha*

\_\_\_ Other *Nyingine* \_\_\_\_\_

## APPENDIX 2: PARENTS SURVEY

Thank you for taking the time to complete this survey. All of the information gathered here is CONFIDENTIAL and will only be used to advise Jitegemee on how they can improve their vocational training program. Please answer each question honestly and as best as you can remember.

*Asante sana kwa kuchukua muda wako kujibu maswali haya. Habari utayotupatia itawekwa siri na kutumiwa tu kuwapa mawaidha Jitegemee jinsi wanavyoweza kuimarisha elimu yao. Tafadhali jibu maswali yafuatayo kwa haki na kwa uwezo wako wote*

1. What is your educational background?

*Una masomo kiwango gani?*

- a) \_\_\_ I have some primary education  
*Nilianza lakini sikukamilisha Masomo ya msingi*
- b) \_\_\_ I completed primary education  
*Nilikamilisha masomo ya msingi*
- c) \_\_\_ I have some secondary education  
*Nilianza lakini sikukamilisha masomo ya sekondari*
- d) \_\_\_ I completed secondary education  
*Nilikamilisha masomo ya sekondari*
- e) \_\_\_ I have some tertiary education  
*Nilianza lakini sikukamilisha elimu ya chuo kikuu*
- f) \_\_\_ I have completed tertiary education  
*Nilikamilisha elimu ya chuo kikuu*

2. My child is (please mark all that apply):

*Mtoto wangu*

- A. \_\_\_ In the Jitegemee rehabilitation program *Yuko katika Jitegemee rehabilitation program*
- B. \_\_\_ Attached to a mentor
- C. \_\_\_ Has finished his attachment *Amekamilisha*
- D. \_\_\_ Is working *Anafanya kazi*
- E. \_\_\_ Is unemployed *Hana kazi*

3. How many children do you have? What are their ages?

*Uko na watoto wangapi? Watoto wako wana umri gani?*

\_\_\_\_\_ children/ watoto

Ages: \_\_\_\_\_

Miaka: \_\_\_\_\_

4. How many of your children have studied at Jitegemee? \_\_\_\_\_

*Watoto wako wangapi wamesomea katika shule ya jitegemee?*

5. What is your marital status?

Mimi

- A. \_\_\_ Married *Nimefunga ndoa*
- B. \_\_\_ Divorced *Nimeachana na mme/mke wangu*
- C. \_\_\_ Widowed *Mjane*
- D. \_\_\_ Have a partner *Nina mchumba*
- E. \_\_\_ Single *Sijafunga ndoa*

6. If you're married/have a partner, does he/she help you to support your children?

*Je mke ama mme wako anakupatia usaidizi kulea watoto wako?*

- A. \_\_\_ Yes/ *Ndio*
- B. \_\_\_ No/ *Hapana*

9. How many people depend on you to get food, shelter, education and basic needs?

*Watu wangapi wanakutegemea kwa mambo ya chakula, nyumba na elimu?*

\_\_\_ people/watu

10. What is the main source of income in your household? *Unapata mshahara wako kwa njia gain?*

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11. What are the three main challenges that you face as a parent:

*Eleza mambo matatu yanayokupatia changamoto zaidi kama mzazi:*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

12. Do you have a job? *Umeajiriwa?*

- A. \_\_\_ Yes *Ndio*
- B. \_\_\_ No *Hapana*

13. Do you get money through having your own business? *Je, Biashara yako inakupa faida?*

- A. \_\_\_ Yes *Ndio*
- B. \_\_\_ No *Hapana*

16. In your job/business: *Katika kazi au biashara yako:*

- A. \_\_\_ There is a lot of competition  
*Kuna ushindani mkubwa*
- B. \_\_\_ There is a medium amount of competition  
*Kuna ushindani kiasi*
- C. \_\_\_ There is not a lot of competition  
*Hakuna ushindani mkubwa*

29. Please list around how many weeks in a month are normal, good and bad (note: total has to sum 4 weeks) *Tafadhali andika orodha ya :*

\_\_\_ weeks are normal *juma iliyo kawaida*

\_\_\_ weeks are good *juma iliyo nzuri*

\_\_\_ weeks are bad *juma iliyo mbaya*

30. How much could YOU earn and save per week?

- In a GOOD week I could EARN \_\_\_\_\_ KSh and I can SAVE \_\_\_\_\_ KSh

- In a NORMAL week I could EARN \_\_\_\_\_ KSh and I can SAVE \_\_\_\_\_ KSh

- In a BAD week I could EARN \_\_\_\_\_ KSh and I can SAVE \_\_\_\_\_ KSh

34. Why do you think that your child left home? (please rank in order of importance, if the reason is not appropriate please leave blank) *Kwa maoni yako, ni kwanini motto wako alitoroka nyumbani?*

\_\_\_ Lack of food at home *Ukosefu wa chakula nyumbani*

\_\_\_ Lack of attention and care at home *Ukosefu wa penzi nyumbani*

\_\_\_ Lack of freedom at home *Ukosefu wa uhuru nyumbani*

\_\_\_ Influence from friends *Athari kutoka kwa marafiki*

\_\_\_ Lack of school fees *Ukosefu wa karo ya shule*

\_\_\_ Other. Please specify: \_\_\_\_\_ *Nyingine*

35. Do you think that the program at Jitegemee has had a positive effect on your child?  
*Kwa maoni yako, unafikiria ya kwamba mradi wa Jitegemee imemsaidia motto wako?*

A. \_\_\_ Yes/*Ndio*

B. \_\_\_ No/*Hapana*

36. Has your child from Jitegemee had a positive effect on other members in the family?

*Je mtoto wako aliye Jitegemee ameweza kudadilisha tabia ya familia?*

A. \_\_\_ Yes/*Ndio*

B. \_\_\_ No/*Hapana*

37. How do you think your child from Jitegemee has changed since the start of the program?  
(please rank in order of importance, if the option is not appropriate please leave blank)

*Mradi wa Jitegemee imegeuza tabia ya mtoto wako kwa njia gani?*

\_\_\_ Able to earn a living for him/herself

*Ampata nafasi ya kupata pesa*

\_\_\_ Able to eat more

*Anakula chakula zaidi ya kawaida*

\_\_\_ Lives at home

*Anaishi nyumbani*

\_\_\_ Contributes food for family

*Anachangia kununua chakula cha familia*

\_\_\_ Contributes education fees for sister and brother

*Anachangia elimu ya dada na ndugu zake*

\_\_\_ More respectful and helpful at home

- Anaheshima zaidi na anasaidia kwa kazi ya nyumbani*  
 \_\_\_ Reads Bible more/more religious  
*Anasoma bibilia /anahusika na mambo ya kidini*  
 \_\_\_ Values education more  
*Anathamini elimu zaidi*  
 \_\_\_ Other: \_\_\_\_\_  
*Nyingine*

38. Do you think that you're a better parent since you started interacting with Jitegemee?  
*Je, Jitegemee wamekusaidia kuwa mzazi bora kuliko hapo awali?*

- A. \_\_\_ Yes/ *Ndio*  
 B. \_\_\_ No/ *Hapana*

39. If you answered "Yes" above, please explain in what ways you think you're a better parent now:

*Tafadhali fafanua njia ambazo unaweza kujimarisha kama mzazi*

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41. In what ways could Jitegemee better support the parents?

*Ni kwa njia gani Jitegemee wanaweza kuwasaidia wazazi?*

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42. Please rank the following ways Jitegemee could better support your kids in order of importance:

*Tafadhali andika orodha ya jinsi Jitegemee wanavyoweza kuimarisha usaidizi kwa watoto wako:*

- \_\_\_ Provide more meals  
*chakula zaidi*  
 \_\_\_ Provide more microloans  
*mikopo zaidi*  
 \_\_\_ Provide training on financial and business skills  
*Mafunzo ya ustadi wa fedha na biashara*  
 \_\_\_ Provide more programs for parents  
*Mradi ya wazazi*

### APPENDIX 3: EMPLOYER SURVEY

Thank you for taking the time to complete this survey. All of the information gathered here is CONFIDENTIAL and will only be used to advise Jitegemee on how they can improve their vocational training program. Please answer each question honestly and as best as you can remember.

*Asante sana kwa kuchukua muda wako kujibu maswali haya. Habari utayotupatia itawekwa siri na kutumiwa tu kuwapa mawaidha Jitegemee jinsi wanavyoweza kuimarisha elimu yao. Tafadhali jibu maswali yafuatayo kwa haki na kwa uwezo wako wote*

#### **Part 1: Background information**

1) **How old are you?** *Una umri gani?*

\_\_\_\_\_ years old

2) **You are:** *Wewe ni:*

a) \_\_\_ Male *Mme* b) \_\_\_ Female *Mke*

3) **You are:** *Wewe ni:*

a) *Kamba Mkamba* b) *Kikuyu Mkikuyu* c) *Other Lingine:* \_\_\_\_\_

4) **What is your educational background?** *Una masomo kiwango gani?*

1. \_\_\_ I have some primary education

*Nilianza lakini sikukamilisha Masomo ya msingi*

2. \_\_\_ I completed primary education

*Nilikamilisha masomo ya msingi*

3. \_\_\_ I have some secondary education

*Nilianza lakini sikukamilisha masomo ya sekondari*

4. \_\_\_ I completed secondary education

*Nilikamilisha masomo ya sekondari*

5. \_\_\_ I have some tertiary education

*Nilianza lakini sikukamilisha elimu ya chuo kikuu*

6. \_\_\_ I have completed tertiary education

*Nilikamilisha elimu ya chuo kikuu*

#### **Part 2: Trade information**

5) **What is your trade?** *Unafanya biashara gani?*

a) \_\_\_ Electronics- *fundi wa umeme* b) \_\_\_ Hairdressing- *usanzi*

c) \_\_\_ Catering- *upishi* d) \_\_\_ Dressmaking- *ushonaji*

e) \_\_\_ Carpentry- *useremala* f) \_\_\_ Mechanic- *mekanika*

g) \_\_\_ Knitting- h) \_\_\_ Tailoring- *ushonaji*

i) \_\_\_ Panel Beating- j) \_\_\_ Welding - *utambuzi*

k) \_\_\_ Mechanical - *mekanika* l) \_\_\_ Other/ *biashara nyingine:*

6) **In your trade:** *Kwa biashara yako:*

1. \_\_\_ There is a lot of competition *Kuna ushindani mkubwa*

2. \_\_\_ Competition is adequate *Kuna ushindani kiasi*

3. \_\_\_ There is not a lot of competition *Hakuna ushindani mkubwa*

**7) Do you think that there is room for more competitors in your trade?**

*Je, kuna nafasi ya kuongeza wana biashara wengine kwa kazi yako?*

1. \_\_\_ Yes/*Ndio*
2. \_\_\_ No/*Hapana*

**8) \_\_\_ Please list the three most important things to be successful in your trade:**

*Tafadhali tueleze jambo tatu muhimu zaidi inayotakikana ili biashara yako ifaulu:*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**9) How long have you been working in your trade?**

*Umefanya biashara yako kwa miaka mingapi?*

\_\_\_\_\_ years

**10) I think that the quality of work that I am able to produce in my trade is:**

*Kazi amabayo naifanya kwa biashara yangu ni:*

1. \_\_\_ A bit better than the rest in the market *Ni bora kidogo kulingana na wengine*
2. \_\_\_ Much better than the rest in the market *Ni bora zaidi kulingana na wengine*
3. \_\_\_ Similar than the rest in the market *Ni sawa kulingana na wengine*
4. \_\_\_ A bit worse than the rest in the market *Si bora sana kama ya wengine*
5. \_\_\_ Much worse than the rest in the market *Si bora zaidi kulingana na ya wengine*

**11) How did you learn your trade? Ulijifundisha wapi mambo ya biashara yako?**

1. \_\_\_ Formal training *masomo rasmi*
2. \_\_\_ With a mentor *kwa usaidizi wa mwalimu*
3. \_\_\_ From a family member *Kutoka kwa familia*
4. \_\_\_ Alone, no one trained me *Peke yangu. Hakuna aliyenifunza*
5. \_\_\_ Other. Please list \_\_\_\_\_ *Njia nyingine.*

**12) In your opinion, what is the best way to learn your trade?**

*Kwa maoni yako, ni njia ipi iliyo bora zaidi kujifundisha biashara?*

1. \_\_\_ Formal training *masomo rasmi*
2. \_\_\_ With a mentor *kwa usaidizi wa mwalimu*
3. \_\_\_ With a family member *Kutoka kwa familia*
4. \_\_\_ Alone, no one trained me *Peke yangu*
5. \_\_\_ Other. Please list \_\_\_\_\_ *Njia nyingine*

