

FEASIBILITY STUDY 2011
SPONSORSHIP ACTIVITY NAKURUN LAPSET RY
AND
ARAP MOI CHILDREN'S HOME
NAKURU KENYA
Kaija Hukka

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INTRODUCTION

Sponsorship activity of needy children in Nakuru, Kenya is the core function of Nakurun lapset ry (later NL). It is organised in cooperation with the southern partner Arap Moi Children's Home (later AMCH), managed by Child Welfare Organisation of Kenya, Nakuru Branch (later CWSK Nakuru). The cooperation between NL and Arap Moi Children's Home is very direct and concrete. All sponsorship relationships start by the AMCH informing the Finnish partner about new children in need of a sponsor. Sponsored children are also taken care of by parents and guardians at their home. The cooperation between NL and the Children's Home is based on the principle of one named sponsor for each child. Thus the relationship is personal and long lasting. Each sponsor is committed to taking care for his/her sponsored child's living costs, including education, by the yearly sponsor fee of which 100 % is directly sent to the Children's Home by NL.

Historical background

The sponsorship activity between the two partners mentioned above started in a very informal way in the year 1986. The southern partner was Arap Moi Children's Home, at that time not in good condition and without any real financial support from anywhere. The Finnish "partner" was a small group of private persons who started supporting the home in different ways, by sponsoring children. In spite of the informal nature of the activity the partners were committed to the process. The sponsoring group in Finland got bigger through the activity of those who had started (spreading the word).

The result of the informal activity was that in 1996 the Finnish NGO Nakurun lapset ry was founded.

1 WHY THE STUDY ?

The sponsorship activity from the very beginning (informal 1986) between the two partners has been carried out practically in the same way throughout all years. It is obvious however that the circumstances especially of the southern partner, still Arap Moi Children's home which is one of the local branches of Child Welfare Society of Kenya, have changed in many ways. Nakurun lapset ry has adapted to those changes in best possible way every time something needed to pay attention to.

This feasibility study (later FS) is aiming at enabling to understand and also draw some conclusions about the changes influencing the process of sponsorship activity between AMCH and NL. By doing so the goal is to find points which need to be paid more attention to when developing the cooperation of the two partners further. This is a feasibility study financed by the ministry of foreign affairs of Finland for the year 2011. This report remains on a practical level and is not meant to be a scientific research. However all material exists in concrete writing and photos.

After the application for the study was handed over to MFA the board of NL decided to apply for a new project financed by MFA of Finland for 2013-2015. From that point of view the feasibility study as such is to be seen as background information for the application to be.

One change that has caused major new points of view to the sponsorship activity has been known by NL for some years. There had however not been capacity to take up the matter and especially its consequences to be examined thoroughly. In 2006 a new law on child protection was enacted in Kenya.

According to this law children are to be restored back to their relatives from children's institutions. In NL rules, the sponsorship relation is not dependent of where the child lives. In case he /she does not live under guardianship of the Children's Home, the sponsor money is handed over to the guardian / parent, but its use is supervised by the Children's Home.

This new situation has caused many questions to which NL does not know the answers. It was probably the most concrete change known during its cooperation with the Children's Home. With time it became necessary to clarify this matter properly and find out its consequences to the *social circumstances of the sponsored child who was restored back to relatives from the Children's home*, for instance;-

- what kind of family he / she is living with?
- how is his /her relationship to the other family members?
- how are the physical living conditions?
- how is the financial situation of the family and (due to this) the nurture and school going of the child?

However, this study is not restricted to this matter only.

2 HOW THE STUDY WAS DONE, SOURCES USED

The study was carried out by a group of three board members of NL and two volunteer workers. The text is written by Kaija Hukka (board member), the home visits were made and reported by volunteer worker Tiinu Ristinen, the interviews were made by Kaija Hukka and Hanna Rinkineva (vice chair person of NL), the tables in appendix 1 were done by Maria-Elisa Salonsaari, one of the NL sponsors, on the basis of material got from Ms Ristinen's reports. Heljä Vänskä (board member and sponsorship coordinator of NL) has been following the process, participated in discussions about the study and thus been of help with her expertise. She has worked as sponsorship coordinator from the very beginning of the cooperation between NL and AMCH.

Two kinds of source material were used: interviews and field work. Interviews and discussions with AMCH staff took place in February 2011 in Nakuru, in May 2011 in Finland when the director of the Children's home Mrs Justine Oduya came to Finland and in September – October 2011 in Nakuru. The field work was mainly done by Ms Ristinen, together with AMCH social workers during May – August 2011. They were visiting families with children sponsored by NL sponsors. Kaija Hukka started the visits during one week in February 2011 to be able to give guidance to Ms Ristinen. Around 200 sponsored children and youngsters were met. Ms Ristinen has also given specifying information when discussing the material she collected. All material was documented and is thus the basis for this report of the feasibility study (later FS). Both partners have been aware of everything going on during the work and accepted it.

3 BACKGROUND INFORMATION

3.1 CONCEPTS APPLYING TO CHILDREN'S RELATION WITH PEOPLE TAKING CARE OF THEM/THE LAW IN KENYA

Guardianship

A person as a guardian according to the law:

"Guardian is a person appointed by court or by will or deed of the parent (e.g. HIV-cases) to acquire parental responsibility over the child and his/her property. On the death of one parent, the surviving parent

will be the guardian. Such surviving parent may have other guardian(s) to join in responsibility where the court sees it is necessary and where the deceased parent may have appointed them to support the surviving spouse in the guardianship. For orphaned children, surviving on their own, the court may grant guardianship to a person who applies for it and satisfies the court.”

The Children’s department in the Ministry of Gender, children and social development (headed by a Minister) has the relevant expertise to carry out surveys on the conditions of the destitute children, and report back to the Children’s court to make their final decision.

Charitable institution as a guardian according to the law:

“In emerging situations, a child is admitted to the institution by an authorized officer or any other person who has reasonable cause to believe that the child is in need of care and protection.” Children’s Home is an example of such charitable institution. The Children’s Act (part of Kenyan legislation), 2001 includes, since the year 2005, a very detailed part referring to charitable institutions duties and rights: The Children (Charitable Children’s Institutions) Regulations, 2005.

Referring to the text of law (above), placing a child in an institution must happen in emergency situations only. The text also includes a part called “Child placement plan” which again includes (point d) “arrangements for the child’s care after the child leaves the institution, which shall include his home environment adjustment plan.”

Custody

“Custody refers to parental duties and rights as relates to the possession of a child, given to someone by a court order.” (Children’s Act 2001)

Further: “Who can be given legal custody?” -> “The court can give custody to a parent or guardian or anyone who, with the permission of a parent or guardian, applies to the court for the custody.”

Foster care placement

According to The Children’s act, foster care placement is a possibility “Where a child has been sent to a rehabilitation school or a charitable children’s institution through a court order.” In such a case “the Director of Children’s Services and the manager of the institution may place the child with a foster parent. A foster parent will have the same responsibilities in maintaining the child as if he/she were the parent.” Foster parent can be a married couple, a single woman above 25 years (may not foster a male child) or a single man above 25 years (may not foster a female child).

