

**AN EVALUATION OF STREET KIDS REHABILITATION PROGRAMME:
“THE CASE OF MTHUNZI CENTRE, LUSAKA, ZAMBIA”**

BY

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AUTHOR'S DECLARATION

I, Casmir Chibbantula Monga, hereby declare that “An Evaluation of street kids Rehabilitation Programme: The Case of Mthunzi Centre, Lusaka, Zambia” is my own work and that it has not been previously submitted for a degree at the University of Zambia or any other University. All the sources that I have used or quoted have been acknowledged by complete reference.

Signed..... Date.....

DEDICATION

I dedicate this work to my grandchildren Mwamba, Mulengu and Namuntanga and others so that each time, they read it, they may be propelled to greater heights.

CERTIFICATE OF APPROVAL

This dissertation of Casmir Chibbantula Monga is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Sociology of Education of the University of Zambia.

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ABSTRACT

The problem of street kids is worldwide. The study has samples from South America, Europe, Asia and Africa in general. The study focuses on the Zambian situation. The situation is worrying. Children have been seen roaming the streets in singles or groups chasing each other and struggling for food. As a result many institutions have mushroomed in order to “help” these vulnerable children.

The study was centered on Mthunzi which is run by a clergyman who resides outside the country. The focus was on evaluating the programme to ascertain its effectiveness. The study had four (4) main objectives and these were:-

1. To examine what type of activities were taking place at the centre.
2. To discover how the kids were responding to the rehabilitation programmes
3. To find out how the graduates were being integrated in the society.
4. To explore the achievements and challenges of the institution.

The study used interviews, a tape recorder and participant observations. This provided indepth information.

The main findings confirm the old saying that “no man is an island”. The study looked at the various key players at the centre, the neighboring communities and the role of institutions centred on Mthunzi centre. While the centre was doing a commendable job in looking after the kids by bringing sanity, it was evident that the programme required constant review so that the performance and direction were kept in the focus. The findings show that there was sanity among them in that they were able to do what other children of their age in society were doing. These included living in a boarding environment, going to school and participation in a number of co-curriculum activities.

However, it was noted that the kids did not do well. For that reason, they did not find work to sustain them. They did not have skills in Grade 12 to sustain them. These apparent set backs may lead some of them to go back into the streets during their as adulthood.

The report ends with recommendations to various stakeholders. These include:-

1. The need to provide qualified staff at the centre and qualified counselors in schools in order for the kids to cope with life.
2. The need for government to provide funds in order to cushion the burden to the centre when donors withdraw.
3. Manual work programs should be compulsory as an integrated part of rehabilitation and integration.
4. The centre should critically look at the entry issue and come up with a small enrollment that is manageable with the existing equipment.

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TABLE OF CONTENTS

Author's Declaration.....	ii
Dedication	iii
Certificate of Approval.....	iv
Abstract	v
Acknowledgement	vi
Table of Contents.....	vii
Operational Definition of Terms	ix
List of Tables and Figures.....	x
List of Abbreviations/ Acronym	xi
CHAPTER ONE: INTRODUCTION.....	1
Background.....	2
Statement of the Problem.....	3
Purpose of the Study.....	3
Research Objectives.....	3
Research Questions.....	3
Significance of the Study.....	3
Limitation of the Study.....	4
CHAPTER TWO: LITERATURE REVIEW.....	5
CHAPTER THREE: METHODOLOGY	27
Introduction.....	27
Research Design.....	27
Target Population.....	27
Study Sample.....	27
Sampling Procedure.....	27
Research Instruments.....	28
Data Collection.....	28
Problems During Data Collection.....	28
Data Analysis.....	29

CHAPTER FOUR: RESEARCH FINDINGS	30
CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....	36
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	43
REFERENCES.....	44
APPENDICES	48

OPERATIONAL DEFINITION OF TERMS

Urban area - An area with modern improved infrastructure and high level of economic development. It is characterised by people having access to facilities such as electricity, water and good sanitation.

Rural area - An underdeveloped and remote area. The economic activities are mainly subsistence agriculture.

Rehabilitation centre - A place where street children are brought for reformation so that they are reintegrated into society.

Reintegration- The process by which the former street kids become part of ordinary society.

Street children/kids - Children whose livelihood is on the street with little or no adult care. Some are dirty and suspicious looking, move alone or in groups playing silly games.

Evaluation - The process of appraising the value of a programme.

House father -The man responsible for the welfare of the kids in residence.

LIST OF TABLES AND FIGURES

Fig 1	Inter links Between HIV/AIDS and Poverty	18
Table 1	List of NGOs Dealing with Youth Matters	23
Table 2	Skills Offered at the Centre	30
Table 3	Distribution of Kids at Different Terms of the School System.....	30
Table 4	Distribution of Kids in Schools.....	31
Table 5	Daily Programme	32
Table 6	Co-curriculum Activities Rating.....	33
Table 7	Grade 12 School Certificate Results (2008)	34

LIST OF ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
CMP	-	Community Mobilization and participation
BNMSC	-	Brazilian National Movement for Street Kids
CHIN	-	Children in Need Network
CRC	-	Convention on the Rights for the Child
DAPP	-	Development Aid from People to People
DCD	-	Development of Child Development
DSW	-	Department of Social Welfare
GRZ	-	Government of the Republic of Zambia
HEE	-	Household Economic Empowerment
HIV	-	Human Immune Deficiency Syndrome
IAE	-	Increased Access to Education
IAH	-	Increased Access to Health
IC	-	Institutional Care
LI	-	Legal Issues
MCG	-	Mthunzi Cultural Group
MCDSS	-	Ministry Of Community Development and Social Welfare
MSYCD	-	Ministry Of Youth and Child Development
NGO	-	Non Governmental Organization
OVC	-	Orphans and Vulnerable Children
PCI	-	Project Concern International
PO	-	Policy
PSZ	-	Project Support Zambia
PSS	-	Psychosocial Support
SAP	-	Structural Adjustment Programme
SC	-	Street Children
SOS	-	Save Our Souls
RK	-	Religious Knowledge
UN	-	United Nations
UNCRC	-	United Nations Children's Rights Convention
UNICEF	-	United Nations International Children's Educational Fund
USAID	-	United States Agency for International Development
WFP	-	World Food Programme
ZNS	-	Zambia National Service
ZCWC	-	The Zambia Council for the Welfare of Children

CHAPTER ONE

INTRODUCTION

Background

Ever since the emergence of the HIV and AIDS pandemic in Zambia, many children have been orphaned and the traditional extended family system has been failing to cope with the problem of looking after such children. This has resulted in many households being run by juveniles and many children going on the streets due to socio-economic hardships. It has been estimated that over 1,900,000 households in Zambia are headed by children aged 14, and that there are about 13,200 street kids (*CHIN: 2007*).

The government and other cooperating partners have set up institutions or centres as intervention measures to the orphans and street kids problem. Different names have been given to such institutions, namely; orphanages, foster homes, drop-in-centres and street kids centres. In 2006 the Ministry of Sport, Youth and Child Development (MSYCD) estimated that there were over 500 such institutions in Zambia, which were run by government, churches and other Non-Governmental Organisations (NGOs). Among the rehabilitation centres run by church organisations is the Mthunzi Centre. The centre has never been evaluated and hence, the need to do so.

A Catholic Priest in-charge of Chadiza Parish in Eastern Province associated himself with a number of boys. He was at the same time teaching at Chadiza Secondary School. Upon completion of secondary school, the boys moved to Lusaka to look for more training and employment opportunities. During the same period, the Priest was also transferred to Bauleni Parish in Lusaka. The association between the boys and the Priest continued. An idea was mooted to set up a community where brotherhood would be practiced. A 50 hectare farm was acquired for the purpose, Farm No. F 691, Ferngrove, Lusaka West.

In 1982 three of the boys from Chadiza who were then under Bauleni Parish and 4 from Kanyama Parish agreed to live on the farm. They were being sponsored to various training institutions in the country. One of the boys did not stay long and returned to

town. At present most of these pioneers are scattered in different parts of the world. One died a few years ago, one is a priest in United States of America, one is a heart Surgeon working in Botswana, one is working in Britain while one is working under USAID Projects in Kabwe. There is only one of the pioneers who still lives on Koinonia farm with his family. He is a trained agri-forestry worker and runs the agri-forestry section under the Mthunzi Project.

The community which these people formed was known as Koinonia, an Italian word which means “*Brotherhood*”. This is based on the Bible, in the book of *Acts 4:32* which talks of the apostles of Jesus Christ having lived together and having all things in common. The Koinonia community is a Non-Governmental and non profit making organization. It was registered under the Act of 1972 of the Government of the Republic of Zambia in 1979. This organisation which started in Zambia has now branches in Kenya and Sudan. The Kenyan Chapter of the Koinonia Community has been more successful. It has 3 campuses including a university. The headquarters of the community in Africa where the Priest lives is situated in the peri-urban area of Nairobi. A second campus in Zambia was opened in Mkushi in 1995 but it is not as successful as the Lusaka campus. Another centre was being opened in South Africa.

Membership of the community is open to anybody in the local community; non Catholic members have been allowed to join. The institution is run by a team of Elders who are the overseer of the farm. In the late 1990s as the country was experiencing economic hardships, many children were affected and left their homes to fend for themselves on the streets of Lusaka and the Copperbelt. The Koinonia Community Society responded to the plight of those street children and decided to bring them on board to become part of this community. This was done through the establishment of a centre known as Mthunzi Rehabilitation Centre where they live as boarders.

Statement of the Problem

Mthunzi Rehabilitation Centre was set up in the year 2000, in order to help street kids acquire practical skills, such as carpentry, upholstery, tailoring, and agricultural related ones, namely; gardening, poultry and pig rearing. Unfortunately, no study has ever been undertaken in the nine years of its existence to enlighten people on its successes and failures. It is for this reason that this study was undertaken. It sought to find out how successful or otherwise this institution has been in carrying out its activities.