**13) Please list the grade exams that you have passed in your trade (skip this question if you haven't passed any grade exams):**

*Tafadhali taja mitihani ambazo umepita kwa biashara yako*

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**14) How many months of training did YOU need to pass the grade exam/s? (skip this question if you haven't passed any grade exams)**

*Ulihitaaji miezi mingapi ili kufaulu katika mitihani?*

\_\_\_\_\_ months for grade \_\_\_ exam

\_\_\_\_\_ months for grade \_\_\_ exam

**15) How much time of training would PEOPLE normally need to pass the grade exams in your trade? (skip this question if you haven't passed any grade exam)**

*Kwa kawaida wanafunzi wanahitaji muda gani kufaulu katika mitihani?*

\_\_\_\_\_ months for grade exam \_\_\_\_\_  
\_\_\_\_\_ months for grade exam \_\_\_\_\_  
\_\_\_\_\_ months for grade exam \_\_\_\_\_

**16) Do you think that grade exams are important for your trade?**

*Je, mitihani ni muhimu kwa biashara yako?*

1. \_\_\_ Yes *Ndio*
2. \_\_\_ No *Hapana*

**17) If you answered “yes” in question 16, please explain why you think grade exams are important in your trade. (if you answered “no”, skip this question)**

*Ni mitihani ipi iliyo muhimu kwa biashara yako? Tafadhali eleza zaidi*

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**Part 3: Business information**

*Sehemu ya 3: Mambo ya biashara*

**18) Do you own your business?**

*Je una biashara yako ya kibinafsi?*

1. \_\_\_ Yes *Ndio*
2. \_\_\_ No *Hapana*

**19) If I wanted to open exactly the same business as yours, how much money would I need?**

*Ili kufungua biashara kama yako nitahitaji pesa ngapi?*

\_\_\_\_\_ Ksh for tools (including machinery)/*vifaa*  
\_\_\_\_\_ Ksh in materials (per month)/*vifaa kwa mwezi*  
\_\_\_\_\_ Ksh in licenses/*kibali*  
\_\_\_\_\_ Ksh in machinery/*mitambo*  
\_\_\_\_\_ Ksh for the location (this amount is: weekly, monthly, once in a lifetime,  
other: \_\_\_\_\_ - Please circle the one that applies)  
\_\_\_\_\_ Ksh for other expenses/*gharama nyinginezo*

**20) How much money do you obtain FROM YOUR BUSINESS in a NORMAL week?**

*Je, unapata pesa ngapi kutoka kwa biashara yako kwa wiki ya kawaida?*

\_\_\_\_\_ Ksh

**21) How much money do you obtain FROM YOUR BUSINESS in a GOOD week?**

*Je, unapata pesa ngapi kutoka kwa biashara yako kwa wiki nzuri?*

\_\_\_\_\_ Ksh

**22) How much money do you obtain FROM YOUR BUSINESS in a BAD week?**

*Je, unapata pesa ngapi kutoka kwa biashara yako kwa wiki mbaya?*

\_\_\_\_\_ Ksh

**23) How much profit (earnings-costs) does your business make in a NORMAL week?**

*Je, unapata faida ya pesa ngapi kutoka kwa biashara yako kwa wiki ya kawaida?*

\_\_\_\_\_ Ksh

**24) How much profit (earnings-costs) does your business make in a GOOD week?**

*Je, unapata faida ya pesa ngapi kutoka kwa biashara yako kwa wiki nzuri?*

\_\_\_\_\_ Ksh

**25) How much profit (earnings-costs) does your business make in a BAD week?**

*Je, unapata faida ya pesa ngapi kutoka kwa biashara yako kwa wiki mbaya?*

\_\_\_\_\_ Ksh

**26) How much can you earn and save per week?**

*Je unapata na kuweka pesa ngapi akiba kila wiki?*

-In a GOOD week I can EARN \_\_\_\_\_KSh and I can SAVE\_\_\_\_\_ KSh

*Kwa wiki nzuri*

- In a NORMAL week I can EARN \_\_\_\_\_KSh and I can SAVE\_\_\_\_\_ KSh

*Kwa wiki ya kawaida*

- In a BAD week I can EARN \_\_\_\_\_KSh and I can SAVE\_\_\_\_\_ KSh

*Kwa wiki mbaya*

**27) Please list around how many weeks in a month are normal, good and bad**

(note: total has to sum 4 weeks)

\_\_\_\_\_ months are normal

\_\_\_\_\_ months are good

\_\_\_\_\_ months are bad

**28) How many people currently work regularly in your business?**

*Umejiri watu wangapi kwa biashara yako?*

\_\_\_\_\_ full-time employees

\_\_\_\_\_ part-time employees

\_\_\_\_\_ people I mentor

**Part 3: Jitegemee students**

*Sehemu ya 3: Wanafunzi wa Jitegemee*

**29) How many Jitegemee students/graduates are currently working for you? numjit**

*Ni wanafunzi wangapi wa Jitegemee wanaokufanyia kazi?*

\_\_\_\_\_ Jitegemee students I am currently mentoring

\_\_\_\_\_ Jitegemee students that finished their mentoring but work for me

**30) Have you mentored other students that are not from Jitegemee?**

1. \_\_\_ Yes *Ndio*

2. \_\_\_ No *Hapana*

*If you responded A to the question above, respond to the following questions:*

**31) Do you think that working with Jitegemee kids was:**

*Je watoto wa Jitegemee wanafanya kazi:*

1. \_\_\_ Better than working with non-Jitegemee kids

*Bora kuliko watoto wengine*

2. \_\_\_ The same as working with non-Jitegemee kids

*Sawa na watoto wengine*

3. \_\_\_ Worse than working with non-Jitegemee kids

*Duni kulingana na watoto wengine*

*If you answered A or C above:*

**32) Please explain why you think that working with Jitegemee kids was better/worse than working with non-Jitegemee kids:**

*Kwa maoni yako, unafikiri ni kwa nini watoto wa Jitegemee wanafanya kazi bora au duni*

kulingana na watoto wengine?

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**33) Please list the three characteristics you liked most about Jitegemee kids:**

*Tafadhali andika orodha ya tabia za watoto wa Jitegemee amabazo zilikupendeza zaidi:*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**34) Please list if anything that you didn't like about Jitegemee kids:**

*Tafadhali andika orodha ya tabia za watoto wa Jitegemee amabazo hazikupendeza:*

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**35) In your business, kids that are in their ATTACHMENT:**

*Katika biashara yako watoto walio kwenye attachment:*

1. \_\_\_ Are not paid/hawalipwi
2. \_\_\_ Are paid on a commission basis/wanalipwa usia
3. \_\_\_ Are paid a fixed salary each month/week/wanalipwa mshahara kila mwezi
4. \_\_\_ Are paid on a commission basis and a salary per month/week/wanalipwa usia na mshahara
5. \_\_\_ Other. Please specify:Njia nyingine\_\_\_\_\_

**36) In your business, a kid that is in their ATTACHMENT could earn:**

*Katika biashara watoto walio kwenye attachment wanalipwa pesa ngapi?*

\_\_\_\_\_ Ksh per week, in a GOOD month

*kwa mwezi mzuri*

\_\_\_\_\_ Ksh per week in a NORMAL month

*kwa mwezi wa kawaida*

\_\_\_\_\_ Ksh per week in a BAD month

*kwa mwezi mbaya*

**37) In your business, kids that are CURRENTLY WORKING (NOT in their attachment):**

**katika biashara yako watoto waliokamilisha**

1. Are not paid - hawalipwi
2. Are paid on a commission basis - Wanalipwa usia
3. Are paid a fixed salary each month/week - wanapata mshahara kwa wiki au mwezi
4. Are paid on a commission basis and a salary per month/week - wanalipwa mshahara na usia
5. \_\_\_ Other. Please specify:Njia nyingine\_\_\_\_\_

**38) In your business, a kid that is CURRENTLY WORKING (NOT in their attachment) could earn:** *Kwa kawaida watoto wanaofanya kazi wanalipwa pesa ngapi?*

\_\_\_\_\_ Ksh per week, in a GOOD week

*kwa wiki nzuri*

\_\_\_\_\_ Ksh per week in a NORMAL week

*kwa wiki ya kawaida*

\_\_\_\_\_ Ksh per week in a BAD week

*kwa wiki mbaya*

**39) Do you think that all kids are treated equally in your business? je kwa maoni yako**

1. Jitegemee kids are paid MORE than other kids in the same situation

*Watoto wa jitegemee wanalipwa pesa zaidi kuliko watoto wengine katika hali*

2. Jitegemee kids are paid THE SAME than other kids in the same situation

*Watoto wa jitegemee wanalipwa pesa zaidi kuliko watoto wengine katika hali sawa*

3. Jitegemee kids are paid LESS than other kids in the same situation

*Watoto wa jitegemee wanalipwa pesa zaidi kuliko watoto wengine katika hali sawa*

**40) The salary that the kids earn in your business is:**

*Unawalipa watoto wanaokusaidia kwa niashara yako pesa kiwango gani?*

1. \_\_\_ Enough to pay for their needs (food, shelter, transport, etc.)

*Ya kutosha kutumikia mahitaji yao ya kila siku*

2. \_\_\_ Not enough to pay for their needs (food, shelter, transport, etc.)

*Isiyo tosha kutumikia mahitaji yao ya kila siku*

**41) What are the three main challenges that Jitegemee kids face in your trade:**

*Ni changamoto ipi tatu muhimu inayowakabili watoto wa Jitegemee kwa biashara yako?*

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**42) In what ways could Jitegemee better support their students?**

*Jitegemee wanaweza boresha vipi usaidizi kwa watoto?*

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**APPENDIX 4: STAFF SURVEY**

**Opening/Background:** Thank you so much for sharing the children of Jitegemee with us this week. We would like to know a little more about your perspective on the program as well. We'd appreciate it if you can answer the following questions to the best of your knowledge. If you have any questions or you feel you don't understand something, please ask us to clarify!

**Part I – Personal Information**

- 1) How long have you been working with Jitegemee? \_\_\_\_\_
- 2) What is your salary? \_\_\_\_\_Ksh/Month
- 3) What is your highest level of education? \_\_\_\_\_
- 4a) How long does it take you to get to work each day? \_\_\_\_\_ minutes/hours
- 4b) What modes of transportation to you use to get to work? (Circle all that apply)  
 a) Walk      b) Car      c) Bicycle      d) Mutata      e) Other: \_\_\_\_\_
- 5) Do you have any formal certification (teaching, counseling, etc.) – Please list them here:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 6) Please list any trainings/workshops you have been to as a Jitegemee staff member.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 7) Please list any trainings/workshops you would LIKE to attend in the future.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part 2 – Job Information**

8) What are you primary responsibilities at Jitegemee?  
 \_\_\_\_\_

9) Please describe what your TYPICAL work week looks like:

<b>Day</b>	<b>Morning</b>	<b>Afternoon</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		

10) What are the three main challenges that you face in your job?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

11) What are the BEST parts of your job? (List as many as you like)

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**Part 3 – Health Program**

11) What are the main health challenges you see facing the children when they are in the STREETS?

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12) What are the main health challenges you see facing the children as the move through the Jitegemee program (Rehab, Attachment, Graduates, etc.)?

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13) What are the main health challenges you see facing the PARENTS of Jitegemee students?

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14) In what ways do you think Jitegemee could improve the health program it currently has?

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**Part 4 – Parental Involvement**

15) How would you characterize the level of parental involvement for each group of Jitegemee students? (High, Average, Low)

- a) Vocational Class 1:
- b) Vocational Class 2:
- c) Vocational Class 3:
- d) Vocational Class 4:

If there are any differences among the classes, please explain:

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16) Overall, Jitegemee parents are:

- a) Great parents – they have all the parenting skills they need for the healthy development of their children
- b) Good parents – they have many of the parenting skills needed, but might benefit from gaining some more
- c) OK parents – they have some of the parenting skills needed, but definitely could benefit from gaining some more
- d) Not the best parents – they clearly want what is best for their child, but lack most of the skills they need
- e) An even mix of all of these types
- f) More one type than another: \_\_\_\_\_
- g) Other: \_\_\_\_\_

17) How do you think Jitegemee might be better able to support the parents?

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18) What are some of the challenges which might prevent these things from happening?

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### **Part 5 – The Rehabilitation Program**

19) Please describe how you identify and choose which children should participate in the Rehabilitation class:

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20) What are the biggest obstacles preventing Jitegemee from having more vocational classes?