The discussions we had with the staff of AMCH (director and social workers) made it clear that foster care is a short term solution compared to adoption. “The government encourages three things i.e. Child to be taken care of by the community, foster home (short term) and adoption which is a permanent solution.”

Adoption

Child welfare is one of the 3 legal adoption societies in Kenya. It has 9 children institutions Arap Moi being one of them.

The Children’s act defines the procedure to apply to adopt a child: “An individual or married couple may apply. The applicant must be at least 25 years old or at least 21 years older than the child, but should not

be aged 65 years or older. The applicant may be a relative of the child, or the mother or father of the child.” Further: “A person can apply to adopt a child if he has continuously cared for the child for three consecutive months within Kenya. . . .The court will appoint a guardian to represent the interests of a child during the hearing of an adoption application.” The child him/herself will be asked if he/she is 14 years old: “An adoption order for a child who is 14 years old will be given if the child agrees to it.”

Some restrictions are mentioned: if the applicant is not of sound mind or has been charged and convicted by a court for offences against decency and morality. There is however no mention about the financial situation of the couple / person applying. When interviewing director of AMCH in February 2011 she confirmed that the financial situation of the applicant really is not an issue when the decision is made. Also the age of the child is neither a restriction nor an advantage. Child of any age can be adopted depending on the circumstances e.g. orphaned child or a taboo child.

In case of an abandoned child adoption is always the preference for the child’s future.

3.2. FINANCIAL AND POLITICAL SITUATION IN KENYAN SOCIETY 2011

Financial situation

Kenyan citizens appear increasingly worried about the politics of the country. Reading the newspapers a foreigner has it easy to understand that. One of the most serious matters is the deteriorating value of Kenyan shilling which is causing continuous rising of prices. The inflation rate is measured by comparing the value of Ksh against US dollar. In late autumn 2011 the inflation rate was around 17 % high.

In September 2011 we got a very concrete information about the effect of inflation on the prices of essential food products and fuel. The bookkeeper at AMCH had made a monthly comparison from January to August this year. Some examples: In January the price of 90 kg bag of maize was 1500 Ksh whereas in August it was 3600 Ksh. The highest price in this year for maize was 4400 Ksh in April. It is probably not possible to forecast any permanent fall of the price of maize on the basis of those two months’ situation. The price of beans per 90 kg bag used to be 3200-3300 Ksh before this year. In August this year the price was 4800 up from Ksh 3500 in April. The price of 10 kg sugar in January was Ksh 3560, in August 10450 Ksh.

The influence of fuel prices is remarkable because of its many indirect effects. Although the Government of Kenya started to regulate fuel prices i.e. kerosene, diesel and petrol have experienced a sudden and remarkable rise of price. This caused problems especially for the not well-to-do – population: the so called matatu-buses, used mainly by the poor, drive with petrol. Kerosene is used in lamps in households with no electricity. There are examples in the results of the field work of this study where school children tell that they are unable to do their homework because lack of light. (E.g. in Nakuru area it is too dark to be able to read already at 6 pm throughout the year. School days normally end at 4.30, or 5 pm and it can take half an hour and even more in some cases for children to walk home from school).

The rising prices of all commodities have an effect on school fees. During our work trip to Nakuru in September-October we were shown a summary of demands of schools for extra money to be paid by end of October for each child taking the national exams at the end of the year. This came totally unexpected and with information that students without the demanded extra payments had no chance to do their exams. For AMCH this meant over 160.000 Ksh (= around 1200 € according to the exchange rate in late September) extra outcome at a very short warning. It was also obvious that the fees per term are going to

be raised in the new year. The Kenyan school system has three terms in a year. Before holiday months (April, August and December) schools give their students information how much to pay for the next term.

The exchange rate of euro to Ksh has for many years been very steady: 1 € = more or less exactly 100 Ksh. In September –October this year one got between 126 – 132 Ksh for a euro. Late November again the rate was around 112 Ksh for a euro. Looking at the currencies this way shows the real value of our sponsorship fees in Kenya. As seen above the value of euro has been good for a while and thus caused a small alleviation to the pressure to send more money to AMCH. However as we see the tendency of the value of Ksh against euro seems to be strengthening again and thus diminishing the alleviation for NL's need for more income to be able to fulfill the demand in Kenya. The joint effect of inflation in Kenya and the currency (= euro) in future remain to be known.

All in all it seems that school fees of our sponsored children are rising. To forecast the inflation in Kenya as well as the future of euro is beyond the possibilities of both partners at this point (end of 2011).

Political situation

In August 2010 Kenyans got a new constitution after the referendum accepting it. There are many remarkable reforms regarding e.g. position of women. However the implementation of the constitution takes time. Unfortunately the implementation does not only mean lots of work involved but there are also political conflicts and struggle for power. One could realize that just by reading newspapers. To get the implementation done will also cost a lot of money: there is need of nobody knows exactly how many working groups etc. for planning how to carry out all the details.

Another question mark for the constitution and many other things in the country is the election in 2012. People have not forgotten the post election violence in 2008. If end of 2011 one asks people in Kenya what they think is happening this time many of them are optimistic and say people have learned their lesson, or, because of the new constitution the election will not face any disturbances. However, who knows?

3.3. ARAP MOI ALUMNI ASSOCIATION

During the past years more and more AMCH children and youth have reached or are already near the target Nakurun lapse ry has taken as its own mission: to have every sponsored child educated according to his/her own capacity so that he /she can be an independent citizen in the society. By end of 2011 around 90 sponsored children will have reached this target.

In October 2010 a meeting was organized by a couple of Finnish sponsors for the earlier AMCH children to come together and meet each other. Around 50 of them came. Many had not met their friends in years and also new contacts were established. Phone numbers and email addresses were exchanged. This seems to have been the starting point to go on with having contacts between these young adults. The things have developed even further: The AMCH has seen the potential of these former sponsored children now standing on their own feet. Some of them living in the Nakuru area have been invited to meetings of AMCH board. In September 2011 four of them attended the board meeting which was held due to Kaija Hukka and Hanna Rinkineva being in Nakuru. They all spoke up their vision how the alumni could help in developing the work of AMCH and the cooperative development of sponsorship activity with NL. An alumni group is going to be organized in some way. Our proposition AMAA = Arap Moi Alumni Association got good potential response.

3.4. EDUCATION: SYSTEM IN KENYA, PRECONDITIONS FOR DIFFERENT POSSIBILITIES

(Interview Richard Muthama, social worker responsible for counseling the children in matters of education at AMCH in September 2011)

Nowadays it is compulsory for all schools, training institutions and hospitals to have a social worker as they are trained as counselors for counseling pupils / students patients etc. That's *why one of the social workers at AMCH is tasked to speak with the children / youngsters about the choices they have in different situations and also their personal questions or problems.* All social workers here are trained counselors. This goes on even when the child is not at school any more. Universities and vocational education institutes usually have counselors and Richard Muthama is there for the youngsters. He is extremely well informed of the system in detail about e.g. preconditions needed for different studies and how the process proceeds when students are chosen to secondary schools. All information here comes from interviewing Richard.