Purpose of the Study

The purpose of the study was to evaluate the street kids' programmes in the Mthunzi Rehabilitation Centre.

Research Objectives

The objectives of the study were:

- i) To examine what type of activities were taking place at the centre.
- ii) To discover how the street kids were responding to the rehabilitation programmes.
- iii) To find out how the graduates were being integrated in the society.
- iv) To explore the achievements and challenges of the institution.

Research Questions

- i) What activities are taking place at Mthunzi Centre?
- ii) How are the street kids responding to the rehabilitation programmes?
- iii) How are the graduates being integrated in the society?
- iv) What achievements and challenges are being made/experienced at the institution?

Significance of the Study

The information contained in this study is expected to be of value to the nation in a variety of ways. It may help the institution and others like it find answers to some of the challenges they may be experiencing. It may provide information that will guide government policy towards street kids' centres. It might make the institution widely known and thereby improve its graduates' chances of getting employed by individuals and industrial undertakings. In addition to these, the study will add to the body of knowledge on the subject of street kids and may also improve the relationship between the centre, community and other cooperating partners.

Limitation of the Study

The study was confined to the Mthunzi Centre and an adjacent school which has been involved with the centre activities ever since this centre was established. Financial constraints prevented extension of the scope of the study to other rehabilitation centres.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The review of literature is based on the problem of streets kids in the world with samples from Latin America, Russia, India and selected areas of Africa. It explores the challenges that Zambia is facing with the process of rehabilitating street kids in the country. It also deals with intervention measures by various interest groups.

A general Perspective

The term street children is used to refer to children who live on the streets and are denied family care and protection (Mclead 1992). Worldwide the average age of such children vary between 10 and 14 years, while in Africa it is above 20 (Le Roux: 1996).

UNICEF (1985) has come up with broad definitions of street kids thus:-

- i) *Children on the street are those engaged in some kind of economic activity, ranging from begging to vending. Most of them go home at the end of the day and contribute their earnings to their family. They may be attending school and return a sense of belonging to a family. Because of economic fragility of the family, these children may eventually opt for a permanent life on the street.*
- ii) *Children on the street, that is, outside of normal family environment, family ties may exist but are tenuous and are maintained only casually or occasionally.*

The legal and international understanding is that a child is one who is aged under 18 years. This definition of a child is shared by many organisations and countries in the world. It has been observed that children at this age are still vulnerable. The needs of children pass the age of 18 years. Starting school at the age of seven and progressing steadily for twelve years until completion of secondary school means that the child is 19 years old. Many orphans and vulnerable children do not progress steadily, and may reach Grade 12 much later. In Zambia it is becoming common to find youths beyond 25 years still dependent on parents due to lack of employment (*CHIN 2007*).

As a result, many 18 year olds are not ready to look after themselves and may take many more years of support for them to become independent and self-sufficient adults. The process of 'leaving home' takes long for both children from a family home and those from institutional home. It is difficult to give an accurate figure of street kids in the world. This is because of the real difficulties in definition of who the street kids are. It is at times difficult to draw the line.

However, *UNICEF (1985)* estimates that the number of children living independently in the streets total between 100 million and 150 million worldwide, and it was forecast that by 2020 the number would increase to 800 million. *Kapoka (2000: 15)* gives a broad and more comprehensive picture of street children. He says:

These can be seen as one strolls through a market or past a hotel or at the roadside of any major street in the centre of third world capital, especially of African, towns or urban areas. They are stopping cars and people to beg or to ask for work. One will see others shining shoes, selling sundry articles of uncertain origin, or hurrying to wash the windcreens of cars stopped traffic signals. Yet others would be roaming around or gathered in small groups waiting for something to do. Look at them closely – their faces show strain and sadness, their clothes are ragged and dirty, others appear hungry, suffering from ill-health and malnutrition. There is something mature beyond their years in their

haunted expressions.

Such faces are common in Lusaka at City Market where they perform various tasks and assignments. At night, they huddle along street corners, in doorways, or in any dry and secluded corner. They are the representatives of a growing multitude of children who have become known as the “*street children*”.

Reasons for the Street Kids Problem

As already mentioned above, the world population of street kids has been estimated to vary between 100 - 150 million. There are many factors which are daily pushing many children and youths into the streets. *Fall (1996)* states that, the reasons for leaving home can be categorized as “*push*” and “*pull*” factors.

The pull factors for the rural children include; excitement and glamour of living in great cities, the hope of rising own living standard, financial security and independence from parental interference. The push factors include among other things the natural population in rural area above the carrying capacity, international trend of urbanisation, the constant rising cost of living, search for additional income, child abandonment and neglect and growing family size, especially in the developing countries. These factors have led to the disintegration of the traditional family system. *Fall* further explains that many children come from structurally disadvantaged homes where poor living conditions result in many difficulties.

Parental loss through death or abandonment and or family conflict, and shortage of housing may force children onto the streets. In some cases the move to street life is an adaptive response to the stress and severe oppression experienced by living in a society of conflict. In this way, the move to the streets often represents a desire to take control of one’s life and displace old values and conditions with new ones. According to *Cocklum (1991)*, in certain extreme circumstances street children are neglected, abused and rejected of springs of parents and communities benumbed by the minimal conditions of

their lives. 80% of all street kids that roam the streets have history of physical, sexual or emotional experience, rapid industrialisation and urbanisation which leads to constant breakdown of extended family ties.

The harsh or neglected treatment of a child by his/her family usually comes from parental depression, anger, anxiety and frustration of life circumstances. In South Africa the political system of migrant labour and racial segregation, unrest and violence in black residential areas are among major contributors to street children (*Ross: 1995*). *UNICEF (1995)* cites a situation in Latin America, especially in Brazil, that the common cause of abandonment by poor families is inability to feed their children.

The Latin American Street Kids Problem

UNICEF (1998) gives a picture of street kids in Brazil. It is a country with a population of 190 million and a great disparity between the rich and the poor. 1% of the population controls 50% of the national income while 50% of the poor live on 10%. The rich are extremely wealthy while the poor live in abject poverty. The country is experiencing economic boom. The Amazon basin forest is being cut for timber, agricultural and mining activities displacing a large population and urbanising them.

This rapid industrialisation is causing great movement and displacement of people from rural to urban centres. *The Brazilian National Movement for Street Children (BNMSC: 1997)* reports that the street kids are estimated to range up to 8 million. A survey which was carried out in Sao Paulo indicates that there were 600 children who were found sleeping on the streets. Of the total, at least 50 were under the age of 12 and unaccompanied by adult relatives. These kids survive on rubbish bins or on refuse tips, being exploited by street sellers or as shoe shiners, thieves, prostitutes or as drug runners on behalf of drug barons. *UNICEF (1998)* continues to report that the street kids are known to receive beatings from members of the public, and can face imprisonment, suffer malnutrition, and/or contract diseases including HIV and AIDS. In the same report, *Jubilee Action* also reports that street children are an urban problem which has its routes

in rural poverty, neglect and the enforced, even violent displacement of large number of people from the land. As a result, the urban population is becoming younger. The persistence poverty and rapid industrialisation and the burgeoning of urban shanty towns, generate massive social and economic upheavals.

The *BNMSC* further reports that most street children expect to be killed before they are 18 years old. Between 4 and 5 adolescents are murdered daily and that every 12 minutes a child is beaten. In order to deal with street crime and hooliganism, death squads have been put in place in large urban areas. As the squad deals with the street kids, there has been little opposition from ordinary people, who feel threatened by gangs of children. Some members of the Police Force also fear the children, who are becoming knowledgeable witnesses to corrupt criminal activities by officials in the drug and prostitution business.

UNICEF (2004) gives a slightly different picture for Peru than the Brazilian experience on street children. *Isabel Baufume* worked for 15 years dealing with children on the street. From a census carried by a research team over 3,000 children between 6 and 17 years old work on the streets of Cusco. 20% of them are under 12, the working age in Peru.

The kids have no choice, their activity is dependant on the market forces and they demonstrate great flexibility in adapting their competence to the demand. Only one third works on the street. The little children are mainly in the commercial sector, whereas the older ones choose activities requiring their physical strength. The working hours vary, less than 6 hours a day for those under 8 or only during the weekend for the 27% who sell on the markets. The ticket conductors on buses work for 12 hours a day with the drivers. They are exploited by the law of supply and demand. The contract is generally daily, one week or two which is generally renewable if the child is punctual. The boy can stand on the bus while an adult has to bend. A guaranteed minimum wage increased by trips on a good day is given. He is provided with lunch with the driver, an important aspect of a growing child. As he works, he learns mechanics and how to drive, an important aspect

for the future employment. Many of them work throughout the week and attend classes on Sundays to obtain the school certificate which is obligatory in obtaining a driving licence.

Only 18% of the children do not study. 88% of the young workers live in a family type structure. All children from 5 years old onwards are given specific tasks that change according to their age and sex. This helps the child to have a feeling of belonging to a community. Among the 12 - 14 year olds, 9% live outside family structure that may be considered as “*street children*”. The Cusco case for street kids is special in the sense that there are two shelters for the homeless children, which means that they can escape from the vicious circle of marginality. They are able to carry out their work independently without being harassed by Police or by adults. Thus, the youths are able to freely choose and put to practice their decisions.

Street Kids in Russia

While all countries have the problem of street children, it is not easy to find literature which deals with the subject in Russia, as the case is with developed nations. At the collapse of the Communist Government, the situation became chaotic in many sectors of the social structure. The street kids started to appear. *UNICEF (1994)* estimates that Russia has up to 4 million street children, and 1 in 4 involves underground youths. Officially, the number of children without supervision is more than 700,000. On the other hand experts put the number between 2 and 4 million.