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21) Please describe what the Rehabilitation curriculum looks like from beginning to the end and who teaches each topic:

Week(s)	Topic(s)	Teacher(s)

22) For each of the following topics, please describe what SUCCESS in each of the topics looks like (i.e. – what they children should be able to do or know and HOW they demonstrate that knowledge)

Streetism –

Living Values –

Public Speaking –

Communication –

Health/Sexual Education –

Religious Values –

Business Skills –

Financial Skills –

Other Skills: (Please list)

23) How do you assess what the students have learned? (tests, performance tasks, etc.) How often do you assess them?

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24) What are the main challenges that Jitegemee kids face in the rehabilitation program:

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**Part 6 – Attachment Program**

25) How do you monitor what the students are learning (skill-wise) in their attachment?

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26) How frequently do you personally visit Jitegemee students in their attachments? What are you looking for when you visit?

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27) What are the biggest challenges facing students in terms of passing their Grade Tests?

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28) What are the biggest challenges for students in terms of their mentors (selecting them, training them, etc.)

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29) How do you think Jitegemee might be able to better support attachment students?

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**Part 7 – Jitegemee Graduates**

30) What are the main challenges that Jitegemee kids face upon completion of their menteeship?

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31) What are the main challenges facing you in terms of monitoring the students as they get older?

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32) Please rank the following reasons you think Jitegemee students have difficulty paying back their loans:

- Pregnancy and marriage
- Lack of financial understanding
- Lack of business success
- Pressure from family
- Lack of repercussions
- Closeness to teachers
- Other: \_\_\_\_\_

33) Given the type of students Jitegemee works with, what do you think might be some effective encouragement to pay back the loan AND consequences for not paying the loan?

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34) How do you think Jitegemee might be able to better support graduates?

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**Part 8 – The Entire Program**

35) What are the biggest challenges facing Jitegemee as an NGO in the coming years?

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36) Please list the three things that have the POTENTIAL to help the Jitegemee vocational program the most in the coming years?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**APPENDIX 5: INDIVIDUAL INTERVIEWS (QUANTITATIVE DATA)**

Indicator	Class 4	Class 3	Class 1 & 2	Total
1) Satisfying Social Relationships				
<b>a. I have friends that I feel really love me</b>	<b>+2.9</b>	<b>+3.4</b>	<b>+6</b>	<b>+4.1</b>
<b>b. There are adults/family members who I can really trust</b>	<b>+3.9</b>	<b>+4.1</b>	<b>+4</b>	<b>4</b>
2) Ability to behave in ways that do not compromise Living Values				
<b>a. Live honestly</b>	<b>+6.9</b>	<b>+4.3</b>	<b>+7.5</b>	<b>+6.2</b>
<b>b. Communicate with adults professionally</b>	<b>+7.3</b>	<b>+4.8</b>	<b>+9.3</b>	<b>+7.1</b>
3) Ability to live a healthy life				
<b>a. Amount of serious illness a year</b>	<b>-4.3</b>	<b>-2.2</b>	<b>-2.3</b>	<b>-2.9</b>
<b>b. Amount of times a year went to see doctor</b>	<b>+0.7</b>	<b>+4.4</b>	<b>+5.7</b>	<b>+3.6</b>
<b>c. Levels of stress in my environment</b>	<b>-6.9</b>	<b>-4.7</b>	<b>-6.5</b>	<b>-6.0</b>
4) Ability to financially support myself				
<b>a. I feel hungry this much time in a day</b>	<b>-5.1</b>	<b>-5.3</b>	<b>-6.3</b>	<b>-5.6</b>
<b>b. Ability to dress in a way makes me feel confident and happy</b>	<b>+4.3</b>	<b>+6.8</b>	<b>+5.3</b>	<b>+5.5</b>
5) Ability to engage in leisure activities				
<b>a. I have enough spare time to do the things I like to do</b>	<b>+3.0</b>	<b>+3.2</b>	<b>+4.3</b>	<b>+3.5</b>
6) Satisfaction with ability to achieve in a work environment				
<b>a. I am able to succeed in a job</b>	<b>+6.0</b>	<b>+6.8</b>	<b>+6.8</b>	<b>+6.5</b>
7) Ability to find meaningful work				
<b>a. I am able to find work that I like and makes me feel good</b>	<b>+6.0</b>	<b>+4.7</b>	<b>+4.0</b>	<b>+4.9</b>
<b>b. Desire to work</b>	<b>+7.1</b>	<b>+4.4</b>	<b>+7.0</b>	<b>+6.2</b>
8) Feelings of Safety				
<b>a. Run-ins with the police per year</b>	<b>-7.1</b>	<b>-5.5</b>	<b>-7.7</b>	<b>-6.8</b>
<b>b. I feel danger in my home or people on the streets</b>	<b>-2.1</b>	<b>-4.1</b>	<b>-7.5</b>	<b>-4.6</b>
9) Ability to feel spiritually fulfilled				
<b>a. Relationship with God</b>	<b>+6.6</b>	<b>+7.6</b>	<b>+8</b>	<b>+7.4</b>
12) Ability to freely associate				
<b>a. Ability to make friends with who I want to be friends with</b>	<b>+3.1</b>	<b>+6.4</b>	<b>+8</b>	<b>+5.9</b>
<b>b. Number of friends who encourage me to do the right thing</b>	<b>+6.1</b>	<b>+6.0</b>	<b>+5.5</b>	<b>+5.9</b>
13) Ability to feel confident in who you are				
<b>a. Feelings of confidence</b>	<b>+5.4</b>	<b>+7.2</b>	<b>+7.0</b>	<b>+6.5</b>
14) Level of excitement about learning				
<b>a. Feeling smart</b>	<b>+7.1</b>	<b>+7.5</b>	<b>+7.5</b>	<b>+7.4</b>
<b>b. Belief that education will help me attain my goals</b>	<b>+7.0</b>	<b>+7.3</b>	<b>+7.5</b>	<b>+7.3</b>

## APPENDIX 6: INDIVIDUAL INTERVIEWS (QUALITATIVE DATA)

	name	Indicator	before	explanation_before	after	explanation_after
<b>1a - I have friends that I feel really love me</b>						
4	Student1	1a	1		3	
4	Student2	1a	8		10	
4	Student3	1a	5		9	I now know how to speak in front of people
4	Student4	1a	5		9	When I was in streets, my behavior was bad. But now it is better, so I can make friends.
4	Student5	1a	8		10	I have same friends
4	Student6	1a	1		10	Jitegemee taught me many things. It changed my life, so they love me so much
4	Student7	1a	10		7	Previous friends don't care about me anymore.
3	Student8	1a	5		8	
3	Student9	1a	0	No friends at all	10	Friends all over (In Jitegemee & elsewhere) – Why? I have respect to other people, I understand other's thoughts
3	Student10	1a	10	When I'm on the streets my friends loved me b/c I was with them	7	now I'm in attachment, I don't have the time
3	Student11	1a	1		3	More friends in Jitegemee, they protected, helped me
3	Student12	1a	4		5	Friends in Jitegemee
3	Student13	1a	3		8	Friends can be anywhere (Jitegemee, community)
3	Student14	1a	5		10	Lots of friends now in the community, people didn't use to love me because I was dirty
3	Student15	1a	3		7	Because my behavior changed
3	Student16	1a	4	I was a disorganized girl	8	I'm organized – helps me get friends who love me
3	Student17	1a			10	Alcohol, drug, smoking with them before. But Jitegemee helped me to make good friends.
1&2	Student18	1a	2		10	I learnt communication skills.
1&2	Student19	1a	3	B/c I was a bad boy	10	My friends are now everywhere (in the community, in Jitegemee, in church). I'm now a good boy.
1&2	Student20	1a	8	I had friends who share smoking, stealing.	10	Now I share good things. I don't steal now, don't smoke. I learnt respect others, stay with friends, and how to start a business.
1&2	Student21	1a	3		10	Because I changed. My behavior changed from rehabilitation class.

1b - There are adults that I can really trust						
4	Student1	1b	1	The only adult of mine was not good.	1	
4	Student2	1b	8		10	I can trust my parents, teachers, b/c Jitegemee changed me. Before, I didn't talk to my parents but now I do.
4	Student3	1b	2	Some of them I could trust were in the streets.	2	
4	Student4	1b	2	There were some I could trust. People who worked in the market.	6	Teachers, guardians
4	Student5	1b	2		6	Teachers told me how to make good friends
4	Student6	1b	0		9	I can distinguish good and bad people from their face. Jitegemee teachers taught me. I can trust teachers, parents, and mentors
4	Student7	1b	1		9	Now I can trust family members, mentors, teachers b/c problems were solved.
3	Student8	1b	4		7	
3	Student9	1b	0		8	Teachers, donors, visitors...that's why I'm smiling and feel good, teachers understand what I need and what my problems are, I also trust parents and mentors, They understand me
3	Student10	1b	8	I trusted my relatives, some neighbors	10	I can trust all of them – some relatives are far from home – I can trust them more, I don't see them as much anymore, so that's good ??????
3	Student11	1b	4	family, church members, teachers in other school	10	we practiced and learned more, we can help each other, respect their self-esteem
3	Student12	1b	3		2	teachers here
3	Student13	1b	2	Neighbors	7	teachers in Jitegemee, Mentor, people in the community – I know more adults, that's why
3	Student14	1b	5	family and in the community	5	same people I trust now
3	Student15	1b	0		10	teachers, parents, neighbors (I didn't trust them before)
3	Student16	1b	5	in the community	9	I can trust more because my teachers have taught us how to trust in others
3	Student17	1b			8	I can trust teachers. I can trust more than before.
1&2	Student18	1b	2		10	
1&2	Student19	1b	3	Family members	3	Jitegemee teachers. (Numbers are the same but people he can trust changed.)

1&2	Student20	1b	4	I don't trust people b/c when you smoke, many people saw you with fear.	7	I don't do bad things. I don't smoke, don't have had behavior. I stay with good people now.
1&2	Student21	1b	5	Neighbors and people in town	10	I learnt here. I can interact with them.
<b>2a - I am able to live with honesty</b>						
4	Student1	2a	1		10	Teachers taught me about cooperation, loving my parent (my parents don't love each other)
4	Student2	2a	6		10	
4	Student3	2a	4		10	I learnt Living Values, public speaking
4	Student4	2a	2	We would lie to get things.	8	Teachers have told us Living Values and I know the truth will set you free.
4	Student5	2a	5		10	I learnt things in Jitegemee so I don't lie
4	Student6	2a	1		10	My teacher told me how to be honest, without picking up other things, without stealing
4	Student7	2a	1		10	I can be honest all the time because I learnt.
3	Student8	2a	4	Before I wasn't talking 100% truth	6	b/c of my class I learned to be honest, faithful, humility, how to give others a chance to express themselves
3	Student9	2a	1		10	I changed because of my rehabilitation class, I can distinguish between good and bad
3	Student10	2a	10		10	
3	Student11	2a	9	After drinking or too angry	10	we learned many things, e.g. Living Values
3	Student12	2a	5	I was bad girl	7	now I became a good girl
3	Student13	2a	3		9	My life is better because of Jitegemee
3	Student14	2a	5	I was not honest because I wanted to eat, buy gum, so sometimes I would lie	10	I can speak the truth because I can buy things
3	Student15	2a	3		10	learned Living Values, that is what helped
3	Student16	2a	3		10	taught by our teachers about how to be honest, our pastor tells us to be honest too
3	Student17	2a			9	I can tell bad things are bad to people and I talk about good things.
1&2	Student18	2a	5	in the street, I had to lie sometimes to live.	10	I learnt communication skills, Living Values, and business skills. I don't lie now.
1&2	Student19	2a	3	There was no one I could speak with the truth in the streets.	10	Jitegemee teachers how to speak the truth.