Public Primary education is free by law, but it only relates to quantity, not quality. Parents still pay quite a lot of extra levies.

Typical education path is 3 years of nursery school (3-5 years old children), 8 years of primary starting at the age of 6 years , 4 years for secondary education and 4 years of university. If one wants to become a lawyer, architect or doctor, it means 3 years more of specialized university level studies.

In standard 7 ('standard' = class in primary school in Finnish terms, in secondary school the term is 'form') teachers present opportunities for further education: secondary school (= high school) or vocational training.

There are many categories of secondary schools:

- Top category is national schools, to which about 10 000 students can enrol
- provincial schools
- district boarding schools
- district day schools and
- local day schools.

Grades by the end of standard 8 determine the category of school the student can expect to get into. N.B. In Kenya, there are national exams also at the end of primary school. In August, before the last term of Std. 8, the students have to apply to high school with *options of 2 national, 3 provincial and 3 district schools.* Richard Muthama stressed that some district schools can also be good, completely depending on their management .

The students to secondary schools (= high schools) are selected by the school's heads through a selection panel. The process goes like following:

Phase 1: In January, the heads of *national high schools* meet to *choose the best students* basing on their grades in the national exams of Std 8. *After that, the provincial school heads select from the 2nd best, and after that other schools choose pupils from the remaining students.* Altogether, the schools can take approx .50 000 students. It's important to note that not all students who qualify for national schools get chances to join them because of limited opportunities.

Phase 2: By February the students get calling letters to Form 1, also informing about the school fees.

Secondary school education is not free. National schools are very expensive. (We discussed also the huge rate of corruption particularly in the fields of education and health, and within the overall government –to-government development assistance, too.)

Some children from AMCH go to vocational schools as they don't qualify for any high school. However the counselling always prefers applying to a high school. As not all vocational schools don't have social workers to counsel the students, they continue to consult the ArapMoi social workers. It is important to note that *the career counselling conducted by Arap Moi staff continues irrespective of the school or age of the sponsored child/youth, until the young person is on his/her own feet.*

In high school (= secondary school), in Forms 1 and 2 the students have 10 subjects. In Form 3 they have to drop 2 subjects. At this point they need counselling as well. Math and English are compulsory, one subject is dropped in sciences and 1 in societal studies. Everybody further chooses one new subject, either business, computer or a foreign language. In Form 4, prior to national final exams there is a preliminary exam by districts, and on the basis of the grade of that exam the students are counselled on universities.

To access a university, the grade must be A, A-, B+, B or C+. (Grades from A to E, A being the best). Cluster of subjects is important: even if the grade is B+ but Math only D there is no possibility to Access University. The second option to a university is diploma courses (on e.g. tourism, accounting, hotel management) for those who did well in the national exam but where not accepted to university. (C+, C or C-).The stipulated grades to join a University is a C+ but it is not a guarantee to join because it also depends on cluster of subjects.

Degrees require 4-7 years of studies, *diploma courses* require 2-4 years. After diploma course it is possible to get a job but those who are rich enough can continue to university. It is also possible to work and study (evening university). The cost however is high for the parallel degree programme.

A third option for those with the grade C or C- are *certificate courses*. They take half a year to 1 year.

The emphasis is on public schools in studies counselling overall: they represent a *predictable quality and have permanent teachers*.

Private schools:

- anybody capable of paying the fees is taken in
- the teachers work on temporary and not pensionable basis even if they are well paid
- also anybody willing and having the resources can establish a private school. Private schools are in the most cases business for their owners. This is why the ranking of schools is important. The quality of private schools vary a lot. Some are excellent and some extremely bad.

4 FINDINGS OF THE INTERVIEWS

4.1. REASONS WHY CHILDREN ARE BROUGHT TO CHILDREN'S HOME AND THE PROCESS

A child can be brought

- by police or by relevant authorities i.e. churches, individuals or guardians.
- Sometimes also one of the parents or some relative can bring the child. In the last mentioned case mishandling or even abuse of the child by some family member can be the reason. Something could

have happened in the family so that they are not able to support the child physically , morally and materially.

Children brought by police or relevant authorities are often abandoned.

- They can either be babies or children of different ages and in different conditions.
- If the physical condition of the child is very bad the police can take him/her to the hospital.
- From there the child is brought to Children's home when his/her condition improves.
- Babies may also come directly from hospitals soon after the birth. In these cases the mother may be underage or she may have other children and has no source of income.
- There are also cases of single mothers who don't want to bring up their children without their father.

One major cause for need to bring children to a children's home today is HIV/AIDS. One or both of the parents may suffer from it or have died because of it. In such a case AMCH takes care to test the child also.

What happens next?

After the child has come to the Children's home a report is made to the children's department.¹ It is then for the Children's department to decide where the child should go i.e. whether to court, back to relatives or to the children's institution. The government is advocating for adoption as a final result when all other avenues have failed. If the case goes to court, the court makes an order to place the child in an institution and how long the child will stay in the institution.

Adoption is the last option if no relatives are found. In case of an abandoned child the preference is always adoption.

4.2. CAUSES TO FIND A SPONSOR FOR A CHILD

Arap Moi Children's Home is a charitable children's institution and not a governmental organ. "We are a private organization but we compliment the government.. Adoption process is one clear example for that." (Director of AMCH in February 2011)

Early November 2011 there are 110 children living at the home and 277 living with a family in the network of the Home. NL is the main financier of the home.

Reasons for urgency to find a sponsor (most urgent cases meant first) for a child are divided as following (Interview with Director of AMCH):

- orphaned, abandoned or neglected children
- poverty stricken / destitute families
- sexually /physically abused children
- children who became victims of child labour
- HIV/AIDS orphans
- large families
- separated families
- single mothers not able to take care of the child

¹ Page 4

It also happens that a family gets in need of support unexpectedly. One example: one of the grownups may just get so stressed because of poverty, too much responsibility of too many people etc. that he /she leaves the home and the remaining family is not able to handle the situation.

4.3 THE PROCESS OF MOVING THE CHILD FROM AMCH TO A FAMILY

(Interview Mama Justine, director of AMCH in February 2011)

When a new child comes whose identity is not known

- the AMCH staff with help of police *start to trace the history of the child* and find people who know him / her. They contact all relatives that can be found.
- After that *all possible relatives come together and talk*. It is necessary to find one who is really willing to have the child. "We cannot dictate them. We only take care that the relatives are signing, that means that they are taking over. *Signing a paper is the promise of will to become the guardian of this child. This is the first concrete step to start legislative process* about who is going to be the legal guardian of the child. If the guardian is changing something in the child's life e.g. change the school he/she should do it with our knowledge."

When starting the contact with guardians, they do not know that the child is on the Sponsorship programme. After agreeing that the child comes to the family, the parents are told about the sponsor and asked if they want to continue with it. Some don't and some accept. Don'ts are well-to do families."