Times of Zambia (1992), gave a report on the ordeal of *Russian street children*. The gangs of lost children roam the streets of big cities. They lead lives of squalor, scavenging to scrap a base existence. Many are orphans in crowded homes. Some are runaway from unhappy homes, while others are adventure seekers. The children are said to have been aged between 9 and 18 years and that they lived in drainages and under pipes where it was warm. Social services had virtually been paralysed for lack of funds to

cope with the needs or the changing society. The situation looked bleak and has resulted in children going into the street.

The Case of India

UNICEF (2003) reports that India is the 7th largest country and the 2nd most populous state in the world after China. It has a population of 2 billion. Its economy is one of the fastest growing of the developing countries. 22% of the population lives below the income poverty line. Due to unemployment, increased rural-urban migration, attraction of city life and lack of political will, India has one of the largest numbers of child labourers in the world. Street children are subject to malnutrition, hunger, health problems, sexual abuse, harassment by the city police and railway authorities, as well as physical abuse. Although the government of India has taken some corrective measures and declared child labour as illegal, these are still prevalent, despite having signed the United Nations Charter on the rights of children.

The Situation in Africa Generally

The problem of street children has been growing steadily. An estimated 10 million people in Africa live without families mostly in towns as “*street children*” (*UNICEF: 1984*). Most of these kids have been forced to be on the streets as a result of poverty, abuse, torture, rape, abandonment or orphaned by HIV and AIDS. *Kapoka (2000)* says that, African governments’ embracing of liberalisation and free market economy were some of the contributing factors to the persistent state of poverty and increased hardship with children being affected most. He argues that the family is today becoming a major cause of the problem of street children. The parents actually send their children into the street to beg, steal or engage in petty trade, or children leave their homes to escape domestic violence.

In a number of African countries, political instability which leads to armed conflicts has resulted in disruption of social life. Countries like Sierra Leone, Liberia and Congo D.R

where parents or caretakers have been killed, the economy disrupted and family and community thus severed have led to an increase in street children.

UNICEF (2003) reports that in Cameroon street children are subject to a highly organized syndicate dealing in children. There are three kinds of child traffickers. The first are the promoters, those who find places for children to work or for whatever purpose. The second category is that of movers, who are the intermediaries. The third group is that of the users. Street children are victims of this child traffic. Prostitutes also use street children. Their work consists of finding customers from 22.00 hours until dawn. Children between the ages of 11 and 13 have frequently had sexual relations with the prostitutes in lieu of pay. The money which these children get at the end of each assignment is nothing more than their food and lodging. *Kopoka (2000)* reports that, life on the street is hard. Street children face untold hardships and danger on the streets.

Living and working on the streets exacts a terrible toll on street children. They are often prey to every physical and moral danger and as they grow older, they often become a danger to the society in which they live. The children do not get sufficient and well-balanced diet. Many hardly have a meal a day. Many complain about health problems, such as headaches, kidney problems, malaria, and blood pressure for which they never get treatment. *Mapp (2000)* adds that in addition to the physical problems, street children have various worries and concerns. Some of the worries are: the feeling of insecurity emanating from not making sufficient money, mistrust of any adult, not being educated and the prospect of unemployment. After such a precarious childhood, most of them are condemned to spend their lives permanently excluded from the mainstream society.

Southern Africa

The *Times of Zambia (1989)* carried a report on the problem of street kids in Bulawayo, Zimbabwe. The Zimbabwe Council for the Welfare of Children (ZCWC) was calling for the government and other organisations to help formulate strategies to solve the problem of street children who were on the increase. ZCWC described children as beggars and

hawkers. Most of these children were under the age of 18. The *Times of Zambia* also carried another story on Botswana where the wayward kids were said to be a source of worry. The boys called “*Bo-Beshi*” were aged between 10 and 20 years old and wore dirty clothes, both parents and society had turned their backs on the plight of these children. According to the report, the boys had either deserted their schools or obtained low grades in their final examinations. They had become a serious problem, often turning to glue-sniffing, dagger-smoking, drugs and other anti-social activities.

It is poverty that is resulting in children being forced to work on the streets to support themselves and their families. It is poverty that is also causing many families to breakup with parents who are unable to support their children. It is rural poverty that is making rural populations including children to move to urban areas with the hope of a better future. It continues by saying that poverty causes malnutrition and poor health and reduces a family’s ability to work, thus creating conditions for children to move to the streets. A case in point is the Zimbabwean situation. The poverty has led to the collapse of health system and its supporting systems have resulted in cholera outbreak. This is a disease for the poor, which also contribute to streetism.

Reactions to Streetism: General Perspective

The solution to problem of street children is not yet tangible. Despite the UN ratifying the *Convention on the Elimination of All forms of Discrimination Against Women* and the *Convention on the Rights of the Child (CRC)* little is being done. Today governments in Africa are increasingly taking ruthless steps to clear the street children and other unscrupulous characters. *Lugalla* and *Mbwambo* in *Kapoka* (2000) argue that the governments do not offer any viable alternative to the street problem. The politicians, policy makers, and urban planners seem to be helpless in their efforts to combat the problem and assist street children, and have failed to prescribe plausible solutions which are realistic, down to earth and concrete. Governments pay lip-service to the idea of improving care for street children. Instead, they are influenced by the view that street

children are considered to be hooligans, vagabonds, and people prone to committing crimes.

As a result they have been a target of harassment by law enforcement organisations. Children have been beaten by police, detained together with adult criminals, and sometimes repatriated to their rural homes, only to come back to the streets after sometime. The governments appear to be doing so little to make a difference. South Africa presents slightly different scenario of street children. *Le Roux (1996)* presents results of a qualitative research report which was conducted over a period of 4 years on the total life situation and subjective experiences of street children in that country. The street children in South Africa vary in age from 7 to 18 years old. The street child phenomenon is merely the outcome of the political system of racial segregation that has been in place since 1948. The street children are simply described as the victims of the former policy of apartheid. *Rose* quoted in *Le Roux (1996: 4)* makes the following statement:-

The vast majority of an estimated 9,000 street children in South Africa are black. There are virtually no white street children in South Africa, but there are 10,000 white children in 160 states - registered and subsidised children's homes. In contrast, there are no administered children's homes for African children in urban areas. The 12 existing private homes accommodate just under 1,000 African children. Although the existing 11 places of safety for African children can accommodate 1,400 children, only 700 children were harboured during 1991.

There are no white street children because the state and the community take care of them, and on the other hand, there are so many black street children in need of social care in South Africa who have been sorely neglected. *Swart (1988)* notes that street children in Johannesburg are almost exclusively black children; with a few coloured. 90% of street kids were reported by *Keegan* in *Le Roux (1996)* as having come from broken homes which were characterised by alcoholism, violence, and desertion by family.

The Zambian Situation

At the time of independence in 1964, Zambia had no children in the streets. Only a few adults with mental disorder were seen scavenging in dustbins and market places. During that time, the price of copper was high on the world market. There was also good will, and competing interest between the East and the West. The country benefited. As a non-aligned nation, Zambia got support from both sides. The country leaned more to the East with the Philosophy of Humanism especially after the Choma Declaration which ushered in One Party State. The economic climate started to change. The price of copper dropped drastically and this resulted in stagnation in the employment sector. The youths could not find employment. Multiparty politics coincided with SAP in the 1990s. As unemployment soared, streets all over the country were filled with street kids looking for survival. Zambia is facing a crisis of massive proportions of streetism and youth unemployment due to a number of factors. The children make half of the population of Zambia, *Mbewe* in (*CHIN: 2007*). *MSYCD (2004)* indicated that the country had 4.8 million children aged 0 - 14 years. On the other hand *CHIN (2007)* reported that there were 13,200 street children concentrated along the line of rail. The rising problem of street children, which has been receiving growing attention, is predominantly an urban phenomenon. *UNICEF (2007)* gave figures showing that the street kids numbered 75,000 and that it has been growing at a high rate.

Causes of Streetism in Zambia: Economic Problems

Up to the early 1970s there were no signs of street kids in the country due to the healthy economy and the Philosophy of Humanism. The problem that existed was youth unemployment. This is the period when the government introduced the Zambia National Service (ZNS) camps in every province and compulsory military training in order to absorb the youths. Due to nation's declining economy since 1975, the activities in the ZNS camps were declining.

In order to absorb graduates from ZNS the government introduced settlement schemes, such as Kambilombilo and Kanakantapa. In the 1980s, the problem of streetism started to

appear. In 1982 the *Times of Zambia* carried a story of boys who were begging in Kitwe at bus stations and the town centre. The poor performance of the economy continued to impact negatively on the social sector. This resulted in a gradual reduction in gainful employment for adults and the failure by the state to fully provide basic services, such as education, health and water (MSYCD, 2004).

In an effort to reverse the down trend of the copper economy, the government embraced the World Bank sponsored Structural Adjustment Programme (SAP) in 1991 with the intention of creating macro-economic stability in the economy. Measures taken included liberalisation of trade, prices, and interest and foreign exchange rates; removal of subsidies, privatization, and reduction in public expenditures; public sector reforms and liberalisation of marketing and prices of agriculture. In the Civil Service, early retirement was encouraged under different schemes such as voluntary separation. During the SAP, many companies both private and public closed down. This meant that a great number of the active population lost employment. As a result the design and implementation of the SAP failed lamentably to sufficiently redress the poverty challenges. It became increasingly evident that the structural changes brought in negative results. The majority of Zambians slipped deeper into poverty and destitution, which worsened the problem of streetism

The Causes of Streetism: HIV and AIDS

HIV and AIDS have had a negative impact on society as a whole due to perpetual sicknesses on the parents and children, discrimination of those infected, emotional and physical abuse of those affected. Writing on education *Lugalla (1995)* postulated that societal reactions to patients with AIDS have been manifested by discrimination in schools, housing, employment, insurance and travel, threatening the fabric of our democratic institutions and sense of fairness. The economic impact of HIV/AIDS on patients has been devastating and its repercussion is on the children. *Kelly (1999)* points out that the impact of HIV and AIDS on education is devastating. It affects the whole education system. It affects the demand for education, the availability of resources for

education, the supply of education, the potential climate for education, and the role of education. It also affects the content of education, schools, organizations, donor support for education planning and management of education system. This finally affects a child who may end up as a street child.