1&2	Student20	2a	1	I was thief. I smoke. I had bad behavior.	10	I don't have bad behavior. I work in business. My work was illegal. I work good when he goes in the work (?)
1&2	Student21	2a	1	I used to take people's things.	10	Now I have to be honest b/c people don't like dishonest. I'd alone.
<b>2b - I am able to communicate with adults professionally</b>						
4	Student1	2b	1		9	I can talk to groups of people now which is not the case before
4	Student2	2b	5	I had no respect for older people	10	They taught me verses from the Bible
4	Student3	2b	3		10	Learnt how to talk to people
4	Student4	2b	4		8	We have been taught about public speaking
4	Student5	2b	2		10	Leant Living Values
4	Student6	2b	0		10	Learnt public speaking
4	Student7	2b	1		10	Teachers taught me the way to ask professionally
3	Student8	2b	8		8	
3	Student9	2b	1	I just speak "Give me this!!" – didn't speak respectfully even to parents	10	learned respect, I have to love other people
3	Student10	2b	9	I could talk to big people without fear	10	I've learned personal management, public speaking, personal goals, communication
3	Student11	2b	7		10	I'm educated now, my life has been changed, I can even teach other kids in the streets
3	Student12	2b	3		7	Now, I can talk about my business and welcome
3	Student13	2b	1		8	Teachers helps to communicate better
3	Student14	2b	3	Before I could not talk to them because they couldn't understand me, I was dirty	10	They can understand me now because I can speak the truth
3	Student15	2b	3		9	Teachers taught us about communication, good first impression with smiling
3	Student16	2b	0		7	I've been taught a lot of things that help – Living Values, communication, public speaking
3	Student17	2b			8	I'm better at showing them love and smile.
1&2	Student18	2b	0	Nobody taught me that.	10	I learnt speaking with customers and business skills (buying and selling).
1&2	Student19	2b	1		10	Now I'm used to talk to customers.

1&2	Student20	2b	1		10	In Jitegemee, I learnt how I can attract customers, to talk with another people.
1&2	Student21	2b	1		10	I'm better at that b/c when I was taught Living Values, I got courage to talk to people b/c they were my customers.
<b>3a - Amount of serious illness a year</b>						
4	Student1	3a	1	eye problem	1	eye
4	Student2	3a	8	eat dirty food in the dumps	3	Jitegemee gave me clean food. We help parents
4	Student3	3a	6	eat dirty food without washing or cooking (malaria, typhoid, stomachache)	3	Foods are good now.
4	Student4	3a	8	No place for us to rest, spend nights outside, eat dirty food (malaria, stomachache, pneumonia)	1	
4	Student5	3a	4	ear problem, headache	1	I stopped sniffing glues and using drugs
4	Student6	3a	8	taking leftovers, sleeping behind the car, sometimes in water (headache, stomachache, eye problem)	1	eye - teachers took me to hospital
4	Student7	3a	5	stomachache, headache	0	Doctor gave things to overcome the sickness.
3	Student8	3a	1	teeth	0	
3	Student9	3a	6	headaches, stomachaches (dirty, didn't know what I ate), skin problems	2	headache, stomachache, but not that often once in 5 months
3	Student10	3a	4	We don't eat good food, good water, couldn't sleep well, had stomach ache, diarrhea, fever, typhoid	3	we eat good, sleep well, had bhlazia (sp?) – from bad water
3	Student11	3a	3	fever, stomachache, headache	2	
3	Student12	3a	5	stomach, headache, eyes	3	headaches, stomach – I was eating bad things and drinking bad water before, now the teachers tell us about drugs
3	Student13	3a	7	eating bad things, headache, and stomachache	3	I'm not in the street and food is better, still have some headache, stomachache
3	Student14	3a	2	I had a little malaria	1	one day I was sick, but I have cleaner food
3	Student15	3a	3	headache	2	I have permission to go see doctor
3	Student16	3a	7	pneumonia, headache, throat	2	still throat, but they take me to the doctor
3	Student17	3a			8	Malaria - often times
1&2	Student18	3a	5	Stomachache, headache, malaria	0	I got medicines to get rid of Malaria in Jitegemee.
1&2	Student19	3a	1		1	Before and after, I'm very healthy.

1&2	Student20	3a	10	I was not going to the hospital. I slept a lot.	8	Now I can work so I can go to hospital when I got sick. I eat good food now.
1&2	Student21	3a	4	Malaria. Sick with dirty food. At night, I had nothing to cover myself.	2	Other things. I have coughing now but don't know why. I'm better b/c I'm more safe now.

### 3b - Amount of times a year went to see doctor

4	Student1	3b	1		0	
4	Student2	3b	7		3	
4	Student3	3b	3		8	I can go to see doctor anytime
4	Student4	3b	1		0	I'm healthy now!
4	Student5	3b	2	I couldn't afford the medicines	10	I got medicines
4	Student6	3b	9		1	I'm not sick. Doctor came last year and gave us malaria preventive pills
4	Student7	3b	1	I got medicine elsewhere	7	I can always see the doctor.
3	Student8	3b	1		0	
3	Student9	3b	1	b/c nobody cares for me	10	I can go to see the doctor whenever I want
3	Student10	3b	2		5	when I came to Jitegemee, the call us and we go to doctor
3	Student11	3b	4		6	had leg injury took me to the hospital
3	Student12	3b	3		7	
3	Student13	3b	2	parents wouldn't take me to the hospital before	9	Jitegemee pay for me
3	Student14	3b	4		6	Because I can go now, before I didn't have \$, now I have \$
3	Student15	3b	1		10	Jitegemee helps me to go to hospital
3	Student16	3b	4		9	teachers write for me a letter to show to the doctor
3	Student17	3b			10	Everytime I can go to see doctor and get medicines b/c Jitegemee provide.
1&2	Student18	3b	0	I had no money to go to see doctor.	10	I have money! I can go anytime!
1&2	Student19	3b	5		7	I have more money than before.
1&2	Student20	3b	1		8	I have some money to go.
1&2	Student21	3b	1	I didn't have money.	5	I'm able to pay (no health card)

### 3c - Amount of stress in my environment

4	Student1	3c	4	no money, no food, no school	0	Things have been changed.
4	Student2	3c	10	I was thinking about my future, about my future wife (in the street, I was dirty)	1	Now I can think of myself as an adult, with a job and a wife
4	Student3	3c	9	worry about police, no place to sleep, no food	0	

4	Student4	3c	9	I'm an orphan. I remembered about my parents and thought about my life in the street.	3	worry about domestic violence b/c my aunt are beaten by her husband. No peace at home
4	Student5	3c	4	Parents couldn't pay for secondary school. Worry about money and education	0	I got food
4	Student6	3c	9	I was seeing others working but because I was in the streets wanting for food (miserable)	0	Now I know my life will be good
4	Student7	3c	9	worry about food, people around me, money	2	worry about food and my little brother
3	Student8	3c	3		0	When I know/practice the Living Values, it helps me remove the stress
3	Student9	3c	10	Many stress, was I born a street girl? Oh! I can't go to school!	1	Jitegemee cares for me, mind relaxed, eat clean lunch here, we're taken to mentor, I'm thinking big in a small world
3	Student10	3c	6	my parents died, when I lived with my uncle, he didn't care for me, that's why I went to the streets. I was worried about where to sleep, what to eat	2	Jitegemee cares about us, talked with my uncle, he started to care about me more – BUT - in the jua kali, some people can abuse you, they are drunk, that's why they will abuse you
3	Student11	3c	10	about me life, my life was hard, thought about parents, brother, sister, I would have been good if they could have protected me	1	My life is good, now I can live with people
3	Student12	3c	6	lack of food, school fees, now – I was alone before	3	now at home there is food, the \$ I'm getting is helping us get food
3	Student13	3c	8	I couldn't sleep at home, no food, no clothes, living in the street, they told me to get out	2	Parents came to meet teachers and pastor also met my parents, they are much better now, feel better now
3	Student14	3c	0	I wasn't worried about anything	6	worried about being able to help parents, neighbors
3	Student15	3c	10	finding food, thinking about family	0	I have mentor and skills, I have enough money to buy food and help my family
3	Student16	3c	8	don't have food, others want to take our stuff, our father has passed away, some relatives want to beat our mother	3	some place to go, catch lunch, get soap, bath, get clothes – still stressed about fetching water late at night, it's very far away
3	Student17	3c			10	Bad things might be happened in the future esp to family
1&2	Student18	3c	8	About parents and my future - what am I going to be?	1	I have job, skills and customer. Much less stress now.
1&2	Student19	3c	10	About future.	1	I earn some money. Got food.
1&2	Student20	3c	6	I don't eat, don't wash clothes, don't wash myself. Stress was come to see what I can eat.	2	Stress now is to improve myself.

1&2	Student21	3c	9	B/c of the police. When it is the rainy season, I used to hide myself under the house. (and they arrested me)	3	B/c sometimes there is a lot of work to have enough money. Stress will go down if I get money for business.
<b>4a - I feel hungry this much time in a day</b>						
4	Student1	4a	5		1	
4	Student2	4a	8		2	
4	Student3	4a	5		1	People around me help me
4	Student4	4a	8		2	Jitegemee help me to eat lunch even if we don't eat supper
4	Student5	4a	2		1	somebody helps me.
4	Student6	4a	10		4	When I'm hungry I can communicate with others - I'm happy and closer to God, Thank to teachers
4	Student7	4a	9		0	Sometimes I can bring food to home
3	Student8	4a	4		0	because they take of it here
3	Student9	4a	10	all the time	1	Jitegemee provides me our basic needs are fulfilled, I eat dinner
3	Student10	4a	5		2	My mentor teach me good, he knows me well, I have money to buy food, he gives me 200 Ksh to buy food
3	Student11	4a	10		1	I'm buying food now for myself as well as bro/sis
3	Student12	4a	7		2	I can buy food
3	Student13	4a	8	fighting between kids, not enough communication with parents, made me feel hungry	3	I can buy myself and family, now I earn some money
3	Student14	4a	2		1	
3	Student15	4a	6		0	I can eat lunch and grandparents help me too
3	Student16	4a	8		2	Jitegemee helps us with food, other people (Jitegemee teacher) helps us with food too
3	Student17	4a			2	I earn more money than before
1&2	Student18	4a	5		1	It's obvious! I have money!
1&2	Student19	4a	10		1	I earn money to buy food.
1&2	Student20	4a	8		1	Now I can work and get money to buy food. I share with other people too.
1&2	Student21	4a	8		3	I don't have enough money for food b/c I have to buy materials for business.
<b>4b - Ability to dress in a way that makes me feel confident and happy</b>						
4	Student1	4b	1		2	
4	Student2	4b	2	I wore dirty clothes	10	I can now ask my parents to buy me clothes.

4	Student3	4b	8	I had money to buy clothes from collecting scrap metals	1	I don't have enough money to buy clothes
4	Student4	4b	1		6	I can't buy new one. We are still struggling but they are not dirty now.
4	Student5	4b	5		10	I have clean clothes now
4	Student6	4b	1	I had one dress in the streets. When others throw it away, I could pick it up and wear it.	10	My teacher and other people in the village gave me clothes. Now I can weave my clothes
4	Student7	4b	1		10	Teachers gave me clothes. Aunts buy some clothes.
3	Student8	4b	4		6	I buy with the commission money I have, we were also given t-shirts
3	Student9	4b	1		10	More clothes and it's clean, I can change clothes every day, Jitegeme provided for me
3	Student10	4b	2		9	I get money to buy some clothes
3	Student11	4b	1		8	I have new clothes, I'm working so I can buy clothes
3	Student12	4b	2		8	They are clean, there is soap to wash
3	Student13	4b	1		10	In my community, there are more bicycle, need more mechanics, I have more work and more money
3	Student14	4b	2	they were dirty, I wear them out	10	I can buy my own clothes
3	Student15	4b	2	I didn't feel good, they were dirty and oily	10	I can wash them
3	Student16	4b	2		8	more clothes, we wash them, someone gave me clothes
3	Student17	4b			10	I can buy new clothes
1&2	Student18	4b	10	I liked it b/c that's the only one I had. If I didn't like it, what else I could do?	10	Definitely. I'm a dress maker.
1&2	Student19	4b	1	If mom bought me clothes, I sold them to sniff glues.	10	I buy clothes by myself now.
1&2	Student20	4b	1		9	I can work and get money to buy.
1&2	Student21	4b	1		5	Sometimes I feel great, sometimes not (not enough clothes).
<b>5 - I have enough spare time to do the things I like to do</b>						
4	Student1	5	1		5	Singing, helping parents and others, meeting with friends
4	Student2	5	8	B/c I have no job to do	3	I don't mind having less spare time b/c I can do it after work
4	Student3	5	2		9	Reading books, I have free time after work.
4	Student4	5	1		5	Reading novels, listening to music, I can rest after work (not before)