As an example of extreme cases, staff have to handle, Mama Justine says:

"There are all kinds of bad cases: One child had been found at the railway station, slept there 2 nights, already had pneumonia. We brought the child to the hospital and . . . those ones that had abandoned him were watching! The child died. The good thing was we had all the reports, documents from the doctors, hospital etc. Lastly, contacted the police again = case went to municipality. Without the documents there would have been a big problem. The municipality buried the child."

4.4. Role of AMCH with foster homes and guardianship homes in relation to sponsors/Nakurun lapset ry

According to Director Mrs Justine Oduya the role of AMCH is quality assurance to sponsors. During one of the many interviews with Mama Justine she expressed herself as follows (on 5th February 2011): "*When the child goes to relatives then they take over.*² *When there is a sponsor then we have a role to play. We do the work for you by following up on your behalf.* "

When the child leaves AMCH and is on sponsorship,

- AMCH requests a letter from the child's school stating the school fee/tuition fee/exam fee.
- Social worker will visit the school, and the home telling them that the child is supposed to visit the AMCH office 3 times a year, April, August and December.
- The letter to be written to the sponsor during the mentioned holiday months is a neutral vehicle to get the guardians to send or bring the child here. Also regular letters form a bridge

² meaning that the relative becomes guardian for the child.

between the sponsor and the kid. During the three visits, school payments and medical check-ups are taken care of. At every break of term/visit the children are supposed to bring a letter from their school on the school fees/tuition fees that inform us about the school fees and if there could be any changes on school fees.

4.5. HOW THE SPONSORSHIP MONEY IS REACHING THE CHILD

There is no one and only answer to this question. The first fact we as Europeans need to understand is that having a bank account is not usual in Kenya. For people with no perpetual income it is not possible at all. Another important fact is the big diversity of the geographical location of the guardian homes. One more is the "life style" of some guardian families. The way of handing over the money also depends on if the child is going to a day school or to a boarding school. The school fees or / and school materials are the most difficult part for the guardians and thus a very important part of the sponsorship fees of NL.

Using cheques is usual: the guardian comes to AMCH and gets the money for the next school term in form of a cheque. In case the child is going to boarding school the money is usually sent by AMCH directly to the school with information of the child's name. Also in some other cases AMCH prefers to give the money for school fees and other costs related to school going directly to the school as well. The reason in these cases is that they have found misusing of the money by the guardian. Misusing seems to be mostly due to one family member being an alcoholic. Reading the material written about home visits it is good to see that such cases are not many. The part of the sponsorship money for food in such cases is usually given to the family directly by bringing them food, e.g. maize and beans enough for the need of the time to the next visit.

A Kenyan system existing since couple of years called MPesa (sending money directly through mobile phones) is also used.

4.6. HOW TO GET KNOWLEDGE ABOUT THE CHILDREN'S LIFE

The social workers are supposed to meet all the children twice a year. However in case of children living far away only once a year is realistic. The staff of AMCH are travelling mostly with matatus (small busses with low fares, not very safe). This is because the condition of the car of the home is not safe enough to go out of the town. Kaija Hukka experienced that on one of the five visits she did herself. It got very necessary to stop about 20 km away from Nakuru town and let an emergency repair be made in one village (luckily there was a car repair business). After that we used around 300 € to get the car repaired to a more reliable condition. However it can still be used for moving inside the town only.

Cases where the guardian's home is somewhere "in bushes in the middle of nowhere" as our volunteer worker Ms Ristinen put it, are not rare. Also this was experienced on one of the five first visits. It was possible to go to the house of the family by car but the ways got smaller and smaller and there were very many of them to decide which to take. No signs anywhere. Resiatio Koikai, the female social worker and sponsorship manager told that she usually takes "the shortcut through bushes" to the house from the matatu bus stop because otherwise the way would be very long and take too much time to get back to Nakuru on the same day.

Mama Justine, director of AMCH, emphasized the role of the community. Even if there not necessarily seem to be neighbours very near, people know each other on another level than in Europe. Mama Justine's strong experience is that the community is interested not of their own family only. Today, when almost

everyone in Kenya is having a mobile phone, neighbours are informing AMCH about child misusing, alcoholic parent etc. if they see such. Then the solution usually is to move the child to a boarding school.

Since a couple of years Kenya has a special nationwide phone number called Child Helpline with the motto "Stop Child Abuse". Anybody can call this number free of charge every day and hour of the year. Ministry of Gender, Children & Social Development has been encouraging people to use it by spreading information about it. This service is supported by Nokia and Plan International.

One very important part of following how the child is doing is he /her coming to the AMCH in all three holiday months.³

4.7. CHANGING DEMOGRAPHY OF THE SPONSORED CHILDREN

The cooperation between NL and the Children's Home started in 1986 with the first sponsors.⁴ At that time most, if not all, children were small. Today, all sponsored children are going to school (nursery, primary and secondary or vocational education).

Both partners agree about offering as good education as possible for the sponsored children / youth. This is a strict goal of the sponsorship activity. Accordingly, every sponsored child should be educated until vocational /professional degree to be able to live as independent citizen in the society. The problem here is that school fees are high and constantly rising⁵. They are beyond the possibilities of many of our sponsors.

Boarding school students are not permitted to spend time in the school premises during holidays. For those children / youngsters having no relatives this is a practical problem. The Children's Home is not able to offer them a shelter because of its limited capacity, and because of the child protection law does not allow for teenagers beyond 17 years to reside at a children's home. The significance of this problem was realised by NL only after the application for this study was submitted to MFA in May 2010.

The problem described above does not count the holiday months only. This is because *students who finished secondary school have to wait for the results of their exams longer than end of the year. Only after getting the results they can start writing their applications to further studies⁶. They write their applications usually to more than one university to make sure to be accepted to one of them. Answers from different universities come at different times. Thus the time they are waiting for the calling letters differ. During this time the housing situation for them is the same as during the holiday months.*

In some cases the time gets even longer due to the lack of ID Cards for the applicant. The IDs are a precondition to apply for a place to study and employment. In Kenya one cannot get a permanent ID before the age of 18 years. To get one the person has to go to the place he/she was born. This place may be very far away from where he / she went to school. Usually one gets a temporary ID in one month time. This ID can be used to the applications. The question again is: where does this youngster stay during the time of taking care of the ID, getting it and waiting for a place to study?

³ Chapter 4.4. page 11

⁴ as mentioned earlier in this report Introduction, Historical background

⁵ as earlier in this report in part Financial and political situation in Kenya 2011

⁶ Chapter 3.4. page 9

This year (2011) NL has heard about cases where some youngster during the waiting time just disappeared without anybody knowing where they went. One girl is known to have got pregnant which makes the future very hard for her (she has no family to offer taking care of the baby). Even if these cases are not many, everyone is too much.