The *National HIV and AIDS/STD/TB in Kenya* further states that;

HIV and AIDS is causing considerable turbulence in the education sector. AIDS among teachers is resulting in increased absenteeism and disruption in the smooth running of schools. Training costs for teachers and other education costs arising. Replacing those lost due to the scourge, paid sick leave reduce finances available to schools than would be the case. Public funds needed in other sectors of society are diverted to meeting the impact of the pandemic.

The death of an adult due to AIDS results in the loss of house labour and income. Children are often required to leave school and remain at home or go to work to compensate for the loss and to avoid school costs. The girls leave school more often than boys in order to take care of sick family members. The loss of a parent or both to AIDS means that children lose necessary financial, material and emotional support for successful schooling. This implies that the children from such homes will engage themselves in other activities for survival. Many children are traumatized after the death of parents and some show signs of indiscipline. When pressure from schools and foster homes are exerted on to the children, they escape into the streets.

HIV and AIDS, and poverty have greatly undermined the psychosocial well-being of young children in the affected communities and cities impairing their long term development. There is evidence to show that young children in the affected communities and cities have had to live with withdrawn, preoccupied and ill caregivers (*MYSCD: 2004*). After losing parents through illness and death, they suffer social instability as they are moved from one home to another and rejected by friends and neighbors due to stigma of poverty and AIDS at a critical development in their lives. At that time the

instability and loss have a maximum injury to their psychosocial well-being leading to emotional trauma and severe stress. The effect of poverty conditions - which include lack of access to services, poor environmental conditions, inadequate material supplies, being over worked, and vulnerable and demoralized care givers - all negatively affect the children's development. As a result the children fail to grow up to their expected potentials, and thus become more vulnerable to severe illnesses, lack of capacity and energy to cope with their life. Their physical and psychological development is impaired or stunted. When such conditions persist for a long time, it is common for some children to indulge themselves in some deviant behaviour such as drug abuse, begging, or living on the streets (*Thomas 1990*).

The Causes of Streetism: Poverty

Since the advent of HIV and AIDS in the 1980s, its human toll has become a tragic reality being experienced by families, communities and the society at large. *MSYCD (2004)* observes that there is no aspect of life that has not been directly or indirectly negatively influenced by the AIDS pandemic, as the scourge has become a tragic reality being experienced by families, communities and the nation at large. AIDS has become a major cause of morbidity and mortality among the young and the middle aged depriving households and society of critical human resources base.

There exists a complex interrelationship between HIV, AIDS and poverty. This complex relationship is illustrated by the links below: - (*UNICEF 2006*)

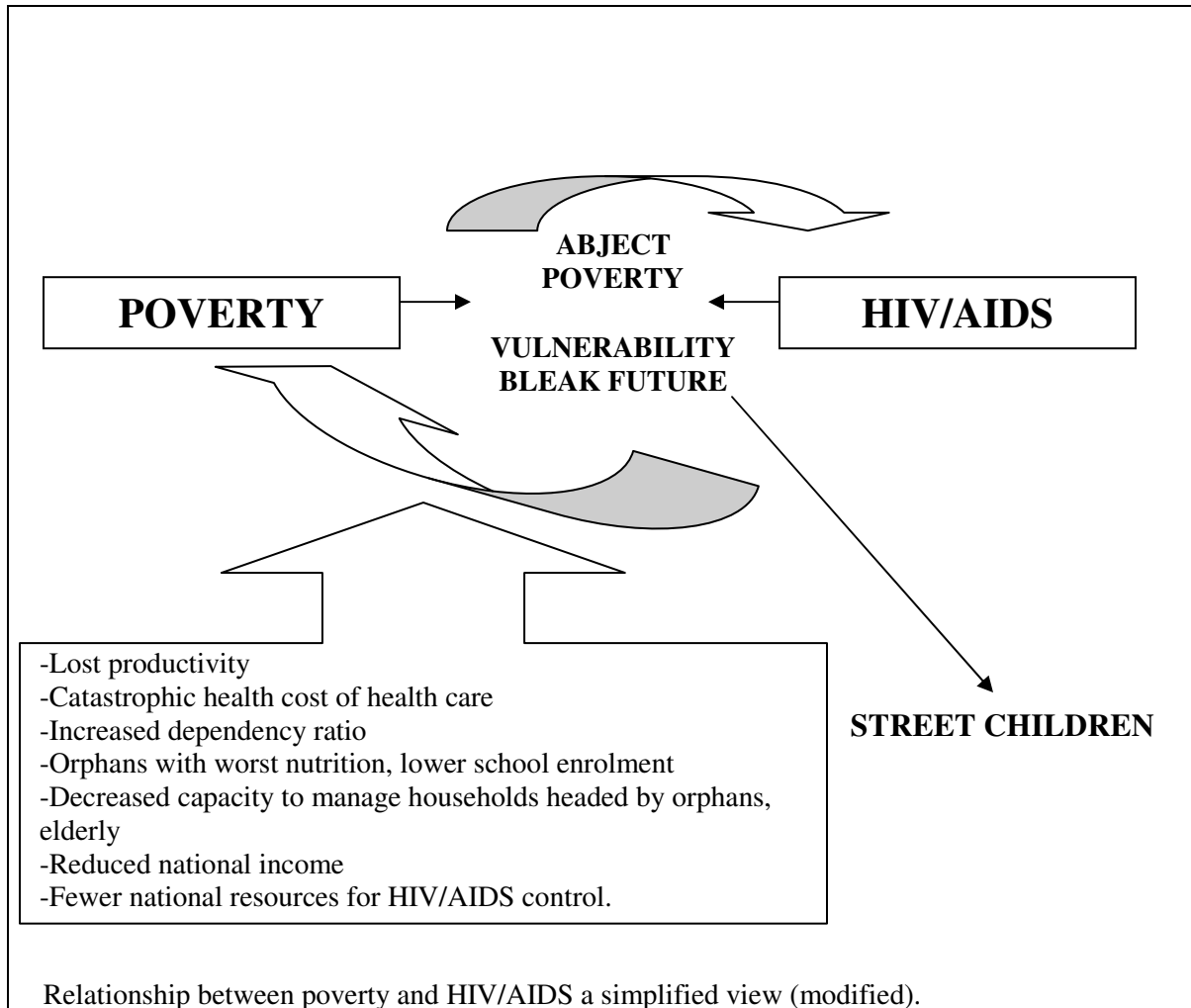
Fig. 1

INTER LINKS BETWEEN HIV/AIDS AND POVERTY - STREET KIDS

There are two sets of issues: (a) AIDS as a cause of poverty or AIDS deepening poverty and (b) the combined effects of poverty and income inequalities on social transactions - including sex, patterns of vulnerability and patterns of risky behaviour in relation to HIV infections and AIDS.

Poverty covers not only low income and consumption but also low achievement in education, health, nutrition and overall human development. It includes powerlessness and vulnerability.

Structural vulnerability: high-risk situation
Lack of access to preventive interventions
Lack of access to affordable care
Lower educational status: reduced access to information on AIDS



The manifestation of HIV and AIDS lead to poverty and the state of poverty directly or indirectly creates vulnerability to HIV and AIDS, which in turn leads to poverty by eliminating the productive sector of society primarily through the premature loss of human capital. At family level, the loss of a parent usually means the loss of a bread winner and high medical expenses before death, and reduced expenditure on family needs.

Poverty and HIV and AIDS acting upon each other result in abject poverty of families. This in turn leads to streetism. From the above analysis, it is evident that children and youths are bearing the brunt of HIV and AIDS. The high poverty levels at the household level as outlined above, has acted as “*push*” factor for young people to leave homes and

seek refuge on the streets coupled with the possibility of making quick money on the street.

Causes of Streetism: The School Drop Out Problem

The majority of street kids are of school going age between 12-25 years. *MYSCD (2004)* shows that many children dropped out of school because of user fees. Despite free primary education, some children cannot continue in school due to financial constraints. The cost of uniforms, books, transport and other requisites, is beyond their capacity.

While others may have the means to continue, they cannot obtain a place as demand has outstripped supply. The frustrated school managers, lowly paid and exhausted teachers due to over enrolment, lack of professionally trained organization; make the situation worse for children by neglecting them. The system does not look after the vulnerable children. At the end they appear in statistics as dropouts. At home children are engaged in income generating activities to supplement family income and attending to sick members. Together with long distances to schools these issues act as “*push*” factors for streetism.

The Causes of Streetism: Unemployment

MSYCD (2004) reports that the 2000 census showed that 44% of the youths aged between 15-24 were unemployed. The majority of them were concentrated in urban areas. This has been compounded by loss of employment by adult population as already mentioned. The only survival outlet for children is the street.

The Causes of Streetism: Weakening of the Traditional Family System

A family is a universal social institution found in all cultures. It is made up of individuals who are related by birth, adoption or marriage. It provides commitment where deep personal connections are mutually entitled to receive and obliged to provide support of various kinds, especially in terms of need. The essential characteristics of family relationships are performance, commitment to mutuality of various forms of economic, social and emotional support, and a level of intimacy that distinguishes this from other less control attachments (*Ibid 2004*).