4	Student5	5	1		9	I have freedom to do what I want and freedom to relax. I read books and use computer
4	Student6	5	0		1	After work I read books, singing and dancing
4	Student7	5	1		3	On Sunday, I have spare time. Playing football and cooking!
3	Student8	5	4		0	When I'm done with work, when I was in the streets, I could do what I want
3	Student9	5	1		7	dancing, watching movies, cartoons
3	Student10	5	6	football, singing	8	On weekends, when we came here we went on a trip
3	Student11	5	1		10	going to church and singing there, helping parents sometimes listening to songs about Jesus
3	Student12	5	7		10	leisure time is on Sunday, I read the Bible, washing my clothes, teaching kids how to stay in this life
3	Student13	5	9		2	because even on Sunday there are works to do, less free time is good for me
3	Student14	5	1		10	I can buy music now, play football
3	Student15	5	10		2	because I'm always working, washing, go to church, I like to have less free time, I like singing and dancing
3	Student16	5	3		6	b/c now I understand what leisure is - I like singing
3	Student17	5			10	But it's not Jitegemee's effect
1&2	Student18	5	1		10	Singing, dancing, drawing
1&2	Student19	5	1		10	During the weekend, I can do what I like to do (listening to music, I wanted to be a singer before).
1&2	Student20	5	10	I had no work.	3	I'm busy with work now. I go to buy things when I have time. It's good to be busy.
1&2	Student21	5	1		7	B/c now people see that I'm not bad person - I like listening to music.
<b>6 - I am able to succeed in a job</b>						
4	Student1	6	1		9	
4	Student2	6	3		10	I'm a panel beater. I'm interested in my job. It's enjoyable so I can be successful.
4	Student3	6	9		9	
4	Student4	6	1	I didn't think about my future.	10	When I go to mentor's place, I get skills so I feel like I can be

						successful.
4	Student5	6	5		10	I'm interested in my trade and I have skills (dress making). I have a plan for my future.
4	Student6	6	6		10	My teachers teach me, guide me how I can learn something so that I can get a good job and help my family.
4	Student7	6	1		10	I have skills. Jitegemee helped me to get workshop and taught me how to manage my time.
3	Student8	6	2		10	teachers helped us find out about work, teachers tell us we can succeed if we follow directions, taught me how to choose a mentor
3	Student9	6	1		10	I trained for a year, now I can make suit, any kind of clothes, I chose the right trade, I like it and I'm doing well, I have good skills
3	Student10	6	2		10	I have some skills, I can be successful, Why? I enjoy it, I know public speaking, I can speak with customers
3	Student11	6	1		10	Teachers changed my life, Now I can help my family, I can work and I can protect my family
3	Student12	6	3		8	I can read how to have business (hairdressing)
3	Student13	6	2		9	teachers teach me how to choose a good job and how to work in the workshop, Jitegemee's classes helped me
3	Student14	6	2		10	My mentor teaches me my job
3	Student15	6	6		10	I want to be successful, I want to open my shop, I have skills and customers, I have experience
3	Student16	6	3		7	they encouraged us that if we did those skills, we would be successful
3	Student17	6			6	I can learn more.
1&2	Student18	6	5		10	B/c I have tools. Jitegemee bought them for me. I also have skills
1&2	Student19	6	1		10	I can be expert in my field.
1&2	Student20	6	1		10	I can work to get my own money.
1&2	Student21	6	3		7	Now it's not like how I was before. People know I have skills.
<b>7a - I am able to find work that I like and makes me feel good</b>						
4	Student1	7a	1		7	

4	Student2	7a	3		10	Teachers taught us about relationship w/ people, the Living Values, that will help me find jobs.
4	Student3	7a	6		9	I can now follow mentor's direction
4	Student4	7a	1		9	B/c I have skills of my trade.
4	Student5	7a	10		10	
4	Student6	7a	1	I wanted to be dressmaker even before but no one would help me what is good and bad to choose	10	I learnt how to work with customers.
4	Student7	7a	1	Job like collecting scrap metal was not good.	10	I learnt skills so that I can choose the job.
3	Student8	7a	6		10	they teach me what I can choose, what is good and about it
3	Student9	7a	2	had no mind to work	10	I can get any job I want, there is a change in my mind, Jitegemee helped me to find the trade fitted to me
3	Student10	7a	4		10	I can find a job now, I didn't have any experience, I got that from my mentor
3	Student11	7a	4		10	because I learned skills
3	Student12	7a	7		2	I can't go out to find other jobs because my mentor won't let me leave because there are customers
3	Student13	7a	2		7	I can be even carpenter or panel beater! I'm confident! Jitegemee took me to a good mentor, now I know where is the job
3	Student14	7a	5		10	
3	Student15	7a	1	I had no skill	10	now I have skill so I can find a job
3	Student16	7a	3		8	Because I have confidence, I learned about here
3	Student17	7a			10	
1&2	Student18	7a	10		10	I don't think she understood this Q.
1&2	Student19	7a	1		5	I have skills. I can communicate with customers. But I need tools and machines.
1&2	Student20	7a	1		10	I enjoy b/c I work legal business now. I can get my own money.
1&2	Student21	7a	1		4	Not others jobs. I'm really electronics
<b>7c - Desire to work</b>						
4	Student1	7c	1		9	
4	Student2	7c	1	Before I didn't think about my future.	10	(from working) I can have my things and help my parents. I learnt this knowledge from Jitegemee.
4	Student3	7c	6		9	

4	Student4	7c	3	I didn't have the desire to work in my heart and I had no vision for my life.	10	now I have vision.
4	Student5	7c	1		10	My enjoying waiting customers and making clothes for them. I like my job!
4	Student6	7c	0		10	Teachers taught me the benefits of work. You can help other people.
4	Student7	7c	6		10	Sense of accomplishment. After work, I have a good feeling of tiredness.
3	Student8	7c	5		10	they teach me how I can work
3	Student9	7c	4		10	my young bro and sis are still in school and parents are not working, I want to bring money for them, I was helped so I want to help others
3	Student10	7c	5		8	I want to solve my problems and get \$
3	Student11	7c	1	collecting food on the streets	10	from working I can buy food and change my life
3	Student12	7c	8		10	
3	Student13	7c	4		9	little sis and bro- I can help them, it feels good
3	Student14	7c	5	Everday (but puts 5 blocks out?)	10	Now – to help my family
3	Student15	7c	10		10	
3	Student16	7c	4		9	to help my family, community, other street children, I see other people who are weak, I can work, so I want to help them
3	Student17	7c			5	I like meeting friends.
1&2	Student18	7c	5	I drank before. I need to do anything.	10	Learnt buying, selling and what I can do for making money.
1&2	Student19	7c	1		10	I get food to eat from working. More clothes also. And I can help my family.
1&2	Student20	7c	1		8	I enjoy my work.
1&2	Student21	7c	3		10	I went change - I wish if I can get some money to start my business.
<b>8a - Run-ins with the police per year</b>						
4	Student1	8a	2	B/c of drug using	0	
4	Student2	8a	10	stealing	0	I wouldn't think of doing things like that.
4	Student3	8a	8	Stealing scrap metals to sell, stealing food, plastics	0	Now I'm clean and not go to the streets anymore.
4	Student4	8a	7	Taking drugs, going into places that we're not supposed to enter. (they might beat us)	0	My behaviour has changed b/c of Living Values I learnt. Now I respect other people.

4	Student5	8a	5	At night, they arrested us b/c we were sleeping at the place that are not allowed.	0	
4	Student6	8a	9	Stealing	0	My teachers remove me from the street. So no problem with police anymore.
4	Student7	8a	9	Sleeping outside and fighting with other kids	0	B/c I'm not living in the streets.
3	Student8	8a	0		0	
3	Student9	8a	5	come and caught me because they thought I was a thief or prostitute	0	b/c I'm staying at home, I don't do strange things anymore, what I did in the streets
3	Student10	8a	7	they would chase us on the streets, if they see us at night, they might chase us	3	when they see you at night walking, they tell you to keep your ID card, if you don't have it, there is a problem (can't get ID until 18, I'm 17)
3	Student11	8a	3	I beat the boy in the streets b/c he mocked me	1	My life has been changed, I'm thinking about God
3	Student12	8a	9	I was beating people, taking their property	0	because we learn about streetism, I can get property now
3	Student13	8a	10	so much! Took scrap metals from neighbors	0	I have my own money!, I don't need to do those things
3	Student14	8a	4	sometimes the police caught us b/c we were collecting metals – they don't want to see dirty children	0	I'm working now
3	Student15	8a	10	just because who you are, even if I didn't steal	0	I go home, not staying on the street
3	Student16	8a	6	I used to steal	0	I know stealing is bad, I know to do right, I learned it here
3	Student17	8a			5	Police doesn't like collecting firewood, fishing in the water, digging the garden.
1&2	Student18	8a	8	I was sleeping outside. Police beat us sometimes.	0	Now I have a place to sleep. I learnt I need to go home.
1&2	Student19	8a	5	Stealing things from the market. I was a bad boy.	0	I help my family. I'm a good boy.
1&2	Student20	8a	10	The problem is when I was angry, I did not eat, no money to buy cigarettes, when I was police I run, b/c I was in illegal business.	0	None
1&2	Student21	8a	8	They used to beat us, calling us street children - they brought me once. We took somebody's thing.	0	None
<b>8b - I feel danger in my home or people on the streets</b>						
4	Student1	8b	4	From more than one family members	0	
4	Student2	8b	2	Not a lot. A few people on streets might beat me.	0	
4	Student3	8b	8	People on the streets stole money from me.	0	

4	Student4	8b	7	The police would beat us and arrest us. Other teenagers would also beat us.	0	Not at all!
4	Student5	8b	1	Other people on the streets	0	B/c I'm not in the street anymore.
4	Student6	8b	0	I was not thinking about danger before (hard for her to understand)	2	I fear people who steal things esp at night.
4	Student7	8b	1		6	Police
3	Student8	8b	1		0	They teach me when I'm walking in the road to respect everyone, including myself
3	Student9	8b	8	those people were in family and streets	1	They see me differently, my behavior changed a lot, they wondered how this girl changed like this
3	Student10	8b	6	they were in my house, on streets	2	my friends on streets want me to join them, when I refuse they chase me, I am scared of them (sometimes they might not see me, because I'm busy)
3	Student11	8b	5		1	
3	Student12	8b	8	other street kids took my things	2	because I love everybody, I can't beat anyone (still feel scared of my neighbors – steal my things, dress)
3	Student13	8b	9	neighbors and some of family members, physical violence	2	b/c I'm free from stealing something, church friends, I have better environment and friends, now I'm friend of my family members too
3	Student14	8b	4	in the streets	10	In home, someone was killed by thieves in my house
3	Student15	8b	7	kids in the streets, because when I found something to eat, they tried to steal it,	0	because I'm not staying in street anymore
3	Student16	8b	10	In streets, kids steal stuff from me, throw stones at me	3	still other kids in the street, tell them that you are my brother/sister so don't do that
3	Student17	8b			4	People on the streets who are similar in my age. Jitegemee helped me to overcome this issue b/c I don't need to stay in the streets anymore.
1&2	Student18	8b	8	Older people in the street.	0	Jitegemee made me to go home.
1&2	Student19	8b	10	Someone from the family.	8	Mom is a bad person.
1&2	Student20	8b	10	When I steal, that person will take me and beat me, and go to station. I did not go home b/c I was thief. They didn't trust me.	0	My family now trust me.
1&2	Student21	8b	10	Only police	0	
<b>9 - Relationship with God</b>						
4	Student1	9	1		6	Teachers taught me how to relate with God

4	Student2	9	3	I was praying for God to bless me.	10	God blessed me to come to Jitegemee. I trust God.
4	Student3	9	5		10	I go to church every Sunday.
4	Student4	9	6		10	Relationship is good. Teachers told me the grace of God. God is very good.
4	Student5	9	4	I went to church sometimes	10	God helped me to overcome my hardships. I feel good about God.
4	Student6	9	0	I didn't go to church before.	10	In Jitegemee I learnt how to read bible and about going to church
4	Student7	9	1		10	Teacher introduced me God. I also learnt about other religions.
3	Student8	9	4		10	I'm going regularly, singing in the church
3	Student9	9	1	I didn't go to church	10	I'm a Sunday school teacher from past?, In God, everything is possible and I'm enjoying being in Youth group
3	Student10	9	4	sometimes I went to church	10	now I learned some things in Jitegemee that can help me, I now go to church every Sunday
3	Student11	9	2		10	
3	Student12	9	2	I didn't go to church	10	I go to church, pray
3	Student13	9	3	I didn't go to church	9	church family pray for me
3	Student14	9	1	didn't go to church	10	we can church, they (Jitegemee) helped me understand God better
3	Student15	9	1		10	I learned how to pray, I feel very close to God
3	Student16	9	2		10	teachers tell us to go to church to pray for those who would do us wrong
3	Student17	9			10	
1&2	Student18	9	5	I went to church sometimes	10	Every Sunday.
1&2	Student19	9	1	I didn't go to church before.	10	God is our father.
1&2	Student20	9	1		10	When I learned many things from here, I would go to church, I know there is God.
1&2	Student21	9	1		10	I went to crusade somewhere, I heard the pastor tell me (random on the street).