Young persons who have had a life very organized in details by other people (children's home and school, boarding schools) just don't know how to behave and manage alone. They would necessarily need guidance in practical matters about how to live in the society as adults. Some of the girls Ms Ristinen discussed with, told that they had got guidance in small groups of girls about sexual matters. This girl told that they had felt such a situation difficult (= embarrassing). Her suggestion was individual discussions with a grown up person. She also thought that this might have the consequence that the girls would talk with each other afterwards and maybe more easily go and ask more. It's not only girls who need guidance in sexual matters and the need of guidance is not restricting to sexual matters only. There are others from drugs to different every day matters.

5. FINDINGS OF THE FIELD VISITS

5.1. MATERIAL COLLECTED

During her 5 months stay in Nakuru Tiinu Ristinen (as agreed earlier with her as well as the director of AMCH and after getting counselling in Finland before leaving) first spent one month at AMCH working together with the staff in all departments of the home. Only after that she started the home visits together with one or sometimes two social workers of AMCH. These social workers were those who normally do the home visits.

They met 184 children and youngsters from age 4 to 23 (the great majority being underage) who live outside AMCH but have a sponsor in Finland or are studying with support of Nakurun lapset ry. Most of the families they met live in the Nakuru area which however is much bigger than the town itself. They also met some families in the Western area, Kitale, Nandi North, North Kinangop, Nyeri, East Pokot and Eldoret. Some of these places are so far from Nakuru that it is impossible to go and meet the child during one day. Staying e.g. in a hostel overnight is necessary. Earlier in February 2011 Kaija Hukka had started the visits meeting 5 families and altogether 11 children in Nakuru area.

All in all 193 children and youngsters living with relatives + their guardians have been met by Nakurun lapset ry representatives during the year 2011. Furthermore 11 were met by Tiinu Ristinen at AMCH where they came there during the holiday month August.

5.2. CONCRETE FINDINGS OF THE FIELD VISITS

Guardians and other family members

If not own mother or father or both is the guardian, the guardianship is most often given or ordered by law to one of the grandparents or both. Aunts or uncles are also usual guardians of the sponsored children. There are often other children in the household as well. They may be own children of the guardian, grandchildren or children of relatives of the guardian. Sometimes it was not very easy to understand what the relationship between the family members was.

One example which also shows something of the preferences the guardians may have when deciding to get committed as guardian for a child: (This text is on one of the memos of Kaija Hukka.)

“These children, a 12 year old boy and a 9 year old girl were living with their grandparents. The grandfather of the children had had two daughters with 3 children each. The daughters had died because of HIV. The wish of the grandfather was to have 1 child of both of his daughters to take care of. His thinking was that this way he “had both of his 2 daughters with him”. (Normal thinking in Kenya according to Resiatio Koikai, the social worker) The AMCH fulfilled his wish.” This grandfather was in good condition without any diseases and obviously very happy about the children. We met also a young woman with a 2 year old boy. She told (when asked) that she had just finished form 4 (!) and did not know yet what to do now. “

Later the social worker of AMCH told that this young mother was the elder sister of one of the sponsored children. She was not really interested about her child (Resiatio Koikai told). The father of the small boy was not “around” meaning that they did not know where he was. The baby was one of so many in Kenya who was born “by accident”. Resiatio Koikai told that if they started to “trace” the father and he would be found he must, according to the law, take care of his child. These cases (= babies born due to contraception not being used for different reasons) are so very usual in Kenya that for an European it is very hard, if not impossible to understand the immensity of them and the number of serious problems it’s causing.

The number of persons living in the same household differs quite a lot. However 7-8 family members or even more living in a usual two or three room house (= sitting room + 1-2 other room(s) is normal. As stated above, sometimes it was hard to understand what kind of relation someone had to the other family members. At this point we need to know that the meaning of the word “family” is very different in not only Kenya but all Africa from ours.

Quotation of the memo above:

“Surprisingly many of the sponsored children live with their own parents or one of them.”

One explanation for this is the postelection violence in 2008. Great number of families, especially on the Nakuru area was left without even the smallest possible part of their belongings. They had to start everything from point zero again. The reason for great number of such families in just there is that at the beginning of the violence this area was more safe than many others. The result was that Nakuru had very many refugees from other areas and later suffered great violence.

Of the families left without anything at all many persons, adults and children, also got lost from other family members. Altogether AMCH gave shelter to around 300 children at that time. The normal capacity of the home is around 100. In some cases the family could re-join again later or at least one of the parents was found alive. The catastrophe left many children as orphans and many adults as single parents with no property at all.

A usual background for sponsored children living with own mother is e.g. the death of the father who had been the main, or, in most cases only one to finance the living of the family. For uneducated women possibility to get any kind of work is more or less good luck and absolutely not common. In the rural areas farming for a single mother is very hard without help.

It also happened that some husbands just left their family without notice. Even some mothers just left. In some cases they find new “husbands” hoping to come back later. However, if she has got a child with the “new husband” a new problem arises: men usually don’t accept other men’s children in their household. If the knowledge of this *reaches AMCH they have to reorganise the life of the child / children.*

There are also other kinds of stories of a parent in need of support. Here one example: It's about two boys, 11 and 14 years old.

Memo: "The boys were living with their own parents. The husband had to take care also of his sister and her children. The sister had a mental problem and was not able to take care of herself or her children. The last born was very young, only maybe 6 months when she was taken to AMCH. It was too much for the father of the boys because he had the 3 children of his sister also. There was also the situation that the wife "went away because of a family dispute". She came back later though. The AM staff decided to assist this husband. That's how the 2 own children of this father also came to the sponsorship programme. "

There is one further reason: Members of AMCH staff get one of their own children sponsored. ⁷

According to the written material number of different relatives as guardians of sponsored children looks like following:

- *Mother: 34*
- *Parents: 34*
- *Grandparent(s): 31*
- *Aunt: 28*
- *Father: 12*
- *Uncle: 9*
- *Brother or sister: 9*
- *Adoptive parents or mother 2*
- *Aunt and uncle: 1*
- *Cousin: 1*
- *"Good Samaritan": 1*
- *Community: 1 (here it was a 21 year old student. We don't know if the guardianship had been this way when he was under aged and in need of a guardian)*
- *School matron: 1*

About total number of persons living in the same household as the sponsored child the study revealed the following information:

<u>2 - 4 persons</u>	<u>5 - 7 persons</u>	<u>8 - 10 persons</u>	<u>more than 10</u>
23	81	37	9 (Max. 19 persons!)

Homes and living conditions

The living conditions vary quite a lot depending especially on if the child is in day school or boarding school. According to what the collected material (= stories written about the children's life when visiting families they are living with) shows all children are well and have everything they need, also for school. They are treated as other family members. This is not a surprise: the way Kenyans (and Africans more or less in general) think of the concept of 'family' is very much different from ours. Almost all children staying at somebody's home have duties at home after school, cleaning the house, washing their own cloths etc. This counts the own children of the household as well as the children placed there instead of children's home.

⁷ Decision in 2007 between NL ry and AMCH: one child of AMCH staff member gets a sponsor

There are differences when looking at the physical conditions of the homes. Tiinu Ristinen describes some houses as small one room “mud huts” mostly quite far from any settled area. At the opposite end to them are a couple of houses very solid built and big compared with the previous ones. However it is obvious that every family may for different reasons unexpectedly get in to a situation when their capacity to take care of themselves changes radically and in a bad way. The guardian e.g. getting seriously sick would be a major problem with various consequences for the family. The most usual type of houses are about same in rural and in town areas. In town area more houses are rental ones.. The rent varies between 200 – 4000 Ksh per month but it keeps on changing each season/year.