Unfortunately, the family institution has been seriously affected by the environment. Over time, it has changed significantly in both developed and developing countries. The family has undergone transformation in its formation, structure, function and roles. In Zambia, social economic factors, such as rural urban migration, unemployment, and poor health status, including HIV and AIDS epidemic, have all combined to transform the family. HIV and AIDS related mortality has altered the composition and structure of the family in several ways. One of the major changes is moving away from predominantly extended family to the nuclear family. Extended family members, used to support both orphans and vulnerable children. The traditional patterns of support for orphans depended primarily on kinship. Until recently the kinship support mechanisms have had the capacity to absorb most orphans and vulnerable children. Where a parent dies, the children were left in the care of the mother's relatives.

The extended family has become narrower and that the support seems to run either vertically from grandparents, parents to children or horizontally among blood sisters and brothers. In other words, extended family is there in words only, at funeral time, in reality it is no longer there. The failure of the extended family system is a contributing factor to streetism. The unbearable home conditions lead children to leave home for the streets. The problem of child labour is so rampant and widespread in the country. *Times of Zambia (2006)* reports that Tasintha, a rehabilitation centre for prostitutes, managed to withdraw 290 children from child labour and sponsored them into community schools. In this way, it is clear that the collapse of the traditional extended family has greatly led to street kids.

Zambian Intervention Measures

The problem of children has been in the world ever since, The United Nations formally adopted the Declaration of the Rights of the Child on 20th November 1959 - *Resolution 1386 (XI)*. This was based on the Geneva Declaration of the *Rights of the Child of 1924*. The declaration is of special interest and states that;

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic in any form.

The child shall not be admitted to employment before an appropriate minimum age, he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Zambia became independent in 1964 and a member of the United Nations the following year. It was only in 1991 (*CHIN: 2007*), after 27 years of independence, that the country ratified the UN Convention on the Rights of the Child (*UNCRC*).

It was at that time that Zambia became obliged to fulfill the requirements specified in the Convention, ensuring that all the children in Zambia, have their rights realized. The Zambian government is required to produce periodic reports highlighting implementation efforts. Civil Society is also expected to produce an alternative report which is known as shadow report. For that reason, the Government has a legal duty of care for children, and should lead this process, initiating NGOs to get involved as appropriate. In 1993 *CHIN* was established (*MSYCD: 2004*) as an umbrella organization to oversee all NGO providers. At the time of its inception, *CHIN* had 102 listed members. By 2004 the total number was estimated to be over 500. Before an institution is listed with *CHIN*, there is a legal requirement that involves the recognition or licensing of an organization by the Government of the Republic of Zambia (GRZ). Organizations have to register with the Registrar of Societies; Community Schools have to register with the Ministry of

Education; Clinics have to register with the Medical Council of Zambia. Being registered legitimizes the organization, and opens it to inspection and supervision as established by the appropriate authorities. It is important to note that accurate information is not available for several reasons. The registration process demands very accurate information on organizational objectives and activities, and few organizations can comply with the reporting requirements of the Registrar of Societies. Others choose to register as non-for-profit charitable companies rather than as Societies. Some run under the umbrella of churches.

There is little or no follow up by the Registrar of Societies on the requirements to lodge annual financial returns. Having issued the registration, there are no defector further links. The failure to implement this requirement helps fuel the unwillingness to disclose the budget and source of funds.

In an effort to establish the number of NGOs dealing with children, *MSYCD (2004)* carried out a quantitative survey in order to get an overview of the formal response by GRZ, NGOs and donors to the orphans and vulnerable children providers. A complete inventory of organizations with a budget of more than K25 million (US\$5,000) per year, were asked to locate and identify the main activities. While the response was good, some did not respond. Because of these operational difficulties, it is not possible to control these organizations. This joint initiative identified the need for more information on street children. Since 2001, Ibid, Government has been providing funds to NGO's street children programmes now channeled through the Department of Child Development (DCD). The collaboration between GRZ and NGOs strengthens the benefits for the street children. The *MSYCD* rehabilitated two ZNS Camps, one in Kitwe and the other in Katete in order to cater for 500 street children in each, while providing appropriate education, skills training and rehabilitation. It was hoped that more camps would be converted into centres if these became successful.

The results of the survey show that 464 organizations responded. Table 1 shows some of the respondents and the activities they were involved with OVC.

Table 1 List of NGOs dealing with youth matters

	NAME OF ORGANISATION	DATE FORMED	LOCATION	PURPOSE
1.	African Distressed Rural Children	1995	Lusaka	HEE, IAE, IC, SC
2.	Luapula Women and Children in Distress Rehabilitation Association	2001	Mansa	HEE, CMP, JAE, IC
3.	Anglican Children's Project	1998	Lusaka	PO
4.	Association for the Vulnerable Children and Widows	2000	Chipata	PO,LI, IAE, IAH, IC
5.	Bauleni Street Kids Project and School	1984	Lusaka	PO, PSS,IAE, JAH, IC, CAMP, SC
6.	Mthunzi Rehabilitation Centre	1992	Lusaka	HEE, IC, SC
7.	St. Kibitz Parish Lusitu	1986	Siavonga	PSS
8.	Council of Churches in Zambia	1914	National	PO, PSS, HEE, IC, CMP
9.	Friends of Street Children	2001	Kitwe	PSS, LI, IAE, JAH, SC
10.	Kasoko Youth Project	1995	Chililabombwe	PSS, HEE, LI, JAE, IC, JAH, SC
11.	Kalomo Mumuni Centre	1997	Kalomo	IC, HEE, JA, JAH, SC
12.	Kasama Street Children Committee	1995	Kasama	PO, PSS, HEE, IAJ, SC
13.	Children in Need Network (CHIN)	1996	National	PO, LI
14.	Senanga Home Based Care	1996	Senanga	PSS, LI, IC, SC
15.	Nyimba Central Orphan Project	1995	Nyimba	PSS, LI, JAH, JAE
16.	Muzuzika Orphans and Vulnerable Children	2002	Lundazi	JAE, JAH, IC
17.	Masaiti Association for Women Orphans and Vulnerable Children	2004	Masaiti	PSS, HEE, LI, JASH, SC
18.	Livingstone Street Children Association	2001	Livingstone	PASS, HEE, LI, JAH, SC
19.	Chadiza Community Based Centre	2001	Chadiza	PSS, HEE, JAE, CMP
20.	Nyampande Orphanage and Community	2002	Chongwe	PO, PSS, HEE, JAE, IC

The World Food Programme (WFP) also provided food for school feeding programmes to a limited number of community schools, especially in rural areas. Bissel Community

School (located in Kasupe) fed children at school and provided food supplements for the families.

For street children, acquiring health services was different. The attitude among health service providers towards such people; whom they may consider to be promiscuous, immoral and/or substance abusers is often very negative. Even though medical services may be free, cash is required for transport, laboratory tests and good diet to support the healing process. The K5, 500 registration fee and exercise book is another hindrance to access medical services.

The effectiveness of the entire rehabilitation process is difficult to assess. It takes long time to see the results.

Although the Government means well by recruiting street children into ZNS camps in order to address the growing problem of streetism, it appears something more needs to be done. There were reports of street children fleeing from these camps, or of clashes with police and villagers which is a sign that something has gone amiss. The orientation process of these street children has not been correct because it is clear that some of the youths were disillusioned once taken to these camps. Whatever they found, did not measure up to their expectations.

The report further said that some of these street children who ran away from Chiwoko ZNS camp in Katete expected to be trained in professional skills, such as accountancy instead of life skills like carpentry. It was observed that not all of the recruits had humble education backgrounds. It could also be that with the high unemployment levels, people who do not fall within the brackets of vulnerable and street kids groups infiltrated the recruitment exercise to get easy training and employment. The recruiting agents took advantage and pushed in some undeserving children. The screening should be tightened to ensure that only genuine street children are recruited.

In another article entitled; '*Former street kids empowerment with farming block*' The *Times of Zambia*; (2008) reports the process of rehabilitation of graduate former street kids trained by ZNS. The government had opened a new Small-scale Farming Block for former street kids graduating from ZNS skills training camps who have been empowered with farming tools worth K2 billion. It was reported that 100 hectares of land had been cleared in Lukanga North in Central Province. The clearing, mapping, tree stamping, roads and three boreholes had been put in place.

During the official launch seven former street kids were present to receive the tools. The total number of kids who eventually received tools was 204. The 112 were trained at Kitwe ZNS camp while 92 came from Chiwoko in Katete. These kids were trained over a period of 1 year in general agriculture, auto mechanics, shoe making, bricklaying and carpentry. The tools handed over to the graduates included, irrigation pipes, water pumps and sprayers. Other tools were shovels, garden forks and wheelbarrows. Feeders and drinkers were also provided. The total cost of the whole project was worth more than K6 billion. While the Livingstone SOS Children's Village was being opened in April 2008, it was reported that an undisclosed number of street kids had left Lukanga Resettlement Scheme and sold the tools (*Times of Zambia: 2008*).

There should now be a greater urgency to initiate and refine intervention measures that will help the street kids. However, due to high poverty levels and the vulnerability of the providers, the Executive Director of Project Support Zambia (PSZ) and the Chairman of Kwasha Mukwenu in Matero (*CHIN:2007*) observed that the providers serve themselves first so that they can serve others well. This implies that in their decision making, the adult population would first serve their interest and then consider the interest of others. Thus, children have been the last to be considered. Instead of empowering children to make their own independent decisions or contribute towards the decision making process, adults tend to impose programmes on the children. Yet the children are expected to fully support and enjoy the programmes, even though they had no say in their development.