### 12a - Ability to choose my friends

4	Student1	12a	6		1	Now I want good, spritual friends only.
4	Student2	12a	10	In the streets, I had many friends who can share our foods.	10	It is most now b/c I have love.
4	Student3	12a	6		10	In Jitegemee I have more friends now.
4	Student4	12a	3	I couldn't choose the best friends and partners.	8	Teachers taught me how to choose.

4	Student5	12a	5		10	Jitegemee taught me how to make good friends, how to respect others, and how to speak to others.
4	Student6	12a	1	I was hungry and I had one friend who could share.	10	Teachers told me about being a good friend/help other people.
4	Student7	12a	4		8	I can now distinguish good and bad friends.
3	Student8	12a	5		10	Jitegemee helped me find people will share the word of God, I can choose who I want, but I can also share ideas with them
3	Student9	12a	1	Nobody accepted me, poor child like me, someone looks like this dirty	10	b/c I can smile, I respect them and they respect me
3	Student10	12a	4		10	I'm free, I know how to speak to people
3	Student11	12a	5		9	I love my friends, the way I looked to see the world and people had been changed
3	Student12	12a	2		7	there are people who will tell me the truth, they are good, my mind was in the streets before, I couldn't talk to them
3	Student13	12a	3		9	I can distinguish, decide meeting good friend, I can tell them go away when they are not good
3	Student14	12a	2	other people didn't like us b/c we took metals	10	we can go visit the church, make friends with them – Jitegemee helped me to be honest
3	Student15	12a	3		10	I learned communication
3	Student16	12a	2	I was dirty, people hate me b/c of dirt	10	I'm clean, I can talk with clean people like you, I can talk good words to you
3	Student17	12a			6	Now I know who are the types of people I can't be friends with.
1&2	Student18	12a	1	B/c I wear dirty dress, I didn't want to make friends.	10	I learnt about friend in Jitegemee. I can distinguish bad and good friends.
1&2	Student19	12a	1	They feared me. I could kill them.	10	I learnt how can stay with others. Jitegemee taught this.
1&2	Student20	12a	5		10	I know I have good behavior. I share many good things.
1&2	Student21	12a	1		10	They became my friends b/c I changed.
<b>12c - Number of friends who encourage me to do the right thing</b>						
4	Student1	12c	5	They talk to me bad things.	2	I now can distinguish bad and good things.
4	Student2	12c	2		10	They tell me to do good things and I also can tell them. Teachers told me that we have ability to do good things.

4	Student3	12c	5		10	I have different friends now.
4	Student4	12c	1		6	I have chosen better friends b/c I learnt Living Values, relationship skills, and built my self-esteem.
4	Student5	12c	1	They told me stealing money from other people.	10	I have different friends now. I'm feeling good about that.
4	Student6	12c	0	One friend I had dead.	10	Many people around me told me to do good things.
4	Student7	12c	1	They told me to use drugs, trick people, steal things.	10	I have chosen good friends.
3	Student8	12c	5		10	When we come, they teach us we should take any person has a right to do what they want to do, if we go in the streets again, it will destroy us
3	Student9	12c	1		10	I have new friends, they wondered ? about me
3	Student10	12c	3		7	b/c they don't see me on the streets, see me doing good things, so they want me to do well, I have different friends now
3	Student11	12c	4		8	
3	Student12	12c	3		9	they are talking good things, they are not cheating me, I have different friends
3	Student13	12c	3	before friends always told me to do bad things and I said "leave me alone"	8	I have different friends, feel good about that
3	Student14	12c	4		10	different friends, they want to see me do well
3	Student15	12c	1	they told me the bad things, go and steal people's property, how to pick handbags	10	I don't have friends in the streets, I only have friends in church and Jitegemee
3	Student16	12c	3		9	different friends now, who tell me to do good things
3	Student17	12c			10	I have different friends.
1&2	Student18	12c	5	Someone told me to do bad things.	10	
1&2	Student19	12c	10	I didn't have many friends but they told me to do good things.	10	I have many more friends now who also told me to do good things.
1&2	Student20	12c	2	They tell me to work bad jobs, bad behavior.	10	They see me and find my way, good legal jobs, work hard. I have different friends.
1&2	Student21	12c	1	They told me bad things. Stealing.	10	I have many friends in church. They told me to do good things many times.
<b>13 - Feeling confidence</b>						
4	Student1	13	1		6	
4	Student2	13	2		10	B/c I can have a job and have self-reliance.

4	Student3	13	5		10	I can tell what I learnt to family members.
4	Student4	13	2		7	In Jitegemee, I learnt my future would be bright b/c I have my job. In future, I will depend on myself.
4	Student5	13	9		5	I can do good things but I can't do the bad things. Now I can distinguish what's wright and wrong.
4	Student6	13	0		10	My teachers told me about self-confidence.
4	Student7	13	1		10	I couldn't stand up by myself but now I can.
3	Student8	13	4		10	feel good when with your teachers
3	Student9	13	1		10	
3	Student10	13	4		9	I can do anything I want, friends used to tell me to do bad things, now, I have good friends, so I feel good about myself
3	Student11	13	1		10	I can do now whatever I want
3	Student12	13	3		8	When I'm not sick, I get food, I get in Jitegemee, get mentor who gives me 20 Ksh to buy food
3	Student13	13	2		9	I'm doing good things at right time and that made me feel confident
3	Student14	13	4		10	b/c I did not have money before
3	Student15	13	1		10	in Jitegemee I learned about myself and that I'm a good person
3	Student16	13	0		9	b/c I know what I'm going to do will help my friends, I learned in Sunday school, my pastor told us, also in class
3	Student17	13			10	b/c I eat better
1&2	Student18	13	5		8	I learnt self-esteem. I learnt washing and cleaning.
1&2	Student19	13	1		10	I now work for myself and I can communicate with others. I feel more confident than before.
1&2	Student20	13	1		8	When I work hard, I can see how I can improve my business and take my own business.
1&2	Student21	13	1		10	B/c I know now who I am. Leant it in Jitegemee.
<b>14a - Feeling smart</b>						
4	Student1	14a	5		5	I love my own image.
4	Student2	14a	1		10	

4	Student3	14a	3		10	Washing body and face. Wearing clean clothes and I can change them. Feel good. (this A is different from A for previous Q about clothes)
4	Student4	14a	0		6	about self-esteem, to be happy with who am I, thank God for make me who I am
4	Student5	14a	1		10	I have better clothes. I look better.
4	Student6	14a	0		10	I look smart from foot to head. I get what I want from praying.
4	Student7	14a	1		10	Skills I have in the workshop make me feel smart.
3	Student8	14a	5		10	When I was in the streets, I was sleeping in gutters, not washing myself, but now our teachers, we can stop sniffing glue, drinking beer, how to wash myself
3	Student9	14a	1		10	I can distinguish good or bad, I can relax, Jitegemee helped me to think, the way I think has been changed
3	Student10	14a	4		9	I'm not on streets, I have freedom to do what I want that's why I feel smart
3	Student11	14a	1		10	I have knowledge that can transform my life
3	Student12	14a	3		10	b/c I know about cleanliness, wash my clothes, body
3	Student13	14a	3	I have less education	9	Now I know how to be a good person, I have more knowledge, Jitegemee helped me
3	Student14	14a	1		10	you can hear what you want, very many, I can see the future now
3	Student15	14a	1		10	How to wash my clothes, how to wash my body, learned a lot from Jitegemee, remember many things
3	Student16	14a	0		9	I washed my body, new clothes, my pastor told me that if you want to be smart, the words you speak should be smart
3	Student17	14a			10	
1&2	Student18	14a	1		10	I now have skills to make dress. And I know what I want!
1&2	Student19	14a	1		10	I have experience for my work. I know how to do that.
1&2	Student20	14a	1		8	I work hard and enjoy work.
1&2	Student21	14a	5		10	I'm smart b/c I don't sniff glues, no beer, cigarettes.
<b>14c - Belief that education will help me achieve my goals/learning will make my life better</b>						

4	Student1	14c	1		9	From education, we can understand what our problems are and know how to solve those problems.
4	Student2	14c	1		10	When I marry and have children, I can educate them to the university. I want tools for panel beating and help my parents.
4	Student3	14c	3		10	Jitegemee's education helped me a lot.
4	Student4	14c	6	I thought it would be the key to my future - if I could go to secondary school, I would.	10	I love school so much.
4	Student5	14c	3		10	My goal is having big workshop. I want to go to America someday.
4	Student6	14c	2	My parents had no money although I wanted to go to school. Before going to street, I thought about education a lot but not in the streets.	10	
4	Student7	14c	4	I didn't care about education that much	10	Jitegemee teachers taught us the importance of education.
3	Student8	14c	0		10	I want to have my own business, help children like me
3	Student9	14c	1		10	I'm already teaching, I know what's important for one's goal, big business
3	Student10	14c	5		10	I know how to get \$ w/o problem, now I can plan things
3	Student11	14c	5		10	I can speak anything I want, education is important, open my own business
3	Student12	14c	2		10	teachers taught me – I didn't know how to read before, now I do, I want to put my business care about my family, neighbors, orphans
3	Student13	14c	3	I have little knowledge	9	I know how to work
3	Student14	14c	1		10	I can read now, I want to work hard in my job
3	Student15	14c	2		10	Living values, business skills, communication skills, my education helped me a lot
3	Student16	14c	3		9	no one in the street told us what is important and why education is important
3	Student17	14c			10	I'll be very good b/c of what I learnt so far. I want to have my own business.
1&2	Student18	14c	5		10	Nothing you can do without education.
1&2	Student19	14c	3		10	Education chnaged me. I can help other people. Jitegemee's education helped me but mentor

						doesn't.
1&2	Student20	14c	1		10	I learnt many things in Jitegemee - how to improve my lifestyle, start my business.
1&2	Student21	14c	1		10	I wasn't thinking about my future life before but I can think big from my education.

## APPENDIX 7: STATISTICAL ANALYSIS

### INDICATOR 1 – Satisfying social relationship

#### Teachers care about me:

. tab teachcare

Teachcare	Freq.	Percent	Cum.
Strongly Agree	45	78.95	78.95
Agree	7	12.28	91.23
Neutral	2	3.51	94.74
Disagree	2	3.51	98.25
Strongly Disagree	1	1.75	100.00
Total	57	100.00	

. tab class teachcare

Class	Teachcare				Strongly	Total
	Strongly	Agree	Neutral	Disagree		
Graduate	7	4	2	1	1	15
Class 3	11	2	0	1	0	14
Class 4	27	1	0	0	0	28
Total	45	7	2	2	1	57

. tab gender teachcare

Respondent's gender	Teachcare				Strongly	Total
	Strongly	Agree	Neutral	Disagree		
Male	27	6	1	1	1	36
Female	18	1	1	0	0	20
Total	45	7	2	1	1	56

#### I feel like I am a respected member of the community:

. tab respect

respect	Freq.	Percent	Cum.
Strongly Agree	19	67.86	67.86
Agree	7	25.00	92.86
Strongly Disagree	2	7.14	100.00
Total	28	100.00	

. tab class respect

Class	respect			Total
	Strongly	Agree	Strongly	
Graduate	11	3	2	16
Class 3	8	4	0	12
Total	19	7	2	28

. tab gender respect

Respondent's gender	respect			Total
	Strongly	Agree	Strongly	
Male	13	6	1	20
Female	6	1	0	7
Total	19	7	1	27

### INDICATOR 3 – Ability to behave in ways that do not compromise Living Values

#### How many meals do you usually have?

. tab meals

Meals	Freq.	Percent	Cum.
0	1	1.72	1.72
1	6	10.34	12.07
2	24	41.38	53.45
3	25	43.10	96.55
4	2	3.45	100.00
Total	58	100.00	

. tab meals class

Meals	Class			Total
	Graduate	Class 3	Class 4	
0	0	1	0	1
1	0	0	6	6
2	4	5	15	24
3	12	6	7	25
4	0	2	0	2
Total	16	14	28	58

#### How many days in the last month have you been sick?

. tab sick

Sick	Freq.	Percent	Cum.
0-2	42	75.00	75.00
3-5	8	14.29	89.29
6-8	6	10.71	100.00
Total	56	100.00	

```
. tab sick gender
```

Sick	Respondent's gender		Total
	Male	Female	
0-2	30	12	42
3-5	3	5	8
6-8	3	2	5
Total	36	19	55

```
. tab sick class
```