Communicating with the family members: meaning of sponsor for the family

It was not possible to communicate with the families without interpretation. The guardians or other family members did not know English excluding the children who went to school. From other points of view it was easy: people were happy and some even expressed to be honoured about the visit (because an European being with the social worker of AMCH). Most of them have also expressed their gratefulness for the possibility to get the child to school: even if the family could manage their daily living without a sponsor, *taking a child to school would be beyond their possibilities because of the costs. The guardians as well as most of the children emphasised the meaning of education for two reasons: they understood that a young person cannot get a good life in Kenya without been educated. The other reason, also mentioned by the children themselves was the possibility to help their family or “own people” in future.*

The home of the family in the following example was quite typical.

“The house of the grandparents was a typical one on rural areas (which could be seen later during the other visits). It was made of bricks of mud as Resiatio Koikai, sponsorship manager of AMCH put it. We entered directly to the sitting room with armchairs filling it in square shape. The floor was ground without any material on it. The door was just an opening on the wall. Chickens and goats came to the door from time to time but did not come in. The two other rooms were on both sides of the sitting room separated by a piece of cloth. They were used as sleeping rooms and also for storing e.g. clothes and food. “

More or less all houses are like this. Some have got electricity. Tap water is more unusual than usual. In some cases there is a remark about the family having to carry the water from somewhere not quite near (= 0,5 – 1 km way).

Especially in town areas families live in rental houses, the rent being about 400 to 4000 Ksh per month (about 4 - 40 €). The owner of the rented houses can be an individual person or the town authority. The notice time to leave is officially 3 months but there are cases when the time was made much shorter by the owner. Practically the families cannot do anything but accept it. These houses may have a small plot of land also but accordingly not owned by the family.

Some of the homes don't have any neighbours anywhere near at all and there might not be even a proper (= possible to drive by car) way to the house.

Food security

In rural areas families normally try to get food by growing it themselves. They tell about small scale cultivation, mostly maize, beans or sukuma-wiki which is a vegetable looking a little like spinach.. Having seen the small plots of land they have beside the house one really understands what “small scale” means. Some families are able to sell part of the harvest if the year has been good.

One father of two boys told that he was working hard on the small farm which he owns to grow (maize, beans and potatoes) to get food to his children. If the harvest was good he was one of those who are able also to sell part of the products. This is not the situation every year. Right the time we were there it had not been any rain for a long time which means not good harvest. This father was happy if the harvest would be enough for themselves. This was not automatically the result for every year. Cases like this are very usual.

School day of our sponsored children is long, from 8 am to 4, even 5 pm partly depending on whether the child is in need of extra lessons due to “slow learning” as they usually put it. Also the way to and from school may be long, even one hour one way. Usually they walk to school. Some schools have so called lunch programme meaning that the children can have lunch at school for about 30 – 40 Ksh (= about 0,30 – 0, 40 €). The price looks low for a European. However, income of a family per day may be some 100 – 200 Ksh (= 1 -2 €). Such cases are not exceptions. Some children carry food for lunch from home.

There are some bad cases that the parents misuse the money meant for food. When AMCH gets knowledge about such a case they bring bean or maize bags to the family instead of money.

According to the information collected for this study sponsored children living with families are in good condition. They must have had enough food regularly.

Income generation

Beside farming the most usual expressions for income are small scale businesses, hawkers or casual / occasional work. Examples for small scale business include small kiosks where a family member is selling e.g. candies, or just selling fruit from a pushcart at the street side. Hawkers are people selling different things from souvenirs to clothing or shoes without any permanent place even for a day at all. They just go around and try to get buyers. Occasional work is often something women are doing and the most usual kind is washing clothes for other people. They get 100 – 200 Ksh per day for it. (100 Ksh in November 2011 is less than one euro)

In figures the income generation looks like following (number of families living with these income):

<u>Casual job</u>	<u>Small scale farming</u>	<u>Small scale business</u>	<u>Some low paid job</u>
58	57	27	(21) 8

In the memos of collected material three families are marked with “no job”. From those having some job the figure 21 in brackets because 13 of these persons are staff members of AMCH. This is due to a decision made between NL ry and AMCH. Staff members get one of their children sponsored. According to information the sponsorship coordinator Heljä Vänskä this decision was made on 2006 or 2007. The rest of those with some low paid job are e.g. carpenters whose income vary a lot from week to week, or really low paid gate keeper etc. In a few cases the detailed information of the work is missing.

5.3 INFORMATION ABOUT SCHOOLS AND CHILDREN IN SCHOOLS

Children in primary schools

Most of the 122 primary school children go to day schools. The number of pupils in boarding schools was 23. A remarkable part of primary school children go to private schools: Of all 122 children going to primary school 47 were in private ones. When asking for a reason to that sponsorship manager Resiatio Koikai’s

answer was: “ Kids were initially in public schools, but when free education came, classes got congested; *slow learners* don’t make it in the big classes but can manage in smaller classes and with special attention to them. We know where we take our children, we are also sure about their good performance.”

This is very understandable: the classes in public primary schools are very big, about 70 or even 100 pupils in one class room with one teacher. The AMCH is following up the children’s managing at school. We were even told about one case about a very slow learner who was still not able to read nor write after more than one year at school. “We had to arrange a private teacher to her”, Koikai explained.

Youngsters in secondary schools

Altogether 43 of all sponsored youngsters went to secondary school during the time this study was done. The great majority of them were boarding. There is no remarkable difference in numbers between boys and girls.

Other children on the list of the study

Some small children going to nursery school were also met. Normally nursery school is obligatory and the principle is that every primary school has a nursery school as well (interview director of AMCH). Nursery schools are never 100% free and private ones are expensive (as all private schools). Some head masters make exceptions and let a child start on standard 1 in primary school even if he / she did not go to nursery school for obvious and unavoidable reasons. The nursery school takes 3 years in all. Children start usually in the age of 3 years at baby class. Of the 7 small children on our list 3 were 4 years (on baby class which is the first one), 3 were 5 years, one in baby class and two on top class (the last class before primary school). One according to the information we have was 9 years and still on top class in nursery school. The reason for this particular case cannot be seen on the report.

The age distribution all in all in a certain class level may be bigger than we are used to think. The reason is that somebody had to make the same class twice. Another possible explanation is that for some reason the family was not able to let a boy or girl to go to school at the usual age. Later the situation may have changed and he / she starts school at a higher age than others.