It is not surprising to read that the Minister of MSYCD (*Times of Zambia: 2009*) while officiating at SOS Children's Village in Kitwe gave a stern warning against institutions providing services to organization dealing with orphans and other vulnerable children against misuse of funds. He promised to deal with such institutions.

The literature review has shown that the problem of street kids is a world wide phenomenon which every country faces in one form or the other. There is no universal solution to the problem which maybe replicated in another country because of the environment which is different from one state to the other.

CHAPTER THREE

METHODOLOGY

Introduction

The chapter shows the procedure which was used to conduct the study. It describes the research design, target population, study sample, sampling procedure, research instruments, data collection and data analysis.

Research Design

The study employed a case study design, which is most appropriate for obtaining information from a small number of people and area. The study employed a descriptive research design, which is most appropriate for obtaining in depth information from people. This implies that data collection was mainly done through interviews, which enabled the researcher to obtain more information through supplementary questions where need arose.

Target Population

The study was carried out at Mthunzi centre; therefore, the target population comprised all members of staff of Mthunzi, all former street kids at the centre, and classmates at the nearby school, community in and around Mthunzi centre, the centre and nearby school administrators.

Study Sample

The composition of the study sample was 10 Mthunzi centre members of staff, 9 teachers and 16 pupils of Tubalange Basic School, 7 community members and 8 former street kids. The total population was 50 respondents.

Sampling Procedure

Apart from the director of the centre who was purposely picked, the Mthunzi staff were picked by placing pieces of paper which were written either yes or no in a box which was then thoroughly shaken before they were told to pick one each. Those who picked the 'yes' ones were made part of the sample, while those who picked those bearing 'no' were left out. The same principle was used at the school where the school manager was purposely picked and the teachers were selected using 'yes' or 'no' mechanism explained above. As for the kids, only those who were above 15 years old were picked for a group discussion. They were also picked as they became available (*Bliss: 2000*) during their free time. On the other hand, the pupils were picked in groups of 4. They were guided in order for them to complete the interview schedules properly. The small group was effective because supplementary explanation was given with the help of a member of staff.

Research Instruments

Interview schedules were used as they provided one to one contact. A focus group discussion guide was another instrument used to obtain primary data in this study. An audio tape recorder was used during group discussions to obtain information from the kids. The researcher's observation of activities during data collection was an instrument used as well.

Data Collection

The researcher collected data over a period of 2 months. He carried out interviews with all respondents. This provided great chance to collect first hand information. He also conducted focus group discussion with the kids and obtained data through participant and observations of various activities.

Problems During Data Collection

The researcher met some difficulties in obtaining permission to research at the centre. It took six months, 10th May - 7th October 2008, for it to be granted. It was also time for

Grade 7 and 9 examinations which made it difficult to interview both kids and teachers. The teachers were interviewed during their free time. The kids who were over 15 years old and were not involved in examinations were the ones dealt with.

Data Analysis

Data was largely analysed qualitatively by the researcher. The information was recorded according to the appropriate objectives of the study, derived from questions contained in the interview schedules.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter deals with the findings of this study i.e. what the author discovered from the interviews carried out and through observations. They are largely centred on what the objectives sought to realize.

The following were the objectives:

- To examine the type of activities taking place at the centre.
- To find out how the kids were responding to the rehabilitation programme
- To find out how the graduates were being reintegrated in the society.
- To explore the achievements made by the centre and challenges facing it.

4.2 The findings

4.2.1 The centre manager's responses on what type of rehabilitation programmes the centre was carrying out.

- Skills training
- Guidance and counseling
- Sponsorship of kids under their care.
- Re-integration of kids in the society

4.2.2 The centre manager's responses on the kind of skills training offered to the kids.

- Auto- mechanics
- Carpentry and joinery

- Computer training
- Cultural dancing and performing arts
- Handcrafts
- Horticulture
- Poultry keeping
- Tailoring, fashion and designing.

4.2.3 The indications of the number of kids enrolled in the different training programmes at the time of research.

Table 2 Skills offered at the centre

PROGRAMME	NUMBER	PERCENTAGE
Auto- mechanics	1	3.8
Carpentry and joinery	2	7.6
Computer training	5	19.3
Handcrafts	10	38.4
Horticulture	2	7.7
Poultry keeping	4	15.4
Tailoring, fashion and designing	2	7.7
Totals	26	100

The table shows that handcrafts, computer training and poultry keeping were the skills in which most of the street kids at the center were being trained at the time. Auto- mechanics had the least number of kids taking it.

4.2.4 The number of kids enrolled in the formal schools at different levels of the educational strata.

Table 3(2008) Distribution of kids at different levels of the school system

LEVEL	NUMBER	PERCENTAGE
-------	--------	------------

Lower and Middle Basic	13	20
Upper Basic / Junior Secondary	22	35
High School	27	42
Out of School(beyond Grade 12)	2	3
Totals	64	100

The table shows that the largest number of kids were enrolled in high schools and this was closely followed by those in the upper basic/ junior secondary.

4.2.5 Other rehabilitation programmes for the kids besides school placements and skills training being offered to kids at the centre included the following:

- Counseling and guidance – done on a weekly basis on Saturdays
- Job placement
- Library facilities
- Club facilities
- Sporting activities
- Dormitory responsibilities – duty roster was drawn from time to time everybody participated in the station up keep.

4.2.6 Findings on how kids were responding to rehabilitation programmes.

- Kids had stopped fighting
- Kids had embraced school life
- Kids had become disciplined
- Kids had become church goers
- Kids had assumed responsible positions e.g. those of perfects/ monitors
- Kids had become peaceful with neighboring farms

4.2.7 Findings on the distribution of kids according to education institutions

Table 4 (2007) Distribution of kids in schools

SCHOOL	NUMBER OF PUPILS	PERCENTAGE
--------	------------------	------------

Tubalange Basic	34	53
Chongwe High	16	25
Lwangwa High	11	17
St. Mulumbwa Basic	1	2
Out of school	2	3
Total	64	100

The table shows that Tubalange Basic had the highest number of street kids, followed by Chongwe High school. Only 4% of the kids had reached grade 12 so far.

4.2.8 Use of time at the centre by kids

Table 5: Daily Schedule

MTHUNZI CENTRE- SOCIAL SERVICE DEPARTMENT

DAILY PROGRAMME OF ACTIVITIES FROM SEPTEMBER- NOVEMBER

2008

15:00hrs To 17:00hrs	MONDAYS	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	Football, Shower	Library, Showers	Workshop, Craft, Library	Library, Showers	Library, Football	Crafts, Showers	Sport, Music
06:00hrs To 07:00hrs	Training Cultural	Training In	RISE AND STATION UPKEEP		Acrobatics / Cultural	Showers, Watching TV, Library	
18:30hrs To 19:30hrs	Dances	Acrobatic	Training Cultural Dances		Dances		
07:00hrs To 08:00hrs							
08:00hrs To 19:30hrs	BREAK FAST						
		SUPPER, MINI CLEANING				Health	
19:30hrs To 22:00hrs				Inspections/ Checking In	Family Meetings/ Recreation	Talks, Group Meetings/ Washing/ Recreation	School Preparation Departure Sleep
10:00hrs To 12:00hrs	Class Extra Lesson	Studies, Bedtime	Dorm Upkeep/ Agric	Books	Agric Skill	Clothes	For Church
	Preparation For School, Lunch, Off For School					Tuitions, Library, Washing Clothes	Church Programme
12:00hrs To 14:30hrs	Lunch, Mini Cleaning						
14:30hrs To 15:30hrs	Extra Lessons, Computer Lessons		Library, Crafts, Football	Extra Lessons, Crafts	Dorm Upkeep Training In Volleyball	Church Lessons, Other Indoor Activities	Sport, Music

The table shows that the kids rose up at 6:00 hours and went to bed at 22:00 hours. Details of major activities are also shown. The time table also shows that the kids were fully occupied throughout the week with almost no free time except on Sundays when there was an option of church attendance. While kids had choices of activities, they were under obligation to adhere to the outlined programme.

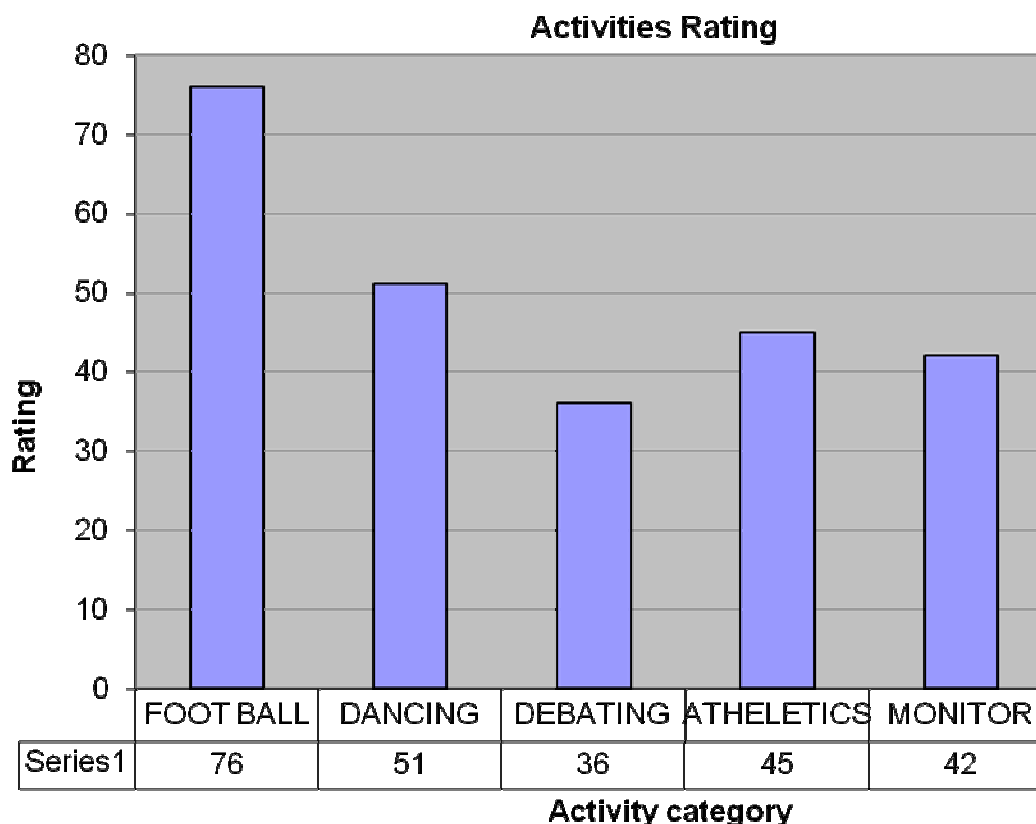
4.2.9 Findings on the interaction with street kids

The classmates at Tubalange Basic School were asked to evaluate the street kids. All respondents had been in class with the kids for 3-9 years. Without exception both boys and girls respondents had at least a friend among the street kids. This indicated that the kids had been accepted by the peer groups in society.