Sick	Class			Total
	Graduate	Class 3	Class 4	
0-2	10	11	21	42
3-5	3	2	3	8
6-8	3	0	3	6
Total	16	13	27	56

### How many times in the last month have you been to the health clinic?

```
. tab clinic
```

Clinic	Freq.	Percent	Cum.
0	36	62.07	62.07
1	16	27.59	89.66
2	2	3.45	93.10
3	2	3.45	96.55
4	1	1.72	98.28
more than 5	1	1.72	100.00
Total	58	100.00	

```
. tab sick class
```

Sick	Class			Total
	Graduate	Class 3	Class 4	
0-2	10	11	21	42
3-5	3	2	3	8
6-8	3	0	3	6
Total	16	13	27	56

## **INDICATOR 4 – Ability to financially support myself**

### Who is the primary income earner in your family?

```
. tab prime
```

Prime	Freq.	Percent	Cum.
mother	23	44.23	44.23
father	10	19.23	63.46
myself	9	17.31	80.77
grandparent	4	7.69	88.46
brother	2	3.85	92.31
aunt	3	5.77	98.08
uncle	1	1.92	100.00
Total	52	100.00	

## How much money do you earn in a normal, good and bad week?

### <In a normal week>

```
. tab gender class, sum(earnnor)
```

Means, Standard Deviations and Frequencies of earnnor

Respondent 's gender	Class			Total
	Graduate	Class 3	Class 4	
Male	488.88889	644.44444	42	452.6087
	247.20662	371.18429	44.384682	355.79894
	9	9	5	23
Female	766.66667	506.66667	20	431.11111
	404.14519	90.184995	5	388.09453
	3	3	3	9
Total	558.33333	610	33.75	446.5625
	299.87371	324.90558	35.531676	358.89489
	12	12	8	32

### <In a good week>

```
. tab gender class, sum(earng)
```

Means, Standard Deviations and Frequencies of EarnG

Respondent 's gender	Class			Total
	Graduate	Class 3	Class 4	
Male	822.22222	877.77778	70	655
	345.60736	499.44414	84.142736	499.48669
	9	9	6	24
Female	1333.3333	850	66.666667	750
	763.76262	150	28.867513	676.84932
	3	3	3	9
Total	950	870.83333	68.888889	680.90909
	496.35032	430.88616	68.088994	543.77939
	12	12	9	33

### <In a bad week>

```
. tab gender class, sum(earnb)
```

Means, Standard Deviations and Frequencies of EarnB

Respondent 's gender	Class			Total
	Graduate	Class 3	Class 4	
Male	211.11111	356.66667	27	228.04348
	145.29663	273.95255	41.170378	226.59906
	9	9	5	23
Female	366.66667	366.66667	8.3333333	247.22222
	152.75252	28.867513	2.8867513	195.30603
	3	3	3	9
Total	250	359.16667	20	233.4375
	156.66989	233.99527	32.623392	215.31461
	12	12	8	32

## Are you paid by your mentor?

```
. tab menpaid
```

menpaid	Freq.	Percent	Cum.
yes	26	44.83	44.83
no	32	55.17	100.00
Total	58	100.00	

```
. tab menpaid class
```

menpaid	Graduate	Class Class 3	Class 4	Total
yes	13	12	1	26
no	3	2	27	32
Total	16	14	28	58

If yes, how are you paid?

```
. tab howpaid
```

howpaid	Freq.	Percent	Cum.
commission	11	39.29	39.29
salary	6	21.43	60.71
wage	11	39.29	100.00
Total	28	100.00	

Do you think you can financially support yourself?

```
. tab finsupport
```

finsupport	Freq.	Percent	Cum.
strongly agree	16	55.17	55.17
agree	8	27.59	82.76
neutral	2	6.90	89.66
disagree	2	6.90	96.55
strongly disagree	1	3.45	100.00
Total	29	100.00	

<Employer survey>

How much money do you obtain from your business in a week?

income	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	welding	Mechanics
<b>Normal</b>	1,650	7,000	5,333	5,750	6,000	53,000	1,800	3,000
<b>Good</b>	2,300	12,000	9,000	11,500	6,500	6,500	7,000	4,500
<b>Bad</b>	900	4,500	3,000	2,000	2,000	3,500	1,600	1,750

How much profit do you get from your business in a week?

profit	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	welding	Mechanics
<b>Normal</b>	1,500	5,800	3,067	3,000	3,000	500	540	750
<b>Good</b>	1,700	9,000	5,667	7,500	3,500	200	2,100	3,250
<b>Bad</b>	600	3,500	6,300	1,000	1,500	100	480	1,750

How much do you earn and save from your business in a week?

Earn/Save Business	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	Welding	Mechanics
<b>earn(nor)</b>	1,000	5,800	3,667	10,750	6,000	3,750	2,270	1,400
<b>save(nor)</b>	800	3,000	2,500	3,750	1,500	1,015	454	400
<b>earn(good)</b>	1,300	12,000	6,667	6,500	6,500	5,000	4,050	2,750
<b>save(good)</b>	1,000	7,500	2,333	2,250	2,000	2,025	1,210	750
<b>earn(bad)</b>	800	4,500	2,000	2,000	3,000	2,500	990	1,600
<b>save(bad)</b>	600	2,000	733	375	1,000	-	175	450

If I want to open your business, how much money would I need?

Ksh to open business	Electronics	Hairdressing	Dressmaking	Carpentry	Knitting	Panel Beating	welding	Mechanics
<b>Tools</b>	22,750	35,000	23,333	70,000	20,000	300,000	10,000	50,000
<b>Materials</b>	30,750	2,800	16,667	30,000	8,000	200,000	50,000	35,000
<b>Licenses</b>	.	3,800	4,000	5,000	1,400	600	5,000	4,750
<b>Machines</b>	.	-	10,000	57,500	.	50,000	100,000	25,000
<b>Location</b>	.	2,900	6,000	3,500	700	.	12,000	10,000
<b>Other expenses</b>	1,000	-	4,333	.	.	.	.	.
<b>Total</b>	54,500	44,500	64,333	166,000	30,100	550,600	177,000	124,750

In your business, KIDS that are attached are paid or unpaid?

```

. tab attpaid
  attpaid |      Freq.      Percent      Cum.
-----|-----
  unpaid |           8       57.14       57.14
   paid  |           5       35.71       92.86
   other |           1        7.14      100.00
-----|-----
  Total  |          14      100.00
    
```

In your business, KIDS that are currently working (not attached) are paid or unpaid?

```
. tab emppaid
```

emppaid	Freq.	Percent	Cum.
unpaid	1	8.33	8.33
paid commission	9	75.00	83.33
paid salary	2	16.67	100.00
Total	12	100.00	

Do you think the salary that the kids earn in your business is enough?

```
. tab coverneed
```

coverneed	Freq.	Percent	Cum.
enough	4	44.44	44.44
not enough	5	55.56	100.00
Total	9	100.00	

```
. tab coverneed trade
```

coverneed	Trade							Total
	Electroni	Hairdress	Dressmaki	Carpentry	Panel Bea	Welding		
enough	0	1	1	1	0	1	4	
not enough	1	0	1	1	1	1	5	
Total	1	1	2	2	1	2	9	

<Parent survey>

Do you have a job?

```
. tab emp
```

Emp	Freq.	Percent	Cum.
no	11	100.00	100.00
Total	11	100.00	

Do you get money through your own business?

```
. tab moneybiz
```

moneybiz	Freq.	Percent	Cum.
yes	2	25.00	25.00
no	6	75.00	100.00
Total	8	100.00	

**INDICATOR 6 – Satisfaction with ability to achieve in a work environment**

<Employer survey>

I think the quality of work that I am able to produce in my trade is:

```
. tab workqual
```

workqual	Freq.	Percent	Cum.
bit better than mkt	6	37.50	37.50
much better than market	8	50.00	87.50
similar to mkt	2	12.50	100.00
Total	16	100.00	

. tab trade workqual

Trade	workqual			Total
	bit bette	much bett	similar t	
Electronics	0	1	1	2
Hairdressing	0	1	0	1
Dressmaking	1	2	0	3
Carpentry	1	1	0	2
Knitting	1	0	0	1
Panel Beating	1	2	0	3
Welding	1	0	1	2
Mechanical	1	1	0	2
Total	6	8	2	16

Educ	workqual			Total
	bit bette	much bett	similar t	
completed primary	3	3	2	8
some secondary	0	1	0	1
completed secondary	2	4	0	6
competed tertiary	1	0	0	1
Total	6	8	2	16

. tab howlearn workqual

howlearn	workqual			Total
	bit bette	much bett	similar t	
formal training	1	1	1	3
with mentor	5	6	1	12
other	0	1	0	1
Total	6	8	2	16

## INDICATOR 7 – Ability to find meaningful work

### I feel that I chose the right trade for me

. tab righttrade

righttrade	Freq.	Percent	Cum.
strongly agree	45	80.36	80.36
agree	8	14.29	94.64
neutral	1	1.79	96.43
disagree	2	3.57	100.00
Total	56	100.00	

. tab class righttrade

Class	righttrade			Total
	strongly	agree	neutral	
Graduate	9	3	1	15
Class 3	10	4	0	14
Class 4	26	1	0	27
Total	45	8	1	56

. tab gender righttrade

Respondent 's gender	righttrade				Total
	strongly	agree	neutral	disagree	
Male	27	6	1	1	35
Female	18	2	0	0	20
Total	45	8	1	1	55

### I enjoy my profession

. tab enjoy

enjoy	Freq.	Percent	Cum.
strongly agree	19	65.52	65.52
agree	5	17.24	82.76
neutral	3	10.34	93.10
disagree	1	3.45	96.55
strongly disagree	1	3.45	100.00
Total	29	100.00	

Respondent 's gender	enjoy					Total
	strongly	agree	neutral	disagree	strongly	
Male	14	3	2	1	1	21
Female	5	2	0	0	0	7
Total	19	5	2	1	1	28

## **INDICATOR 10 – Sustainability of vocational training**

### <Employer survey>

Do you think working with Jitegemee students are:

. tab jitqual

jitqual	Freq.	Percent	Cum.
better	12	75.00	75.00
the same	4	25.00	100.00
Total	16	100.00	

If you said better, why do you think so?

well-rehabilitated
disciplined, sociable to every customer
they are controlled from two sides and they are fed
they can face hardship.
well disciplined
they are well fed and counseled by their teachers
the Jitegemee kids are prepared by the institute psychologically
well disciplined; punctual; desire to know more
Jitegemee children are better disciplined and more humble than others
well informed and fully determined
they first undergo some training/counseling before being brought to our working places. They are simply better disciplined.

What is the best way to learn your trade?

. tab bestlearn

bestlearn	Freq.	Percent	Cum.
Formal training	2	14.29	14.29
With mentor	12	85.71	100.00
Total	14	100.00	

Please indicate why you think grade test is important for your trade

Grade I and II because they are common in the trade. Grade I is dressmaking and Grade II is tailoring.
They can enable kids to be employed in a well known company in Kenya or anywhere else around the globe
You will get a certificate of your grade, it will help you in job vacancies
It will be easy for him or her to be employed in any company through recognition of his or her testimonials
They are important to somebody who wants to be employed by the government or a company
Grade exams are important because sometimes you can seek employment in government or companies
Helpful for certifications
If I pass through formal training you gain more experience than one who has not
You can't train a child to pass an exam if you have not passed it; in time to come everybody employed will have a grade certificate
Learning proper ways and techniques of doing the work is better than the crude ways of learning from others outside; taking less time in diagnosing the faults than one could take
For quality production which can cater to the current competition

<Student survey>

I use/think what I learned in the class

```
. tab useclass
  Useclass |      Freq.   Percent   Cum.
-----+-----+-----+-----
  everyday |          46    79.31    79.31
  once a week |           6    10.34    89.66
  2-3 times a week |           6    10.34   100.00
-----+-----+-----+-----
                Total |          58   100.00
```

What part of Jitegemee program helped you the most?