Schools

The school premises vary a lot comparing the worst and the best. Some have surroundings like garden, steady and beautiful buildings, others are just ordinary buildings. The worst example was a public school not far from Nakuru town centre. It was established by Nakuru town. We were talking with the head teacher who told why the premises now were in such a very bad condition that they had to set up a big tent for a classroom. Thinking of the climate in Nakuru area the tent could be very cold and wet from time to time. The reason for this situation of the school is following:

In Kenya it’s the MPs’ duty to take care of all public services in the part of the country they have been elected to parliament from. The MP who had established this school had been truly interested in education and had allocated enough money to build a good school in the area. Unfortunately he had died in an aviation accident. The MP after him had no such interest at all. The head master did not know how and how long to manage.

The two sponsored children we had in that school had been moved to another one by the guardian. He had realised that the children were not developing well at that school. They were now in a boarding school

nearby. The guardian was satisfied to have done that. We met both of the children in their new school briefly after visiting their guardian family. They were ready to tell about how they felt at that school and what they liked best. Both were dressed in nice school uniform.

Another school Kaija Hukka is remembering especially was a public primary school as well. The premises were ok but not special in any way. What made that school special was the attitude of the head master and his staff. They clearly had a very good attitude for this organization and everybody was truly interested in the work with the children. We were sitting quite a while in the office of the head teacher talking pedagogy. He was especially happy to have got their first computer as a donation. It was meant to the pupils to learn ICT. The head teacher was eagerly expecting possibilities to get more computers “because being able to use one is very soon almost as important than to be able to read and write”. He already had some plans in mind how to go further using ICT in teaching.

This school was a concrete example that it is not necessarily fine premises and beautiful surroundings that make a good school. Later the sponsorship manager of AMCH told that a great majority of pupils from this school go to secondary school, meaning that they must have developed very well.

Challenges the schools are facing vary from rotting roofs to the challenge of getting girls to school, (in Muslim schools, girls are not encouraged to enrol)” as sponsorship manager Resiatio Koikai put it. This was very easy to verify even during the five days we were visiting schools and families in February.

The head masters when interviewed in most cases told about challenges and strengths of their schools. It is usual that these are also shown inside the school building as posters on the wall.

School level of sponsored children during May – August 2011

All children who were met did go to school: 43 youngsters were in secondary school, majority of them boarding. 14 youngsters were in some vocational education instead of secondary school. Of these 8 were girls, 6 boys. In addition 9 small children were in nursery school . The rest went to primary school.

Looking at the age of the children in school age we can see an interesting difference between boys and girls. Young boys seem to be missing.

The numbers of girls and boys in Ms Ristinen’s material

	<i>Girls</i>	<i>Boys</i>
<i>Age 3-5</i>	8	1
<i>Age 6 – 10</i>	28	8
<i>Age 11 – 14</i>	58	4
<i>Age 15 – 17</i>	17	23
<i>Age 18 - +</i>	17	20

Children in the situation of making decision for the next step of their education

According to the latest information from AMCH 29 of the sponsored children are finishing the primary school 2011 (17 of those met during the visits). This means that 29 youngsters are right now (end of 2011) in need of support for either high school or, probably minority of them⁸ for vocational education.

On form 4 in the high school 12 youngsters have finished their national exams and are looking for possibility to study at a college or university after the results of the exams are ready at the beginning of year 2012.

Looking one year ahead the situation at the end of 2012 looks as following: 20 teenagers in standard 7 during the time of the home visits -> at least 20 new teenagers need support for secondary school or vocational education at the beginning of 2013. Of youngsters met 11 were in form 3 in the secondary school. At least these are facing need of support for studying in the beginning of 2013.

6 MAIN FINDINGS OF THE STUDY

Importance of sponsors

Information got through the FS shows quite a big diversity in the capacity of families with sponsored children to manage with their living. Exact figures of the income of each family was not possible to get in the framework of the FS. According to the memos of the visits it seems however fair enough to say that some of the families would manage somehow with "an extra child" speaking of physical needs in African framework, some better, some by struggling more.

However, without a sponsor the children most probably would not have possibility to go to school. Even the costs caused by primary school (officially free of charge) would be too much for these families. Pupils are wearing a school uniform in every school, they need proper shoes to go to school etc. All this has to be paid by the guardian. It is even not self-evident that schools can provide the pupils with books, pens etc.

After primary school nothing is free of charge. Vocational education institutes have school fees as do all secondary schools, also the public ones.

Equality of the help

looks a true challenge of the target of both NGOs even if nobody is questioning its absolute importance. The sponsored children / youngsters are now living so scattered, that following up their life really is a great challenge. Schools they are going to differ a lot from each other but there is not necessarily a possibility in the area of their family for anything else. To get counselling is possible for all during holiday months when they are coming to AMCH but not in all unexpected cases.

The way to school and possibilities to do homework is not equal. The ways vary from 10 minutes to one hour, many homes don't have electricity and around Nakuru area it gets too dark to read before 7 pm all year through. Kerosene is expensive⁹ and not all can afford it to get light. Some kind of equality might be possible if all children (old enough) would study in a boarding school. We don't have enough facts however to estimate if this assumption is true. Neither are we able to estimate the other "side of this coin", the

⁹ Chapter 3.2. page 6

negative consequences in case this solution would be chosen. There is always another side in every solution.

The home visits show clearly a big variation in the living conditions of the families with sponsored children. There are so many differences that one and same solution for all really looks out of question. It's not only poverty, it's also the age of the guardian(s), serious, sometimes mental sickness of some family member, a woman alone taking care of the house, family and income for the family maybe with small children, too many family members (children) etc. Also, what we have seen during collecting material for the study, might look different already now or any day. That is not difficult to understand even from our European point of view. Unexpected catastrophes are well known to us. However we must not forget e.g. the example where the mother just left one day without notice to be with another man. Neither must we forget the more than many children not wished but still born due to no contraception used, sometimes getting HIV from the mother etc. The family may have to start taking care of some relative who has gotten seriously sick etc.

Helping children – helping families?

The poverty in Africa is widely known in European societies. However we can hardly understand its many faces not to speak of all the reasons causing it in detail. Families with too many children, women getting children just because they want to have fun with men (contraception not used e.g. due to lack of knowledge, lack of money or even just not believing in it!), rapes, mental problems due to poverty and increasing it etc.

The cooperation between NL and AMCH started with helping the children's home. The target correspondingly was to make a better life for the children. Now that the majority of sponsored children live with families the whole big picture has changed. Families met during the FS mentioned how they are looking forward to getting help for the family from the child now in sponsorship programme when he / she has got a profession. For them the question about time, how long does it take before the child is ready for that, did not seem to be an issue. African way to think about time?

Due to the history of NL we are used to think of sponsorship fee *for a child*. *The fee is meant to cover all daily necessities of one child including education*. Since the majority of our sponsored children are living outside AMCH this way of thinking of individuals, the sponsored children only, needs a question mark. It is easy to say that the child is better on when the family he / she is living with would be better on. However how to reach that goal, the concrete ways to support the child *and* the family have not been cleared up yet.

One obstacle which makes the searching for solutions even more complicated is the sudden rising of school fees. They alone make a major challenge for the sponsorship activity. They are a consequence from the financial situation in the Kenyan society at the time this study has been made. Now on a very short notice new mechanisms are badly needed to finance the studies of the sponsored teenagers and youngsters so that they have possibility for a future as independent members of the society.