4.2.10 Asked to identify areas in which the street kids were useful in the school activities.

Fellow classmates identified the areas in which the street kids were active shown in the table below:-

Table 6: Co-curriculum Activities Rating



It was revealed that football was prominent. The performance was outstanding. This was followed by dancing which was reflected on time management. In the third position was atheletics. It was revealed that the kids did not do well in debating and were popular as class monitors.

4.2.11 Findings on the Grade 12 results

In 2008, three kids sat for Grade 12 examination and their results were as follows:

Table 7: Grade 12 School Certificate Results (2008)

	ENGL	CIVIC ED	R.E	MATHS	AGRIC	BIO	SCIENCE	COMM
A	5	9	9	6	A	8	9	9
B	6	7	7	9	9	9	9	
C	9	9	9	9	A	8	9	A

The results indicate that all the three kids failed to obtain a full certificate.

Candidate A obtained 2 credits and 1 pass

Candidate B obtained 1 credit with two passes

Candidate C missed two examinations, passed in 1 only and failed the rest.

The poor results may be due to poor background as street kids. After the results were known, all three were placed in training institutions according to the areas of interest.

Their performance was as follows:-

Candidate A: Opted to study Business studies at one of the colleges in town. He did not do well.

Candidate B: Successfully took a 1 year course in video shooting and was on a three months industrial attachment. This was because the course he had chosen was more practical than theoretical. It was a skills training.

Candidate C: Opted to study Hotel and Catering for 1 year. The boy failed to complete the course and did not even write the examination. This was the same boy who missed the Grade 12 examination in two subjects.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

5.1 Introduction

The literature review has shown that the problem of street kids is a world wide phenomenon which every country faces in one form or the other. There is no universal solution to the problem which may be replicated in another country because of the environment which is different from continent to continent and from state to state.

The discussion of the findings is based on both primary and secondary data as collected by author. The discussion has been presented according to the objectives of the study.

5.2 Types of Activities at the Centre

The study findings indicate a variety of activities as taking place at the centre. These were skills training, guidance and counseling, sponsoring of kids under their care in all walks of life.

Table 4 shows a tight programme which was prepared for the kids. Most of the time was allocated to academic programmes with the hope that skills would be picked as the kids grew up. As a result, there was little participation in the skills training as shown by the percentages with the exception of handicrafts which has 38.4 percent. The low participation was due to lack of encouragement by the management. The focus by the director was academic education first, then skills would follow later as kids chose their careers.

Table 2 shows that there was a wide range of skills provided by the centre, but the daily routine programme had little provision for them. There was a wide choice from which the kids could choose a skill. However, there was no provision for manual field work in the

programme outline at all during which they could put the skills into practice. The centre authorities would have done well to make provision for such field work, in order to give kids greater experience in the skills they chose and make them more competent workers in their adult life.

5.2.1 Skills Training

Findings of the study were that 26 kids were involved in training. The majority were in handicrafts, followed by those in computer training and poultry keeping. The other skills had small numbers. This low participation in skills was probably because most kids were too young to undertake such type of training. This appears to be supported by the fact that most kids, 53%, were enrolled at Tubalange Basic School, while the big boys were at boarding high schools. The seemingly adequate time given to cultural dances on the time table is another testimony of this fact. This is because while the kids were too young to be involved in various skills training programmes they could actually participate in dances. The inadequate resources could also have contributed to this because the work shop lacked modern equipment. There appears to be a great need, therefore, for provision of more and varied equipment at the centre in order to facilitate the involvement of kids in the various skills being offered.

The enormous time allocated to dances shows that the other aspects were ignored due to management preference to academic subjects. On the other hand management was negligent by allowing more time in dancing because it did not require close supervision as other skills.

5.3 Response of the Kids to the Rehabilitation Programme

Looking at the findings in chapter 4, the kids were doing extremely well because they were leading a normal life in a boarding environment. They responded well to self-esteem and self respect. All of them were in school pursuing academic education. Sports, drama and singing had been used effectively to promote social and emotional

rehabilitation. They no longer ran back into the streets and they enjoyed freedom of worship.

The peaceful relationship that existed between the centre and the neighboring farms was further testimony to the kids' positive response to rehabilitation. Mapp (2000) noted that the street kid had learnt to look after himself and earn money by hard work through begging, stealing and odd jobs. He leads a kind of adult life and does not usually want to be thrust back into the childhood he was forced to flee. In this way a kid has the desire to work. Contrary to Mapp's sentiments, however, this particular centre did not instill hard work in the kids. It in fact, completely destroyed the spirit of work in them. As can be noted on the daily programme, they rose up at 6:00 hours, bathed, ate, went to school, had lunch, and then back to school/games. This was followed by super, study and sleep. There was no requirement for physical manual labour at all. As a result, they had become lazy and did not want to do any skill which required manual work. And yet, manual work is a means of reintegration which should not have been overlooked. White (1980) emphasizes the need for manual work. Each youth should acquire knowledge of some branch of manual labour by which, if need be, he may obtain a livelihood. Manual labour is essential for the development of a person's physical, mental and moral powers. White continues to say that even though it were certain that one would not need to resort to manual labour for this support, still, he should be taught to work. Practical skills would make them cope with emergencies. It was unfortunate that this was being neglected. The centre was preparing the kids for white collar jobs which are getting more and more scarce in the country. When attempts were made to make them work, they complained about child abuse and reported the matter to the Father, the proprietor. In many cases, the kids got his support. In this way, they were let free from manual labour. In any case, contrary to Mapp (2000) who says that the street kid had learnt to look after himself by hard work through begging, stealing, scavenging and so on, these particular kids were by no means hardworking.

5.3.1 Absence of Begging and Stealing

Dunford (2009) in his study on the street kids in Kenya revealed that 45% of their activities were begging and stealing. The kids at this center did not do these things at the time the research was being done. The absence of these vices showed that kids were effectively being rehabilitated and integrated in society. This is something the centre authorities ought to be commended for; as the factors are desired tenets of commercial living.

5.4 The Re-integration Process

As already defined, rehabilitation is the process of rebuilding or reinstating to the original state. Just as rehabilitation takes time, this process requires careful handling or else the kid may slide back into the street and face a worse situation.

The author found that the process of reintegration started in 2006 and was in its 7th year. The centre has been investigating the background of each kid. It took time and patience to get the whole truth from every one of them. The centre managed to trace the relatives and some parents of all the 64 kids in the centre. The staff and each child had physically visited these relatives. In some cases, relatives had believed that the boy had died. It was during this tracer period that the kids' true names were revealed. The visits were intended not only to identify the relatives but also to ensure that the kids were accepted by the family members. In certain cases the relatives hesitated to accept them back into their homes because of the notorious behaviour which they had shown before leaving. In all cases the parents and guardians were encouraged to visit the boys at the centre.

Among other things the manager reported, was that until December 2006, the kids were not allowed to go back to their relatives. When schools closed, each kid was escorted to the home of the parents/guardians. After a period of 4 weeks, the boys were collected back into the centre. In 2007, each kid was given transport money to go back to their parents/relatives for another four weeks. This has now become an annual event. In one incident only, it was difficult to trace relatives of one kid because the boy left home while very small due to the deaths in the family. Another kid had been driven to Chamboli in

Kitwe, only to discover that the relatives were in Matero. A deaf kid was driven to Kangonga in Ndola, the settlement for the blind. The blind parents and the deaf child were happy to be reunited. However, within one week they were unable to get along, mainly due to communication problem. By the time the Mthunzi staff went to collect him, the kid had moved away from the parents to live with neighbours who were deaf. The kid did not want to go back to the parents again for obvious reasons. One of the principles of the rehabilitation process is founded on the old adage that “*an idle mind is the devil’s workshop*”. In line with this, the boys were kept very busy all the time. They rose up at 6 hours and prepare for the day’s activities by cleaning the room’s, making beds and bathing before taking breakfast. In this way the integration process was facilitated.

5.5 Achievements and Challenges at the Centre

Among the noticeable achievements of the centre was the calm and friendly environment that prevailed there. The kids led a normal life like any other boys in boarding schools. The other success was that since the center was established it has not experienced any death of a street kid. This has been attributed to good care such as medical and balanced diet. Most of the kids no longer use drugs, smoke or drink beer. Few isolated cases of beer drinking have been reported.

The provision of academic education was very successful in terms of access. This was because all the kids had been found school places.