Answer	Number of respondent
Lunch program	16
Health care	12
Teachers	26
Rehabilitation class curriculum	27
Attachment to a mentor	23
Pay for grade test	8
Micro-loan	6

I'm taught things that I think are useful

```
. tab use
  Use |      Freq.   Percent   Cum.
-----+-----+-----+-----
  strongly agree |          44    78.57    78.57
  agree |           7    12.50    91.07
  neutral |           2     3.57    94.64
  disagree |           3     5.36   100.00
-----+-----+-----+-----
                Total |          56   100.00
```

I would attend formal school if I could pay the fees

```
. tab attend
  attend |      Freq.   Percent   Cum.
-----+-----+-----+-----
  strongly agree |          29    52.73    52.73
  agree |          17    30.91    83.64
  neutral |           8    14.55    98.18
  strongly disagree |           1     1.82   100.00
-----+-----+-----+-----
                Total |          55   100.00
```

```
. tab attend gender
  attend | Respondent's gender | Total
-----+-----+-----+-----
  strongly agree | Male | Female | Total
  strongly agree |      17 |      12 |      29
  agree |      10 |       7 |      17
  neutral |       7 |       0 |       7
  strongly disagree |       1 |       0 |       1
-----+-----+-----+-----
                Total |      35 |      19 |      54
```

The skills I learned in the rehabilitation class help me in my attachment

```
. tab skillsatt
```

skillsatt	Freq.	Percent	Cum.
strongly agree	47	81.03	81.03
agree	7	12.07	93.10
neutral	2	3.45	96.55
disagree	1	1.72	98.28
strongly disagree	1	1.72	100.00
Total	58	100.00	

I feel that my mentor prepared me to be successful on my own in my profession

```
. tab menprep
```

menprep	Freq.	Percent	Cum.
strongly agree	18	62.07	62.07
agree	6	20.69	82.76
neutral	1	3.45	86.21
disagree	3	10.34	96.55
strongly disagree	1	3.45	100.00
Total	29	100.00	

I feel that Jitegemee prepared me to be successful on my own in my profession

```
. tab jigprep
```

jigprep	Freq.	Percent	Cum.
strongly agree	19	65.52	65.52
agree	8	27.59	93.10
neutral	1	3.45	96.55
disagree	1	3.45	100.00
Total	29	100.00	

**INDICATOR 14 – Level of excitement about learning**

My teachers make me excited about coming to Jitegemee everyday

excite	Freq.	Percent	Cum.
strongly agree	43	74.14	74.14
agree	9	15.52	89.66
neutral	3	5.17	94.83
disagree	1	1.72	96.55
strongly disagree	2	3.45	100.00
Total	58	100.00	

```
. tab class excite
```

Class	strongly	agree	excite neutral	disagree	strongly	Total
Graduate	8	3	2	1	2	16
Class 3	10	3	1	0	0	14
Class 4	25	3	0	0	0	28
Total	43	9	3	1	2	58

## APPENDIX 8: MICROLOAN PROPOSAL

Jitegemee Street Children's Program

### Section I. Mission Statement

#### A. Mission

Jitegemee, Inc. exists to provide street children with access to formal and vocational education. We believe every child with the desire to learn and the will to succeed should be encouraged to do so. We are dedicated to removing the obstacles that prevent street children from attaining their educational and vocational goals, whether these obstacles are hunger, homelessness, or lack of schooling.

#### B. Program Rational

- Jitegemee currently assists many former street kids in achieving their educational and business goals. We are slowly growing and constantly thinking of new ways to assist our graduates with new tools to help them sustain themselves.
- Jitegemee **aims** to do a better job in ensuring that our vocational training students can sustain themselves – and we are seeking new ways to do so.
- To this end, Jitegemee piloted a micro-loan program last year and aims to expand and improve upon this program.
- Jitegemee proposes the following micro-loan program proposal that will outline our assessment of the needs and possibilities for its next microloan program.

### Section II. Program Description

#### A. Issue Areas from Pilot Program

- **Jitegemee's current microloan program provided loans to 15 children, with a payback rate of 50%.**
- Jitegemee students met weekly, and discussed and chose their own pay back amounts.
- **Students participated in a "roundtable" in which they saved a little every week and one student could borrow the entire "pot" every week.**
- Jitegemee students met outside of Jitegemee at their own designated times.
- Students encouraged other students to pay back and save.

## B. Proposal for Microloan Program

- Jitegemee's microloan program should be continued but seriously modified.
- The program will include the following changes:
- Jitegemee ran a credit-led form of microloan, where the loan was given out to each student and then the repayments of the loan allowed other group members to borrow again. Jitegemee should institute an ASCA (Accumulated Savings and Credit Association), which is a form of a ROSCA (Rotating Savings and Credit Association) and is a savings-led form of microfinance.
- The students must make a minimum monthly saving of 100 KSh, called "shares". The savings should be converted into small loans from the very first meeting and should have a ten-percent interest charged on them. This will allow the group to provide the two main forms of credit once the fund is sufficiently large: short-term advances and longer-term loans.
- The short-term advances will incur interest of ten percent (flat rate) and should last no longer than one month. Members are entitled to advances of between two and three times their shares. The longer-term loan should be for between 10 and 24 months and can be for up to three times the amount of their shares. A seventeen percent interest rate – possibly double declining if training is provided, otherwise flat rate - shall be charged on the long-term loans.
- At the end of the year, profits from the interest payments could be split as a dividend among the group. This high interest paid on the loans will mean that the dividend payment will be significant and will serve as an incentive for group members to stay in the ASCA. Among this dividend, there should be a loan-loss provision of 30% withheld (money kept to cover those members who do not pay back their loans).
- Savings withdrawals can be made down to 1,000 KSh, as long as the group member does not have any loans outstanding. Otherwise they can only withdraw down to the value required to guarantee their short-term advance (one-third the value of the advance). Members cannot withdraw at all if they have a long-term loan.
- Members can leave the group by giving notice. They can withdraw their shares, net of any outstanding loans and may be paid their share of the accumulated profit in the fund. If the default rate is very high among the group, the profit may be kept to cover the group's losses.
- Student meetings - Students will meet weekly with a staff member supervising. Meetings will include an educational component as staff or outside community member will present on business skills once per month. Roles will rotate regularly so that students gain a sense of compromise, inclusion and respect within the group. Students will meet at Jitegemee offices so staff members can monitor attendance and activities. Meetings will include additional incentives such as lunch and leisure activities. Staff member in charge of group will follow up on defaulters and their guarantors.
- Students will fill out an application form with requisite business information (see Appendix A) prior to receiving loan. The first meeting will be a lesson on the information necessary to fill out the application form.

- This system will:
  - demonstrate to Jitegemee that students are capable of saving and are serious about the loan;
  - have interest payment act as a cushion if a borrower does not repay
  - the dividend at the end of the year acts as an incentive to keep students in the ASCA and continue to save and borrow

### **Section III. Student Demand for the Program**

- Parents and students have expressed a desire to receive micro-loans to further their business goals.
- Students have repeatedly referenced the difficulty in achieving business success or starting their own businesses without tools and materials.
- With the exception of small tools and materials most, others require a very high initial investment which former street kids have difficulty mobilizing.
- Without the requisite tools and materials Jitegemee graduates are not self-sufficient.

### **Section IV. Goals, Objectives and Learning Outcomes**

#### **A. Goals and Objectives**

- By offering micro-loans in the form outlined above, we hope to teach Jitegemee graduates to use finance to meet their business goals.
- To assess whether we are meeting our goals and objectives we will gather quantitative data on payback rates on a weekly basis. On a monthly basis we will interview each loan recipient and record a qualitative case summary regarding their business and personal situation. We will interview them based on the questions in the initial application and also on any challenges they may face. Based on information from these interviews we will cater monthly lectures and classes.
- We will conduct a full review of the program after the first yearly cycle and submit the review to the board.

#### **B. Student Learning Outcomes**

- As a result of this microloan program students will understand baseline business ideas such as “competition” and “market” as outlined in the application form (Appendix A).
- Students will understand the concept of interest, short-term and long term, and dividends.
- Students will be eligible for a second loan upon completion of payment.

## Section V. Students

### Number of graduates to be served yearly

- We expect to serve 15 graduates yearly with this program. Of these 7 will be from calss 3 and 8 will be those class 1 and 2 students who have completed repayment of their loan.
- This number will be up for review after the first project cycle year, for reapproval by the board.

## Section VI. Finances

### Projected Revenues and Expenses

- **This project will be entirely self-funded by the group members. As a staff member will have to play a significant role in the group appropriate compensation will be required – either through increased salary or fewer responsibilities in other areas.**

## Application for Microloan

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Business Description
2. The Market
3. The Competition
4. The Location
5. Management and Personnel
6. Sales Projections
7. Uses of Funds

### Business Description

Type of business:

Experience in this type of business:

### The Market

Who is your market?

What is the size of the market?

What is the growth trend (draw a picture)?

What do you expect your market share to be?

How will you attract and keep your share of the market?

Describe how you choose prices.

### The Competition

List and describe your competition.

How will you make your business different from the competition?

### Location

Address:

Describe the building/shop and the neighborhood.

Is the location convenient to your target market? Why or why not?

### Management and Personnel

Personal History:

\_\_\_\_\_

Experience in the same line of business

### Sales Projections

Weekly Sales:

Explain seasonal variations:

### Uses of Funds

**USES OF FUNDS**

**Ksh Amount**

Purchase of Materials

\_\_\_\_\_

Purchase of Tools

\_\_\_\_\_

Other

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOTAL**

\_\_\_\_\_

## APPENDIX 9: MONITORING TOOL

### JITEGEMEE MONTHLY MONITORING

#### 1) Monthly check-in template currently used by Jitegemee:

1. Name of Youth
2. Name of Business Mentor
3. How is your relationship with your mentor?
4. How often do you meet?
5. Do you contact your mentor or does he contact you?
6. What is going well in your business?
7. What challenges have you had in your business?
8. Is your business mentor helpful? Explain
9. What challenges have you had with your mentor?
10. Do you feel supported by your organization? Explain
11. Do you have any other comments or suggestions?

#### 2) Suggestions for improvement of monitoring tool

##### A) Interview mentor in order to get an additional perspective about student's work and issues

Some examples of questions that could be asked to the mentor:

*During the last month:*

1. What tasks did he/she do?
  - Was there a new task he did this month?
  - How good was he/she at that task?
  - Has he/she improved as compared to last month?

2. What new thing did you teach him/her?
  - Was he/she receptive to learning?
3. What are you planning to teach him/her next month?
4. How is his/her performance in the job?
  - In a scale from 0 (worst) to 10 (best), how would you rate him/her?
  - Was his/her performance better, worse or the same as other mentees?
5. What problems did you experience with him/her?
  - How did you approach the problem?
  - Was the problem solved?
6. Do you know if he/she experienced other problems with co-workers, family or friends?
7. Did he/she receive remuneration for the job? If so, how much?
8. How would you like him/her to improve?
9. Do you think that Jitegemee could somehow help you with this student?

**B) Additional questions to be asked to the student in order to gain a more thorough knowledge of his/her situation**

Some examples of questions that could be added:

**B1) Working situation and conditions:**

*During the last month:*

10. What were your most important responsibilities and tasks?
11. Did you find some things difficult about your work? Can you tell me about them?
12. What important goals did you accomplish?
13. What are your goals for next month?

14. How good was your relationship with your co-workers?
- Where there any issues?
  - How well did you communicate?
  - How well did you collaborate?
15. Did you feel safe at work? If not, can you tell me why?
16. How involved were you in planning the work you actually do?
17. Did any obstacles prevent you from accomplishing your work tasks? Can you tell me about them?
18. How good was business?
- How much did the business sell? (Number of chairs/tables/..., number of dresses/shirts, number of cars repaired...)
19. Did you earn some money for your job? If so, how much?
20. Did you earn money from other activities different than your job? If so, how much?
21. Was the money that you earned enough to pay for your food, transport and housing?
22. Do you feel you had an opportunity to fully use your knowledge and skills in this month's projects? If not, can you tell me about this?
23. Do you feel you need additional training to do this work? If so, in what areas?

B2) Relationship with mentor:

*During the last month:*

24. Approximately, how many days in the month was the mentor absent?
- During his absence, what did you do?
  - How did you feel about being without your mentor?

25. Did you have any problems with your mentor during the last month?

- Is this problem resolved?

- How did you resolve it?

26. Do you feel that the mentor took time to teach you?

27. What new thing did you learn during this month?

28. Did you receive encouragement from your mentor?

29. How well did you and your mentor communicate?

### B3) Personal life

*During the last month:*

30. How many days did you sleep in the street?

31. Did you feel unsafe at home? If so, why?

32. Did you feel unsafe outside of home and work? If so, why?

33. Were you ill?

- What did you have?

- Did you go to the doctor?

34. Are there things that made you feel sad?

35. How many times were you hungry? Did you have the means to buy food?

36. Did you experience any type of violence?

37. How often did you have sexual relationships without using a condom?

38. What drugs did you take?

39. In what ways did you behave that compromised the Living Values?