Looking at the figures of income of the families we met the following question arises unavoidably: is it possible to support these families now. This subject was brought up also when talking with director and staff of AMCH. Especially Mama Justine stressed its importance.

Meaning of education

has in many ways been shown as essential during the FS work. Many specialists all over the world have spoken and are speaking of it as *the* way out of poverty.

Health care of children living with families

must be less good on an average than of those at AMCH. This is an assumption due to the knowledge of where the others live. The way to see a doctor or hospital in many cases must be quite long and the families don't have cars. Then there again is the question about money. At AMCH one staff member is a nurse and the way to doctors and hospitals are near.

Relation between AMCH and sponsored children and consequences

After a child leaves the AMCH to live with a relative the guardianship of him / her goes to the relative. AMCH does not have any official role with such a child any more. The director of AMCH Mrs Oduya expressed this very clearly when she was interviewed by Kaija Hukka¹⁰. During the 20 years of cooperation in sponsorship activity with NL (before change of law > children to be moved to relatives every case possible)¹¹ trust between the two partners has developed. As a result AMCH went on to follow up the life of sponsored children.

Change in work processes at AMCH

The fact that more than 2/3 of the sponsored children or youngsters studying with support of NL since 2006 are living with families is causing a totally new dimension to the work staff of AMCH is doing. As stated earlier tracing relatives of a new child brought to the Home is complicated and time consuming. Going to meet the families takes the sponsorship manager and one social worker to the fields for a remarkable number of days in a year. Besides these tasks there are some they cannot even anticipate, incidents causing reason to reorganise the life of a sponsored child. According to Mama Justine all this takes a remarkable part of the working time of the social workers. Obviously it is impossible for the sponsorship manager to do all this alone. In addition the counselling work for not only children living at the Home is increasing. *Being a private organisation AMCH has to find its financing by itself. There is no financial support from the government.*

Change in work processes of NL

During all 25 years of NL cooperation with AMCH one and the same volunteer worker has as sponsorship coordinator taken care of everything: contacts between sponsors and their children, contacts with AMCH and many more practical matters. The number of sponsored children continues to rise. At this point NL has big question to answer: How to implement the mission NL has chosen, not only taking care of the children's needs on daily basis but also to ensure their education so that every child gets a profession or some vocational education. This question becomes especially problematic when looking at the last chapter of this report "Ideas of elements for a new project", point 9.

¹⁰ Chapter 4.4. page 10

¹¹ Page 4

7 IDEAS FOR ELEMENTS FOR A NEW PROJECT COMPARED WITH RESULTS OF FS

On 23rd September 2011 Hanna Rinkineva and Kaija Hukka attended a board meeting of AMCH. The question about a possible new project starting 2013 was one important theme to be discussed in the meeting. Afterwards director of AMCH Mrs Oduya and the chairman Mr Ouma of the board took their time to deal with this theme further. We got the result with us.

Comparing the material we have in the FS and the *Ideas for elements for a new cooperation project to develop the sponsorship activities of Nakurun lapset ry in Nakuru Kenya* (this is the way Mrs Oduya and Mr Ouma named it) the following comes out: (number 1 and 2 from the board meeting, 3 – 9 as “Brainstorming by the AMCH board, alumni and key staff members in their meeting on 13.8.2011”).

1 Promotion of equal opportunities for education for the children in the AMCH network/children under guardianship

Here the key word is *equality* and what is meant with it at this point. The FS working group’s understanding is that equality is existing in the sense that all sponsored children go to school. However differences between schools are remarkable.¹² It is the policy of NL that every sponsored child should get educated as well as his/her own capacity allows. About this the reports of Ms Ristinen are positive as well. Also interviewing AMCH social worker Richard Muthama we heard that youngsters finishing public school are strongly recommended to go to high school instead of some vocational education.¹³ This is the message to the children throughout the primary school, not only in the last year (could be too late). We don’t have numbers of drop outs but we have all reason to believe they are not many.

We had discussions with Tiinu Ristinen and also with the staff of AMCH about the advantages of the situation that all sponsored children (in an age making it possible) would go to boarding schools. This, like so many other matters, are however not that unambiguously good or bad. Here seems to be one point in need to be explored more specifically.

2 Physical improvement of the AMCH compound

The material collected for FS does not give any further information about this. The FS concentrates strongly on the sponsorship activity. The interviews and discussions with AMCH staff before September did not touch this theme. However when stepping in to the office building one cannot avoid noticing need for repair.

3 Empowering the guardianship/foster homes of the sponsored children in the AMCH network

- *income generation opportunities*
- *housing conditions*
- *need for funding for empowerment , Regional Co-ordinator and Social worker visits*

About income generation opportunities we cannot say anything from the FS point of view because the study was done only to find facts / how things are, not trying to find solutions to problems.

The FS material shows that most of the families with a sponsored child see the situation as a possibility for something they would not have otherwise. About income generation and housing conditions there are texts which show that some families need more help than others. Regarding earlier years the board of NL

¹² Chapter 3.4. page 9

¹³ Chapter 3.4. page 9

today does not know for sure in which extent our NGO has explicitly been thinking about *supporting the whole family or only the child*. The amount of money the sponsors are paying is in any case meant to be high enough to ensure the living conditions and education of the child. These amounts are certainly not high enough to be used to a remarkable support for e.g. the housing conditions.

The necessity of AMCH staff visiting the families is undeniable.

4 Transitional housing arrangement for youth above 17 years or above – use of hostels

On page 13 there is text about this issue and it is clear that some solution is needed. Related to this is the need for counselling , page 12.

5 Capacity building of the Alumni association of former Arap Moi children

When visiting Nakuru in September we could concretely hear (board meeting on 23rd) how significant the AMAA could be for AMCH. The 4 alumni attending the meeting had interesting ideas how they could support the children and staff of their former home. They may have wonderful innovative thinking if only they came together and worked on their ideas. We also heard about what they would need and what they could do for AMCH. For to really understand the details of these the time unfortunately was too short, so we are not able to evaluate all we heard.

6 Enhancing income generation of the AM Home

The project (if granted by MFA) is about money for developing the sponsorship activity and because it can be applied for 3 years only, not more, a careful definition of priorities cannot be exaggerated. This point needs concrete ideas for project application and thus a dialog between the two boards very soon.

7 Improving medical care for the sponsored children inside AM HOME and in the network of children under guardianship

The knowledge in Finland is that children living at AMCH get good medical care. If there are concrete shortages it is important to express them as exactly a possible.

Regarding the children with guardian families we hardly have any information at all. However the assumption is that there are variations. Do youngsters in boarding schools get medical care at school? If not, the question how to organize medical care for children outside AMCH is really a big one.

8 Improving conditions of the children located at AMCH before adoption

The FS does not include anything about this. It is understandable because of the reason the FS has been carried out.

9 Number of sponsors needed during next 2 years – 1000 or more

- *due to calamities, crop failure, high standards of living.*

There is nothing in the collected material dealing with this challenge.