Despite the successes that had been recorded at the center, there were many challenges that the centre faced. Among them was the lack of qualified staff to handle delinquent kids of this type. The Director reported that only two people had the right qualifications in administration. Most of the staff had been at the center for a long time as members of Koinonia Community. They were routine workers caught in beaurocratic process. They had outlived their usefulness in relation to the street kids’ programmes and should be replaced by qualified ones.

Funding has always not been enough. However, it was becoming more difficult then than ever before. The cost of kid maintenance was getting higher. The kids had grown up into adults. Their needs had also changed thus the cost was escalating. This created conflicts between donors and the reality on the ground in the present Zambian context.

Donor funds have also created problems in that some projects have been discontinued prematurely due to a number of factors. Many projects have suffered set backs when the life of donor funds came to an abrupt end at times.

When Agri-flora collapsed, the coffee project also ended. The piggery also collapsed when the donor funds ceased to flow. This confirms what Hancock (2007; 20) said, that “aid is no help at all”.

There was need for another borehole in order to increase irrigated crops. Stealing from the residents of Chikondano compound was also rampant. There was need for a security fence preferably an electric one. Due to lack of funds these projects could not be done.

The other challenge was that two boys who completed Grade 12 in 2007 did not do well at all. They failed to survive on their own. One of them opted to go back to Grade 11 at Lufushi High School in Chibombo District, while the other one joined Barefoot Cultural Group in town but was failing to fit in society. He was enrolled at a tuition centre in town so that he could improve his grades. It was later reported that he did not write the final examination. Real success of the whole programme was yet to be experienced when kids are finally ushered out into the world and take up their place in society as ordinary citizens.

The findings further revealed that in 2008, 3 kids wrote Grade 12 school certificate examinations. None obtained a full certificate as shown in table 8. However, despite poor results management organised skills training for the 3 kids. It was found that only one kid successfully completed the training, the second kid completely failed his study in

Business Administration, while the third kid did not even complete the skills training by not writing the final examination.

Donor funds came to an end at this point. Only 1 kid was successfully trained and ready to move into industry while the other 2 had failed. At the time of the report writing, it was not clear what steps management would take towards the 2 kids. It would be advisable though, for it to closely monitor the academic progress of those still in schools to see if there were measures that could be taken to ensure that they succeed where their predecessors failed.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

- 6.0** The type of activities taking place at the centre were skills training, guidance and counseling, sponsoring of kids, uniting kids with their families and re-integrating them into the society.

This chapter deals with the conclusions and recommendations of the study.

6.1 Conclusions

The following were the main conclusion of the study

- 6.1.1** The street kids had reformed and were able to live in a boarding environment.
- 6.1.2** The running of the center required qualified staff.
- 6.1.3** Despite the shortcomings that the centre was facing, a lot had been achieved especially in the provision of education.
- 6.1.4** While the family reunion between kids and relatives had been achieved, the full integration of the kids into society would only be seen when the kids would leave the centre.
- 6.1.5** A number of projects which were intended for the benefit of the kids and were donor driven stopped functioning when the funders left.

6.2 Recommendations

The recommendations arising from the findings of this study were as follows:

- 6.2.1** There was need for the provision of more modern and varied equipment in the workshops in order to promote the participation of more kids in each of the skills training programs being offered where age does not constitute a hindrance.
- 6.2.2** Manual work should be made compulsory at the centre as an integral part of the rehabilitation process, since not all the kids will excel academically and eventually get white collar jobs.
- 6.2.3** The centre should employ qualified staff who are likely to be more efficient and work more effectively for the benefit of the kids being rehabilitated.
- 6.2.4** The government should consider providing funds to the centre because of the escalating costs of maintaining the kids and the need to ensure continuity of the programme that suffer when donors leave.
- 6.2.5** The centre should regularly visit the schools instead of waiting to be called by schools when there was a disciplinary case.
- 6.2.6** The centre has too many programmes running at the same time so that the institution was over stretched and lost sight of their existence, purpose and aim. Therefore, there was need to review the programme.
- 6.2.7** The government should regularly inspect centres to ensure that quality training takes place.

6.3 Recommendation for Further Research

A comparative study of Government, Church and other NGO run institutions may be considered in order to have a correct picture of the effectiveness of the streets kids' rehabilitation effort by the nation. For instance, ZNS keeps the kids for 1 year only while Mthunzi and other similar institutions keep the kids for a number of years.

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APPENDIXES

APPENDIX 1

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

STAFF AT MTHUNZI CENTER-

1. How long have you been at the center?
2. What work were you doing?
3. How were you helping the kids to settle?

4. What disciplinary problems do you face with the kids?
5. How do you assist them?
6. Which programme do you think is the most effective in rehabilitation process?
7. What do you think should be done in order to improve the programme?
8. Further question depended on the actual work and level of the employee?
9. Any suggestion/option?

APPENDIX 2

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

INTERVIEW SCHEDULE FOR THE MTHUNZI DIRECTOR

Date:.....

Sex:.....

1. What is the size of the farm?
2. How much land is available to the center?

3. When was the center opened?
4. Why was it opened?
5. How many kids do you have?
6. How many are doing formal education, that is, from grades 1-12.
7. How many are following skills training programmes?
8. What skills do you teach them?
9. Do you have enough qualified staff to provide the skills training?
10. If your answer to question 9 is no, in which fields do you have a major problem of staffing?
11. How are you managing in these fields?
12. Who funds your center?
13. Is the income you get from your sponsors(s) sufficient to cover you operational costs? If not, how do you manage to meet the shortfall?
14. **Assessment of the Programme**
 - a) Which of your programme are most effective?
 - b) Give reasons for your answer.
 - c) What are the main challenges which you are facing?
 - d) How do you hope to overcome them?
 - e) What assistance do you require in order to be more effective in your programme?
15. What other activities would you have liked to introduce?
16. What limitation hinder you from introducing them?
17. What practical life skills are you providing to the street kids?
18. Do you receive any help from the community? If so, list down the kind of help that you receive
19. Do you have any programme to settle the kids when the kids graduate Yes/No.
Explain.
20. How do you empower street kids in order that they integrate in society?
21. Do you have a follow up programme?
If so , how often.
22. What help do you give them during the follow up?

23. If not, why?
24. Do you have any evaluation programme? Once a year, twice, different times, none?
25. How many times are you supervised by higher organization?
 - a) The church
 - b) Government Ministry
 - c) CHIN
 - d) Any other.
26. List activities that you think should be done to improve the rehabilitatuion programme.
27. What others comments do you have?

Thank you for your time. God bless you

APPENDIX 3

**THE UNIVESITY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

TUBALANGE BASIC SCHOOL TEACHERS

GRADE.....

SEX.....

1. How many former street kids do you have in your class?
2. How is their academic performance in general? Good satisfactory, poor, very poor.
3. Do you give individual attention to those who perform badly?
4. What encouragement do you give to these others?
5. Are there any special activities for these kids?
6. How is their discipline in class and outside with fellow pupils?
7. What are the main problems which you face with street kids?
8. What help do you give to the street kids?
9. How is the integration between the former street kids and other children?
10. What other information would you want to give in order to assist these former street kids?

Thank you for your time. God bless you

APPENDIX 4

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

COMMUNITY NEIGHBOURS

SEX.....

1. Are you aware of the presence of former street children at mthunzi?
2. As neighbours, do you face problems from these children? If so, what problems?
3. How do you handle them?
4. How are they useful to you as neighbours?
5. In your opinion, is there anything else the community can do to assist the street kids?
6. What suggestion would you like to make to mthunzi administrators so that the street kids are better integrated in society?
7. What help do you offer to the administrators of mthunzi?
8. Any other comments you might wish to make?

Thank you for your time. God bless you.

APPENDIX 5

**THE UNIVERSITY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

DATE.....

Tubalange Basic School pupils-classmates to street kids

Please tick or circle as appropriate.

GRADE.....YOUR AGE.....SEX.....

1. How long have you been in this school? 1,2,3,4,5,6,7,8,9 years
2. How many former street kids are in your class? 1,2,3,4,5,6,7,8,9 years
3. How long have been classmates with former street kids? 1,2,3,4,5,6,7,8,0 years.
4. Do you have a friend among the former street kids? YES/NO
5. How long have you been friends? 1,2,3,4,5,6,7,8,9 years
6. Why are you friends?
7. If you answer to question 4 is no, explain your reasons.
8. Which are the main areas of indiscipline in which former street kids are involved? Number them in order 1-6.
Rudeness..... Fighting.....
Bullying..... Noise making.....
Stealing..... Absenteeism.....
Any other (specify).....
9. What do you think should be done in order to assist them?
10. Which areas of school life are former street kids useful? Number them in order 1-6.
Football..... Sports, running.....
Dancing..... As monitors.....

Debating..... Studying-class work.....
Any other (specify)
11. Any other comment.....

NB if you need more space; use the back of this sheet. Thank you for your time. May God bless you.

APPENDIX 6

**THE UNIVESTY OF ZAMBIA
DEPARTMENT OF POST GRADUATE STUDIES
SCHOOL OF EDUCATION**

TUBALANGE SCHOOL MANAGER

1. How many former street kids from mthunzi do you have in school?
2. How is their academic performance generally?
3. How is the discipline of these pupils?
4. a) Do you have a trained Guidance Councillor in school? Yes/No.
b) If yes, what are the qualification? Degree, Diploma, Certificate in counsellorship.
c) How effective is the councillor? Very effective, effective, ineffective, very ineffective.
5. If there is none, how do you cope with the problem of rehabilitation?
6. When the street kids come into school, do you get information about them from the centre.
7. In your opinion, how else may the street kids be integrated into the school community.
8. What advice would you give Mthunzi?
9. Any other information/ suggestion which may be helpful to street kids in future.

Thank you for your time. God bless you

APPENDIX 7

APPENDIX 8